

Course: Irish-American Literature II**Department:** English

Course Description: This survey course is designed to introduce the student to the rich store of literature written by Americans of Irish descent in the 20th Century. This course, which consists of readings of fiction, drama, and poetry, involves a study of the works of Irish-American writers as they respond to the challenging adventure of the United States. (Irish-American Literature I is not a prerequisite).

Prerequisite: English Composition II

Course Outcomes	Learning Activities	Assessment Tools
Upon successful completion of this course students should:	To achieve these outcomes students may engage in the following activities:	Student learning may be assessed by:
1. Read a significant sampling of the writings that constitute the canon of American literature from 1890 toward the present.	<ul style="list-style-type: none"> Read assigned selections thoughtfully, both primary sources and secondary sources (including editorial introductions) (R¹, CT) 	<ul style="list-style-type: none"> Quizzes and objective questions on readings.(CT, OC,) Short essays and reaction papers (R, W) Mid-term and Final Examinations on readings, with objective and essay questions. (W, CT)
2. Become familiar with or identify major writers, works, genres, trends, and styles from 1890 toward the present	<ul style="list-style-type: none"> Attend class lectures regularly, taking notes particularly of information not found in texts. (CT, W) 	<ul style="list-style-type: none"> Quizzes and objective questions (CT, OC,) Short essays and reaction papers (R, W) Mid-term and Final Examinations on readings, with objective and essay questions. (W, CT)
3. Write papers responding critically to both primary and secondary texts, building on skills developed in English Composition II.	<ul style="list-style-type: none"> Use research skills from English Composition I and English Composition II to prepare papers demonstrating an interaction with one or more of the assigned readings.(R, CT, W) 	<ul style="list-style-type: none"> Graded papers with citations. According to MLA format(W, CT)
4. Understand and analyze the relationships between Irish-American and	<ul style="list-style-type: none"> Compare historical information from other classes, both social 	<ul style="list-style-type: none"> Papers (CT, W) Class discussion (CT, O)

¹ Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); technology skills (TS); oral communications (OC); quantitative skills (QS); reading (R); writing (W).

<p>American culture (historical, intellectual, social, political, economic) from 1890 onwards and individual writers and their works.</p>	<p>history and factual data, to understand writers of the period, in small and large group discussions, journals, and reaction papers. (CT, R, W, O)</p> <ul style="list-style-type: none"> • Discuss in class the implications of culture on writing. (OC, CT) 	<ul style="list-style-type: none"> • Exams (CT, W)
<p>5. Discover a sense of how Irish-American identity is developed and exemplified through literature.</p>	<ul style="list-style-type: none"> • Class discussions • Papers 	<ul style="list-style-type: none"> • Papers (CT, W) • Class discussion (CT, O) • Exams
<p>6. Analyze and discuss texts, using literary terms and themes introduced in English Composition II, to guide and inform the aesthetic experience of reading.</p>	<ul style="list-style-type: none"> • Class discussions • Papers 	<ul style="list-style-type: none"> • Evidence of literary terms in assigned papers, and identification of thematic patterns in assigned readings. (R, CT, W)
<p>7. Appreciate the personal relevance and shared values of literature, and the depth of feeling that comes with recognition of the universal human condition.</p>	<ul style="list-style-type: none"> • Connect the readings with personal experiences, either through discussion or silent appreciation, either to validate or negate the writers' visions. (OC, CT,) • Connect the readings to contemporary conditions and events (R, W, O, CT) 	<ul style="list-style-type: none"> • Researched papers that move beyond plot summary to analysis and interpretation by the student. (CT, W)
<p>8. Strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.</p>	<ul style="list-style-type: none"> • Referenced above 	<ul style="list-style-type: none"> • Referenced above.