



## COURSE OUTLINE

**Course Number**  
ENG 206

**Course Title**  
American Literature II

**Credits**  
3.0

**Hours:**  
3 Lecture

**Co- or Pre-requisite**  
Pre-requisite: grade of C or better in ENG102

**Implementation Semester  
& Year**  
Fall 2022

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

**General Education**  
**Category:**  
**Goal 6: Humanities**

**Course coordinator:** Laura Knight, (609) 570-3309,  
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**Required texts & Other materials:** Titles selected for the course should offer students a wide selection of genres, authors, and periods. Below is a list of the kinds of literature taught in the course:

*Norton Anthology of American Literature vol. 2 or vols. C, D, E OR Heath Anthology of American Literature vol. 2 OR any recognized American literature anthology.*

Novels including but not limited to *Huckleberry Finn*, *Moby Dick*, *Maggie: A Girl of the Street*, *Sister Carrie*, *My Antonia*, *The Ambassadors*, *The Sound and the Fury*, *The Day of the Locusts*, *Passing*, *The Age of Innocence*, *Their Eyes Were Watching God*, *The Grapes of Wrath*, *All the King's Men*, *Slaughterhouse Five*, *Babbitt*, *Lolita*, *Invisible Man*, *Beloved*, *The Joy Luck Club*, *The Color Purple*, *Caramelo*, *The Amazing Adventures of Kavalier and Clay*, *White Noise*, *Maus II: Here My Troubles Began*, *Station Eleven*, *The Underground Railroad* may be required.

### **Course Student Learning Outcomes (SLO):**

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

1. **Close Reading:** interpret literature from the end of the American Civil War to the contemporary period, focusing on elements of literary style. [Supports ILG 1, 6, 8; PLO 1, 3]
2. **Literary Strategies and terminology:** demonstrate knowledge of the distinctive ways American writers use a variety of literary strategies to shape the reader's

response to and engagement with the narrative in various genres. [Supports ILG 1, 6, 8, 9; PLO 1]

3. **Synthesis of Texts:** create original essays using course texts and scholarly research, synthesizing readings to create original interpretations [Supports ILG 1, 4, 6, 10, 11; PLO 2, 3, 4]

4. **Critical Analysis:** analyze the literature using the most appropriate critical framework(s) (e.g., psychological, historical, philosophical/ethical, feminist, sociological, etc.) [Supports ILG 1, 6, 8, 9, 10, 11; PLO 3]

5. **Literary Context:** use textual evidence and research into major historical and social changes such as political, economic, or cultural shifts to evaluate the literature's role as product of a historical moment, challenge to hegemony, and/or shaper of culture. [Supports ILG 1, 6, 7, 8, 9, 10, 11; PLO 1]

6. **Documentation of Sources:** use correct MLA documentation format for citing literature in essays [Supports ILG 1, 4, 10; PLO 2]

### **Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 1. Written and Oral Communication in**

**English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Institutional Learning 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.

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

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 10. 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.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Program Learning Outcomes for Liberal Arts (PLO)**

1. **Concept Knowledge.** Understand the vocabulary, methods, and major concepts presented in the humanities, social sciences, and the natural sciences.

2. **Communication.** Articulate complex ideas clearly and effectively, both verbally and in writing.

3. **Critical Thinking.** Perform a series of thinking tasks including speculation, analysis, and synthesis (i.e., abstract reasoning).

4. **Research Methods.** Utilize research materials and methodologies.

## **Units of study in detail – Unit Student Learning Outcomes:**

### **Unit I Regionalism Learning Objectives** (Supports Course SLOs 1, 2, 3, 5, 6)

The student will be able to...

- identify the major writers of regionalism
- define literary regionalism, identify the main characteristics of regionalism and discuss it as a style in American literature
- reflect on how culture and setting play an important role in local color and regional literature
- examine critically the reception of regionalism through outside readings
- analyze the relationship between American regionalism and concepts of American identity
- articulate an understanding of regionalism through verbal and written assignments

### **Unit II Naturalism and Realism Learning Objectives** (Supports Course SLOs 1, 2, 3, 5, 6)

The student will be able to...

- identify the major writers of Naturalism and Realism
- define naturalism and realism, identify their main characteristics and discuss them as a style in American literature
- reflect on how culture and science play important roles in Naturalism and Realism literature
- examine critically the reception of Naturalism and Realism through outside readings
- analyze the relationship between Naturalism and Realism and concepts of American identity
- articulate an understanding of Naturalism and Realism through verbal and written assignments

### **Unit III Modernism Learning Objectives** (Supports Course SLOs 1, 3, 4, 5, 6)

The student will be able to...

- identify the major writers of Modernism
- critically read and understand the literature written in the Modernist period
- examine the reception of Modernist literature
- articulate the relationship between Modernism and concepts of American identity
- analyze and connect political, historical, and cultural contexts of Modernism
- analyze the concepts of Modernism through verbal and written assignments

### **Unit IV The Harlem Renaissance Learning Objectives** (Supports Course SLOs 1, 3, 4, 5, 6)

The student will be able to...

- identify the major writers of social protest
- critically read and understand social protest novels
- examine the reception of social protest novels
- articulate the relationship between social protest works and concepts of American identity and modernity
- analyze and connect the political, historical, and cultural contexts of social protest novels
- analyze the concepts through verbal and written assignments
- articulate an understanding of social protest through verbal and written assignments

### **Unit V Southern Renaissance Learning Objectives** (Supports Course SLOs 1, 3, 4, 5, 6)

The student will be able to...

- identify the major writers of the Southern Renaissance
- critically read and understand Southern Renaissance novels
- examine the reception of Southern Renaissance novels

- articulate the relationship between the novels of the Southern Renaissance and concepts of American identity and modernity
- analyze and connect the political, historical, and cultural contexts of Southern Renaissance novels
- articulate an understanding of the Southern Renaissance through verbal and written assignments

**Unit VI Social Protest Literature Learning Objectives** (Supports Course SLOs 1, 3, 4, 5, 6)

The student will be able to...

- identify the major writers of the Great Depression and social protest
- critically read and understand social protest novels
- examine the reception of social protest novels
- articulate the relationship between social protest novels and concepts of American identity
- analyze and connect the political, historical, and cultural contexts of social protest novels
- articulate an understanding of social protest through verbal and written assignments (Supports Course SLOs 6)

**Unit VII Post-war and the Suburban Literature Learning Objectives** (Supports Course SLOs 1, 3, 4, 5, 6)

The student will be able to...

- identify the major writers of the post-war novels
- critically read and understand post-war novels
- examine the reception of post-war novels
- articulate the relationship between post-war novels and concepts of American identity and
- analyze and connect the political, historical, and cultural contexts of post-war novels
- analyze the concepts through verbal and written assignments
- articulate an understanding of post-war novels through verbal and written assignments

**Unit VIII Post-modernism Learning Objectives** (Supports Course SLOs 1, 3, 4, 5, 6)

The student will be able to...

- identify the major writers of the post-modern period
- critically read and understand post-modern literature
- examine the reception of post-modern literature
- articulate the relationship between post-modernism and concepts of American identity
- analyze and connect the political, historical, and cultural contexts of post-modern literature
- analyze concepts of postmodernism through verbal and written assignments
- articulate an understanding of post-modern literature through verbal and written assignments

**Evaluation of student learning:** [Evaluates SLOs 1-6.]

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)

**Quizzes**

**Presentations**

**Midterm and Final Examination**