Course Outline of Record Report
10/11/2021

ENGLC242 : Survey of American Literature II: 1865-Present

General Information

Author:	-
Course Code (CB01) :	ENGLC242
Course Title (CB02) :	Survey of American Literature II: 1865-Present
Department:	English
Proposal Start:	Fall 2013
TOP Code (CB03) :	(1503.00) Comparative Literature
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000226094
Curriculum Committee Approval Date:	11/15/2013
Board of Trustees Approval Date:	12/19/2013
External Review Approval Date:	03/06/2014
Course Description:	This literature course introduces students to American authors from the 1865 to the present. The course emphasizes analyzing texts and studying the intellectual, social, and cultural history of Americans.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• English
Alternate Master Discipline Preferred:	• English
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade Methods
- Pass/No Pass

Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

Retake Policy Description

No value

Type:|Non-Repeatable Credit

Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Associate in Arts in English for Transfer	A.A. Degree for Transfer	Summer 2018 to Fall 2020
CC Liberal Arts: Arts & Humanities	A.A. Degree Major	Summer 2018 to Fall 2020
History Associate in Arts Degree for Transfer (AA-T)	A.A. Degree for Transfer	Spring 2020 to Spring 2020
CSU General Education (CSU GE Breadth)	Certificate of Achievement	Fall 2020
Intersegmental General Education Transfer Curriculum Certificate of Achievement	Certificate of Achievement	Fall 2020
History Associate in Arts Degree for Transfer	A.A. Degree for Transfer	Spring 2020
Liberal Arts: Arts & Humanities Associate in Arts Degree	A.A. Degree Major	Fall 2020
CSU General Education (CSU GE Breadth) (In Development)	Certificate of Achievement	Fall 2021
Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)	Certificate of Achievement	Fall 2021
Liberal Arts: Arts & Humanities Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 3.3	Humanities Literature	Approved	No value	ENGL 135

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area C.2	Arts & Humanities Humanities	Approved	No value	ENGL 135

Intersegmental General Education Transfer Curriculum	Categories	Status	Approval Date	Comparable Course
Area 3.B	Arts & Humanities Humanities	Approved	No value	No Comparable Course defined.

Units and Hours:

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	**Course Non Credit Category (CB22)**	**Non-Credit Characteristic**
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11) **Funding Agency Category (CB23)**

Credit Course.   Not Applicable.   Cooperative Work Experience Education
                                                                     ☐ Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	0
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0   **Faculty Load:** 0

Units and Hours: - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ENGLC070 - Introductory Composition

In English 242, students are expected to analyze college-level reading material, write clearly structured text-based essays which require finding, evaluating, organizing, and effectively integrating college-level source material, and employ MLA formatting and documentation, all skills taught in English 70: Introductory Composition.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Written work
Rationale	No value

Methods of Instruction	Peer analysis, critique & feedback
Rationale	No value

Methods of Instruction	Lecture
Rationale	No value

Methods of Instruction	Outside reading
Rationale	No value

Methods of Instruction	In-class writing
Rationale	No value

Methods of Instruction	Group Work
Rationale	No value

Methods of Instruction	Guest Lecturers
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value

Assignments

- **A. reading assigned texts. B. answering reading questions. C. reading essays. D. completing other critical thinking exercises. E. doing research. F. finding, reading, and evaluating secondary sources. G. planning, drafting, and revising of papers. H. completing other out-of-class work.**

Methods of Evaluation	Rationale
Other	expository and argumentative essays of 1250-1500 words demonstrating the student's ability to write clearly structured text-based essays which require 1. finding, evaluating, organizing, and effectively integrating college-level source material; 2. employing MLA format and citation apparatus correctly; and 3. analyzing college-level reading material for structure, purpose, audience, and relation of ideas to other texts. • Example: In Ralph Ellison's Invisible Man, racism is presented as a complex problem, involving more than simply the conflict between different racial groups. Rather, racism has an inner-racial component, with some African Americans perpetuating notions of black inferiority. In an essay, discuss this very issue. In other words, discuss the ways that the novel points to African Americans in general as contributors, at times, to a ideology that positions them and their cultural uniqueness as inferior. • Example: Before Stephen Crane's The Red Badge of Courage, most war novels focused on the heroism of generals and other leaders. Why does Crane focus on the common soldier? Explain.
Tests	quizzes and/or exams on critical thinking, knowledge of literary terms, reading comprehension, and interpretive/analytical skills. • Example: Many critics classify Flannery O'Connor's "A Good Man Is Hard to Find" as a parable, a short story designed to illustrate a religious or philosophical truth. Do you consider this story a parable? What do the characters represent?
Other	reading responses, as in-class or take-home exercises.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
	Baym, N. et al. (2012) The Norton Anthology of American Literature. (Shorter Eighth Edition) Vol. 2, , Norton			

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Read actively and critically a selection of literary works of American literature from 1865 to the present, including diverse voices.

Expected SLO Performance: 70.0

English English AA Degree for Transfer	1. Read critically a variety of literary works in English, including diverse voices and cultures. Assessment:This will be assessed by a paper, scored with a rubric.

Identify key elements of literary genres in order to analyze and interpret texts.

Expected SLO Performance: 70.0

English English AA Degree for Transfer	2. Identify key elements of literary genres in order to analyze and interpret texts. Assessment:This will be assessed by a paper, scored with a rubric.
English Liberal Arts: Arts & Humanities AA Degree	Evaluate, create, or perform artistic and cultural constructions.

Relate literary works to their historical, cultural, and aesthetic contexts.

Expected SLO Performance: 70.0

English English AA Degree for Transfer	3. Relate literary works to their historical, cultural, and aesthetic contexts. Assessment:This will be assessed by a paper, scored with a rubric.
English Liberal Arts: Arts & Humanities AA Degree	Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.
Social Science PLOs for CSU GE COA	Evaluate the significance of artistic and cultural constructions.
Social Science IGETC PLOs	Evaluate the significance of artistic and cultural constructions.

Define, identify, and analyze literary and dramatic techniques in the works.

Expected SLO Performance: 70.0

English English AA Degree for Transfer	4. Define, identify, and analyze literary and dramatic techniques in a variety of works. Assessment:This will be assessed by a paper, scored with a rubric.

Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis.

Expected SLO Performance: 70.0

English English AA Degree for Transfer	5. Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis. Assessment:This will be assessed by a paper, scored with a rubric.

Research appropriate primary and secondary sources and apply documentation skills without plagiarism.

Expected SLO Performance: 70.0

English	5. Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis.
English AA Degree	Assessment:This will be assessed by a paper, scored with a rubric.
for Transfer	

Outline

Course Outline

I. Composition of literary analysis
    A. Exploring through critical reading:
        1. Making predictions
        2. Close reading
        3. Describing audience
        4. Focusing on content and form separately
        5. Tracing patterns within the text and noting contradictions
        6. Identifying important words; images; or scenes
        7. Identifying shifts in meaning
        8. Raising questions about the text
    B. Planning an interpretative essay:
        1. Selecting the text
        2. Identifying audience
        3. Identifying the main issue; claim; and evidence
        4. Identifying particular challenges
        5. Determining effective organization strategies
        6. Identifying common literary terms of the genre
    C. Composing:
        1. Title
        2. Style
        3. Introduction
        4. Development
        5. Emphasis
        6. Conclusion
    D. Revising:
        1. Logic
        2. Organization
        3. Clarity
        4. Emphasis
        5. Style
        6. Grammar
II. Literary Elements
    A. Plot and structure
    B. Point of view
    C. Character
    D. Setting
    E. Imagery
    F. Theme
    G. Style
    H. Symbolism
    I. Dialogue
    J. Tone
    K. Irony
III. Genres; Contexts; and Works
    A. Realists and Regionalists
        1. Explanation of Historical; Cultural; and Aesthetic Contexts
        2. Common Themes
        3. Examples
            a. Emily Dickinson
            b. Mark Twain
            c. William Dean Howells
            d. Henry James
            e. Bret Harte

B. The Turn of the Century
    1. Explanation of Historical; Cultural; and Aesthetic Contexts
    2. Common Themes
    3. Examples
        a. Henry Adams
        b. Sarah Orne Jewett
        c. Kate Chopin
        d. Charlotte Perkins Gilman
        e. Edith Wharton
        f. Steven Crane
        g. Theodore Dreiser
        h. Jack London

C. Modern American Literature: First Wave
    1. Explanation of Historical; Cultural; and Aesthetic Contexts
    2. Common Themes
    3. Examples
        a. Edward Arlington Robinson
        b. Willa Cather
        c. Robert Frost
        d. Carl Sandburg
        e. Sherwood Anderson
        f. Ezra Pound
        g. T.S. Eliot
        h. Amy Lowell

D. Modern American Literature: Poets of Idea and Order
    1. Explanation of Historical; Cultural; and Aesthetic Contexts
    2. Common Themes
    3. Examples
        a. Wallace Stevens
        b. William Carlos Williams
        c. Marianne Moore
        d. John Crowe Ransom;
        e. Stephen Crane

E. Modern American Literature: Social and Cultural Change
    1. Explanation of Historical; Cultural; and Aesthetic Contexts
    2. Common Themes
    3. Examples
        a. Eugene O√¢‚Ç¨‚Ñ¢Neill
        b. Edna St. Vincent Millay
        c. E. E. Cummings
        d. F. Scott Fitzgerald
        e. John Dos Passos;
        f. William Faulkner
        g. Ernest Hemingway
        h. Katherine Anne Porter
        i. Langston Hughes
        j. Richard Wright

F. Modern American Literature: Drama at Mid-Century
    1. Explanation of Historical; Cultural; and Aesthetic Contexts
    2. Common Themes
    3. Examples
        a. Arthur Miller
        b. Tennessee Williams

G. Modern American Literature: Poetry at Mid-Century
    1. Explanation of Historical; Cultural; and Aesthetic Contexts
    2. Common Themes
    3. Examples
        a. Theodore Roethke
        b. Elizabeth Bishop
        c. John Berryman
        d. Gwendolyn Brooks
        e. Robert Lowell

H. Modern American Literature: Fiction at Mid-Century
    1. Explanation of Historical; Cultural; and Aesthetic Contexts
    2. Common Themes
    3. Examples

a. Eudora Welty
                        b. John Cheever
                        c. Ralph Ellison
                        d. Bernard Malamud
                        e. James Baldwin
                        f. Flannery O√¢‚Ç¨‚Ñ¢Connor
        I. Modern American Literature: The Sixties and Later Poetry
                1. Explanation of Historical; Cultural; and Aesthetic Contexts
                2. Common Themes
                3. Examples
                        a. Robert Bly
                        b. Allen Ginsberg
                        c. John Ashbery
                        d. Anne Sexton
                        e. Adrienne Rich
                        f. Sylvia Plath
                        g. Amiri Baraka
                        h. Rita Dove
        J. Modern American Literature: The Sixties and Later Fiction
                1. Explanation of Historical; Cultural; and Aesthetic Contexts
                2. Common Themes
                3. Examples
                        a. John Barth
                        b. Toni Morrison
                        c. Raymond Carver
                        d. Joyce Carol Oates
                        e. Amy Tan
                        f. Louise Erdrich
IV. Research and Documentation
        A. The difference between primary and secondary sources
        B. Finding and evaluating sources
        C. Balancing and documenting summary; paraphrase; and direct quotes
        D. MLA Style
                1. Formatting
                2. Parenthetical citations
                3. Works Cited page

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
Online
Hybrid
Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

iTV: All paper assignments are identical to those in a regular onsite class. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, phone conferences, regular mail, or office hours. The instructor must provide substantive critiques of all essays, as well as some assessment of iTV class participation. Online: All paper assignments are identical to those in an onsite class, except that they are submitted by e-mail attachment. Weekly class discussions are

conducted by means of online discussion forums, such as Front Page, Web Board, or Moodle. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays.

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

discussion forums
learning management syste message
chat
email
face2face
newsgroup/discussion board
phone
itv

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv
learning management system
publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

iTV 20 Preferred maximum enrollment for iTV courses is 20 students at each site. Online 45 Preferred maximum enrollment for online courses is 45 students.