COURSE OUTLINE OF RECORD

Number: ENGL G150    TITLE: American Literature through the Civil War (1865)

ORIGINATOR: Sacha Moore    EFF TERM: Fall 2011
FORMERLY KNOWN AS: American Literature: Pre-colonial through Civil War
DATE OF OUTLINE/REVIEW: 02-11-2016
CROSS LISTED COURSE:
TOP NO: 1501.00
CID: ENGL 130

SEMESTER UNITS: 3.0
HRS LEC: 54.0    HRS LAB: 0.0    HRS OTHER: 0.0
CONTACT HRS TOTAL: 54.0
STUDY NON-CONTACT HRS RECOMMENDED: 108.0

This course is a study of early American literature through the Civil War.
C-ID ENGL 130

JUSTIFICATION FOR COURSE:

PREREQUISITES:
- GWC English Placement Level of 90 or higher.
- ENGL G100: Freshman Composition with a minimum grade of C or better
  or
- ENGL G100H SUSPENDFALL18: Freshman Composition, Honors with a minimum grade of C or better
  or
- OCC English Placement Level of 90 or higher.
  or
- ENGL A100: Freshman Composition with a minimum grade of C or better
  or
- CCC English Placement Level of 50 or higher.
  or
- ENGL C100: Freshman Composition with a minimum grade of C or better
  or
- ENGL G100: Freshman Composition

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:
- English

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [ ] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS:
- CSU Transferable[ ]
- UC/CSU Transferable [X]
- Not Transferable [ ]

BASIC SKILLS STATUS: Yes [ ] No [X] LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E
COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. explain and/or compare and contrast the major theories of relevant critics in this field and compile these theories in written work to create a more developed and scholarly analysis of a subject relevant to the period.

2. select relevant and appropriate scholarly sources and compose a paper synthesizing these sources to augment, strengthen, and complement an original analysis.

3. investigate literary, historical, social, and/or cultural significance to critically interpret texts.

4. discover artistic and/or historical contributions to literature by evaluating the stylistic, formal, thematic, and/or rhetorical elements of texts.

5. examine and explain the relationship between literary works and the literary movement associated with their periods.

COURSE OBJECTIVES:

1. Recognize the development and continuity of major forms of American literature. a. Recognize what is uniquely American about American literature. b. Recognize literary forms--poetry, short stories, sermons, autobiography, and opinion papers.

2. Recognize, appreciate, and discuss the literary contribution of selected American authors.

3. Analyze readings critically to show relationships among literary texts, historical documents, and philosophical assumptions of the era, and compare/contrast these with current ideologies.

4. Develop appreciation for the function of literature as an art form in American culture.

5. Write cogent and persuasive arguments in and out of class.

6. Conduct independent research on issues discussed in class.

COURSE CONTENT:

LECTURE CONTENT:

A. Literature of Exploration and Discovery--pre-colonial texts.

B. Literature of the Colonies and the Revolution, e.g.
   1. The Puritan culture: Bradford, Winthrop, Mather, Edwards, Bradstreet, Taylor
   2. Diarists and observers: Knight, Woolman, St. Jean de Crevecouer, Rowlandson, Equino

C. The New Nation, e.g.
   1. Romanticism: Irving, Cooper, Bryant, Alcott, Jacobs, Stowe
   2. Transcendental idealism: Emerson, Thoreau
   3. Symbolic and ethical idealism: Hawthorne, Poe, Melville
   4. New directions in poetry: Whitman, Dickinson
METHODS OF INSTRUCTION:

A. Lecture:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Writing Assignments

1. Writing at least two critical documented papers
2. Writing critical open-book essays in class on relevant works of literature
3. Completing written quizzes and examinations (midterm and final)
4. Analyzing literature in class discussions
5. Writing journals and/or reflective freewrites
6. Doing additional library research and integrating this research for support

Out-of-class Assignments

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Reading Assignments

Text Websites Readings to include articles, essays and other readings (newspaper or magazines)

METHODS OF STUDENT EVALUATION:

Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Projects (ind/group)
Oral Presentations

Demonstration of Critical Thinking:

1. Analyzing and evaluating literature in class discussions
2. Evaluating the various aspects in historical and regional contexts
3. Completing written examinations (midterm and final)

Required Writing, Problem Solving, Skills Demonstration:

1. Writing at least two critical documented papers
2. Writing critical open-book essays in class on relevant works of literature
3. Completing written quizzes and examinations (midterm and final)
4. Analyzing literature in class discussions
5. Writing journals and/or reflective freewrites
6. Doing additional library research and integrating this research for support

TEXTS, READINGS, AND RESOURCES:

TextBooks:


Other:

1. Instructor prepared materials.

LIBRARY:

Adequate library resources include: Non-Print Materials

Comments:

Attachments:

Attached Files