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G6

TSE E

Open Entry/Open Exit

No

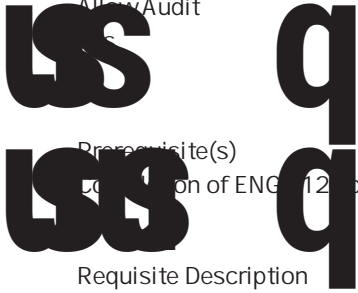
Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit



Prerequisite(s)

Completion of ENGL-120 or ENGL-120B with a minimum grade of C.

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course #

120

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

1. Read, comprehend and analyze college level texts of varying lengths, styles, and subjects. Be able to identify main ideas and support points as well as consider rhetorical and stylistic strategies used by the writer.
2. Write well formulated narrative, expository and argumentative essays of 1000-1500 words with a clear focus and careful organization. Demonstrate adequate reasoning and a solid use of details or examples to support ideas. Demonstrate proficient sentence mechanics and display syntactic variety.
3. Demonstrate adequate ability to synthesize ideas from multiple texts and other media. Demonstrate competence in research skills, including finding and evaluating secondary sources, performing electronic searches, and using current MLA (or other professional) documentation format.
4. Possess the study and organizational skills necessary to complete reading assignments of a minimum of 25 pages per week, text-based writing assignments of 1000-1500 words (4-6 pages) every three weeks, and develop longer (6-10 pages) argumentative research papers.

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course #

120B

Level of Scrutiny

Content Review

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Demonstrate familiarity with important authors, works, genres, and themes of American Literature from the second half of the 19th century to the present.
2.	Analyze and interpret themes found in the literature and intellectual movements of the contemporary American period following the Civil War era.
3.	Relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts.
4.	Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis.
5.	Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form

Course Content

1. Reading, analyzing, interpreting, and writing about American literature from the second half of the 19th century to the present, including diverse voices from a variety of ethnic and cultural groups.
2. A broad range of texts, including influential and significant works as well as diverse and under-represented authors and literature from various historical eras.
3. The evolution of American literary traditions, contexts, and genres
4. Contexts of American literature: historical (e.g Reconstruction, the Great War, Depression, 1960s, 9/11); philosophical (e.g. Pragmatism, Idealism, Feminism, Epistemology); social (e.g. Immigration, Urbanization, Mechanization, Globalization, Digital Technology, Multiculturalism); political (e.g. Civil Rights, Conservatism, Capitalism, Environmentalism); and aesthetic (e.g. Regionalism, Imagism, Modernism, Confessionalism, Postmodernism)

Methods of Instruction

Types	Learning activities
Activity	
Discussion	
Lecture	
Other	Instructors will present material in a variety of modes, including lectures, discussions, and collaborative group work. Given the rigor of the survey course, a variety of delivery of instruction, including recordings, streaming video, film, and other digital media, may be used. Instruction should balance delivery with hands-on activities and the practice of literary analysis and argumentation. To this end, instructors may use a variety of modes, including DVDs and/or videos, document camera, and power point presentations.

Instructor-Initiated Online Contact Types

- Announcements/Bulletin Boards
- Chat Rooms
- Discussion Boards
- E-mail Communication
- Telephone Conversations
- Video or Teleconferencing

Student-Initiated Online Contact Types

- Chat Rooms
- Discussions
- Group Work

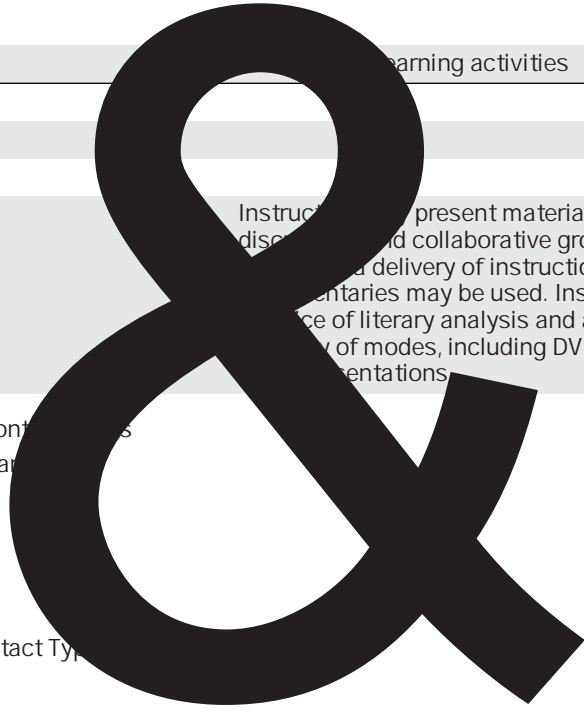
Course design is accessible

Yes

Methods of Instruction

SSI

SUE



Projects

Essays/Papers

Academic essays as well as shorter assignments such as summaries, annotated bibliographies, reader responses/journals, explication, analysis, and in-class writing.

Oral Presentations

Reading Assignments

Students will be required to read approximately 100-200 pages of an anthology or other assigned texts per week.

For Example: Read selected chapters from *The Adventures of Huckleberry Finn*. In light of Mark Twain's evident antipathy towards Romanticism, comment on the description by an approving Huck of the Grangerford household, of Emmeline and her sentimental art and poetry. Does Huck ever see that the refined etiquette of the Grangerfords is merely a thin veneer covering barbaric, murderous impulses? Cite multiple examples from the text to support your analysis.

For Example: compare the first page of F. Scott Fitzgerald's story "Winter Dreams" with the opening page of Ernest Hemingway's "Big Two-Hearted River".

