



# BROWARD COLLEGE COURSE OUTLINE

**LAST REVIEW: 2010-2011**

*(i.e. 2006-2007)*

**NEXT REVIEW: 2015-2016**

*(i.e. 2011-2012)*

**STATUS: A**

*(A, I, D)*

**COURSE TITLE: American Literature Since 1900**

**COMMON COURSE NUMBER: AML 2020**

**CREDIT HOURS: 3**

**CONTACT HOUR BREAKDOWN**

*(Per 16 week term)*

**CLOCK HOURS:**

*(Voc. Course ONLY)*

Lecture: **48**

Lab:

Clinic:

Other:

**PREREQUISITE(S): Eligibility for ENC 1101**

**COREQUISITE(S): None**

**PRE/COREQUISITE(S): None**

**COURSE DESCRIPTION** *(750 characters, maximum):*

Students will be introduced to works which represent the diverse literature emerging from America since 1900. Texts may be selected from major authors such as: Hemingway, Faulkner, Frost, Hughes, Millay, Plath, Ellison, Baldwin, Oates, Angelou, and Roth. Upon successful completion of the course, students will understand the significant concepts, contexts, movements, figures, and works of American literature in the 20<sup>th</sup> and 21<sup>st</sup> century. A student must earn a grade of “C” or higher to meet the requirements of the Gordon rule.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 2A

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 2

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area 2

## **UNIT TITLES**

- 1. Introduction to the Study of American Literature**
- 2. American Literature from 1900 to 1945**
- 3. American Literature from 1945 to 1970**
- 4. American Literature since 1970**
- 5. Writing about American Literature**

\*\*\* Complete the following only if course is seeking general education status \*\*\*

**GENERAL EDUCATION Competencies and Skills \*:**

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

<b>Course must include <u>all</u> of the following:</b>	
<b>1. Read with critical comprehension**</b>	2.3; 2.4; 2.7; 3.3; 3.4; 4.3; 4.4
<b>2. Write clearly and coherently**</b>	5.1; 5.2; 5.3; 5.5
<b>3. Demonstrate literacy as appropriate within a given discipline**</b>	Cultural: 1.0; 2.1; 2.2; 2.5; 2.6; 3.1; 3.2; 3.3; 3.5; 3.6; 4.1; 4.2; 4.5; 4.6 Information: 5.4; 5.5; 5.6
<b>4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**</b>	1.3; 2.3; 2.5; 2.6; 2.7; 3.3; 3.4; 3.5; 3.6; 3.7; 4.3; 4.4; 4.5; 4.6; 4.7
<b>Course must include at least <u>one</u> of the following:</b>	
<b>5. Differentiate between ethical and unethical behavior</b>	
<b>6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.</b>	2.5; 3.5; 4.5
<b>7. Demonstrate an understanding of and appreciation for human diversities and commonalities.</b>	2.2; 2.5; 3.2; 3.5; 4.2; 4.5
<b>8. Speak and listen effectively.</b>	

*\*General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

**\*\*Required Competencies**

**1) Read with critical comprehension.**

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

**2) Write clearly and coherently.**

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

**3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).**

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

**g) Environmental literacy** is creating a context within which environmental issues can be viewed, imparting knowledge to enhance one's ability to analyze the issues, make the connections between humans' decisions and actions and the challenges facing the environment, and instilling the desire to sustain the environment through ethical practices in both one's professional and personal lives.

**4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.**

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

**EVALUATION:**

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	1.0; 2.0; 3.0; 4.0; 5.0
2. Short essays	1.3; 5.0
3. Research Papers	1.3; 5.0
4. Group projects	1.2; 1.3; 2.0; 3.0; 4.0
5. Discussions (In class and online)	1.1; 1.2; 1.3; 1.4; 2.0; 3.0; 4.0
6. Multiple Choice tests	1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2
7. Presentations	1.2; 1.3; 1.4; 2.0; 3.0; 4.0;
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 3.1; 3.2; 4.1; 4.2
10. Take-home tests	1.2; 1.3; 1.4; 2.0; 3.0; 4.0
11. Summaries, critiques, and analyses	1.2; 1.3; 1.4; 2.0; 3.0; 4.0; 5.1; 5.2; 5.3
12. Reaction papers	1.3; 2.0; 3.0; 4.0; 5.1; 5.2; 5.3
13. Surveys	1.2; 1.3; 1.4; 2.1; 2.2; 3.1; 3.2; 3.1; 3.2; 4.1; 4.2;
14. Performance	
15. Short answer tests	1.1; 1.2; 1.3; 1.4; 2.1; 2.2; 2.3; 2.4; 2.6; 3.1; 3.2; 3.3; 3.4; 3.6; 4.1; 4.2; 4.3; 4.4; 4.6;
16. Classroom debates and colloquia	1.1; 1.2; 1.3; 1.4; 2.0; 3.0; 4.0
17. Blogs, wikis, web pages	1.1; 1.2; 1.3; 1.4; 2.0; 3.0; 4.0
18. Other (Please explain)	

Common Course Number:

## **UNITS**

### **Unit 1 Introduction to the Study of American Literature**

#### **General Outcome:**

- 1.0 The students shall learn literary concepts, techniques, movements, and figures as they pertain to American literature since 1900 and the contexts from which they emerge.**

#### **Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 1.1 Identify literary concepts pertinent to American literature since 1900**
- 1.2 Recognize significant literary movements since 1900 (ie: philosophical, intellectual, cultural, and aesthetic)**
- 1.3 Distinguish significant similarities and differences among literary movements pertaining to American literature since 1900**
- 1.4 Recognize key literary figures since 1900.**

Common Course Number:

**Unit 2 American Literature from 1900 to 1945**

**General Outcome:**

- 2.0** The students shall read and discuss a diverse and representative sample of American literature (ie: poems, short stories, plays, or novels) published between 1900 and 1945 and interpret their impact on American literature. Authors may represent the movements of realism, regionalism, naturalism, or modernism and may include (among others): Anderson, Cather, Crane, Dreiser, Du Bois, Gilman, James, London, Pound, Sinclair, Stein, Twain, or Wharton.

**Specific Measurable Learning Outcomes:**

Upon successful completion of this unit, the students shall be able to:

- 2.1** Identify major works of American literature between 1900 and 1945.
- 2.2** Identify a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period or its literary movements
- 2.3** Analyze how works of American literature written between 1900 and 1945 relate to the conventions of a literary movement
- 2.4** Apply relevant literary concepts, techniques, and devices in interpreting representative sampling of American literature from this period
- 2.5** Assess the impact of literary contexts (political, social, cultural, etc) on a diverse array of American literature from this period. This may include discussion of changing social attitudes in regards to factors such as race, gender, ethnicity, and economic class, among others, in the shaping of individual and social identities.
- 2.6** Assess the relationship between literary works and their emergent, historic, or concurrent literary movements
- 2.7** Judge the relationship between works of American literature and the literary figures involved in their creation, dissemination, or criticism

Common Course Number:

**Unit 3 American Literature from 1945 to 1970**

**General Outcome:**

- 3.0 The students shall read and discuss a diverse and representative sample of American literature (ie: poems, short stories, plays, or novels) published between 1945 and 1970 and interpret their impact on American literature. Authors may represent the movements of the beat generation; post-modernism; American regionalism; or Confessional, Black Mountain, New York, or African American poets and may include (among others): Ashbery, Bellow, Berryman, Brooks, Burroughs, Creeley, Ellison, Ginsberg, Heller, Hughes, Kerouac, Malamud, Miller, O'Connor, Olson, Plath, Roth, Salinger, Sexton, Updike, Vonnegut, Welty, Wouk, or Wright.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 3.1 Identify major works of American literature between 1945 and 1970.**
- 3.2 Identify a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period or its literary movements**
- 3.3 Analyze how works of American literature written between 1945 and 1970 relate to the conventions of a literary movement**
- 3.4 Apply relevant literary concepts, techniques, and devices in interpreting representative sampling of American literature from this period**
- 3.5 Assess the impact of literary contexts (political, social, cultural, etc) on a diverse array of American literature from this period. This may include discussion of changing social attitudes in regards to factors such as race, gender, ethnicity, sexual orientation, and economic class, among others, in the shaping of individual and social identities.**
- 3.6 Assess the relationship between literary works and their emergent, historic, or concurrent literary movements**
- 3.7 Judge the relationship between works of American literature and the literary figures involved in their creation, dissemination, or criticism**

Common Course Number:

**Unit 4 American Literature since 1970**

**General Outcome:**

- 4.0 The students shall read and discuss a diverse and representative sample of American literature (ie: poems, short stories, plays, or novels) published after 1970 and interpret their impact on American literature. Authors may represent emerging movements; realism and experimentation; the anti-tradition; spoken word; and contemporary prose and poetry and may include (among others): Allison, Anzaldua, DeLillo, Erdrich, Harjo, Hogan, hooks, Kincaid, Mali, Morrison, Nguyen, Oates, Rodriguez, Walker, Wallace, or Williams.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 4.1 Identify major works of American literature published after 1970.**
- 4.2 Identify a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period or its literary movements**
- 4.3 Analyze how works of American literature written after 1970 relate to the conventions of a literary movement**
- 4.4 Apply relevant literary concepts, techniques, and devices in interpreting representative sampling of American literature from this period**
- 4.5 Assess the impact of literary contexts (political, social, cultural, etc) on a diverse array of American literature from this period. This may include discussion of changing social attitudes in regards to factors such as race, gender, ethnicity, sexual orientation, national origin, and economic class, among others, in the shaping of individual and social identities.**
- 4.6 Assess the relationship between literary works and their emergent, historic, or concurrent literary movements**
- 4.7 Judge the relationship between works of American literature and the literary figures involved in their creation, dissemination, or criticism**

Common Course Number:

**Unit 5 Writing about American Literature**

**General Outcome:**

- 5.0 The students shall be able to write a structured paper that incorporates research and engages in an analysis of the literary movement, author, or text(s) within American literature since 1900.**

**Specific Measurable Learning Outcomes:**

**Upon successful completion of this unit, the students shall be able to:**

- 5.1 Compose a limited thesis statement that demonstrates a thoughtful interpretation based on textual evidence and informed response to scholarly criticism of the selected text(s), author, or movement**
- 5.2 Create a properly structured essay that supports the student's original thesis statement**
- 5.3 Demonstrate the appropriate use of Standard American English in adherence with the conventions of spelling, grammar, syntax, vocabulary, capitalization, and punctuation**
- 5.4 Identify and locate appropriate research sources for legitimate academic use**
- 5.5 Incorporate primary and secondary research sources appropriately**
- 5.6 Cite primary and secondary research sources via in-text citations and a Works Cited Page using MLA Format**