



5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

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

TERM EFFECTIVE: Spring 2023

CURRICULUM APPROVAL DATE: 11/7/2022

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
		Total Learning Hrs:	162	

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 ENGL 1A as determined by college assessment or other appropriate method.

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

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Interpret and identify literary passages from the major trends in American Literature.
2. Explain the social and historical influences which inform American Literature from pre-colonial times to 1865.
3. Examine literary techniques that are employed in the works of American Literature.
4. Synthesize and compare texts within a critical framework.
5. Research American Literature within a critical framework (e.g. Biographical Criticism, Structuralism, Deconstruction, Post-Structuralism, Feminism, Marxism, etc.)

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Analyze literary works in relation to their historical, social, and cultural contexts.
2. Evaluate how national identity/ies inform the creation of literature, whether in terms of form or theme
3. Assess how literature both reflects and helps create history and culture
4. Explain the developments in literary approach and technique in the works of American writers from beginnings to 1865
5. Explain the structure of the works studied and analyze their literary components, including plot, character, tone, style, and figurative uses of language (such as metaphor, irony, symbol, paradox)

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

Curriculum Approval Date: 11/7/2022

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."

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, as well as poetry, fiction, and non-fiction written by African-American writers.

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17.4 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.

2.0 Hours: Final Exam

METHODS OF INSTRUCTION:

Lecture, examinations, substantial writing assignments, performance exams, class discussion and participation.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 108

Assignment Description

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

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 60

Evaluation Description

Essay exams;

Term papers;

Other: Reading journal, portfolio

Other methods of evaluation

Evaluation Percent 40

Evaluation Description

Group presentation & group project.

REPRESENTATIVE TEXTBOOKS:

Levine/Gustafson. Norton Anthology of American Literature (Volumes A and B) 10th ed. W.W. Norton & Co, 2022.

ISBN: 978-0-393-88609-2

RECOMMENDED 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: 130

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