

Course Outline

COURSE: ENGL 5A **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2018 **CURRICULUM APPROVAL DATE:** 04/10/2017

SHORT TITLE: SURVEY AMER LIT

LONG TITLE: Survey of American Literature - 1620 to 1865

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course is a study of the masters of American Literature and the major trends of literature from Pre-colonial times through to 1865. In this course, students will work to understand concepts within poetry and prose, examine common literary trends, as well as work to explain the social and historical influences which inform this literature. (C-ID: ENGL 130) **PREREQUISITE:** Eligible for English 1A.

PREREQUISITES:

Eligible for English 1A

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Interpret and identify literary passages from the major trends in American Literature.

Measure of assessment: Quizzes, activities, journals, class discussions, and responses to out-of-class prompts.

2. Explain the social and historical influences which inform American Literature from pre-colonial times to 1865.

Measure of assessment: Quizzes, essays, activities, journals, class discussions, and responses to out-of-class prompts.

3. Examine literary techniques that are employed in the works of American Literature.

Measure of assessment: Quizzes, essays, journals, activities, responses to out-of-class prompts.

4. Synthesize and compare texts within a critical framework.

Measure of assessment: Quizzes, essays, journals, activities, responses to out-of-class prompts.

5. Research American Literature within a critical framework (e.g. Biographical Criticism, Structuralism, Deconstruction, Post-Structuralism, Feminism, Marxism, etc.)

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 04/10/2017

17.3 Hours

Content: Writings from Native Americans, Puritans, and figures from the Age of Reason.

Native American works can include creation stories and trickster tales and prose by such figures as Samuel Occam, Pontiac, Tecumseh and others. Puritan writings can include journals, sermons, prose, poetry, as well as transcripts and speeches made during the time of the Salem Witch Trials. This can include such figures as William Bradford, John Winthrop, Anne Bradstreet, Jonathan Edwards, Samuel Sewall, Cotton Mather, and others. Lastly, this section can cover works from the Age of Reason. Such writers can include Benjamin Franklin, Thomas Jefferson, Thomas Paine, and others.

This section may focus on representations of early Native-American culture before European colonization, as well as in response to it. While some of these writings can be attributed to one particular authorial figure (as mentioned above), most are attributed to a tribe--a collective voice. This may lead to a discussion of narrative authority in literature, as well as oral storytelling. For other views of Native-Americans and colonialism, we may focus on the writings of Spanish explorers, Bartolome De Las Casas and Alvar Nunez Cabeza De Vaca

During this period in Literary America, women voices were being marginalized and silenced. The earliest writings in the Colonial New World came in the form of sermons and journals. While Anne Hutchinson was giving as many sermons as her male counterparts, her words only surface in the form of court transcripts when she was being tried by the Massachusetts Bay Colony for heresy. We can include these transcripts to underscore a woman's role in a Puritan patriarchal community. We can also look at major voices like Anne Bradstreet, the first published American poet. Her works serve to highlight the role of what it meant to be a published woman writer in early America. She introduces us to themes not commonly addressed in male writing, such as domestic life, family love, and topics like "empty nest syndrome."

Classwork: short essays or presentations, which may be in modes, such as reader-response, analytical, compare and contrast, literary explications, etc. Students might also take exams.

17.3 Hours

Content: Abolitionist writing, slave narratives, and early American fiction.

Abolitionist writings and slave narratives might include the writing of such writers as Oluadah Equiano, Frederick Douglass, William Lloyd Garrison, Harriet Jacobs, and Harriet Beecher Stowe. Early American fiction can include such genres as parables, historical fiction, gothic/romantic fiction, among others. Such writers can include Washington Irving, James Fenimore Cooper, Nathaniel Hawthorne, Edgar Allan Poe, Herman Melville, among others.

In this section, we may look at a number of slave autobiographies. Frederick Douglass argues that the life of slaves had long been characterized by the slavemasters, and in order to be no longer misrepresented, the time had come "when the lions wrote history." There was pressure from the Abolitionist movement to have multiple voices of slave writing to mirror the multiple experiences of slavery. In this section, we may look at the autobiographical writings of Oluadah Equiano, Frederick Douglass, and Harriet Jacobs. Harriet Jacobs brings a very different perspective since she has been twice marginalized as a slave and as a woman. She also writes at a time when writing as a black slave was a form of rebellion. Jacobs talks about slavery in ways that her male counterparts cannot. Some of the issues she addresses are motherhood and sexual exploitation. In this section, we can talk about gaps in slave narratives which mirror the gaps of information given to slaves about their own lives. Many slaves did not know their birth dates or crucial information about family members. This was done by slave-masters to disempower them. We can look at

how the conditions slaves lived in shaped narratives. In this section, we can also look at Harriet Beecher Stowe, a prominent voice in the slavery debate. We can look at the impact her book, Uncle Tom's Cabin, had in shaping social views of slavery. Finally, we can look at poetry written by African-American writers like Phillip Frenau and Phyllis Wheatley. In this poetry, we can discuss what it meant to be a slave and how a slave's conditions impacted the way they presented themselves and their race in their writing. We can also look at writings from freed slaves.

Classwork: short essays or presentations, which may be in modes, such as reader-response, analytical, compare and contrast, literary explications, etc. Students might also take exams.

17.3 Hours

Content: American Transcendentalist writing and Modern American 19th century poetry.

American Transcendentalist writers can include writers of essays, non-fiction, fiction, and poetry. Such writers may include Ralph Waldo Emerson, Margaret Fuller, Henry David Thoreau, among others. Modern American 19th Century poets may include such writers as Walt Whitman and Emily Dickinson, among others.

In this section, we may look at Margaret Fuller, the first editor of the Dial (1840-1842), a publication put out quarterly by those in the American Transcendentalist movement. We may look at her book, Woman in the Nineteenth Century, and its call to female consciousness, identity, and solidarity. We may look at the influential role Fuller's writings had in helping to shape feminist theory.

We will look at the poetry of Emily Dickinson, an enduring voice of early American literature, which resonates strongly with readers today. We will discuss the originality within Dickinson's writings, her exploration of the human mind, the common themes which surface in her work, as well as her original style of employing unconventional punctuation and slant rhymes.

Classwork: short essays or presentations, which may be in modes, such as reader-response, analytical, compare and contrast, literary explications, etc. Students might also take exams.

OUT OF CLASS ASSIGNMENTS:

Assignment Description: Essays, Reader Response Journals, poetry explications, take-home exams, etc.

METHODS OF INSTRUCTION:

Lecture and class discussion.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 60.00 %

60% - 80% Essay exams; Term papers; Other: Reading journal, portfolio

Other methods of evaluation

Percent of total grade: 20.00 %

20% - 40% Group presentation & group project.

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Belasco and Johnson. The Bedford Anthology of American Literature (Volume I). Bedford/St.Martin's,2013.

ISBN: ISBN: 978-0312678685

Readers/Anthologies Baym. Norton Anthology of American Literature (Volumes A and B) 9th Ed.. W.W. Norton & Co.,2016.

ISBN: ISBN: 978-0393264548

Recommended Other Texts and Materials

The Scarlet Letter (Nathaniel Hawthorne),

My Antonia (Willa Cather)

The Awakening (Kate Chopin)

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 201470

GAV F, effective 201470

CSU GE:

CSU C2, effective 201470

IGETC:

IGETC 3B, effective 201470

CSU TRANSFER:

Transferable CSU, effective 201470

UC TRANSFER:

Transferable UC, effective 201470

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN: ENGL14

CAN Sequence: XXXXXXXX

CSU Crosswalk Course Department: ENGL

CSU Crosswalk Course Number: 5A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000189496

Sports/Physical Education Course: N

Taxonomy of Program: 150100