

ENG 205, American Literature I

Course Outline – Revised Spring 2008 Course Outcome Summary

Course Information

Revised Date	3/20/2008
Course Number	ENG 205
Total Credits	3

Description

Introduction to and selective study of authors representing the enduring traditions and styles of American Literature from the Puritan period through the Civil War.

Textbooks

*Norton Anthology of American Literature or
Heath Anthology of American Literature.
supplemental texts .*

Prerequisites

Grade of C or better in ENG 102.

Exit Learning Outcomes

Core Abilities

- A. Communicate effectively in speech and writing, and demonstrate proficiency in reading.
Students will read, write, and listen actively, critically, and reflectively.
Students will logically, informatively, persuasively, and creatively respond orally and/or in writing to what they read, hear, and see.
Students will evaluate and revise their written and/or oral communication.
Students will write and speak clearly and effectively in formal American English.
Students will understand, analyze, and assess nonverbal, cultural, and gender communication in both small group and public communication settings.
- B. Use critical thinking and problem solving skills in analyzing information.
Students will distinguish among opinions, facts, and inferences.
Students will identify and critique underlying or implicit assumptions.
Students will thoughtfully evaluate diverse perspectives and alternative points of view.
Students will ask informed questions and make informed judgments.
Students will solve problems by applying discipline-appropriate methods and standards.
- C. Recognize, analyze and assess ethical issues and situations.
Students will identify ethical implications of an issue or a situation.
Students will analyze and evaluate the strengths and weaknesses of different perspectives on an ethical issue or a situation.
Students will integrate their knowledge, take a position on an ethical issue or a situation, and defend it with logical arguments.

- D. Recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
- Students will recognize the value of using information to strengthen arguments and articulate a research question.
- Students will identify resources needed and develop and modify appropriate search strategies to obtain the information required to answer a research question.
- Students will recognize the factors that affect the quality of information and extract the pertinent information needed for the specific research question.
- Students will integrate the information located in a cohesive manner that addresses the research question and communicate the information to the appropriate audience.
- Students will respect the privacy, security, and ownership of the information they locate and use. Students will identify the ethical considerations relevant to the use of information, with a particular focus on how to prevent plagiarism.
- E. Use computers to access, analyze or present information, solve problems, and communicate with others.
- Students will demonstrate proficiency in using major categories of computer software such as word processing, spreadsheet and presentation software.
- Students will be proficient in using an interface and managing files.
- Students will use email and communication software effectively and appropriately.
- Students will use a web browser and search engines to seek information and will recognize types of information and sources.
- Students will understand the impact of computers on society.
- F. Demonstrate interpersonal skills required for effective performance in group situations.
- Students will demonstrate communication skills that promote effective function and interpersonal relations within group situations or settings.
- Students will recognize and employ strategies and role-playing which encourage a productive and supportive group climate.
- Students will employ aspects of reflective thinking to solve problems utilizing brainstorming and consensus within collaborative projects.
- Students will identify leadership, task, maintenance and self-serving roles and their effect on group function.
- G. Demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.
- Students will understand the privileges and responsibilities of being a citizen in a democratic society.
- Students will demonstrate understanding of the behaviors and beliefs of different social groups within a pluralistic society, including groups based on culture, ethnicity, race, religion, creed, disability, marital status, national origin or ancestry, age, gender, economic status, and sexual orientations.
- Students will utilize strategies for effective cross-cultural communication.
- Students will respect and appreciate diverse points of view.
- Students will use inclusive language.

General Education Outcomes

- A. Goal 1. Communication. Students will communicate effectively in both speech and writing.
- B. Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- C. Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature;

- philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
- D. Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
- E. Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.
- F. Goal 9: Ethical Reasoning and Action. Students will understand ethical issues and situations.

Competencies

1. Acquire knowledge of important texts and concepts of American Literature 1690-the Civil War.

Linked Core Abilities

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

General Education Outcomes

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

You will demonstrate your competence:

- o in discussion and class activities.
- o in writing assignments.

Your performance will be successful when:

- o you can identify major eras and movements: Colonial, Revolutionary, Romanticism, the Age of Reason, Transcendentalism, the Civil War.
- o you can understand key influences and concepts: religion, revolution, reason, slavery, exploration, women's rights, industrialism, nature, utopianism, and immigration.
- o you can understand how our literature and culture interconnect.
- o you can identify canonical and non-canonical writers.

Learning Objectives

- a. Contrast written and oral traditions.
- b. Reflect on the different forms and functions of stories in different cultures.
- c. Understand First Nations art as integral to American culture.
- d. Understand the place of religion in early American texts.
- e. Understand a shift in the driving rational of American literature and culture from religion to reason.
- f. Learn the key ideas of Transcendentalist philosophy and their relation to American culture.
- g. Recognize the impact of social and technological change on literature in the mid to late 19th century.
- h. Understand the impact of the Civil War on American literature.

2. Read and analyze different types of writing, including historical documents, letters, journals, poems, stories, and other writing of the time.

Linked Core Abilities

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

General Education Outcomes

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

You will demonstrate your competence:

- o in discussion and class activities.
- o in writing assignments

Your performance will be successful when:

- o you can recognize different genres of text.
- o you can use appropriate analytic strategies, including summarizing, close reading, and scansion.
- o you can ask critical questions about texts.
- o you can put two or more texts in conversation.

Learning Objectives

- a. Read and analyze transcribed First Nations songs.
- b. Read and analyze the journals, letters, and sermons of the settlers.
- c. Read and analyze personal narratives, such as captivity and slave narratives.
- d. Practice strategies for analyzing essays and poems.
- e. Analyze the formal elements of early American short stories.

3. Understand relationships between different texts.

Linked Core Abilities

Use critical thinking and problem solving skills in analyzing information.

General Education Outcomes

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

You will demonstrate your competence:

- o in discussion and class activities.
- o in writing assignments,

Your performance will be successful when:

- o you can identify similarities and differences of style, tone, genre between multiple texts.
- o you can compare themes and theses from multiple texts.
- o you can understand how texts build in a genealogical succession.

Learning Objectives

- a. Develop and practice close reading techniques.
- b. Compare the roles of different religions (e.g. Native American, Puritan, theist, atheist) in texts.
- c. Compare different writing styles and genres.
- d. Understand how writers "speak" to each other (e.g. Emerson, Thoreau, Fuller, Whitman).

4. Understand and discuss, orally and in writing, the relationship between history, literature, and culture.

Linked Core Abilities

Use critical thinking and problem solving skills in analyzing information.

General Education Outcomes

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

You will demonstrate your competence:

- o in discussion and class activities.
- o in writing assignments.

Your performance will be successful when:

- o you compare a given historical event with a given text.
- o you understand how text responds to, and possibly subverts, culture.
- o you understand how text produces culture.

Learning Objectives

- a. Understand the basic history of the early settlers.
- b. Comprehend language and writing styles very different from those of the current day.
- c. Understand and recognize divergent approaches to common themes of Early American colonial history, such as religion, colonialism, and the settlers' creation of communities and governments.
- d. Reflect on the growing social and economic issues such as racism and women's rights and relate these changes in ideas and social concerns to present-day American culture.
- e. Understand the basic causes of the Civil War, the conditions under which it was fought, and its impact on the American psyche.
- f. Gain a basic understanding of the impact of early industrialism and the advent of modern capitalism.

5. Analyze the interactions between different American and First Nations cultures.

Linked Core Abilities

Use critical thinking and problem solving skills in analyzing information.

General Education Outcomes

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

You will demonstrate your competence:

- o in discussion.
- o in writing assignments.

Your performance will be successful when:

- o you understand key historical moments.
- o you gain a basic understanding the impact of First Nations culture on the formation of American democracy.
- o you try to view America from a First Nations perspective.
- o you understand the continuing relationship between American and First Nations cultures.

Learning Objectives

- a. Reflect on the impact of the meeting of Western and First Nations cultures.
- b. Understand the range of First Nations cultures; dispel stereotypes.

6. Read texts that reflect the ethnic, racial, and other diversities of American Culture.

Linked Core Abilities

Demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

General Education Outcomes

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

You will demonstrate your competence:

- o by completing assigned readings and related writing assignments.

Your performance will be successful when:

- o you can understand the main idea of a reading.
- o you can grasp the tone of a reading.
- o you understand the role of form (e.g. poem, journal, short story) in literature.

- o you perform basic poetic analysis; scansion, figurative language, voice, etc.
- o you understand and analyze pertinent themes.

Learning Objectives

- a. Understand themes and tropes of First Nations storytelling.
- b. Analyze the cultural significance of the writing of women and minorities and reflect on the particular concerns of these writers.
- c. Analyze the ongoing conversation between literature -- how literature responds to, creates, and subverts cultural forms.

7. Study the moral and ethical problems and potentialities that a part of a diverse nation.

Linked Core Abilities

Demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

General Education Outcomes

Goal 9: Ethical Reasoning and Action. Students will understand ethical issues and situations.

You will demonstrate your competence:

- o in class discussion and activities.
- o in assigned writings.

Your performance will be successful when:

- o you can sketch the scope and impact of a moral or ethical dilemma that is part of American history and culture.
- o you can reflect on how social and cultural tensions appear in, and shape, literature, and vice versa.
- o you can imagine responses to a given problem.

Learning Objectives

- a. Consider the role of genocide (of Native Americans and slaves) in our history.
- b. Analyze how literature works to build culture.
- c. Understand how literature can be used to put forth arguments and philosophies.

8. Write cogent analytic essays.

Linked Core Abilities

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

General Education Outcomes

Goal 1. Communication. Students will communicate effectively in both speech and writing.

You will demonstrate your competence:

- o In short response papers and longer essays.

Your performance will be successful when:

- o your essay is well-organized and supports a clear position.
- o you compare ideas from different texts, or different ideas from within one text.
- o you build on class discussion.
- o you eliminate all dross from your writing.

Learning Objectives

- a. Practice the skills learned in ENG 101 and 102, especially a writing process with multiple drafts and the use of outside sources.
- b. Discuss ideas from multiple texts.
- c. Build on class discussion, using it as a base to develop original insights.

9. Work with other students to analyze course content.

Linked Core Abilities

Demonstrate interpersonal skills required for effective performance in group situations.

General Education Outcomes

Goal 1. Communication. Students will communicate effectively in both speech and writing.

You will demonstrate your competence:

- o in class activities.

Your performance will be successful when:

- o you are consistently prepared for class.
- o you listen to the ideas of other students.
- o you respond thoughtfully to other students.
- o you answer questions.
- o you ask questions.
- o you present ideas to the class.

Learning Objectives

- a. Work in small groups, taking responsibility for being prepared and participating fully.
- b. Work outside class on group projects.

10. Conduct online and library research, and make effective use of the results of that research.**Linked Core Abilities**

Recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

General Education Outcomes

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

You will demonstrate your competence:

- o In written and oral presentation of your ideas.

Your performance will be successful when:

- o you choose appropriate databases and websites.
- o you choose appropriate quotes and ideas to use in your work.,
- o you cite correctly.
- o you introduce your sources, explaining their value.
- o you discuss and respond to your sources.

Learning Objectives

- a. Locate and evaluate relevant websites.
- b. Use appropriate databases.
- c. Cite correctly.
- d. Gain insight from and respond to secondary sources.

11. Present ideas and analyses orally and in writing.**Linked Core Abilities**

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

General Education Outcomes

Goal 1. Communication. Students will communicate effectively in both speech and writing.

You will demonstrate your competence:

- o by writing short (1-2 page) response papers and longer (5-6 page) essays with secondary sources.

- o by preparing and giving a group and/or individual presentation.
- o by participating in the class.

Your performance will be successful when:

- o you enter into class discussions
- o you offer questions or comments during class
- o you attend class regularly
- o you arrive for class on time
- o you listen attentively during class
- o introduction includes a clearly stated thesis
- o introduction introduces the main ideas
- o main ideas are relevant, appropriate, and accurate
- o each main idea is developed in a paragraph
- o each main idea is developed using supporting material
- o essay arguments are based on logical assumptions
- o essay arguments are to the point
- o essay includes an interesting and thoughtful closing statement
- o essay evidences correct grammar, punctuation, and spelling
- o essay is neat and presentable
- o you present information in a style and tone consistent with the audience's level of interest and level of knowledge or understanding
- o delivery is extemporaneous
- o delivery holds audience attention; you are energetic and enthusiastic
- o your voice inflection, volume, and rate are appropriate for the content
- o your nonverbal communication is consistent with your verbal message
- o you maintain eye contact with audience
- o you use acceptable language
- o presentation purpose is clear
- o introduction includes an attention getter that grabs the audience's attention
- o introduction includes an overview of the main points
- o main points are clear and concise
- o each main point is proven using a variety of supporting material
- o sufficient supporting material is used to persuade the audience
- o conclusion includes a summary of the main points
- o you introduce and use the visual aid appropriately
- o visual aid (including any words or pictures on the visual) is large enough to be seen by the audience
- o visual aid includes only one main idea
- o visual aid is visible to all members of the audience

Learning Objectives

- a. Make group and individual oral presentations.
- b. Prepare effectively for presentations.
- c. When presenting, be engaging; ask questions and encourage discussion.
- d. Participate in class discussion.
- e. Complete all writing assignments.