COURSE OUTLINE

English 122 American Literature to 1865

I. Catalog Statement

English 122 introduces students to a large range of works by major American writers, as well as to works by minor American writers representing marginalized voices in the United States, from Colonial times to the Civil War. The course relates these works to the history of ideas developing contemporarily in the United States. Important historical movements are traced so that students may gain increased understanding of America's heritage.

Total Lecture Units: 3.0 **Total Course Units: 3.0**

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Prerequisite: Eligibility for English 101.

II. Course Entry Expectations

Skills Level Ranges: Reading: 6; Writing: 6; Listening/Speaking: 6; Math: 1

Prior to enrolling in this course, the student should be able to:

- 1. organize and write thesis-based essays;
- 2. use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;
- 3. critically analyze selected prose works dealing with important contemporary issues
- 4. summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;
- 5. gather and organize information through library research;
- 6. demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work: Control of standard English at the sentence level, with few major errors in grammar and punctuation.

III. Course Exit Standards

Upon successful completion of the required course work, the student will be able to:

- 1. develop an appreciation for the works of American authors from the Colonial era through the first half of the Nineteenth Century;
- 2. analyze assigned readings for ideas and style;
- 3. synthesize ideas into personal understanding and experience;

- 4. understand major historical influences which have helped to shape American literature and culture;
- 5. improve writing abilities through composition assignments and examinations;
- 6. develop skills of critical judgment.

IV. Course Content

Total Faculty Contact Hours = 48 hours

A. Colonial America – Puritanism

11 hours

- 1. Introduction
- 2. Bradstreet
- 3. Wigglesworth
- 4. Cotton Mather
- 5. Mary Rowlandson
- 6. Jonathan Edwards
- B. The Age of Reason Revolution

11 hours

- 1. Deism
- 2. Franklin
- 3. Crevecoeur
- 4. Paine
- 5. The Federalists
- 6. Freneau
- 7. Wheatley
- 8. Hammon
- 9. Native American Literature
- B. American Romanticism

12 hours

- 1. Irving
- 2. Cooper
- 3. Bryant
- 4. Poe
- 5. Hawthorne
- 6. Melville
- 7. Douglass
- C. Transcendentalism

5 hours

- 1. Emerson
- 2. Thoreau
- E. Popular Poets

5 hours

- 1. Lowell
- 2. Longfellow
- 3. Holmes
- 4. Whittier
- 5. Truth
- F. America's Minstrel Walt Whitman

4 hours

V. Methods of Instruction

The following methods of instruction may be used in the course:

- lectures, directed class discussions, small-group discussions, peer group writing workshops, individual conferences, small-group conferences, and student presentations;
- 2. films, audio-visuals, slides, and hand-out materials may be used to supplement lectures, discussion, and readings;
- 3. debate, role-playing activities, group projects, or other active learning;
- 4. guest speakers from related disciplines may be invited to present special topical material;
- 5. student ownership and presentation of assigned course material.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

- 1. essays of analysis, evaluation, argumentation;
- 2. documented research paper that includes close reading of primary and secondary sources and that incorporates the principles of logic, analysis, and argument taught in the course;
- 3. reading journal;
- 4. preparation for oral presentations and group projects;
- 5. annotated bibliography.

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

- 1. essay exams or other writing assignments;
- 2. midterm or final examinations;
- 3. peer review or instructor critique of essay drafts;
- 4. reading journal;
- 5. oral presentations or debates;
- 6. participation in class discussion, group work, group projects, partner exercises, or other collaborative exercises.

VIII. Textbooks

Baym, The Norton Anthology of American Literature (Eighth Edition) (Vol. Package 1: Vols. A & B)

New York: W. W. Norton & Company, 2011.

14th Grade Textbook Reading Level. ISBN: # 9780393913095.

Lauter, *The Heath Anthology of American Literature (Volume A and B)*. Boston: Houghton Mifflin Harcourt, 2005.

14th Grade Textbook Reading Level. ISBN: # 978-0618588923.

Belasco and Johnson, *The Bedford Anthology of American Literature*, *Volume I: Beginnings to 1865*.

Boston: Bedford/St. Martins, 2007.

14th Grade Textbook Reading Level. ISBN: # 978-0312482992.

McMichael, Concise Anthology of American Literature. New York: W. W. Longman, 2008.

14th Grade Textbook Reading Level. ISBN: # 978-0205763108.

Gardner, J. E., *Writing About Literature: A Portable Guide*. Boston: Bedford/St. Martins, 2012.

14th Grade Textbook Reading Level. ISBN #: 978-1457606496

Harmon, W., and H. Holman, *A Handbook to Literature*. Upper Saddle River, NJ: Prentice Hall.

14th Grade Textbook Reading Level. ISBN #: 978-0205024018

Roberts, Edgar, V. *Writing About Literature*. New York: Longman, 2011. 14th Grade Textbook Reading Level. ISBN #: 978-0205230310.

Comprehensive instructor-developed reading lists from various sources Sample Manuals or Other Support Materials Selected handbook or style manual (MLA, CMS)

IX. Student Learning Outcomes

Upon successful completion, the student will be able to:

- 1. demonstrate familiarity with important authors, works, genres, and themes of the period;
- 2. analyze and interpret themes found in the literature and intellectual movements of the period;
- 3. demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis;
- 4. relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts;
- 5. demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form.