

# COURSE SYLLABUS

<b>Course Title:</b>	American Literature I	<b>Date submitted:</b>	Spring 2014 (AAC: 14-25)	
<b>Department:</b>	Humanities			
<b>Curriculum:</b>	Literature			
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101) <span style="border: 1px solid black; padding: 2px;">ENG*221</span> <b>Course Type:</b> <span style="border: 1px solid black; padding: 2px;">L/D</span> A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio	<b>Prerequisites:</b>		
	<b>Elective Type:</b> <span style="border: 1px solid black; padding: 2px;">E/G/HU/LAS/LIT</span> E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LIT: Literature LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science	C- or better in Composition (ENG*101)		
	<b>Credit Hours:</b> <span style="border: 1px solid black; padding: 2px;">3</span> <b>Developmental:</b> (yes/no) <span style="border: 1px solid black; padding: 2px;">No</span> Lecture: <span style="border: 1px solid black; padding: 2px;">3</span> Clinical: <span style="border: 1px solid black; padding: 2px;">0</span> Lab: <span style="border: 1px solid black; padding: 2px;">0</span> Studio: <span style="border: 1px solid black; padding: 2px;">0</span> Other: <span style="border: 1px solid black; padding: 2px;">0</span> TOTAL: <span style="border: 1px solid black; padding: 2px;">3</span>	<b>Corequisites:</b>		
	<b>Contact Hours:</b>	None		
	<b>Class Maximum:</b> <span style="border: 1px solid black; padding: 2px;">23</span> <b>Semesters Offered:</b> <span style="border: 1px solid black; padding: 2px;">F</span>	<b>Other Requirements:</b>		
		None		
	<b>Catalog Course Description:</b>	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.		
	<b>Topical Outline:</b> List course content in outline format.	Suggested Outline 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		

- A. Romantics
- B. Transcendentalists
- C. Other voices
- 5. 1850-1865
  - A. Call to conscience
  - B. War
  - C. Destinies

**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.

**Outcomes:**

Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

	<p><b>Demonstrates:</b> Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.</p> <p><b>Does Not Demonstrate:</b> Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b> 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 <i>presentations</i>.</p>
<p><b>Instructional Resources:</b> 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.</p>	<p>Current Library and technological resources are adequate for this course.</p>
<p><b>Textbook(s)</b></p>	<p>Check with department chair for list of approved texts.</p>