

Syllabus
ENGL 2170
American Literature since 1865
2021

Committee Members:

James Kosmicki, Central Community College
Brett Mertins, Metropolitan Community College
Anne Schmidt, Mid-Plains Community College
Julie Ptacek-Wilkey, Northeast Community College
Jeanine Jewell, Southeast Community College
No Representative, Western Nebraska Community College
No Representative, Little Priest Tribal College
No Representative, Nebraska Indian Community College

Facilitator: Jeanine Jewell

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	06/23/2021	Adopt
 Chief Academic Officer, Little Priest Tribal College	06/24/2021	Not Offered
 Chief Academic Officer, Metropolitan Community College	06/29/2021	Decline
 Chief Academic Officer, Mid-Plains Community College	06/23/2021	Adopt
 Chief Academic Officer, Nebraska Indian Community College	06/29/2021	Adopt
 Chief Academic Officer, Northeast Community College	06/23/2021	Adopt
 Chief Academic Officer, Southeast Community College	06/29/2021	Adopt
 Chief Academic Officer, Western Nebraska Community College	06/23/2021	Adopt



COURSE SYLLABUS OUTLINE

I. CATALOG DESCRIPTION:

Course Number: ENGL 2170

Course Name: American Literature since 1865

Pre-Requisites ENGL 1010

Description: This survey of American literature will introduce students to some of the important voices as well as literary, artistic, and cultural movements in the United States. Students will develop skills to critically read, understand, and assess a variety of literary works from different historical periods, ethnic communities, and genres.

Credit/Contact Hour Designation

(3.0; 4.5 quarter hours/45 contact hours)

II. COURSE OBJECTIVES: Course will

1. Provide a historical perspective of the United States through the breadth and development of its literature.
2. Explore themes prevalent in American literature such as the nature of freedom, migration as a reflection of American growth and culture, and personal/national identity.
3. Foster an understanding of the present based on the past, especially a connection to the American experience and emerging voices as expressed in literature.
4. Introduce students to literary analysis and interpretation.
5. Synthesize American literature, history, and culture and culture through discussion, literary analysis, and interpretation.
6. Examine American identity through diverse works.
7. **Introduce students to the conventions of genre literature, including short fiction, novels, drama, poetry, and essays.**
8. Teach students the conventions of writing about literature.

III. STUDENT LEARNING OUTCOMES: Students will be able to

1. Contextualize diverse authors and works of American Literature personally, socially, culturally, philosophically, and historically.
2. Describe the common themes of history, language, identity, memory, industrialization, and diversity as they are manifested in the literature of the course.
3. Foster an understanding of the present based on the past, especially a connection to the American experience and emerging voices as expressed in literature.

4. Explore questions and/or theories about American culture and based on knowledge of American literature.
5. Evaluate the significance of texts from authors of diverse class, gender, race, and origin.
6. Analyze a significant sampling of influential American literary works.
7. Apply knowledge of literary terms and themes to comment on literary works.
8. **Demonstrate knowledge of genre conventions in literature.**
9. Write responses arguing for literary interpretations, incorporating critical approaches and literary analyses.

IV. CONTENT/TOPICAL OUTLINE

- A. The **continued growth of** American Literature: Discuss the beginnings of dissatisfaction with romanticism and the mood for change in literary style
- B. The Rise of Realism and Naturalism: Discuss the social and philosophical influences upon the American literary scene, especially through the rise of realism and naturalism.
- C. Literary Renaissance and Social Challenge: Explore the reevaluation of American values and the rise of social criticism. Survey recent trends in contemporary fiction.

V. INSTRUCTIONAL MATERIALS:

- A. Suggested Texts:
 1. *The Bedford Anthology of American Literature, Vol. Two: 1865 to the Present*, ISBN 978-0312678692
 2. *The Norton Anthology of American Literature Shorter 9th Edition: 1865 to Present*, ISBN 978-0-393-26453-1
 3. Open Educational Resource materials
- B. Outside reading/research required/determined by instructor
- C. Supplemental novels, handouts, etc.

VI. METHOD OF PRESENTATION

- A. Methods of presentation typically include a combination of the following:
 1. Lectures
 2. small and large discussion groups
 3. Collaborative projects
 4. Research
 5. Peer response
 6. Journals
 7. Essay
 8. Conferences

9. Computer-assisted instruction
10. Interactive/creative methods
11. Multi-media
12. Field trips

VII. METHOD OF EVALUATION

A. Methods of evaluation typically include a combination of the following:

1. Instructors will distribute and discuss evaluation and grading policies with students at the beginning of each term. Course grades, at the determination of instructors, can be based on the following options: class and group participation, daily work, quizzes, exams, presentations, projects, papers, and/or portfolios.

VIII. INSTITUTIONAL DEFINED SECTION

(to be used at the discretion of each community college as deemed necessary)

I. CATALOG DESCRIPTION:

Course Number: Course numbers (including alpha designation) are determined by the Council of Chief Academic Officers. Proposals to change a course number or alpha designation must be submitted to the Chair of the CAO's.

Course Name: Course names should be limited to 20 characters, if possible. Changes to course names can be presented with an accompanying rationale through the 3-year review process.

Pre-Requisites/Co-Requisites: Certain courses require students to have pre-requisite knowledge or co-requisite learning experiences. The use of pre-requisites/co-requisites should be carefully considered, and will be critically reviewed by the Council of Chief Academic Officers.

- Pre-requisites define courses and/or requirements which a student must meet prior to enrollment in a course.
- Co-requisites define courses and/or requirements which the student must meet concurrently with the proposed course.

Description: A course description is a narrative relating content. The description written for the course syllabus is used in the college's catalogs and provided via the web. Generally, a course description is written in brief, but complete, sentences and does not include information about andragogy, grading criteria, or procedures.

Credit / Contact Hour Designation:

(Classroom Hour / Academic Transfer, General Education, and Academic Support Laboratory Hour / Vocational Laboratory Hour and Clinical Hour / Practicum Hour / Cooperative Work Experience Hour / Independent Study)

Classroom Hour means a minimum of fifty minutes of formalized instruction on campus or off campus in which a qualified instructor applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audiovisual materials is responsible for providing an educational experience to students;

Academic Transfer, General Education, and Academic Support Laboratory Hour means a minimum of fifty minutes of educational activity on campus or off campus in which students conduct experiments, perfect skills, or practice procedures under the direction of a qualified instructor;

Vocational Laboratory Hour and Clinical Hour means a minimum of fifty minutes of educational activity on campus or off campus during which the student is assigned practical experience under constant supervision at a health-related agency, receives individual instruction in the performance of a particular function, and is observed and critiqued in a repeat performance of such function. Adjunct professional personnel, who

may or may not be paid by the college, may be used for the directed supervision of students and for the delivery of part of the didactic phase of the experience;
Practicum Hour means a minimum of fifty minutes of educational activity on campus or off campus during which the student is assigned practical experiences, receives individual instruction in the performance of a particular function, and is observed and critiqued by an instructor in the repeat performance of such function. Adjunct professional personnel, who may or may not be paid by the college, may be used for the directed supervision of the students;

Cooperative Work Experience Hour means an internship or on-the-job training, designed to provide specialized skills and educational experiences, which is coordinated, supervised, observed, and evaluated by qualified college staff or faculty and may be completed on campus or off campus, depending on the nature of the arrangement;

Independent Study means an arrangement between an instructor and a student in which the instructor is responsible for assigning work activity or skill objectives to the student, personally providing needed instruction, assessing the student's progress, and assigning a final grade. Credit hours shall be assigned according to the practice of assigning credits in similar courses.

Credit Hour Contact Ratio Guidelines: Meet credit/contact hour ratio guidelines for semesters (or quarter equivalent) as outlined in state statute 85-1503. See, table that follows.

SEMESTER	QUARTER	
1:15	1:10	<i>Classroom Hour</i>
1:30	1:20	<i>Academic Transfer, General Education, and Academic Support Lab Hour</i>
1:45	1:30	<i>Vocational Laboratory Hour and Clinical Hour</i>
1:45	1:30	<i>Practicum Hour</i>
1:60	1:40	<i>Cooperative Work Experience</i>
		<i>Independent (directed) Study – Credits will be assigned according to the practices of assigning credits to similar type courses.</i>

II. COURSE OBJECTIVES/COMPETENCIES

Course objectives (goals) are broad general statements representing the major concepts/themes the course will provide. The course objectives are further refined into specific measurable student learning outcomes. Course objectives are ordered in alignment with the Course/Topical Outline. A general guide is to have a minimum of 2 Course Objectives per semester credit hour.

III. STUDENT LEARNING OUTCOMES

Student learning outcomes are the essence of the course; providing students with measurable expectations. The Council of Chief Instructional Officers recommends each student learning outcome start with an action verb. Examples of action verbs can be found in *Appendix C: Action Verbs in Bloom's Taxonomy*. The student

learning outcomes also provide the basis for assessing student mastery and awarding of *Experiential Learning Credit*.

The precise number of learning outcomes are best determined by the subject matter expert; the CAO's will reflect on the number provided in light of the contact hours associated with each course to make sure the objectives/competencies listed are achievable in the contact hours allotted. Careful and critical construction of the course objectives and student learning outcomes is a priority of the CAO's.

Examples of Course Objectives and Student Learning Outcomes:

Example A:

Course Objectives: Course will

1. Introduce the techniques and instruments to measure heat.

Student Learning Outcomes: Students will be able to

1. Determine the appropriate instrument to use in measuring the temperature of specific liquids in holding containers.
2. Select the appropriate temperature scale (Fahrenheit/Centigrade) per the technical specifications of the manufacturing process.

Example B:

Course Objectives: Course will

1. Review significant legislative developments in Federal Educational Policy and Law since 1840.

Student Learning Outcomes: Students will be able to

1. Construct a timeline labeling passage of significant Federal Educational Legislation since 1840 to the present.
2. Analyze the resulting effects of significant Federal Education Legislation since 1840 to the present.

IV. COURSE CONTENT/TOPICAL OUTLINE

The course content/topical outline establishes the minimum scope of the information to be covered and the recommended sequence of the instruction. The syllabus reflects this information so instructors teaching the course have a guideline for covering the minimum course content.

In writing the Content Outline,

- use the following outline form:
 - A. (topic)
 1. (sub-topic);
- topics should be in a noun or gerund form;
- keep subtopics to a minimum; and
- align topics and ordering with the ordering of the course objectives and subsequent student learning outcomes.

V. INSTRUCTIONAL MATERIALS

This section provides a summary of the instruction materials required for the course. The number of textbooks listed should be 8 or less. A sample is provided below:

- A. *Text*
 - 1. *Author (Publisher). Current Edition. Book Title.*
- B. *Ancillary textbook items*
- C. *Computer access, headset, microphones, etc.*
- D. *Other materials.*

VI. METHOD OF PRESENTATION

Methods of presentation are listed in this section. A sample is provided below:

- A. *Methods of presentation traditionally include a combination of the following:*
 - 1. *Technology enhanced lecture*
 - 2. *Classroom discussions*
 - 3. *Interactive group activities*
 - 4. *Audio visual materials*
 - 5. *Presentations by experts from the _____ industry*

VII. METHOD OF EVALUATION

Methods of evaluation are listed in this section. All grades awarded must be in compliance with your colleges' approved grading systems. A sample is provided below:

- A. *Methods of evaluation, although determined by the individual instructor, traditionally includes a combination of the following:*
 - 1. *Attendance and participation*
 - 2. *Daily assignments*
 - 3. *Written exams and/or quizzes*
 - 4. *Performance and observational assessment*

VIII. INSTITUTIONAL DEFINED SECTION

(To be used at the discretion of each community college as deemed necessary)