Modesto Junior College  
Course Outline of Record  
ENGL 136

I. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog

**ENGL 136**  
*Survey of American Literature: 1850 to the Present*  
3 Units

*Formerly listed as:* ENGL - 136: American Literature: 1850 to the Present  
*Prerequisite:* Satisfactory completion of ENGL 50 .  
*Advisory:* Before enrolling in this course, students are strongly advised to Before enrolling in class, students are strongly advised to satisfactorily complete ENGL 101 and ENGL 102.

Survey of American literature from mid-nineteenth century to the present. Field trips might be required. Course applicable to the associate degree. General Education:  
CSU-GE - C2  
IGETC Category: IGETC - 3B

II. **LEARNING CONTEXT**  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   1. Units dealing with later periods of American Literature

      a. Realism
      b. Naturalism
      c. Modernism
      d. Post-Modernism

   2. Technique, convention, and form of academic writing about literature

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of ENGL 50 .

2. **Advisories**

   Before enrolling in this course, students are strongly advised to Before enrolling in class, students are strongly advised to satisfactorily complete ENGL 101 and ENGL 102.

3. **Requisite Skills**

   Before entering the course, the student will be able to:

   a. Comment on and analyze reading selection in directed class discussions.
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
c. Write clear introductions, theses, body paragraphs, and conclusions in essays.

d. Use a variety of academic sentence structures.

e. Adhere to the conventions of standard edited English.

f. Revise and improve essay drafts.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Assign readings: texts of literary works and selections, supplementary reading in literary criticism or history;

2. Lecture on literary works, literary periods, and writing about literature;

3. Analyze American literature in context of the period’s literary and cultural conventions determining the degree to which and the way in which a given work reflects its time and milieu, and formulating judgments about the way in which a given selection is (or is not) typical of works of the same writer or milieu;

4. Direct class discussion of works;

5. Assign essays;

6. Lead discussion of model student writing as needed;

7. Present audio recordings, video presentations or films;

8. Administer exams to test comprehension, retention, understanding, and ability to apply ideas presented in lecture and reading.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

*Time spent on coursework in addition to hours of instruction (lecture hours)*

Students typically will be assigned:

1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history;

2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports;

3. Preparation for in-class essays, quizzes and exams, such as midterm and final.

2. EVIDENCE OF CRITICAL THINKING

*Assignments require the appropriate level of critical thinking*
The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

For an introduction to Imagism and the Modernist era, bring various "subjects" to class. (i.e. silk Japanese shoes, a rose, a starfish, a twig, an old Japanese fan). Ask the students to choose one and to write down a list of images they experienced from studying the item (anything that appealed to the senses). Talked about H.D., Pound, Amy Lowell, Flint, and Adington and their imagist poems. Listen to Pound, HD, and Stein read their poetry. Read Pound's "Retrospect" in which he gives three characteristics (requirements) for an imagist poem. Finally ask students to use their list of concrete details to form a poem Pound might approve of. You might hold a poetry reading during the next class period and/or "publish" poems on the wall.

The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course:

The Civil Rights Movement inspired other rights and identity movements as well as a movement for relevant curricula (i.e. academic offerings that meet the interests of a diverse student body); literary departments and anthologies have changed to reflect both trends. Briefly review the main themes of the Civil Rights Movement as well as the rights and identity movements that followed, and then choose specific texts from two literary traditions (Mexican American, Native America, and/or Asian American) and discuss how and why specific writers build an ethnic identity by means of the stories they tell.

Protesters not only used teach-ins, sit-ins, and marches in the twentieth century to create and promote social awareness, but some individuals used writing as a tool to criticize prevailing social, economic, and political inequities in American society. Write an essay in which you discuss them as a literature of protest drawing one of the following works/individual from each category into your analysis: essays by Rachel Carson or Wallace Stegner; essays by Betty Freidan or Phyllis Schlafly; Clifford Odets’ Waiting for Lefty or John Steinbeck’s Of Mice and Men; a poem by Allen Ginsberg or a selection by Jack Kerouac.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

Identify and describe the major American genres and authors from 1850 to the present

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals

Upon satisfactory completion of this course, the student will be able to:

a. Name persons and events of social and historical significance that have influenced the course, content and development of American literature, and, more generally, describe the relationship between American literature and the history of the United States.

b. Describe the significance of American literature as a record of the development of American
thought and of distinctive aspects of American life, both of which the literature not only reflects but in the past has often anticipated and at times profoundly influenced.

c. Identify the major American literary genres (e.g., short story, autobiography, novel, drama, satire, and main forms of lyric, dramatic, and narrative poetry), define the genres' typical characteristics, identify examples of them, specify their period in American history and describe the relationship between form and specific historical, philosophical and cultural context.

d. Match the names of specific major writers to the period in American literary history in which they flourished and to specific works or literary genres for which they are famous.

e. Define the literary and historical terms commonly used in analysis and discussion of literature (e.g., names of major verse forms, names of main elements of narrative and dramatic writing, names of main elements of plot development, names of elements common to most literary forms, such as theme, setting, characterization or persona, symbolism).

f. Identify fundamental qualities of Romanticism, Realism, Naturalism, Modernism, Post-Modernism

g. Name and trace the occurrence of major universal themes found in American literature of various times and cultural milieux.

h. Read assigned works and selections from American literature with the ability to identify a. their relationship to the period in which they were written, d. characteristics of literary form particular to genre or the literary conventions of the period, g. the relevance of ideas, outlooks, and expressions of feeling to the students' own life experiences.

i. Write analytically and critically about assigned readings with the ability to a. formulate judgments (stated as theses in written exercises) demonstrating the soundness of their conclusions by calling up relevant information and sufficient evidence from their observations b. explain the relationship of a given passage to a whole work, the way in which a given selection reflects the spirit or philosophy of an age, the way in which ideas or outlook of a given work parallel or differ from those of another work on the same theme, relevance of a general statement of literary criticism to a specific selection, c. demonstrate competent writing skills appropriate to academic expository writing, (e.g., unity, coherence, reasonable freedom from sentence and spelling errors), d. avoid extended plot summary and demonstrate the soundness of theses by offering specific evidence from the works themselves and from information provided in lecture and reading about American literature, cultural and social history, literary form, and literary criticism, e. think critically about works that illustrate the variety of cultures in the American experience.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Observation in class discussion
2. Assigned essays
3. Formal testing
4. Journal writing

B. SUMMATIVE ASSESSMENT

1. Final written essay
2. Final exam