

ENGL M13B: SURVEY OF AMERICAN LITERATURE II

Originator

ssims

Co-Contributor(s)
Name(s)

Baker, Jeffrey (jeffbaker)

Kaye, Jeremy (jkaye)

Coleman, Tamarra (tcolemanhill)

Bradford, Wade (wbradford)

College

Moorpark College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

M13B

Course Title (CB02)

Survey of American Literature II

Banner/Short Title

Survey of American Lit II

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Surveys American fiction, non-fiction, drama, and poetry from the post-Civil War era to the present. Includes works of Twain, Frost, Hemingway, Eliot, Hughes, Morrison, and selected other authors, poets, dramatists, and essayists.

Taxonomy of Programs (TOP) Code (CB03)

1501.00 - English

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Prerequisites

ENGL M01A or ENGL M01AH

Advisories on Recommended Preparation

ENGL M01B or ENGL M01BH

Entrance Skills**Entrance Skills**

ENGL M01A or ENGL M01AH

Prerequisite Course Objectives

ENGL M01A-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01A-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01A-analyze a variety of essays and at least one book-length work.

ENGL M01A-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01A-compose several expository papers from 2 to 10 pages long, totalling 8,000 words, employing such skills as: --use of the stages of the writing process: generating ideas, drafting, revising, and editing. --awareness of audience and purpose. --clear statement

of thesis, focus, or controlling idea. –logical organization. –development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. –control of diction. –adherence to the conventions of Standard Written English.

ENGL M01A-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01AH- HONORS: interpret and present the results of research and/or close, careful reading of primary texts, perhaps centered on one particular focus or theme. Findings may be presented in a public forum such as a lecture, Internet posting or literary magazine.

ENGL M01AH- HONORS: demonstrate critical thinking in class participation and expository writing assignments related to substantial readings in select primary sources, perhaps involving book-length selections of non-fiction centered on one particular focus or theme.

ENGL M01AH-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01AH-analyze a variety of essays and at least one book-length work.

ENGL M01AH-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01AH-compose several expository papers from 2 to 10 pages long, totaling 8000 words, employing skills such as: –use of the stages of the writing process (generating ideas, drafting, revising, and editing). –awareness of purpose and audience. –clear statement of thesis, focus, or controlling idea. –logical organization. –development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. –control of diction. –adherence to the conventions of Standard Written English.

ENGL M01AH-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01AH-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01AH- HONORS: take a leadership role in class discussions, oral reports, peer groups, panel presentations, and similar projects.

ENGL M01AH- HONORS: exhibit independent and creative thought by successfully completing assigned class projects and written work.

ENGL M01AH- HONORS: demonstrate an increased sensitivity to issues of ethnicity, culture, gender, sexual orientation, and age in accordance with the theme of the course.

ENGL M01B-demonstrate an understanding of literary elements (such as theme and tone) using appropriate literary terms.

Requisite Justification

Requisite Type

Prerequisite

Requisite

ENGL M01A or ENGL M01AH

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Required by 4 year institution

Requisite Type

Recommended Preparation

Requisite

ENGL M01B or ENGL M01BH

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Closely related lecture/laboratory course

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | identify and describe important issues, themes, authors, and works of American literature in the period. |
|---|--|

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | describe the important works of the major writers of American literature from 1865 to the present. |
| 2 | express the relationship between form and content in the literature of the period. |
| 3 | describe the evolution of the aesthetics that make up the American sensibility of the period as reflected in its literature. |
| 4 | demonstrate an understanding of the intellectual, historical, and societal issues of post-Civil War American literature. |
| 5 | demonstrate skills in careful, active and interactive reading, critical analysis, and interpretation. |
| 6 | communicate an understanding of the works and a mastery of composition and critical thinking skills by writing approximately four essays on literary topics, totaling at least 5,000 words. |
| 7 | communicate an understanding of the works and an aptitude for oral communication through active informal and/or formal verbal participation in the class. |
| 8 | describe the contributions of Native American, African-American, immigrant, and women writers of the period. |

Course Content

Lecture/Course Content

(20%) Introduction to the literature of 1865-1912

- African-American writers: e.g., Hurston, DuBois, Washington
- Feminist writers: e.g., Jewett, Chopin, Gilman
- Short story writers: e.g., Twain, Crane, London

(25%) Early 20th-century American literature: 1912-1945

- Representative American poets: e.g., Frost, Sandburg, Stevens, Williams, Moore, Pound, Doolittle, Eliot, Millay, Cummings
- Narrative fiction: e.g., Fitzgerald, Faulkner, Hemingway, Welty
- Harlem Renaissance writers: e.g., Hughes, Hurston

(25%) Mid-20th-century American literature: 1945-1965

- Drama: e.g., Williams
- Fiction: e.g., Hemingway, O'Connor
- Poetry: e.g., Roethke, Lowell, Levertov
- The Beat Generation: e.g., Kerouac, Ginsberg
- African-American writers: e.g., Ellison, Brooks

(30%) Contemporary American literature: 1965 to the Present

- Multi-ethnic writers: e.g., Baldwin, Morrison, Kingston, O'Brien, Rios, Singer, Dove, Cisneros
- Contemporary drama: e.g., Albee, Mamet
- Contemporary fiction: e.g., Updike, Roth, Walker, Carver, Oates, Erdrich
- Contemporary poetry: e.g., Stafford, Silko, Sexton

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Objective exams
Classroom Discussion
Projects
Participation
Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Class activities

Class discussions
 Distance Education
 Group discussions
 Instructor-guided interpretation and analysis
 Internet research
 Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor-guided, theory-based interpretation and textual analysis followed by small-group activities analyzing assigned portions of the texts.
2. Instructor-led comments on assigned readings to share and compare arguments in response to theme-based prompts.
3. Collaborative group work involving the analysis of themes and social theories in preparation for a seminar.

Representative Course Assignments

Writing Assignments

Formal and informal essay writing.

Essays that demonstrate an understanding of the intellectual, historical, and societal issues of post-Civil War American literature.

In-class quizzes on assigned reading.

Journal assignments responding to class discussions and reading assignments.

Notes, summaries, and analyses of texts.

Critical Thinking Assignments

Close, critical, interactive reading of texts such as *A Farewell to Arms*, *The Sound and the Fury*, or *Invisible Man*.

Logical analysis of texts and themes that describe the contributions of multi-ethnic and women writers of the period.

Cooperative group planning for oral and written presentations.

Reading Assignments

Compare and contrast two poems by Emily Dickinson.

Read scholarly articles which offer critical interpretations of an American play from the early 20th century.

Read the biography of an American novelist from the 19th century.

Skills Demonstrations

N/A

Outside Assignments

Representative Outside Assignments

Literary research which demonstrate skills in careful, active and interactive reading, critical analysis, and interpretation.

Cooperative group planning for oral presentations.

Assigned readings of authors, such as Fitzgerald, Hemingway, or Morrison.

Articulation

C-ID Descriptor Number

ENGL 135

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
Cal Poly Pomona	ENG 2320	American Literature Since 1865	3
UC Davis	ENGLISH 10C	Literature in English III: 1900 to Present	4
CSU Sacramento	ENGL 50B	Introduction American Literature II	3
CSU Channel Islands	ENGL 220	American Literature II	3

Comparable Courses within the VCCCD

ENGL R108 - American Literature II
 ENGL R154 - Major American Authors II
 ENGL V22B - American Literature: 1865 to Present

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C2. Humanities**

Approved

D. Language and Rationality**E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****Course is CSU transferable**

Yes

CSU Baccalaureate List effective term:

FALL 1995

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****C2 Humanities: Literature, Philosophy, Languages Other than English**

Approved

Area D: Social Sciences**Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA****UC TCA**

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities

Approved

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Levine, Robert, et al., eds. *The Norton Anthology of American Literature, Vols. C,D,E*. 10th ed., Norton, 2022.

Resource Type

Textbook

Description

Kingston, Maxine Hong. *The Warrior Woman: Memoirs of a Girlhood among Ghosts*. Vintage, 1989.

Resource Type

Textbook

Description

Ellison, Ralph. *The Invisible Man*. 2nd ed., Vintage, 1995.

Resource Type

Textbook

Description

Hemingway, Ernest. *The Sun also Rises*. Hemingway Library ed., Scribner, 2014.

Resource Type

Textbook

Description

Kerouac, Jack. *On the Road*. Penguin Classics, 1999.

Resource Type

Textbook

Description

McQuade, Donald, et al., eds. *Harper American Literature*. Single Volume. 3rd ed., Pearson, 1998.

Library Resources

Assignments requiring library resources

Using source material from the Library's print and online resources conduct research for a paper on an appropriate topic.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research and write a paper defining the Harlem Renaissance including its development, history and contributions to the culture of its time. Choose two of the major figures from this movement and discuss their particular contributions to the artistic expression of the period. Cite from published sources to validate your comments and opinions.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions will provide overviews of the important time periods of Literature.
E-mail	Individual interaction between student and instructor.
Face to Face (by student request; cannot be required)	Student will have partial course time that is face to face.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of Literature.
Video Conferencing	Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.
Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions will provide overviews of the important time periods of Literature.
E-mail	Individual interaction between student and instructor.
Face to Face (by student request; cannot be required)	Student will have partial course time that is face to face.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of Literature.

Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.
Video Conferencing	Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.
100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions will provide overviews of the important time periods of Literature.
E-mail	Individual interaction between student and instructor.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of Literature.
Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.
Video Conferencing	Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.

Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

ENGLISH

Review and Approval Dates

Department Chair

03/05/22

Dean

03/06/22

Technical Review

03/17/2022

Curriculum Committee

04/05/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000598801

DOE/accreditation approval date
MM/DD/YYYY