



ENGL 242 - Survey of American Literature, 1865-Present

Catalog Entry

Discipline English

Course Number 242

Course Title Survey of American Literature, 1865-Present

Units: 3.000

Lecture Hours: 54.000

Scheduled Laboratory Hours:

TBA:

Total Contact Hours: 54.000

Additional Outside-of-Class Hours:

Total Outside Class Hours: 108.000

Total Student Learning Hours: 162.000

COURSE IDENTIFICATION NUMBER(S) (C-ID) C-ID ENGL 135

Requisites

Prerequisite: Completion with a grade of "C" or better or a Passing grade in: ENGL 101 or ENGL 101H

Catalog Description

Survey of America's greatest works of literature and their contributions to the American culture from 1865 to present. Emphasizes the relationship between literary and intellectual history.

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1501.00 - English

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

CIC Approval

11/14/2022

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Identify the major authors, works, themes, historical events, and literary conventions that shaped American literature from 1865-present.
2. Use various critical perspectives as well as historical, political, and social context as a basis for literary analysis.
3. Produce college-level academic writing that demonstrates literal comprehension of texts, ability to analyze both form and content, ethical use of primary and secondary sources, and correct MLA format and documentation.

Course Objectives

Course Objectives:

At the conclusion of this course, the student should be able to:

1. Demonstrate familiarity with important American authors, works, genres, and themes of the post-Civil War period from a broad range of diverse cultures, including a diversity of voices
2. Analyze and interpret themes found in the literature and intellectual movements of the period
3. Employ the techniques of close textual reading and literary critical analysis
4. Relate the literary works to their historical, philosophical, social, political, religious, regional, and/or aesthetic contexts
5. Demonstrate comprehension of the generic and rhetorical conventions and the literary functioning of language such as form/genre, structure, setting, tone, figures of speech, and point of view

Course Content

Course Lecture Content

The analysis and interpretation of literature may include a variety of critical skills, such as:

1. Identifying and responding to the writer's central purpose
2. Determining the philosophical/artistic assumptions implicit in the content and structure of literary works representing diversity
3. Applying criteria of literary/artistic excellence developed by the various "schools" of interpretation
4. Discovering the importance and utility of their own experience in the world as a tool for criticizing literature
5. Distinguishing between their own responses to a work and the work itself
6. Identifying levels and shades of meaning in figurative language and in literary symbols
7. Distinguishing between and evaluating literary rhetorical and structural conventions within and across texts
8. Recognizing the close relationship or identity of form and content in literature
9. Situating works within their historical, philosophical, religious, political, and social contexts

Unit I

New Voices in Poetry, Regionalists and Realists.

Representative writers representing diversity, such as Twain, Howells, James and Sinclair

Unit II

Turn of the Century Authors.

Representative writers such as Jewett, Chopin, Freeman, Garland, Wharton, Dreiser, London, and Crane

Unit III

New Direction in 20th Century Prose, Poetry and Drama.

Representative writers such as Robinson, Frost, Sandburg, Pound, Eliot, O'Neill, Cummings, Stein, Cather, Lowell, Millay, Porter, Moore, Faulkner, Hemingway, Dos Passos, Wright, and Steinbeck

Unit IV

Post World War II Poetry, Prose, and Drama.

Representative writers such as Williams, Miller, R. Lowell, Updike, Oates, Plath, Bellow, Mailer, Baldwin, Sexton, Levertov, Rich, Berryman, and Dickey

Course Materials

Textbook

Cain, William, et al. American Literature, Volume II 2nd Pearson 978-0134053363 2014 No newer edition.
Levine, Robert S., et al. Norton Anthology of American Literature, Volume 2 (C,D,E) 10th Norton 978-0393884432 2022 No newer edition.

Other Required Materials

A novel written by an American author, during the second half of American literature, with choices determined by instructor. Works from the American Book Award or Pulitzer lists as well as classic exemplars of time periods or genres should be represented with an eye toward representing diversity of author backgrounds. A few appropriate examples: Hurston, Zora Neale. Their Eyes Were Watching God. Harper Perennial Modern Classics, reissue edition. 2013. ISBN: 978-0060838676 \$9.22 or Tartt, Donna. The Goldfinch: A Novel. Mass Market Paperback edition. Hatchette, 2014. ISBN: 978-0316286398. \$10.98 or O'Brien, Tim. The Things They Carried. Mariner Books, 1st edition. ISBN: 978-0618706419. \$14.00

- **Class Discussions**

Description

small group and large group discussions

- **Directed Learning Activities**

Description

DOTAs as needed for assistance with MLA or essay writing

- **Group Study & Exercises**

Description

study guide creation groups for midterms

- **Handouts**

Description

For example: major genre conventions and period definitions

- **Media Presentations**

Description

digital and/or live when possible performances of dramas

historical, biographical and other contextual information media from sites such as the Library of Congress

- **Oral Presentations**

Description

author or genre presentations; poetry close readings; students may be required to participate in a book club and be responsible for an oral presentation

- **Reading Assignments**

Description

extensive reading and close textual analysis of texts, secondary sources/critical analyses and/or contextual readings; read within several genres a wide variety of authors, both male and female, from major periods; students may be required to participate in a book club and be responsible for an oral presentation

- **Writing Projects & Reports**

Description

journals, reading responses, outlines, quizzes, exams that include essays written in class and/or analytical papers written out of class; respond to readings in journals or other short written assignments; write critical essays on assigned and/or supplementary literature, including the essay examination and/or papers on assigned and/or student selected topics where critical discussion

and evaluation of the literature is paramount and not a presentation of the author's life or an historical period

What learning activities or assignments are required outside of class?

Reading Assignments

extensive reading of primary texts and some contextual material

Writing Assignments

preparing for exams; journal writing; preparing essays

Other Assignments

Reading--diaries and journals, sermons, political and religious documents, poetry, autobiographies, letters, folk tales, speeches, sketches and narratives, short stories, plays, novels, and critical essays.

Writing--preparation of written and/or presentation work, including both assigned essays and essay exams, delineated topics of the students' own choosing which will necessarily include supplementary reading of text-related materials and critical analyses using standard research techniques, and journals or other homework assignments. May include writings on discussion boards or other technologically mediated formats and/or emails.

Total: 108 hours

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

1. Analytical papers and/or essay exams.
2. Journals
3. Quizzes
4. Oral presentations and class discussions.

Exams may include short-answer, quotation identification or other objective questions but should include an essay component.

1. Quizzes will be graded according to the following standard grading scale:

- 90 - 100% = A
- 80 - 89% = B
- 70 - 79% = C
- 60 - 69% = D
- Below 60% = F

2. All essay exams and papers will be graded in accordance with the departmental criteria established for English 101.

3. Self, Peer, and Professor Assessment of Oral Presentations.

COURSE:

Exams: 50-60%

Paper(s): 20-30%

Presentations and participation in course discussion, book club and/or quizzes: 20-30%

Grading Scale

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F Below 60%

CB11: Course Classification Status Y - Credit Course