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, knightl@mccc.edu

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.


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]

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**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.

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**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
• 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