

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ENGL 206
Course Title: American Literature II

Year: 2021-2022
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course traces the traditions and innovations in American literature from the time of Mark Twain to the present day. Class sessions are divided into three modules that reflect the three genres of literature covered: the novel, poetry, and drama. Prerequisites: ENGL 102; RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Occasionally.

Course Context/Audience

This course is intended for undergraduate students who plan to transfer to a four-year institution to continue baccalaureate studies in the humanities. It is also appropriate for students who are interested in literary and historical perspectives.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

By successfully completing this course, students will:

1. Develop an appreciation and understanding of the various works, genres, and movements in post Civil War American literature.
2. Be able to consider how literature responds to and helps shape Americans' sense of individual and national identity.
3. Practice and improve their analytical, discussion and writing skills.

Course Objectives/Topics

Objective/Topic	% Course
Explication: Students will carefully read, analyze, and interpret the major themes presented in the content and style of a literary piece.	50%
Historical Criticism: Students will research and provide a context of background information necessary for understanding how a literary work was perceived in its time; and also provide information about how a literary work reflects ideas and attitudes of the time in which it was written.	50%

General Education Goals - Critical Thinking & Social/Global Awareness

<p>CRITICAL THINKING OUTCOMES</p>	<p>HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)</p>
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students are expected to interpret and evaluate works of American literature based on the elements of fiction, style and thematic content. Through reflective journaling, writing critical analysis essays, and focused group discussions, students will be able to develop meaningful questions to address issues relevant to the works of literature studied.</p> <p>Students are expected to find, comprehend, and integrate informed sources into their writing and discussions. This will occur through literary research, focused discussions, critical analysis essays, and journals.</p> <p>Through peer collaboration and academic research, students are expected to reach informed conclusions in their interpretations and analysis of any given work of literature. Students are expected to reach informed conclusions and solutions through their literary research, focused discussions, critical analysis essays and journals.</p> <p>Through focused discussions of the theoretical approaches to literature, students will be able to analytically consider the viewpoints of themselves and others. This outcome will be developed through collaborative peer discussions and reflective journaling.</p>
<p>SOCIAL/GLOBAL AWARENESS OUTCOMES</p>	<p>HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)</p>
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Through the study of common recurring themes in literature, students will begin to understand how their lives are shaped by the complex world in which they live. This outcome will be addressed through reading assignments and through focused group discussions, students will begin to understand how their lives are shaped by the complex world in which they live.</p> <p>Through the study of classic works of American literature, students will learn – second hand – that their actions (like the actions of the protagonists they have studied) have social consequences. This outcome will be addressed through reading assignments, reflective journaling, and peer collaboration.</p>

Instructional Methods

Appropriate instructional methods/activities may include, but are not limited to, lectures, group discussions, videos, internet chat rooms, cooperative learning and guest speakers.

Methods of Assessment/Evaluation

Method	% Course Grade
Students will research and provide a context of background information necessary for understanding how a literary work was perceived in its time; and reflect how a literary work reflects ideas and attitudes of the time in which it was written through group discussions.	40%
Students will demonstrate their understanding of how a literary work reflects the values, ethics, politics, and religious beliefs of today's culture through critical analysis essays.	40%
Students will carefully read, analyze and interpret the content and style of literary works in journal form.	20%

Text(s)

Anthology of American Literature, Volume II: Realism to Present, McMichael, George, 7th edition, © 2000 Prentice Hall.

Bibliography

Literary History of the United States. Spiller, Robert.

Cambridge History of American Literature, Volume II. Elliot, Emory.

American Realism to Postmodernism the Canons. Howards, Anne.

Theory and Mythology in American Literature. Perkins, David.

American Fiction and Modern Theory. Brown, LaVonne.

Eight American Authors: A Review of Research and Criticism. Woodress, James.

Symbol and Myth. Smith, Nash.

Other Learning Resources

Audiovisual:

No resources specified

Electronic:

<http://www.wsu.edu/~campbell/amlit/sites.htm>
<http://andromeda.rutgers.edu/~jlynch/Lit/>
<http://andromeda.rutgers.edu/~jlynch/Lit/american.html>
<http://lang.nagoya-u.ac.jp/~matsuoka/AmeLit.html>
<http://www.nagasaki-gaigo.ac.jp/ishikawa/amlit/>
<http://rs6.loc.gov/amhome.html>
<http://guweb2.gonzaga.edu/faculty/campbell/enl311/litfram.html>
<http://www.georgetown.edu/tamlit/tamlit-home.html>
http://www.georgetown.edu/tamlit/teaching/syllabi_lib.html
<http://www.lehigh.edu/~dek7/SSAWW/>
<http://www.poets.org/>
<http://www.americandrama.org/>
<http://www.levity.com/corduoy/index.htm>
<http://www.uiowa.edu/uiowapress/interamerican/>
<http://eresources.lib.unc.edu/eid/description.php?EIDID=311>

Other:

No resources specified