## COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>American Literature II</th>
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<tr>
<td>Department:</td>
<td>Humanities</td>
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<tr>
<td>Curriculum:</td>
<td>Literature</td>
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### Prerequisites:
- C- or better in Composition (ENG*101)

### Catalog Course Description:
Surveys major American writing, prose and poetry, from its emergence with Whitman, Dickinson, and Twain through the contemporary period, focusing on 20th-century American literature as an evolving multicultural literature.

### Topical Outline:
- **Introduction**
  1. 1865-1890
    - A. Late Romantics
    - B. Early Realists
  2. 1890-1920
    - A. On the world stage
    - B. Voices from the margins
  3. 1920-1940
    - A. The great American novel
    - B. Modernism

### Contact Hours:
- Lecture: 3
- Clinical: 0
- Lab: 0
- Studio: 0
- Other: 0
- TOTAL: 3

### Credit Hours:
- 3

### Developmental:
- No

### Class Maximum:
- 23

### Semesters Offered:
- Sp

### Other Requirements:
- None

### Elective Type:

### Course Code:
ENG*222

### Course Type:
L/D

### Course Descriptors:
Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.
C. Social upheaval
5. 1940-1960
   A. Hot and cold wars
   B. Mainstream retrenchment and revolution at the margins
6. 1960-Present
   A. Challenge to the canon
   B. Experiments in literature and society

Upon successful completion of this course, the student will be able to do the following:

**COURSE:**

1. Literary Genre – the ability to identify, define, and describe the attributes and significance of the primary genres and their subgenres.
   
   1.1 Level 1: Identifies major [fiction and/or non-fiction] genres

2. Literary History – the ability to identify major periods and associated styles of literature and relate them to social history and how each affects the works created at that time.
   
   2.1 Level 1: Identifies significant characteristics of prominent authors and literary periods
   
   2.1 Level 2: Relates individual works to literary history

3. Literary Aesthetics – the ability to identify traditional and developing aesthetic terminology and standards and apply them to critical readings of subject works.
   
   3.1 Level 1: Identifies and defines aesthetic elements and their descriptive terminology

4. Critical Theory – the ability to identify critical approaches, recognize their use by others either in criticism or in the creation of literature, and to apply them to their own critical readings.
   
   4.1 Level 1: Is aware of a critical approach in any reading
   
   4.2 Level 1: Identifies and defines major critical approaches (e.g. classical rhetoric, naturalism, psychological, feminist, Marxist, New Criticism)

5. Literary Analysis – the ability to synthesize the acts of analysis in the preceding abilities and communicate that analysis – primarily via the essay but can also be through oral presentations, performances, or other media.
   
   5.1 Level 1: Critically reflects on their reading of [subject literature]
   
   5.2 Level 1: Evaluates the significance of specific literary passages to the [subject work or literature] using appropriate terminology
   
   5.5 Level 2: Communicates a critical analysis of modern American Literature’s aesthetic characteristics and literary, cultural, and historical contexts

**PROGRAM:** *(Numbering reflects Program Outcomes as they appear in the college catalog)*

**GENERAL EDUCATION:** *(Numbering reflects General Education Outcomes as they appear in the college catalog)*

1. **Aesthetic Dimensions** - Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.
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<tr>
<td><strong>Demonstrates:</strong></td>
<td>Identifies and describes formal aspects, historical or cultural context, and aesthetic elements of the genre with clarity and appropriate vocabulary.</td>
</tr>
<tr>
<td><strong>Does Not Demonstrate:</strong></td>
<td>Unable to clearly identify and describe the formal aspects, historical context, and aesthetic elements of the genre.</td>
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<td>11. <strong>Written Communication (embedded)</strong> - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</td>
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<tr>
<td><strong>Demonstrates:</strong></td>
<td>Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.</td>
</tr>
<tr>
<td><strong>Does Not Demonstrate:</strong></td>
<td>Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.</td>
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| **Evaluation:** | **Demonstrates**:
| List how the above outcomes will be assessed. |  |
| **Assessment will be based on the following criteria:** |  |
| Students demonstrate their mastery of Literary Study Abilities by producing, evaluating, and sharing critical readings and analyses of literary works in a variety of communication modes, but with an emphasis on the written. |  |
| Assessment tools may include exams, short response papers, essays, and oral presentations. |  |

| **Instructional Resources:** | **Required:** |
| List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course. |  |
| Desired: |  |
| Current Library and technological resources are adequate for this course. |  |

| **Textbook(s)** | Refer to current academic year printout |