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| **Contra Costa College** |

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| **Course Outline** |

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| **Department & Number** | English 220B | **Number of Weeks** | 18 |
| **Course Title** | American Literature—1850 to Present  | **Lecture Hours By Term** | 54 |
| **Prerequisite** | ENGL 142B or eligibility for ENGL 1A | **Lab Hours By Term** |  |
| **Challenge Policy**  | Essay Exam | **\*Hours By Arrangement** |  |
| **Co-requisite** |  | **Units**  | 3 |
| **Challenge Policy**  |  |  |  |
| **Advisory** | English 1A |

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| **\*HOURS BY ARRANGEMENT:** |  | Hours per term.  |
|  **ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement): |
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| **COURSE/CATALOG DESCRIPTION** |

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| This course introduces students to a wide range of American authors and their relationship to major literary and intellectual movements from the second half of the nineteenth century to the present. |

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| **COURSE OBJECTIVES:** |
| At the completion of the course the student will be able to: |

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| 1) Demonstrate familiarity with important authors, works, genres, and themes of the period |
| 2) Analyze and interpret themes found in the literature and intellectual movements of the period |
| 3) Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis |
| 4) Relate the literary works to their historical, philosophical, social, political and/or aesthetic contexts.5) Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form. |

**INTENDED STUDENT LEARNING OUTCOMES:**

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| Students will be able to identify the relationship of a literary text and the social/cultural/political contexts. |

 **COURSE CONTENT (Lecture):**

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| Instruction in the cultural, historical, political, moral, psychological and social backgrounds to the development of American literature from 1850 to present. |
| Instruction in the history, role, and development of cultural and ethnic diversity in the United States, including influential and significant, as well as diverse and under-represented, texts and authors |
| Instruction in the evolution of literary traditions, contexts, and genres |
| Instruction in and reading, analyzing, interpreting and writing about American literature from the second half of the nineteenth century to the present, including diverse voices from a variety of ethnic and cultural groups. |

 **COURSE CONTENT (Lab):**

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| **METHODS OF INSTRUCTION:** |
| Lectures and class discussion |
| Small group discussionsParticipation in class presentations |
| Individual conferences as needed |
| Optional supplemental field trips and/or audio-visual presentations |
| Optional multi-media presentations and distant education resources |

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| **INSTRUCTIONAL MATERIALS:** |

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

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| Textbook Title: | The Norton Anthology of English Literature, Vol C, D, and E |
| Author: | Nina Baym |
| Publisher: | W.W. Norton and Co. |
| Edition/Date: | April 19, 2007 |
| Textbook Reading Level: | College/university |
| Justification Statement: | *(For textbook beyond 7 years)* |
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| Lab Manual Title  | (*if applicable*): |
| Author: |  |
| Publisher: |  |
| Edition/Date: |  |

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

* State mandates that sample assignments must be included on the Course Outline of Record.

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|  **Outside of Class Weekly Assignments** | **Hours per week** |

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| Weekly Reading Assignments *(Include detailed assignment below, if applicable)* | 5 |

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| Read Henry James, *Daisy Miller* and “Beast in the Jungle,” DuBois’ *The Souls of Black Folk* |

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| Weekly Writing Assignments *(Include detailed assignment below, if applicable)* |  1 |

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| In a short essay of four pages, discuss the following: In what ways does the writing of one of the earlier ethnic authors we have read this semester (for example, Cahan, DuBois, Wharton, Dickenson, Gilman) predict some of the aesthetic and stylistic concerns of Modernism? In your discussion, consider at least two authors from the prior time frame, and at least two Modernist authors. |

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| Weekly Math Problems *(Include detailed assignment below, if applicable)* |  |

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| Lab or Software Application Assignments *(Include detailed assignment below, if applicable)* |  |

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| Other Performance Assignments *(Include detailed assignment below, if applicable)* |  |

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**STUDENT EVALUATION**: **(Show percentage breakdown for evaluation instruments)**

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| * Course must require use of critical thinking, college-level concepts & college-level learning skills.
* For degree credit, course requires essay writing unless that requirement would be inappropriate to the course objectives. If writing is inappropriate, there must be a requirement of problem-solving or skills demonstration.
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| 100 | **%** | Essay (If essay is not included in assessment, explain below.) |
| A variety of writing assignments including academic essays as well as shorter assignments such as summaries, annotated bibliographies, reader responses/journals, in-class writing, group projects or research projects. |
|  | **%** | Computation or Non-computational Problem Solving Skills |
|  | **%** | Skills Demonstration |
|  | **%** | Objective Examinations |
|  |  | Other (describe) |
|  | **%** |  |
|  | **%** |  |
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|  **GRADING POLICY: (Choose LG, P/NP, or SC)** |
|  **X** | **Letter Grade** |  | **Pass / No Pass** |  | **Student Choice** |
| 90% - 100% = A  | 70% and above = Pass | 90% - 100% = A |
| 80% - 89% = B  | Below 70% = No Pass  | 80% - 89% = B |
| 70% - 79% = C  |  | 70% - 79% = C |
| 60% - 69% = D  |  | 60% - 69% = D |
| Below 60% = F  |  | Below 60% = F |
| *or* |
| 70% and above = Pass |
| Below 70% = No Pass |
| **Prepared by:** | J. EichnerLynch, Ph.D. |

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| **Date:**  | Spring 2014 |

*Revised form 01/14*

Textbook Reading Analysis:

This textbook is one of a selection of recommended textbooks for use in this course according to the C-ID of the transfer agreement and is a commonly used textbook for English majors at the university level.