



ENGL 241 - Survey of American Literature 1600-1865

Catalog Entry

Discipline English

Course Number 241

Course Title Survey of American Literature 1600-1865

Units: 3.000

Lecture Hours: 54.000

Scheduled Laboratory Hours:

TBA:

Total Contact Hours: 54.000

Additional Outside-of-Class Hours:

Total Outside Class Hours: 108.000

Total Student Learning Hours: 162.000

COURSE IDENTIFICATION NUMBER(S) (C-ID) C-ID ENGL 130

Requisites

Prerequisite: Completion with a grade of "C" or better or a Passing grade in ENGL 101 , or ENGL 101H

Catalog Description

Survey of America's greatest works of literature from 1600-1865. Emphasizes the relationship between various works and general movements in American culture and literary history.

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1501.00 - English

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or P/NP

CIC Approval

10/12/2020

Student Learning Outcomes

Outcome

1. **Identify the authors, works, themes, historical events, and literary conventions that shaped American literature from 1600-1865.**
2. **Use various critical perspectives as well as historical, political, and social context as a basis for literary analysis.**
3. **Produce college-level academic writing that demonstrates literal comprehension of texts, ability to analyze both form and content, ethical use of primary and secondary sources, and correct MLA format and documentation.**

Course Objectives

At the conclusion of this course, the student should be able to

At the conclusion of this course, the student should be able to:

1. Demonstrate familiarity with important American authors, works, genres, and themes of the pre-Civil War period
2. Analyze and interpret themes found in the literature and intellectual movements of the period
3. Employ the techniques of close textual reading and literary critical analysis
4. Relate the literary works to their historical, philosophical, social, political, religious, regional, and/or aesthetic contexts
5. Demonstrate comprehension of the generic and rhetorical conventions and the literary functioning of language such as form/genre, structure, setting, tone, figures of speech, and point of view

Course Content

(Include major topics of the course, time required, and what the student is expected to learn.)

Course Lecture Content

In the units listed below, the student will

1. Identify and interpret the writer's central purpose
2. Determine the philosophical/artistic assumptions implicit in the content and structure of literary works
3. Apply criteria of literary/artistic excellence developed by the various "schools" of interpretation
4. Discover the importance and utility of the students' own experience in the world as a tool for criticizing literature
5. Distinguish between the students' own responses to a work and the work itself
6. Identify levels and shades of meaning in figurative language and in literary symbols
7. Distinguish between and evaluate literary rhetorical and structural conventions within and across texts
8. Recognize the close relationship between form and content in literature
9. Situate works within their historical, political, religious, philosophical and social contexts

Unit I

Native American Traditions and New World Cultures in Contact

Representative texts and authors such as Native American Tales, Columbus, Cabeza de Vaca, Bradstreet, Bradford, Winthrop, Edwards, and captivity narratives

Unit II

Enlightenment and Revolution

Representative writers such as Franklin, Crèvecoeur, Adams, Jefferson, Hamilton and Madison, Tyler, Tenney, Wheatley, Frenau, and Foster

Unit III

The Early Romantic Period

Representative writers such as Irving, Cooper, Bryant, Longfellow, Whittier, Lowell, and Holmes

UNIT IV

The Transcendental and Later Romantic Period

Representative writers such as Emerson, Fuller, Thoreau, Poe, Hawthorne, Melville, Dickinson, Whitman, Jacobs, Douglass, and Harding Davis

*please note: more women are being included in anthologies and should be represented accordingly in course syllabi

Course Materials

Textbook

Levine, R. M. Elliot, S. Gustafson et al. The Norton Anthology of American Literature Volumes A and B: Beginnings to 1865 9th Norton 9780393264548 2016

Cain, McDermott, Newman, Wyss American Literature, Vol 1 2 Pearson (Penguin Academic Edition) 9780321838643 2014

Open Educational Resources

additional appropriate American paperback novel/novels may be chosen, particularly if book clubs are used, such as Foster, Hannah. The Coquette, or the History of Eliza Wharton. Dover edition \$4.00

isbn:9780486796192

What methods will be employed to help students learn?

Check all that apply:

- **Class Discussions**
- **Directed Learning Activities**
- **Electronic Delivery**
- **Group Study & Exercises**
- **Handouts**
- **Instructor Demonstrations**
- **Lecture**
- **Media Presentations**
- **Oral Presentations**

- **Reading Assignments**
- **Visual Aids**
- **Writing Projects & Reports**
- **Other**

Description

For students to attain the specific learning outcomes, the students will be required to do the following:

1. Read within several genres a wide variety of authors both male and female from major periods.
2. Respond to readings in journals or other short written assignments.
3. Write critical essays on assigned and/or supplementary literature including the essay examination and/or papers on assigned and/or student selected topics where critical discussion and evaluation of the literature is paramount and not a presentation of the author's life or an historical period.
4. Participate in small group and class discussions, discussion boards, emails, or other technologically mediated discussion formats.

Students may be required to participate in a book club and be responsible for an oral presentation.

What learning activities or assignments are required outside of class?

Other Assignments

Reading--diaries and journals, sermons, political and religious documents, poetry, autobiographies, letters, folk tales, speeches, sketches and narratives, short stories, plays, novels, and critical essays.

Writing--preparation of written and/or presentation work, including both assigned essays and essay exams, delineated topics of the students' own choosing which will necessarily include supplementary reading of text-related materials and critical analyses using standard research techniques, and journals or other homework assignments. May include writings on discussion boards or other technologically mediated formats and/or emails.

Total: 108 hours

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

1. Analytical papers and/or essay exams
2. Journals
3. Quizzes

5. Oral presentations and class discussion

Exams may include short-answer, quotation identification, or other objective questions but should include an essay component

1. All essay exams and papers will be graded in accordance with the departmental criteria established for English 101.

2. Self, peer, and professor assessment of oral presentations.

Exams: 50-60%

Paper(s): 20-30%

Presentations and participation in course discussion, book clubs and/or quizzes: 20-30%

90-100%=A

80-89%=B

70-79%=C

60-69%=D

Below 60%=F

Grading Scale

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F < 69%