# COURSE SYLLABUS

**Course Title:** American Literature I  
**Department:** Humanities  
**Curriculum:** Literature  
**Course Code:** ENG*221  
**Course Type:** L/D  
**Elective Type:** E/G/HU/LAS/LIT  
**Prerequisites:** C- or better in Composition (ENG*101)  
**Corequisites:** None  
**Other Requirements:** None

**Course Descriptors:** Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.

**Course Code:** (eg. ACC 101)  
**Course Type:** L/D  
**Elective Type:** E/G/HU/LAS/LIT  
**Credit Hours:** 3  
**Developmental:** (yes/no) No  
**Lecture:** 3  
**Clinical:** 0  
**Lab:** 0  
**Studio:** 0  
**Other:** 0  
**TOTAL:** 3  
**Class Maximum:** 23  
**Semesters Offered:** F

**Catalog Course Description:** Surveys major American writing, prose and poetry, from the early Colonial period to the Civil War period, providing a chronological history as well as a focus on the multicultural dimension of America’s literature.

**Topical Outline:** List course content in outline format.

1. Introduction
2. Beginnings to 1700
   A. Native literatures
   B. Contact
   C. Colonial Experience
3. 1700 to 1800 –
   A. The Enlightenment
   B. Nationhood
   C. Voices in conflict
4. 1800-50

**Date submitted:** Spring 2014 (AAC: 14-25)

Original 4/10/07
American Literature I

COURSE SYLLABUS — page 2

<table>
<thead>
<tr>
<th>A. Romantics</th>
<th>B. Transcendentalists</th>
<th>C. Other voices</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. 1850-1865</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Call to conscience</td>
<td>B. War</td>
<td>C. Destinies</td>
</tr>
</tbody>
</table>

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

**COURSE:**

1. Literary Genre – the ability to identify, define, and describe the attributes and significance of the primary genres and their subgenres.
   - 1.1 Level 1: identifies major [fiction and/or non-fiction] genres

2. Literary History – the ability to identify major periods and associated styles of literature and relate them to social history and how each affects the works created at that time.
   - 2.1 Level 1: identifies significant characteristics of prominent authors and literary periods
   - 2.3 Level 2: relates individual works to literary history

3. Literary Aesthetics – the ability to identify traditional and developing aesthetic terminology and standards and apply them to critical readings of subject works.
   - 3.1 Level 1: identifies and defines aesthetic elements and their descriptive terminology

4. Critical Theory – the ability to identify critical approaches, recognize their use by others either in criticism or in the creation of literature, and to apply them to their own critical readings.
   - 4.1 Level 1: is aware of a critical approach in any reading
   - 4.2 Level 1: identifies and defines major critical approaches (e.g. classical rhetoric, naturalism, psychological, feminist, Marxist, New Criticism)

5. Literary Analysis – the ability to synthesize the acts of analysis in the preceding abilities and communicate that analysis – primarily via the essay but can also be through oral presentations, performances, or other media
   - 5.1 Level 1: critically reflects on their reading of [subject literature]
   - 5.2 Level 1: evaluates the significance of specific literary passages to the [subject work or literature] using appropriate terminology
   - 5.5 Level 2: communicates a critical analysis of the [subject literature’s] aesthetic characteristics and/or literary, cultural, and historical contexts

**PROGRAM:** (Numbering reflects Program Outcomes as they appear in the college catalog)

**GENERAL EDUCATION:** (Numbering reflects General Education Outcomes as they appear in the college catalog)

1. **Aesthetic Dimensions** - Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.
   - **Demonstrates:** Identifies and describes formal aspects, historical or cultural context, and aesthetic elements of the genre with clarity and appropriate vocabulary.
   - **Does Not Demonstrate:** Unable to clearly identify and describe the formal aspects, historical context, and aesthetic elements of the genre.

11. **Written Communication (embedded)** - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.
| **Demonstrates:** | Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation. |
| **Does Not Demonstrate:** | Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation. |

**Evaluation:**
List how the above outcomes will be assessed.

Assessment will be based on the following criteria:
Students demonstrate their mastery of Abilities by producing, evaluating, and sharing critical readings and analyses of literary works in a variety of communication modes, presentations, exams, quizzes, but with an emphasis on the written essay. Assessment tools may include exams, short response papers, essays, and oral presentations.

**Instructional Resources:**
List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.

Current Library and technological resources are adequate for this course.

**Textbook(s)**
Check with department chair for list of approved texts.