I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

ENGL 135  Survey of American Literature to 1850  3 Units
Formerly listed as: ENGL - 135: American Literature to 1850
Prerequisite: Satisfactory completion of ENGL 50.
Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101 and ENGL 102.

Survey of American literature from its beginning to mid-nineteenth century. Field trips might be required. Course is applicable to the associate degree. General Education:
CSU-GE - C2
IGETC Category: IGETC - 3B

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

A. Units dealing with earlier periods of American literature:
   1. The Puritan Era
   2. The Early National Period
   3. The Romantic Age

B. Technique, convention, and form of academic writing about literature

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of ENGL 50.

2. Advisories
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101 and ENGL 102.

3. Requisite Skills
   Before entering the course, the student will be able to:
   a. Comment on and analyze reading selections in directed class discussions.
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   d. Use a variety of academic sentence structures.
   e. Adhere to the conventions of standard edited English.
f. Revise and improve essay drafts.

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)
Instructors of the course might conduct the course using the following method:

1. Assign reading: texts of literary works and selections, supplementary reading in literary criticism or history;
2. Lecture on literary works, literary periods, and writing about literature;
3. Analyze American literature in context of the period’s literary and cultural conventions determining the degree to which and the way in which a given work reflects its time and milieu, and formulating judgments about the way in which a given selection is (or is not) typical of works of the same writer or milieu.
4. Direct class discussion of works;
5. Assign essays;
6. Lead discussion of model student writing as needed;
7. Present audio recordings, video presentations or films;
8. Administer exams to test comprehension, retention, understanding, and ability to apply ideas presented in lecture and reading.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)

   Students typically will be assigned:
   1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history;
   2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports;
   3. Preparation for in-class essays, quizzes and exams, such as midterm and final.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking

   The following typical out-of-class assignments demonstrate the appropriate level of critical thinking for this course:

   Since the beginning of European presence in America, small but powerful groups have developed foundational political, economic, and social structures that have defined life for the rest of society. However, when those structures proved to be limiting or became intolerable, individuals and communities have always found ways to intervene in them: one way is through works of imagination (fiction, poetry and plays). Pick a specific group that
lived and worked in America during the period we have covered in class (the seventeenth, eighteenth and early nineteenth centuries) and explore and analyze the way that group used literature to intervene in the prevailing political, economic and social structures of the times.

The stories that communities produce and embrace often express more about that community’s values and goals than anything else. Mary Rowlandson’s captivity narrative, for instance, reveals the Puritan’s racism and reliance on God, and how both qualities are tools for expansionism. We also saw how the Transcendentalists and Dark Romantics responded to massive social changes to make those disruptions palatable and to issue warnings respectively. In this essay, please focus on the Slave Narrative: briefly describe this tradition, discuss the historical context out of which it grew, and discuss what the stories reveal and conceal about the communities that embraced the slave narrative.

The following typical in-class assignments demonstrate the appropriate level of critical thinking for this course: In groups of four students present a Native American tale to the class. Other students should not have read the tale, and the presenting group can offer the presentation any way they wish; they can read the story, act it out or make a video. Once the tale is presented, the group should lead a brief class discussion about it.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


III. **DESIRED LEARNING**

A. **COURSE GOAL**

As a result of satisfactory completion of this course, the student should be prepared to:

Identify and describe the major American genres and authors from the beginning of the tradition to the mid-nineteenth century.

B. **STUDENT LEARNING GOALS**

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**

Upon satisfactory completion of this course, the student will be able to:

   a. Name persons and events of historical significance that have influenced the course, content and development of American literature, and, more generally, describe the relationship between American literature and the history of the United States.

   b. Describe the significance of American literature as a record of the development of American thought and of distinctive aspects of American life, both of which the literature not only reflects but has often anticipated and at times profoundly influenced.

   c. Identify the major American literary genres (e.g., sermon, journal, drama, short story, novel, and main forms of lyric and narrative poetry), define the genres' typical characteristics, identify examples of them, specify their period in American history and describe the relationship between form and specific historical, philosophical and cultural context.

   d. Match the names of specific major writers to the period in American literary history in which they flourished and to specific works or literary genres for which they are famous.
e. Define the literary and historical terms commonly used in analysis and discussion of literature (e.g. names of major verse forms, names of main elements of narrative and dramatic writing, names of main elements of plot development, names of elements common to most literary forms, such as theme, setting, characterization or persona, symbolism).

f. Identify fundamental qualities of Puritanism, Deism, Transcendentalism, Romanticism.

g. Name and trace the occurrence of major universal themes found in American literature of various times and cultural milieu (e.g., religion, patriotism, honor, mortality, reality and illusion).

h. Read assigned works and selections from American literature with the ability to identify
   a. their relationship to the period in which they were written;
   b. characteristics of literary form particular to genre or the literary conventions of the period;
   c. the relevance of ideas, outlooks, and expressions of feeling to the students' own life experiences.

i. Write analytically and critically about assigned readings with the ability to
   a. formulate judgments (stated in theses in written exercises) demonstrating the soundness of
      their conclusions by calling up relevant information and sufficient evidence from their
      observations.
   b. explain the relationship of a given passage to a whole work, the way in which a given
      selection reflects the spirit or philosophy of an age, the way in which ideas or outlook of a given
      work parallel or differ from those of another work on the same theme, relevance of a general
      statement of literary criticism to a specific selection;
   c. demonstrate competent writing skills appropriate to academic expository writing (e.g., unity,
      coherence, reasonable freedom from sentence and spelling errors);
   d. avoid extended plot summary and demonstrate the soundness of theses by offering specific
      evidence from the works themselves and from information provided in lecture and reading about
      American literature, cultural and social history, literary form, and literary criticism.
   d. think critically about works that illustrate the variety of cultures within the American
      experience.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Assigned essays
   2. Formal testing
   3. Journal writing
   4. Observation in class discussion

B. SUMMATIVE ASSESSMENT
   1. Final exam
   2. Final written essay