



**Course Prefix/Number/Title:** ENGL 278 – Alternative Literature

**Number of credits:** 3 credits

**Course Description:** This course examines literary works in genres frequently judged "outside" the literary canon, such as science fiction, detective stories, ethnic and beat literature and focuses on the literary qualities they share with "high" literature.

**Pre-/Co-requisites:** None

**Course Objectives:**

Students will:

1. Demonstrate knowledge of alternative literature, author's lives, connected media and literary history
2. Demonstrate increased ability to interpret literature
3. Demonstrate ability to assess comparative aspects of literature and film
4. Express understanding of the contribution of alternative literature to America's identity

**Instructor:** Hattie Albertson

**Office:** Thatcher Hall #203

**Office Hours:** Monday & Wednesday 10AM – 12PM

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**Lecture/Lab Schedule:** Online

**Textbook(s):** *Geek Love* by Katherine Dunn,  
*One Flew over the Cuckoo's Nest* by Ken Kesey

**Course Requirements:**

- Exams & Quizzes
- Study Guides, Discussion & Class Participation
- Written Response Essays

**Tentative Course Outline:**

- Day One:  
What is Alternative Literature?  
Preview of what lies ahead this semester

- Introduction: The Dark Side  
Villains and Monsters
- Unit One: Out There  
The Genre Debate: Scifi/Thriller/and More  
*Geek Love* by Katherine Dunn
- Unit Two: Beat Literature and America  
The Beats in poems, stories, media and film  
*One Flew Over the Cuckoo's Nest* by Ken Kesey
- Final Test - *One Flew Over the Cuckoo's Nest*

**General Education Competency/Learning Outcomes:**

**Competency/Goal 7: Evaluates principles of Arts and Humanities**

Learning Outcome 1: Creates art

- Performance Indicator 1: Applies knowledge of fundamentals of genres
- Performance Indicator 2: Creates original works of art

Learning Outcome 2: Analyzes art

- Performance Indicator 1: Demonstrates knowledge of art forms
- Performance Indicator 2: Applies base knowledge to critique art works

Learning Outcome 3: Evaluates aesthetics

- Performance Indicator 1: Demonstrates knowledge of systems of aesthetics
- Performance Indicator 2: Evaluates relationship of content and form in art works

Learning Outcome 4: Synthesizes interrelationships among arts, languages, the humanities, and societies

- Performance Indicator 1: Demonstrates knowledge of art forms in cultures
- Performance Indicator 2: Evaluates the impact of art on individuals and society

Learning Outcome 5: Communicates through listening, speaking, reading, and writing in a foreign language

- Performance Indicator 1: Listens to and derives meaning from a variety of foreign language sources
- Performance Indicator 2: Speaks in the foreign language for a variety of purposes and for diverse audiences
- Performance Indicator 3: Reads and derives meaning from a variety of materials written in a foreign language
- Performance Indicator 4: Writes in a foreign language for a variety of purposes and for diverse audiences

**Relationship to Campus Focus:**

Campus Focus: Nature, Technology, and Beyond

- Students will be familiar with the human environment in the past, present and future and how it relates to the development and influence of literature.

- Students will use technology to access course materials and become more familiar with technological tools for research and written processes.
- Students will use critical thinking to understand the importance and impact of alternative literature on self and society.

### **Classroom Policies:**

- **Participation.** Students are expected to engage in class discussion and activities in the online format. Students will also have an opportunity to share thoughts and ideas with one another and should do so in a constructive and respectful manner.
- **Deadlines.** All assignments are due according to the online schedule.

### **Student E-mail Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

### **Disabilities and Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

### **Title IX:**

DCB faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.