COURSE OUTLINE

Course Number
ENG206

Course Title
American Literature II

Credits
3

Hours: 3 lecture/Lab/Other

Co- or Pre-requisite
Minimum grade of C in ENG102 or divisional permission

Implementation
sem/year
Spring 2013

Catalog description:
Survey of American literature from 1865 to the present, including authors whose work represents the traditions and styles of American literature. Short stories, novels, poetry and essays cover topics such as regionalism, realism, naturalism, modernism and postmodernism.

Is course New, Revised, or Modified? N/A

Required texts/other materials:
Norton Anthology of American Literature vol. 2 OR Heath Anthology of American Literature vol. 2 OR any recognized American literature anthology.

Revision date:
January 2013

Course coordinator:
Laura Knight, 609-570-3309, KnightL@mccc.edu

Information resources:

MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
Other learning resources: None.

Course Competencies/Goals:
The student will be able to:
1. Demonstrate a familiarity of the period of 1865-to the present in America literature. (Gen. Ed. Goal 1, 4, 6, 7, 8) (MCCC Core Skills Goal A, B, G)
2. Analyze poetry, short stories, drama and novels in American literary works, including understanding literary terminology. (Gen. Ed. Goal 1, 6, 7, 8) (MCCC Core Skills Goal A, B, F, G)
3. Compare the relationship between American literature and American identity. (Gen. Ed. Goal 1, 6, 7, 8, 9) (MCCC Core Skills Goal A, B, D, E, G)
4. Analyze the political, historical and cultural contexts from which these works emerged. (Gen. Ed. Goal 1, 4, 6, 7, 8, 9) (MCCC Core Skills Goal A, B, C, D, E, F, G)
5. Assess the reception of these works through critical readings. (Gen. Ed. Goal 1, 4, 6, 7, 8) (MCCC Core Skills Goal A, B, D, E, G)
6. Analyze the concepts presented in these works through varied written and oral assignments. (Gen. Ed. Goal 1, 4, 6, 7, 8, 9) (MCCC Core Skills Goal A, B, D, E, F, G)

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills
Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit I Regionalism
Learning Objectives
The student will be able to...
- identify the major writers of regionalism (course goal 1)
• define literary regionalism, identify the main characteristics of regionalism and discuss it as a style in American literature (course goal 1, 2)
• reflect on how culture and setting plays an important role in local color and regional literature (course goal 2)
• examine critically the reception of regionalism through outside readings (course goal 5)
• analyze the relationship between American regionalism and concepts of American identity (course goal 3)
• articulate an understanding of regionalism through verbal and written assignments (course goal 6)

Unit II  Naturalism and Realism
Learning Objectives
The student will be able to...
• identify the major writers of Naturalism and Realism (course goal 1)
• define naturalism and realism, identify their main characteristics and discuss them as a styles in American literature (course goal 1, 2)
• reflect on how culture and science play important roles in Naturalism and Realism literature (course goal 2)
• examine critically the reception of Naturalism and Realism through outside readings (course goal 5)
• analyze the relationship between Naturalism and Realism and concepts of American identity (course goal 3)
• articulate an understanding of Naturalism and Realism through verbal and written assignments (course goal 6)

Unit III  Modernism
Learning Objectives
The student will be able to...
• identify the major writers of Modernism (course goal 1)
• critically read and understand the literature written in the Modernist period (course goal 1, 4),
• examine the reception of Modernist literature (course goal 5)
• articulate the relationship between Modernism and concepts of American identity (course goal 3)
• analyze and connect the political, historical, and cultural contexts of Modernism (course goal 4)
• analyze the concepts of Modernism through verbal and written assignments (course goal 6)

Unit IV  The Harlem Renaissance
Learning Objectives
The student will be able to...
• identify the major writers of social protest (course goal 1)
• critically read and understand social protest novels (course goal 1, 4),
• examine the reception of social protest novels (course goal 5)
• articulate the relationship between social protest works and concepts of American identity and modernity (course goal 3)
• analyze and connect the political, historical, and cultural contexts of social protest novels (course goal 4)
• analyze the concepts through verbal and written assignments (course goal 6)
• articulate an understanding of social protest through verbal and written assignments (course goal 6)

Unit V  Southern Renaissance
Learning Objectives
The student will be able to...
- identify the major writers of the Southern Renaissance (course goal 1)
- critically read and understand Southern Renaissance novels (course goal 1, 4),
- examine the reception of Southern Renaissance novels (course goal 5)
- articulate the relationship between the novels of the Southern Renaissance and concepts of American identity and modernity (course goal 3)
- analyze and connect the political, historical, and cultural contexts of Southern Renaissance novels (course goal 4)
- articulate an understanding of the Southern Renaissance through verbal and written assignments (course goal 6)

Unit VI  Great Depression and Social Protest Literature

Learning Objectives
The student will be able to...
- identify the major writers of the Great Depression and social protest (course goal 1)
- critically read and understand social protest novels (course goal 1, 4),
- examine the reception of social protest novels (course goal 5)
- articulate the relationship between social protest novels and concepts of American identity (course goal 3)
- analyze and connect the political, historical, and cultural contexts of social protest novels (course goal 4)
- articulate an understanding of social protest through verbal and written assignments (course goal 6)

Unit VI  Post-war and the Suburban Literature

Learning Objectives
The student will be able to...
- identify the major writers of the post-war novels (course goal 1)
- critically read and understand post-war novels (course goal 1, 4),
- examine the reception of post-war novels (course goal 5)
- articulate the relationship between post-war novels and concepts of American identity and (course goal 3)
- analyze and connect the political, historical, and cultural contexts of post-war novels (course goal 4)
- analyze the concepts through verbal and written assignments (course goal 6)
- articulate an understanding of post-war novels through verbal and written assignments (course goal 6)

Unit VII  Post-modernism

Learning Objectives
The student will be able to...
- identify the major writers of the post-modern period (course goal 1)
- critically read and understand post-modern literature (course goal 1, 4),
- examine the reception of post-modern literature (course goal 5)
- articulate the relationship between post-modernism and concepts of American identity (course goal 3)
- analyze and connect the political, historical, and cultural contexts of post-modern literature (course goal 4)
- analyze the concepts of postmodernism through verbal and written assignments (course goal 6)
• articulate an understanding of post-modern literature through verbal and written assignments (course goal 6)

**Evaluation of student learning:**

Required coursework may include a combination of the following with writing assignments comprising the majority of the course evaluation.

Writing assessments (analysis or close-reading papers, research papers, forum discussion posts, informal writing assignments) (Course goal 1, 2, 3, 4, 5, 6)
Quizzes (Course goal 1, 2, 3, 6)
Presentations (Course goal 1, 2, 3, 4, 5, 6)
Midterm Examination (Course goal 1, 2, 3, 4, 6)
Final Examination (Course goal 1, 2, 3, 4, 6)

**Academic Integrity Statement:** [Include a statement affirming the college’s Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/OMB210.pdf]

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

**A. Uses or obtains unauthorized assistance in any academic work.**
- copying from another student’s exam.
- using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
- stealing an exam or possessing a stolen copy of an exam.

**B. Gives fraudulent assistance to another student.**
- completing a graded academic activity or taking an exam for someone else.
- giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
- sharing answers during an exam by using a system of signals.

**C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**
- submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
- using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
- presenting another individual's work as one's own.
- submitting the same paper or academic assignment to another class without the permission of the instructor.
- falsifying bibliographic entries.
- submitting any academic assignment which contains falsified or fabricated data or results.

**D. Inappropriately or unethically uses technological means to gain academic advantage.**
- inappropriately or unethically acquiring material via the Internet or by any other means.
- using any electronic or hidden devices for communication during an exam.
Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

Consequences for Violations of Academic Integrity
For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.
When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

Appeals
The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.
Example 1: HIS 101, Western Civilization to 1648 (Excerpt)

**Course Competencies/Goals:**

*The student will be able to:*

1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
2. analyze and interpret primary sources and use them as evidence to support historical arguments.
3. identify and describe the significance of major figures, ideas, and events of western civilization.
4. describe and analyze the context of major movements, trends, and developments of western civilization.

**Course-specific General Education Knowledge Goals and Core Skills.**

**General Education Knowledge Goals**

*Goal 1. Communication.* Students will communicate effectively in both speech and writing.

*Goal 6. Humanities.* Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

*Goal 7. History.* Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

*Goal 8. Diversity.* Students will understand the importance of a global perspective and culturally diverse peoples.

**MCCC Core Skills**

*Goal A. Written and Oral Communication in English.* Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

*Goal B. Critical Thinking and Problem-solving.* Students will use critical thinking and problem solving skills in analyzing information.

*Goal D. Information Literacy.* Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

*Goal F. Collaboration and Cooperation.* Students will develop the interpersonal skills required for effective performance in group situations.

*Goal G. Intra-Cultural and Inter-Cultural Responsibility.* Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

**Units of study in detail.**

**Unit IV: The Renaissance**

*The student will be able to:*

- Discuss the characteristics that distinguish the Renaissance from the Middle Ages. *(Course Competencies 2 & 4; Gen Ed Goal 7)*
- Identify the ways in which the political and social climate of the Italian city-states helped create Renaissance culture. *(Course Competencies 2 & 4; Gen Ed Goal 7)*
- Describe “humanism” and show its effect on philosophy, education, attitudes toward politics, and the writing of history. *(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)*
- Evaluate the impact of classical models on Renaissance art, and what was “new” about Renaissance art. *(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)*
- Compare and contrast the development of Renaissance culture, especially humanism, in Italy and in the rest of Europe. *(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)*
- Discuss how the monarchies of Western Europe gathered the strength to become more assertive and effective (“New Monarchies”; “Renaissance states”). *(Course Competencies 3 & 4; Gen Ed Goal 7)*
- Assess a selection of literary, historical and artistic primary sources from the Renaissance, including, but not limited to, Machiavelli’s *The Prince*. *(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)*