## Course Outline

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<th>Course Number</th>
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<td>ENG205</td>
<td>American Literature I</td>
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**Hours:** 3 Lecture

**Co- or Pre-requisite:** ENG102 with a minimum grade of C

**Implementation:** Fall 2022

**Catalog 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. [Fall offering.]

**General Education Category:**
- Goal 1: Written and Oral Communication
- Goal 6: Humanities

**Course Coordinator:**
Jacqueline Vogtman, 609-570-3750, vogtmanj@mccc.edu

**Required Texts & Other Materials:**

**Course Student Learning Outcomes (SLO):**

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

1. Understand the diverse origins of American literature. (Supports ILG 6, 7, 8; PLO 1)
2. Distinguish and identify the literary genres of early American texts. (Supports ILG 6, 11; PLO 1, 3)
3. Situate early American literary texts in their cultural and historical contexts. (Supports ILG 6, 7; PLO 1, 3)
4. Develop close reading skills as a means of literary analysis. (Supports ILG 1, 11; PLO 1, 3)
5. Create essays that critically engage the themes of the course, with at least one essay that applies research-based analysis. (Supports ILG 1, 6, 10, 11; PLO 1, 2, 3, 4)

**Course-specific Institutional Learning Goals (ILG):**

- **Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.
- **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.
- **Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
- **Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples.
- **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.
- **Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.
Program Learning Outcomes for Liberal Arts (PLO)

- 1. Understand the vocabulary, methods, and the major concepts present in the humanities, the social sciences, and the natural sciences;
- 2. Articulate complex ideas clearly and effectively, both verbally and in writing;
- 3. Perform a series of thinking tasks including speculation, analysis, and synthesis (i.e., abstract reasoning);
- 4. Utilize research materials and methodologies;

Units of study in detail – Unit Student Learning Outcomes:

**Unit I Origins of American Literature [Supports Course SLO 1, 2, 3, 4, 5]**

**Learning Objectives**

The student will be able to…

- Understand the origins of early American texts.
- Explore the writings of and about indigenous persons.
- Develop an awareness of the conventions of narrative.
- Write short responses and/or essays discussing texts in this time period.

**Unit II Literature of the Colonial Period [Supports Course SLO 1, 2, 3, 4, 5]**

**Learning Objectives**

The student will be able to…

- Understand the works produced in Puritan New England.
- Examine religious ideology as it pertains to early American texts.
- Understand the relevance of gender in narratives of developing colonies.
- Write short responses and/or essays discussing texts in this time period.

**Unit III Literature in the Revolutionary Period [Supports Course SLO 1, 2, 3, 4, 5]**

**Learning Objectives**

The student will be able to…

- Understand the conventions of literature produced during the republican period.
- Appreciate the notion of political writings as literature.
- Trace the development of narrative voice and its relationship to national identity.
- Write short responses and/or essays discussing texts in this time period.

**Unit IV Race and Literature [Supports Course SLO 1, 2, 3, 4, 5]**

**Learning Objectives**

The student will be able to…

- Recognize the racial dimension of early texts.
- Identify and understand slave narratives as a literary genre.
- Consider the political and cultural implications of texts discussing race.
- Write short responses and/or essays discussing texts in this genre.

**Unit V The Development of Short Fiction [Supports Course SLO 1, 2, 3, 4, 5]**
Learning Objectives
The student will be able to...
- Appreciate the origins of a specifically American form of fiction.
- Examine the themes prevalent in early American texts.
- Write short responses and/or essays discussing texts in this genre.

Unit VI The Development of the American Novel [Supports Course SLO 1, 2, 3, 4, 5]
Learning Objectives
The student will be able to...
- Understand the development of the American novel as a literary artifact.
- Evaluate the themes and arguments that prevail in the early American novel.
- Write short responses and/or essays discussing texts in this genre.

Unit VII Nineteenth Century American Poetry [Supports Course SLO 1, 2, 3, 4, 5]
Learning Objectives
The student will be able to...
- Distinguish poetry from prose writing.
- Examine the characteristics of poetry.
- Explore the works of writers such as Whitman and Dickinson.
- Write an end-of-semester capstone essay, incorporating research.

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: 20%
Essay 2: 7-8 page essay: 20%
Essay 3: 10 page Research Essay: 30%
Short response papers: 10%
Quizzes (at instructor’s discretion): 10%
Class participation/Discussion: 10%