DEREE COLLEGE SYLLABUS FOR:

EN 2323 (RE)WRITING AMERICA: FROM REALISM TO MODERNISM – LEVEL 5
(Updated Spring 2012) UK CREDITS: 15
US CR: 3/0/3

PREREQUISITES: WP 1010 Introduction to Academic Writing
WP 1111 Integrated Academic Writing and Ethics
WP 1212 Academic Writing and Research

CATALOG DESCRIPTION: Development of contextual understanding of American literature and culture from the Realists to the Modernists, with emphasis on the “revisioning” or rewriting of American national and cultural identities by various authors.

RATIONALE: This course explores the literature of America from the mid-nineteenth century to the Modernist period. Working with concepts examined in EN 2222 The Making of America: American Literature to 1865 (such as the myths on which America was and is founded), this course engages in a more in-depth treatment of the ways in which American identities have been (re)constructed during this period of dramatic change. Intellectual and cultural movements, including realism, naturalism, and modernism are examined in relation to their social and historical contexts.

LEARNING OUTCOMES: Upon successful completion of this course, the student should be able to:
1. Define the literary movements in American literature of the late nineteenth and twentieth century;
2. Relate works studied to relevant social, political and cultural issues;
3. Critically engage with a variety of different constructions of ‘America’ emerging from the texts studied;
4. Engage in close readings of texts in order to determine the ways in which American identities are being articulated in texts reflective of different intellectual and cultural movements of the period.

METHOD OF TEACHING AND LEARNING: Teaching and learning strategies include:
- Lectures, class discussions, workshop-style pair work and group work during class meetings;
- Formative exercises and other learning tasks assigned to help students acquire confidence and benefit from independent study;
- Timely instructor feedback on assignments;
- Additional print and audiovisual educational material posted on the Blackboard course template;
EN 2323 (RE)WRITING AMERICA: FROM REALISM TO MODERNISM

- Other relevant educational material placed on reserve in the library;
- Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations;
- Close collaboration with Librarian and Writing Center Coordinator to encourage students’ effective use of academic support services.

ASSESSMENT:

<table>
<thead>
<tr>
<th>Formative coursework</th>
<th>0%</th>
<th>Essay drafts and all in-class and out-of-class assignments in preparation for the examination and the essay</th>
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<tr>
<td>SUMMATIVE Coursework</td>
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<tr>
<td>Essay (2,500 words)</td>
<td>50%</td>
<td>10-page analysis of author(s) and work(s) developed through close reading; choice of topics</td>
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<tr>
<td>Comprehensive 2-hour Final examination</td>
<td>50%</td>
<td>Explication of extracts and one Essay question OR Two Essay questions; choice of extracts and Essay questions</td>
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The formative coursework prepares students for successful completion of the summative coursework.
The critical essay tests learning outcomes 2, 3 and 4.
The final examination tests learning outcomes 1 and 2.

READING MATERIAL:


COMMUNICATION REQUIREMENTS: With the exception of the in-class examination, all written work must be word-processed on Word and adhere to MLA guidelines for manuscript format and documentation.

SOFTWARE
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REQUIREMENTS: Word, Blackboard

WWW RESOURCES: http://www.wwnorton.com/college/english/naa7/
http://www.wsu.edu/~campbelld/amlit/sites.htm

INDICATIVE CONTENT:

1. Literary Realism
2. Literary Naturalism
3. Post World War I: The Jazz Age
4. Modernism
5. The Harlem Renaissance

READING LIST: In addition to the primary texts studied during the semester, students will also read all introductory materials, including the general introductions and introductions to each assigned author. Readings include selections or complete texts.

Encounters with Realism
Instructors should select at least one text by each of the following two authors:
Mark Twain, Life on the Mississippi, “The Notorious Jumping Frog,” “Letters from the Earth”
Henry James, Daisy Miller, The Turn of the Screw, “The Beast in the Jungle”

Instructors should select at least one of the following texts:
Sarah Orne Jewett, “A White Heron”
Kate Chopin, The Awakening, “The Storm”
Mary Wilkins Freeman, “The Revolt of Mother”, “A New England Nun”

Literary Naturalism
Instructors should select at least one of the following texts:
Stephen Crane, “The Open Boat,” Maggie
Theodore Dreiser, “The Second Choice”

Modernist Poetry
Instructors should select at least one text by each of the following authors:
Ezra Pound, from “Hugh Selwyn Mauberley” “In a Station of the Metro”
H.D., “The Sea Rose,” “Oread”

The Twenties and Thirties
F. Scott Fitzgerald, The Great Gatsby
Instructors should select at least one text by each of the following authors:
Ernest Hemingway, “Big Two-Hearted River I and II,” “Soldier’s Home”
William Faulkner, “A Rose for Emily,” “Barn Burning”
Instructors should select at least one of the following texts:
Langston Hughes, “Harlem,”
Zora Neale Hurston, “Sweat”