HIBBING COMMUNITY COLLEGE
COURSE OUTLINE

COURSE TITLE & NUMBER: American Literature 1865 to 2000: ENGL 2220
CREDITS: 3 (3 Lec/0 Lab)
PREREQUISITES: ENGL 1060: Freshman Composition

CATALOG DESCRIPTION:
American Literature: 1865 to 2000 is a study of representative writers from the Age of Realism to contemporary literature. The course introduces students to literary interpretation as they examine the works and literary characteristics of these writers. Emphasis is on tracing the development of a major national literature and discovering the ideas and the cultural and social relationships that shaped it.

OUTLINE OF MAJOR CONTENT AREAS:
1. The Literature of an Expanding Nation: 1865-1912
   A. Regionalism and local color
      1. Definitions
      2. Purpose
      3. Elements of prose
         a. Point of view
         b. Characterization
         c. Setting
         d. Plot or structure
         e. Language
         f. Theme
   B. Realism and Naturalism
      1. Definitions
      2. Historical and cultural contexts
      3. Purpose
      4. Elements of prose
         a. Point of view
         b. Characterization
         c. Setting
         d. Plot or structure
         e. Language
         f. Symbols and irony
         g. Theme
      5. Romantic elements
      6. Themes

2. The Literature of Modernism: 1912-1940
   A. Definition
   B. Historical and cultural contexts
   C. Purpose
D. Poetry
   1. Point of view
   2. Diction
   3. Rhyme and meter
   4. Images and symbols
   5. Theme

E. Prose
   1. Point of view
   2. Characterization
   3. Setting
   4. Plot or structure
   5. Language
   6. Symbols and irony
   7. Theme

F. Themes

3. Contemporary literature: 1940 - 1980
   A. Historical and cultural contexts
   B. Existentialism
   C. Purpose
   D. The New Criticism
   E. Poetry
      1. Lyric style
      2. Experimental styles
      3. Rhyme and meter
      4. Images and symbols
      5. Theme
   F. Prose
      1. Point of view
      2. Characterization
      3. Setting
      4. Plot or structure
      5. Language
      6. Symbols and irony
      7. Theme
   G. Themes

COURSE GOALS/OBJECTIVES/OUTCOMES:
1. Students will identify the concerns and stylistic approaches idiosyncratic to authors of the realistic period/naturalistic period of American Literature (1865 – 1914) and illustrate that significance in specific works.
2. Students will identify the concerns and stylistic approaches idiosyncratic to authors of the modern period of American Literature (1914 – 1945) and illustrate that significance in specific works.
3. Students will identify the concerns and stylistic approaches idiosyncratic to authors of the contemporary/post-modern period of American Literature (1945 – 2000) and illustrate that significance in specific works.
4. Students will understand and correlate works from each period to social, political, and economic changes in America.
5. Students will define the basic elements of American regionalism and local color and illustrate their significance in specific works.
6. Students will understand and correlate the evolution of the American ethos in literature from 1865 through the contemporary period.

MNTC GOALS AND COMPETENCIES MET:
Humanities and Fine Arts, Area C (Literature)

HCC COMPETENCIES MET:
Communicating Clearly and Effectively
Thinking Creatively and Critically

STUDENT CONTRIBUTIONS:
Students are expected to attend all class sessions. Learning and growth as a student are best achieved through self-discovery, class interaction, debate, and cooperative learning; therefore, student attendance is critical to a student's success. In addition, students are expected to participate in activities and discussions, listen to and follow directions, complete assignments on time, request assistance when needed, work collaboratively and contribute to a productive learning environment.

STUDENT ASSESSMENT SHALL TAKE PLACE USING INSTRUMENTS SELECTED/DEVELOPED BY THE COURSE INSTRUCTOR.

ADDITIONAL INFORMATION: In this course, students will expand writing skills developed in Freshman Composition. In formal papers, students must provide evidence to show that they have thought about and understand the assigned material. Instead of outlining or merely generalizing, students will develop a thesis and related points and develop them by quoting and interpreting material from the text(s) being discussed. Also, because the quality of what a writer says is conditioned by how it is said, clarity and conciseness and correctness are important qualities of good writing in this course.

Curriculum Committee Approval Date: February 5, 2018

AASC APPROVAL DATE: February 21, 2018
REVIEW DATE: February 2023