STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

COURSE OUTLINE

ENGL 208—AMERICAN LITERATURE COMES OF AGE: 1830--1920

Prepared By: Emily Hamilton-Honey, PhD
April 2015

SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF ENGLISH/HUMANITIES
APRIL 2015
A. **TITLE:** American Literature Comes Of Age: 1830-1920

B. **COURSE NUMBER:** ENGL 208

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** Determined by semester

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Fall or Spring or Both

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 lecture hours per week

H. **CATALOG DESCRIPTION:** This course is designed to acquaint students with significant American authors from the pre-Civil War era and continues to 1920. Students study important American writers such as Whitman, Dickinson, Poe, Melville, Hawthorne, Twain, Jacobs, Freeman, Chopin, Cather, Fitzgerald, and others. The historical, social, and political background for each period and the cultural changes and developments of the eras are also examined. Three hours lecture per week.

I. **PRE-REQUISITES/CO-REQUISITES:**
   a. Pre-requisite(s): ENGL 101 or ENGL 102
   b. Co-requisite(s): none

J. **GOALS (STUDENT LEARNING OUTCOMES):**

   By the end of this course, the student will be able to:

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<th>Course Objective</th>
<th>Institutional SLO</th>
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<tr>
<td>a. demonstrate understanding orally and in writing of the literary, historical,</td>
<td>1. Communication</td>
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<td>and cultural context of nineteenth- and early twentieth-century American</td>
<td>2. Crit. Thinking</td>
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<td>writers.</td>
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<td>b. critically analyze and evaluate literature using appropriate literary</td>
<td>1. Communication</td>
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<td>terminology and approaches, and share the results of the analysis for</td>
<td>2. Crit. Thinking</td>
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<td>evaluation and/or peer review.</td>
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<td>c. <em>analyze, compare,</em> and <em>contrast</em> the style and content of several authors</td>
<td>2. Critical Thinking</td>
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<td>on the same subject or in the same genre.</td>
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<td>d. demonstrate understanding through application of research skills and MLA</td>
<td>2. Crit. Thinking</td>
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<td>documentation.</td>
<td>3. Prof. Competence</td>
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K. **TEXTS:**

   (Representative texts)

I. REFERENCES:
(Representative References)


M. **EQUIPMENT:** technology enhanced classroom

N. **GRADING METHOD:** A-F or P/F

O. **MEASUREMENT CRITERIA/METHODS**
- Exams
- Quizzes
- Papers
- Participation

P. **DETAILED COURSE OUTLINE:** (must use the outline format listed below)

I. **Introduction**
   A. Reading Literature
   B. Elements of Literature
   C. Criticism of Literature
   D. Writing About Literature

II. **American Literary Romanticism**
   A. Defining the Period
   B. Romantic Poets, Essayists, and Speakers, e. g.
      1. Whitman
      2. Dickinson
      3. Longfellow
      4. Harper
      5. Emerson
      6. Thoreau
      7. Fuller
      8. Child
      9. Grimke
      10. Truth
   C. Romantic Fiction and Narrative Writers, e. g.
      1. Hawthorne
      2. Melville
      3. Poe
      4. Douglass
      5. Jacobs
III. American Literary Realism and Naturalism
   A. Defining the Period
   B. Realist Poets and Essayists, e. g.
      1. William Dean Howells
      2. Paul Laurence Dunbar
      3. Alice Dunbar-Nelson
      4. Robert Frost
   C. Realist Fiction and Narrative Writers, e. g.
      1. Twain
      2. Chopin
      3. Freeman
      4. Gilman
      5. Jewett
      6. Bierce
      7. Chesnutt
      8. Washington
      9. DuBois
     10. Zitkala-Sa
     11. Weldon Johnson

IV. The Lost Generation
   A. Defining the Period
   B. Lost Generation Writers, e. g.
      1. Stein
      2. Hemingway
      3. Fitzgerald
      4. Faulkner
      5. Dos Passos

VI. Conclusion

Q. LABORATORY OUTLINE: None