## COURSE OUTLINE

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<th>Course Number</th>
<th>Course Title</th>
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<tr>
<td>ENG205</td>
<td>American Literature I</td>
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**Hours:**
- lecture/Lab/Other
- 3

**Catalog description (2018-2019 Catalog)**

Introduction to and selective study of authors representing the enduring traditions and styles of American literature from the Puritan period through the Civil War. [Fall offering.]

**Is course New, Revised, or Modified?** No

**Required texts/other materials:**


**Revision date:**
- Fall 2018

**Course coordinator:** (Name, telephone number, email address)

Jacqueline Vogtman

LA 121

vogtmanj@mccc.edu

609-570-3750

**Information resources:** Books, DVDs, electronic databases, websites, MCCC library.
**Other learning resources:** Blackboard LMS. Reading and writing tutoring is available in the Learning Center and Writing Center.

**Course Competencies/Goals:**

The student will be able to:

1. Understand the diverse origins of American literature. (ILG 1.1, 6.1, 6.2, 8.1, 8.2.)

2. Distinguish and identify the literary genres of early American texts. (ILG 1.1, 6.1, 6.2, 8.1, 8.2.)

3. Situate early American literary texts in their cultural and historical contexts. (ILG 1.1, 6.2, 8.1, 8.2.)

4. Develop close reading skills as a means of literary analysis. (ILG 1.1, 1.2, 1.3, 6.1, 6.2, 11.1, 11.2, 11.3.)

5. Create essays that critically engage the themes of the course, with at least one essay that applies research-based analysis. (ILG 1.1, 1.2, 1.3, 4.1, 6.1, 6.2, 8.1, 8.2, 9.1, 9.2, 9.3, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3.)

**Institutional Learning Goals**

**Institutional Learning Goal 1.**
**Written and Oral Communication in English:** Students will communicate effectively in both speech and writing.
1.1. Students will read, write, and/or speak critically in formal American English.
1.2. Students will generate messages suitable to the appropriate setting and purpose.
1.3. Students will analyze and assess nonverbal, cultural, and gender communication in both small group and public communication settings.

**Institutional Learning Goal 4.**
**Technology:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
4.1. Students will demonstrate proficiency with technological devices and applications in academic and professional settings.

**Institutional Learning 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.
6.1. Students will draw upon the visual, literary and performing arts and/or the study of philosophical and religious systems of thought and practice in order to analyze themes and contexts, articulating their connections, meanings, and values.
6.2. Students will use project-based learning to critically analyze a range of historical and contemporary artifacts including performances and visual and literary works.
Institutional Learning Goal 8.
Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.
8.1. Students will recognize how geographical, social, economic, and/or historical conditions shape cultural perspectives.
8.2. Students will examine the behaviors and beliefs of individuals and social groups within a diverse society.

Institutional Learning Goal 9.
Ethical Reasoning and Action: Students will understand ethical frameworks, issues, and situations.
9.1. Students will identify the strengths, weaknesses, and relevance of different ethical perspectives and their features.
9.2. Students will determine a position on an ethical issue or situation using facts and logical arguments [framed within a common set of terms appropriate to the discipline].
9.3. Students will evaluate the morality and implications of considered actions and their possible outcomes.

Institutional Learning Goal 10.
Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
10.1. Students will identify resources needed and develop appropriate search strategies.
10.2. Students will recognize factors that affect credibility, quality, and relevance of information.
10.3. Students will use information in order to communicate it to the appropriate audience.
10.4. Students will use information ethically regarding privacy, security, and ownership with a focus on how on preventing plagiarism.

Institutional Learning Goal 11.
Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.
11.1. Students will distinguish among opinions, facts, values, and inferences.
11.2. Students will identify and evaluate diverse perspectives and underlying considerations.
11.3. Students will make informed judgments by focusing on relevant logical and empirical issues.

Units of Study in Detail:

Unit I Origins of American Literature

Learning Objectives
The student will be able to...
• Understand the origins of early American texts. (Course Goals 1, 3; ILG 1.1, 6.1, 6.2, 8.1, 8.2.)
• Explore the writings of and about indigenous persons. (Course Goals 1, 3; ILG 1.1, 6.1, 6.2, 8.1, 8.2.)
• Develop an awareness of the conventions of narrative. (Course Goals 2, 4; ILG 1.1, 6.1.)

Unit II Literature of the Colonial Period

Learning Objectives
The student will be able to...
• Understand the works produced in Puritan New England. (Course Goals 1, 3, 4; ILG 1.1, 6.1, 6.2, 8.1, 8.2.)
• Examine religious ideology as it pertains to early American texts. (Course Goals 1, 3; ILG 1.1, 6.1, 6.2, 8.1, 8.2.)
• Understand the relevance of gender in narratives of the developing colonies. (Course Goals 1, 3; ILG 1.1, 6.1, 6.2, 8.1, 8.2.)
• Write a 6-7 page essay incorporating analysis and close reading skills. (Course Goals 1, 2, 3, 4, 5; ILG 1.1, 1.2, 1.3, 1.4, 1.6.1, 6.2, 8.1, 8.2, 9.1, 9.2, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3.)

Unit III Literature in the Revolutionary Period
Learning Objectives
The student will be able to...
• Understand the conventions of literature produced during the republican period. (Course Goals 1, 2, 3; ILG 1.1, 6.1, 6.2, 8.1, 8.2.)
• Appreciate the notion of political writings as literature. (Course Goals 1, 2; ILG 1.1, 6.1.)
• Trace the development of narrative voice and its relationship to national identity. (Course Goals 1, 2, 3, 4; ILG 1.1, 6.1, 6.2, 8.1, 8.2.)

Unit IV Race and Literature
Learning Objectives
The student will be able to...
• Recognize the racial dimension of early texts. (Course Goals 1, 3, 4; ILG 1.1, 6.1, 6.2, 8.1, 8.2, 9.1, 9.2, 9.3.)
• Identify and understand slave narratives as a literary genre. (Course Goals 1, 2, 3; ILG 1.1, 6.1, 6.2, 8.1, 8.2.)
• Consider the political and cultural implications of texts discussing race. (Course Goals 1, 2, 3; ILG 1.1, 6.1, 6.2, 8.1, 8.2, 9.1, 9.2, 9.3.)

Unit V The Development of Short Fiction
Learning Objectives
The student will be able to...
• Appreciate the origins of a specifically American form of fiction. (Course Goals 1, 2, 3; ILG 1.1, 6.1, 6.2, 8.1, 8.2.)
• Examine the themes prevalent in early American texts. (Course Goals 1, 2, 3, 4; ILG 1.1, 6.1, 6.2, 8.1, 8.2.)
• Write a 7-8 page essay that incorporates close reading and analysis. (Course Goals 1, 2, 3, 4, 5; ILG 1.1, 1.2, 1.3, 1.4, 1.6.1, 6.2, 8.1, 8.2, 9.2, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3.)

Unit VI The Development of the American Novel
Learning Objectives
• Understand the development of the American novel as a literary artifact. (Course Goals 1, 2, 3; ILG 1.1, 6.1, 6.2, 8.1, 8.2.)
• Evaluate the themes and arguments that prevail in the early American novel. (Course Goals 1, 2, 3, 4; ILG 1.1, 6.1, 6.2, 8.1, 8.2.)

Unit VII Nineteenth Century American Poetry

Learning Objectives

The student will be able to...

• Distinguish poetry from prose writing. (Course Goals 2, 3; ILG 1.1.)
• Examine the characteristics of American poetry. (Course Goals 2, 3; ILG 1.1, 6.1, 6.2, 8.1, 8.2.)
• Explore the works of writers such as Whitman and Dickinson. (Course Goals 1, 2, 3; ILG 1.1, 6.1, 6.2, 8.1, 8.2.)
  o Write a 10+ page research essay that incorporates close reading, analysis, and scholarly articles. (Course Goals 1, 2, 3, 4, 5; ILG 1.1, 1.2, 1.3, 4.1, 6.1, 6.2, 8.1, 8.2, 9.2, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3.)

Evaluation of Student Learning:

SLOs will be evaluated through submission and grading of written work, including formal essays and shorter response papers. SLOs will also be evaluated through class discussion/participation and quizzes (as the instructor’s discretion).

Essay 1: 6-7 page essay (Course Goals, 1, 2, 3, 4, 5): 20%
Essay 2: 7-8 page essay (Course Goals, 1, 2, 3, 4, 5): 20%
Essay 3: 10+ page Research Essay (Course Goals, 1, 2, 3, 4, 5): 30%
Short response papers (Course Goals, 1, 2, 3, 4, 5): 10%
Quizzes (at instructor’s discretion; Course Goals 1, 2, 3, 4): 10%
Class participation/Discussion (Core Skills F): 10%

Academic Integrity Statement: Students will be expected to abide by all aspects of the Academic Integrity Policy. Mercer County Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. Students should never:
  o Knowingly represent the work of others as their own
  o Knowingly represent previously completed academic work as current
  o Fabricate data to support academic work
  o Use or obtain unauthorized assistance in the execution of any academic work
  o Give fraudulent assistance to other students
  o Unethically use technological means to gain academic advantages

Violators of the above actions will be penalized. For a single violation the faculty member will determine the course of action. This may include, assigning a lower grade on the assignment, lowering the course grade, failing the student, or another penalty that is appropriate to the violation. The student will be reported to the Academic Integrity Committee, who may impose other penalties for a second (or later) violation. The student has right to a hearing and also to appeal any decisions. These rights are outlined in the student handbook.