



## CREDIT COURSE OUTLINE

### I. COVER PAGE

(1) ENGL 43A \_\_\_\_\_ (2) American Literature: origins through Reconstruction (1877) \_\_\_\_\_ (3) 3  
 Number Title Units

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
	Total Lec hours:	3.00		Degree applicable:	X
	Total Lab hours:	0		Non-degree applicable:	
	Total Contact hours:	54.00		Basic skills:	
Lec will generate <u>0</u> hour(s) outside work.			(9) RC Fulfills AS/AA degree requirement: (area)		
Lab will generate <u>0</u> hour(s) outside work.			Competence in writing		
			Competence in oral communication		
(5) Grading Basis:	Grading Scale Only		General education category:		
	Pass/No Pass option	X	Area C Humanities		
	Pass/No Pass only		D2 Communication/Analytical Thinking		
(6) Advisories:	Major: LIBERAL ARTS				
<i>No defined advisories.</i>	Certificate of:				
	Certificate in:				
(7) Pre-requisites (requires C grade or better):					
ENGL 1A	(10) CSU Baccalaureate: X				
Corequisites:	(11) Repeatable: (A course may be repeated three times) 0				

(12) Catalog Description:  
 Readings in American literature from the Colonial period through Reconstruction. Fiction, poetry, and non-fiction will be placed into their historical and philosophical contexts. Discussion and written responses are based on the reading.

### II. COURSE OUTCOMES:

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to:

- A. Demonstrate comprehension of American Literature from the beginnings of the literary tradition through the Reconstruction (1877). Comprehension includes interpretation of the material and application of critical theories, genre conventions, and the vocabulary of literary criticism
- B. Demonstrate connections to other world literatures and to the general historical and cultural milieu, and use those connections to interpret the literature.
- C. Write analytical papers that examine an issue in the literature from multiple perspectives that are supported by the text(s) and by critical authority.
- D. Describe relationships between the literature and other disciplines (e.g. psychology, philosophy, sociology, and the arts).

### III. COURSE OBJECTIVES:

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- A. Place and evaluate a work of literature in terms of its genre and that genre's limits and scope; evaluate audience involvement, historical context, and connection to other works of literature.
- B. Demonstrate how language functions in the literature: denotation and connotation, figurative as opposed to literal language, sound and rhythm (rhyme, meter, assonance, alliteration, etc.), levels of diction, and tone.

- C. Examine the relationships of literary form and structure to discover meaning and attitude (Examples: poetic forms, plot design, points of view, setting, argument, etc.)
- D. Compare and contrast works, themes, ideas, characters and/or images within and across different genres.
- E. Write responses that (1) explore the literature, culture, and history of the period in connection with contemporary works and attitudes, (2) explore the connections between the literature and other disciplines, and (3) apply theoretical approaches to specific works.
- F. Compose analytical papers with textual support from the targeted work(s) and from academic studies.

**IV. COURSE OUTLINE:**

**Lecture Content:**

Each instructor may place varying amounts of time an emphasis on particular periods and authors. The following course content outline is a sampling of appropriate readings:

- I. Colonial period: Rowlandson, Bradford, Taylor, Franklin, Edwards, Wheatley
- II. Revolutionary period: Jefferson, Thomas Paine, Madison, Jay, de Crevecoeur
- III. Pre-Civil War/Civil War: Irving, Cooper, Poe, Emerson, Thoreau, Hawthorne, Douglass
- IV. Reconstruction: Longfellow, Melville, Whitman, Dickinson, Twain, Henry James, William James, Crane, Dreiser

**V. APPROPRIATE READINGS**

*Reading assignments may include but are not limited to the following:*

- A. Sample Text Title:
  - 1. Recommended - Cain, William E. *American Literature, Volume I*, ed. 1 Pearson Longman, New york, 2004, ISBN: 0321116232
  - 2. Recommended - Baym, Nina *The Norton Anthology of American Literature*, ed. Shorter seventh Norton, New York, 2008, ISBN: 9780393930
  - 3. Recommended - Twain, Mark *The Adventures of Huckleberry Finn*, Norton Critical Anthology, 2005, ISBN: 0393966402 Preference will be for complete texts also, in addition to the anthology such as *The Scarlet Letter* and *Huckleberry Finn*.

B. Other Readings

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

The American experience is multi-cultural, and the various literatures reflect that experience. Works by women and by minority writers are appropriately incorporated into this course. Individual instructors may determine the degree to which they emphasize multi-culturalism as a theme of the course.

**VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:**

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

<b>A. Writing</b>	
Check either 1 or 2 below	
X	<b>1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</b>

<b>2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</b>			
X	a) essay exam(s)	X	d) written homework
X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)		f) other (specify)

**Required assignments may include but are not limited to the following:**

Poem explications, argumentative interpretations, comparisons across time periods and genres, historical research, evaluation of critical sources (annotated works cited pages recommended), in-class timed essays, reflections on readings.

<b>B. Problem Solving</b>			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work
	c) homework problems		f) other (specify):

**Required assignments may include but are not limited to the following:**

<b>C. Skill demonstrations, including:</b>			
	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

**Required assignments may include but are not limited to the following:**

<b>D. Objective examinations including:</b>			
	a) multiple choice		d) completion
	b) true/false		e) other (specify):
	c) matching items		

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

70-80% written assignments, including at-home writing assignments, reflections, and research and interpretation papers.

20-30% in-class essays, quizzes, tests, and discussion.

Attached Files:

<b>BASIC SKILLS ADVISORIES PAGE</b> The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.	
<u>Check the appropriate spaces.</u>	
<input type="checkbox"/>	Eligibility for Math 101 is advisory for the target course.
<input type="checkbox"/>	Eligibility for English 126 is advisory for the target course.
<input type="checkbox"/>	Eligibility for English 125 is advisory for the target course.
<i>If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.</i>	

<b>CONTENT REVIEW</b>	
<b>ENGL 1A READING AND COMPOSITION</b>	
Write a documented research paper of at least 1000 words that includes:	
a sophisticated introduction, multiple body paragraphs, and conclusion	
a clearly defined, arguable thesis sentence	
supporting details that exhibit critical thinking and use credible secondary sources	
correct usage of MLA format, including a works cited page	
sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and mechanics	
controlled and sophisticated word choice	
writing in third person/universal	
an avoidance of logical fallacies	
demonstrating an awareness of purpose and audience	
appropriate and purposeful use of quotations	
correct in-text citations	
an annotated bibliography of multiple sources	
an avoidance of intentional and unintentional plagiarism	
Summarize and comprehend college level prose (will include a full reading)	

<b>REQUISITES</b>	
<b>Subject Prerequisite -- ENGL 1A READING AND COMPOSITION</b>	
<ul style="list-style-type: none"> <li>• Write a documented research paper of at least 1000 words that includes:</li> <li>• a sophisticated introduction, multiple body paragraphs, and conclusion</li> <li>• a clearly defined, arguable thesis sentence</li> <li>• supporting details that exhibit critical thinking and use credible secondary sources</li> <li>• correct usage of MLA format, including a works cited page</li> <li>• sentences that exhibit a command of the complex/compound with minimal comma splices, sentence fuses, fragments, and mechanics</li> <li>• controlled and sophisticated word choice</li> <li>• writing in third person/universal</li> <li>• an avoidance of logical fallacies</li> <li>• demonstrating an awareness of purpose and audience</li> <li>• appropriate and purposeful use of quotations</li> <li>• correct in-text citations</li> <li>• an avoidance of intentional and unintentional plagiarism</li> <li>• Summarize and comprehend college level prose (will include a full reading)</li> </ul>	<ul style="list-style-type: none"> <li>• Place and evaluate a work of literature in terms of its genre and that genre's limits and scope; evaluate audience involvement, historical context, and connection to other works of literature.</li> <li>• Demonstrate how language functions in the literature: denotation and connotation, figurative as opposed to literal language, sound and rhythm (rhyme, meter, assonance, alliteration, etc.), levels of diction, and tone.</li> <li>• Examine the relationships of literary form and structure to discover meaning and attitude (Examples: poetic forms, plot design, points of view, setting, argument, etc.)</li> <li>• Compare and contrast works, themes, ideas, characters and/or images within and across different genres.</li> <li>• Write responses that (1) explore the literature, culture, and history of the period in connection with contemporary works and attitudes, (2) explore the connections between the literature and other disciplines, and (3) apply theoretical approaches to specific works.</li> <li>• Compose analytical papers with textual support from the targeted work(s) and from academic studies.</li> </ul>

**ESTABLISHING PREREQUISITES OR COREQUISITES**

Every prerequisite or corequisite requires content review plus justification of at least one of the seven kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. Kinds of justification that may establish a prerequisite are listed below.

Check one of the following that apply. Documentation may be attached.

1.  The prerequisite/corequisite is required by law or government regulations.  
Explain or cite regulation numbers:
2.  The health or safety of the students in this course requires the prerequisite.  
Justification: Indicate how this is so.
3.  The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.  
Justification: Indicate how this is so.
4.  The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.  
Justification: Indicate how this is so.
5.  Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.  
Justification: Cite the statistical evidence from the research.
6.  The prerequisite course is part of a sequence of courses within or across a discipline.
7.  Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course:  
UC Santa Barbara; CSU Fresno; CSU Stanislaus