

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

HSDP 416

COURSE TITLE

AMERICAN LITERATURE 1&2, SEM 2

TYPE COURSE

NON-FEE

HSDP

CATALOG COURSE DESCRIPTION

The second semester of American Literature emphasizes skills and strategies for independent reading, analyzing, and writing about works of American literature from the late 19th century to the present. Relevant social, political, cultural, and religious issues in works from the Age of Realism, the Modernist Period, and the Post Modern Era are discussed. Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. (FT)

LECTURE HOURS

90

LABORATORY HOURS

ADVISORY

NONE

RECOMMENDED SKILL LEVEL

Students should have a reading level of 8.0.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Students who complete this course, in conjunction with the first semester will master the California State Standards 11th Grade English. These standards include: word analysis, fluency, and systematic vocabulary development, reading comprehension on informational materials, literary response and analysis, writing strategies, writing applications (genres and their characteristics), written and oral English language conventions, and listening and speaking strategies.

COURSE OBJECTIVES

Upon successful completion of the course, the student will be able to:

Reading:

1. Describe the meaning of analogies encountered.
2. Analyze organizational patterns, arguments, and positions advanced.
3. Analyze the way in which clarity of meaning is affected by organization.
4. Analyze an author's assumptions and beliefs about a subject.
5. Read and respond to historically or culturally significant works of literature.
6. Analyze the characteristics of subgenres.
7. Analyze how irony, tone, mood, style and sound achieve specific purposes.
8. Analyze the way in which the theme of a selection represents a view of life.
9. Analyze how poets use figurative language.
10. Analyze works of American literature that represent various genres and traditions.
11. Analyze the political assumptions in literary works or essays on a topic.

Writing:

1. Demonstrate the elements of discourse.
2. Use point of view, characterization, style and related elements for rhetorical and aesthetic purposes.
3. Enhance meaning by employing rhetorical devices.
4. Use language to establish a specific tone.
5. Revise text in ways consistent with the purpose, audience, and genre.
6. Narrate a sequence of events and communicate their significance.
7. Demonstrate a comprehensive understanding of significant ideas in works, passages.
8. Write historical investigation reports that use rhetorical devices to support main proposition.

COURSE OBJECTIVES (CONTINUED)

Listening and Speaking:

1. Recognize and use various forms of classical contemporary arguments, including deductive and inductive reasoning, syllogisms, and analogies.

SECTION 2

COURSE CONTENT AND SCOPE

Students will study representative works from American Literature in the following topics.

1. Figurative Language
2. Poetry
3. Evaluation, application
4. Narrator
5. Elements of plot, conflict
6. Poetry
7. Elements of poetry
8. Evaluation of poetry
9. Character
10. Tone
11. Synthesizing details
12. Symbols
13. Understanding analogies
14. Inferences
15. Theme
16. Writing Compare and Contrast essay
17. Rhythm and Mood in poetry
18. Application of historical writing to the present
19. Types of figurative language (metaphor)
20. Autobiographical essay
21. Author's purpose, drawing a conclusion
22. Characteristics of clearly written texts
23. Literary criticism
24. Style
25. Inferences
26. Imagery
27. Stream of Consciousness
28. Point of View
29. Making Judgments
30. Writing a Research Paper
31. Inductive and deductive reasoning/arguments
32. Protagonist/Antagonist
33. Personal essay
34. Writing fiction or non fiction narrative

APPROPRIATE READINGS

Reading assignments may include, but are not limited to the following:

1. Text consisting of samples from all genres.
2. Newspapers, magazines, journals.
3. Internet sources.
4. Selected fiction and nonfiction

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, the following:

1. Writing and revision essays, poetry, etc.
2. Research projects.
3. Journal entries.
4. Collaborative projects with call notes.
5. Online or email projects

OUTSIDE ASSIGNMENTS

Class may require supplemental reading for writing assignments.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Completing course content and scope requires responses that indicate mastery of critical thinking.

EVALUATION

Evaluation may include exams, responses to worksheets, writing projects, class participation, and attendance.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Methods of instruction will include, but not be limited to, lectures, small group discussion, cooperative learning, use of internet based and other computer assisted instruction, self-paced workbooks.

TEXT AND SUPPLIES

Language of Literature, California Edition , Grade 11, McDougal Littell, 2006 edition
Supplementary materials from *Language of Literature*

PREPARED BY JOAN SEVERSON DATE: JULY 18, 1985

DATA REVISED BY GARY GLECKMAN DATE: FEBRUARY 10, 2007

DATA REVISED BY Instructional Services/SLO's Added DATE December 20, 2013

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog