

# ENGL-216: SURVEY OF AMERICAN LITERATURE 2

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## Effective Term

Fall 2025

## CC Approval

02/07/2025

## AS Approval

02/13/2025

## BOT Approval

02/20/2025

## COCI Approval

04/30/2025

## SECTION A - Course Data Elements

### CB04 Credit Status

Credit - Degree Applicable

### Discipline

Minimum Qualifications	And/Or
English (Master's Degree)	

### Subject Code

ENGL - English

### Course Number

216

### Department

English (ENGL)

### Division

Language and Developmental Studies (LADS)

### Full Course Title

Survey of American Literature 2

### Short Title

Survey of American Lit 2

### CB03 TOP Code

1501.00 - English

### CB08 Basic Skills Status

NBS - Not Basic Skills

### CB09 SAM Code

E - Non-Occupational

### Rationale

Updating common course numbering course change.

## SECTION B - Course Description

### Catalog Course Description

This course introduces students to a wide range of American authors and their relationship to major literary and intellectual movements from the second half of the nineteenth century to the present. Literature will be considered alongside the historical, social, and aesthetic contexts of the United States.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade or Pass/No Pass

### Allow Audit

Yes

## Requisites

### Prerequisite(s)

Completion of ENGL-C1000 or ENGL-120B with a minimum grade of C or appropriate placement.

## Requisite Justification

### Requisite Description

Course Not in a Sequence

### Subject

ENGL

### Course #

C1000

### Level of Scrutiny

Content Review

### Upon entering this course, students should be able to:

1. Read, comprehend and analyze college level texts of varying lengths, styles, and subjects. Be able to identify main ideas and support points as well as consider rhetorical and stylistic strategies used by the writer.
2. Write well formulated narrative, expository and argumentative essays of 1000-1500 words with a clear focus and careful organization. Demonstrate adequate reasoning and a solid use of details or examples to support ideas. Demonstrate proficient sentence mechanics and display syntactic variety.
3. Demonstrate adequate ability to synthesize ideas from multiple texts and other media. Demonstrate competence in research skills, including finding and evaluating secondary sources, performing electronic searches, and using current MLA (or other professional) documentation format.
4. Possess the study and organizational skills necessary to complete reading assignments of a minimum of 25 pages per week, text-based writing assignments of 1000-1500 words (4-6 pages) every three weeks, and develop longer (6-10 pages) argumentative research papers.

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### Requisite Description

Course Not in a Sequence

### Subject

ENGL

### Course #

120B

### Level of Scrutiny

Content Review

**Upon entering this course, students should be able to:**

1. Read, comprehend and analyze college level texts of varying lengths, styles, and subjects. Be able to identify main ideas and support points as well as consider rhetorical and stylistic strategies used by the writer.
2. Write well formulated narrative, expository and argumentative essays of 1000-1500 words with a clear focus and careful organization. Demonstrate adequate reasoning and a solid use of details or examples to support ideas. Demonstrate proficient sentence mechanics and display syntactic variety.
3. Demonstrate adequate ability to synthesize ideas from multiple texts and other media. Demonstrate competence in research skills, including finding and evaluating secondary sources, performing electronic searches, and using current MLA (or other professional) documentation format.
4. Possess the study and organizational skills necessary to complete reading assignments of a minimum of 25 pages per week, text-based writing assignments of 1000-1500 words (4-6 pages) every three weeks and develop longer (6-10 pages) argumentative research papers.

**SECTION D - Course Standards****Is this course variable unit?**

No

**Units**

3.00

**Lecture Hours**

54

**Outside of Class Hours**

108

**Total Contact Hours**

54

**Total Student Hours**

162

**Distance Education Approval****Is this course offered through Distance Education?**

Yes

**Online Delivery Methods**

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

**SECTION E - Course Content****Student Learning Outcomes****Upon satisfactory completion of the course, students will be able to:**

1. Demonstrate through explication, interpretation, and/or analysis an understanding of American literature and literary movements from the second half of the 19th century to the present to the present, including the influence of canonical and non-canonical writers.
2. Demonstrate through explication, interpretation, and/or analysis a basic understanding of the historical contexts, cultural influences and major themes informing American Literature from the second half of the 19th century to the present.

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:	
1.	Demonstrate familiarity with important authors, works, genres, and themes of American Literature from the second half of the 19th century to the present.
2.	Analyze and interpret themes found in the literature and intellectual movements of the contemporary American period following the Civil War era.
3.	Relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts.
4.	Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis.
5.	Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form

**Course Content**

1. Reading, analyzing, interpreting, and writing about American literature from the second half of the 19th century to the present, including diverse voices from a variety of ethnic and cultural groups.
2. A broad range of texts, including influential and significant works as well as diverse and under-represented authors and literature from various historical eras.
3. The evolution of American literary traditions, contexts, and genres
4. Contexts of American literature: historical (e.g Reconstruction, the Great War, Depression, 1960s, 9/11); philosophical (e.g. Pragmatism, Idealism, Feminism, Epistemology); social (e.g. Immigration, Urbanization, Mechanization, Globalization, Digital Technology, Multiculturalism); political (e.g. Civil Rights, Conservatism, Capitalism, Environmentalism); and aesthetic (e.g. Realism, Regionalism, Imagism, Modernism, Confessionalism, Postmodernism)

**Methods of Instruction****Methods of Instruction**

Types	Examples of learning activities
Activity	
Discussion	
Lecture	
Other	Instructors may present material in a variety of modes, including lectures, discussion, and collaborative group work. Given the rigor of the survey course, multi-media delivery of instruction, including recordings, streaming video, film, and documentaries may be used. Instruction should balance delivery with hands-on practice of literary analysis and argumentation. To this end, instructors may use a variety of modes, including DVDs and/or videos, document camera, and power point presentations.

**Instructor-Initiated Online Contact Types**

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations  
 Video or Teleconferencing

**Student-Initiated Online Contact Types**

Chat Rooms  
 Discussions  
 Group Work

**Course design is accessible**

Yes

**Methods of Evaluation****Methods of Evaluation**

Types	Examples of classroom assessments
Exams/Tests	Exam regarding major figures, texts, literary movements and/or themes.
Quizzes	Reading quizzes.

**Projects****Essays/Papers**

Academic essays as well as shorter assignments such as summaries, annotated bibliographies, reader responses/journals, explication, analysis, and in-class writing.

**Oral Presentations****Assignments****Reading Assignments**

Students will be required to read approximately 100-200 pages of an anthology or other assigned texts per week.

For Example: Read selected chapters from *The Adventures of Huckleberry Finn*. In light of Mark Twain's evident antipathy towards Romanticism, comment on the description by an approving Huck of the Grangerford household, of Emmeline and her sentimental art and poetry. Does Huck ever see that the refined etiquette of the Grangerfords is merely a thin veneer covering barbaric, murderous impulses? Cite multiple examples from the text to support your analysis.

For Example: compare the first page of F. Scott Fitzgerald's story "Winter Dreams" with the opening page of Ernest Hemingway's "Big Two-Hearted River." Describe the differences and suggest what they imply about the different ways in which these writers worked as Modern artists.

For Example: Read Louise Erdrich's *The Round House* and examine the symbol of the "round house" within the text given its value in Anishinaabe culture.

For Example: discuss William Faulkner's use of imagery in "That Evening Sun" that suggests or emphasizes Nancy's fear of the night and her foreboding of death.

**Writing Assignments**

Students will write response papers, in-class and out-of-class essays, analyzing the literature and its context. Word count for the semester should total approximately 4000 words.

For Example: Using Kate Chopin's *The Awakening*, analyze the theme of the wife as politically, socially, and legally dependent on the husband and the prevailing belief that the woman's first duty was not to herself but to her family and home.

For Example: Write an essay about how fate works in Stephen Crane's "Open Boat" or "The Blue Hotel." Discuss the stories' suggestions about humanity's efforts to control fate. Are such efforts shown to be futile and dependent on chance? For Example: Analyze James Baldwin's story "Sonny's Blues" from a naturalistic perspective. Is their environment seen as neutral or malevolent? Consider Mama's contention that both bad and good children get "sucked under."

For Example: As in most, but not all blues lyrics, the repeated lines in Langston Hughes' "Young Gal's Blues" are not identical. Note the differences and analyze the effect of the slight variations. Do they significantly alter the rhythm or meaning? What advantages might the slight variations provide to a blues singer?

For Example: Allen Ginsberg's use of long lines was a deliberate experiment for him, the "long lanky statement" that permits not the way you would say it, a thought, but the way you would think it. Explicate the assigned sections of his poem *Howl*, paying particular attention to his use of the long line.

**SECTION F - Textbooks and Instructional Materials****Material Type**

Textbook

**Author**

Levine, R. et al.

**Title**

The Norton Anthology of American Literature (Vol 9)

**Edition/Version**

9th

**Publisher**

W.W. Norton

**Year**

2016

**Material Type**

Textbook

**Author**

Lauter, P. et. al.

**Title**

The Concise Heath Anthology of American Literature (Vol 2)

**Edition/Version**

2nd

**Publisher**

Cengage

**Year**

2014

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**Material Type**

Textbook

**Author**

Berke,A. et. al.

**Title**

Writing the Nation: A Concise Introduction to American Literature 1865 to Present

**Publisher**

University of North Georgia Press

**Year**

2015

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**Material Type**

Other required materials/supplies

**Description**

Comprehensive instructor-developed reading lists from various sources, including Open Educational Resources (OER)

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**Material Type**

Other required materials/supplies

**Description**

Selected handbook or style manual (MLA, CMS), including Open Educational Resources (OER).

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**Course Codes (Admin Only)**

**ASSIST Update**

No

**CB00 State ID**

CCC000303689

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

No