

Cañada College
Official Course Outline

1. **COURSE ID:** LIT. 200 **TITLE:** American Literature **C-ID:** ENGL 135

Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours

Method of Grading: Letter Grade Only

Prerequisite: ENGL 836, and READ 836, or ENGL 847, or ESL 400, or Eligibility for ENGL 100 or ENGL 105 on the College Placement Test or other multiple measures assessment.

2. **COURSE DESIGNATION:**

Degree Credit

Transfer credit: CSU; UC

AA/AS Degree Requirements:

Cañada GE Area C: ARTS AND HUMANITIES: C2: Humanities

Cañada: BASIC COMPETENCY REQUIREMENTS: Ethnic Studies

CSU GE:

CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)

IGETC:

IGETC Area 3: ARTS AND HUMANITIES: B: Humanities

3. **COURSE DESCRIPTIONS:**

Catalog Description:

This course is a survey of the literature by and about Americans inside and outside of America and their relationship to major literary and intellectual movements. The course focus is to examine fiction and nonfiction that shapes a multidimensional perspective of America and its history. The literature in focus includes traditionally canonical works alongside texts by authors of notable mention and lesser known American authors. The literature sampled emphasizes a comparative approach toward analyzing writing by Americans from diverse backgrounds from the second half of the nineteenth century to the present.

Schedule of Classes Description

This course is a survey of the literature by and about Americans inside and outside of America and their relationship to major literary and intellectual movements. The literature sampled emphasizes a comparative approach toward analyzing writing by Americans from diverse backgrounds from the second half of the nineteenth century to the present.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Identify and explain the cultural issues reflected in American literature texts.
2. Evaluate the literary style and language of American literature texts.
3. Write detailed literary analyses of American literature texts, appropriately supported and cited using MLA style.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Demonstrate familiarity with important authors, works, genres, and themes of the period.
2. Analyze socio-cultural and socio-historical significance of literature by multicultural American authors through written assignments.
3. Analyze and interpret themes found in literature and intellectual movements of the period.
4. Recognize and synthesize past, current, and reoccurring political undercurrents about our society and the role of Americans in it through fiction and non-fiction texts.
5. Compose coherent and effective arguments in response to a variety of genres of American literature.
6. Compare and contrast the rhetoric and language of Americans' writing from a variety of time periods and ethnic groups.
7. Define common literary tropes, theories, and philosophies, and criticize texts' significance utilizing these.

6. **COURSE CONTENT:**

Lecture Content:

1. reading, analyzing, interpreting, and writing about American literature from the second half of the nineteenth century to the present

- A. understanding of the development of American literature over 150 years
- B. canonic and non-canonic voices from a variety of ethnic and cultural groups
- 2. the stylistic elements of the books studied
 - A. Varied genres of literature (poetry, memoir, letter, novel, short story, etc.) of literature by American authors
 - B. Common literary tropes (metaphor, irony, etc.)
 - C. Common literary theories (New Criticism, feminism, etc.)
- 3. diversity of authors of American literature
 - A. Influential and significant
 - B. Diverse and under-represented
- 4. diversity of texts
 - A. Influential and significant
 - B. Diverse and underrepresented
- 5. cultural and social contextualization
 - A. roles of
 - a. men
 - b. women
 - c. immigrants,
 - d. people from minority groups
 - e. political figures within American society
 - f. figures within a global society
 - B. socio-political contexts (ie Civil Rights Movement, Women's Rights Movements, etc.)
 - a. political
 - b. historical
 - c. geographical
 - d. social
 - e. religious
 - f. gender (etc)
 - C. and development of American culture
 - a. media
 - b. education
 - c. government, (etc.)
 - D. roles of men, women, immigrants, and political figures, including major figures as well as characters within fiction/nonfictional text, in politics or political movements

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Discussion
- E. Guest Speakers

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- A. 3-4 essays that demonstrate critical thinking through an analysis of passages and whole texts (approximately 6-8 pages in length) and present a reader's response and reflection of the text
- B. journal assignments that are text-based reading/writing reflections (1-2 pages per week)

Reading Assignments:

- A. reading and annotating fiction and nonfiction texts--poetry, essays, short stories, journals, plays, novels, graphic novels (approximately 100 pages per week)

Other Outside Assignments:

- A. oral presentation and handout with analytical questions
- B. research assignment seeking secondary source material on essay topics and/or authors/texts

To be Arranged Assignments:

- Not applicable

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Essay assignments emphasizing the distinction between summarizing and analyzing. Text facilitation: including creating a handout with analytical questions, and facilitating group discussion. Text annotation and note-taking, presented on posters, overhead, and/or in-text. Visualization of the text: students illustrate passages from the text to visualize and process the significance and meaning. Culminating essay: students write a comparative text-based essay discussing the evolution of women's literature.

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Coates, Ta-Nehisi. *Between the World and Me*, ed. Spiegel and Grau, 2015
- B. Alexie, Sherman. *Blasphemy*, ed. Grove Press, 2013
- C. Ginsberg, Allen. *Howl*, ed. City Lights Publishers, 2011
- D. Robert Levine, et. All. *The Norton Anthology of American Literature (Volumes C, D, and E)*, 9th ed. W. Norton & Company, 2016

Origination Date: October 2018

Curriculum Committee Approval Date: October 2018

Effective Term: Fall 2019

Course Originator: Cañada Curriculum Committee