

ENGL M13A: SURVEY OF AMERICAN LITERATURE I

Originator

ssims

Co-Contributor(s)
Name(s)

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College

Moorpark College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

M13A

Course Title (CB02)

Survey of American Literature I

Banner/Short Title

Survey of American Lit I

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Surveys American fiction, non-fiction, and poetry from the colonial period to the end of the Civil War. Includes works of Bradstreet, Edwards, Franklin, Poe, Melville, Hawthorne, Emerson, Thoreau, Whitman, Dickinson, Equiano, and Stowe.

Taxonomy of Programs (TOP) Code (CB03)

1501.00 - English

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience**

Paid

Unpaid

Total Outside-of-Class**Total Outside-of-Class****Minimum Outside-of-Class Hours**

105.0

Maximum Outside-of-Class Hours

1-5.0

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Prerequisites

ENGL M01A or ENGL M01AH

Advisories on Recommended Preparation

ENGL M01B or ENGL M01BH

Entrance Skills**Entrance Skills**

ENGL M01A OR ENGL M01AH

Prerequisite Course Objectives

ENGL M01A-compose several expository papers from 2 to 10 pages long, totalling 8,000 words, employing such skills as: --use of the stages of the writing process: generating ideas, drafting, revising, and editing. --awareness of audience and purpose. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01A-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01A-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01A-analyze a variety of essays and at least one book-length work.

ENGL M01A-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01A-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01AH-compose several expository papers from 2 to 10 pages long, totaling 8000 words, employing skills such as: --use of the stages of the writing process (generating ideas, drafting, revising, and editing). --awareness of purpose and audience. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01AH-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01AH-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01AH-analyze a variety of essays and at least one book-length work.

ENGL M01AH-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01AH-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01AH- HONORS: demonstrate critical thinking in class participation and expository writing assignments related to substantial readings in select primary sources, perhaps involving book-length selections of non-fiction centered on one particular focus or theme.

ENGL M01AH- HONORS: interpret and present the results of research and/or close, careful reading of primary texts, perhaps centered on one particular focus or theme. Findings may be presented in a public forum such as a lecture, Internet posting or literary magazine.

ENGL M01AH- HONORS: take a leadership role in class discussions, oral reports, peer groups, panel presentations, and similar projects.

ENGL M01AH- HONORS: exhibit independent and creative thought by successfully completing assigned class projects and written work.

ENGL M01AH- HONORS: demonstrate an increased sensitivity to issues of ethnicity, culture, gender, sexual orientation, and age in accordance with the theme of the course.

Requisite Justification

Requisite Type

Prerequisite

Requisite

ENGL M01A OR ENGL M01AH

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Required by 4 year institution

Requisite Type

Recommended Preparation

Requisite

ENGL M01B OR ENGL M01BH

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Closely related lecture/laboratory course

Student Learning Outcomes (CSLOs)

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

- | | |
|---|--|
| 1 | identify and describe important issues, themes, authors, and works of American literature in the period. |
|---|--|

Course Objectives

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

- | | |
|---|--|
| 1 | describe the important works of major writers of American literature from 1600 to 1865. |
| 2 | describe the evolution of the aesthetics that make up the American sensibility of the period as reflected in its literature. |
| 3 | express the relationship between form and content, especially in early colonial literature with its theological, legal, and allegorical focus. |
| 4 | demonstrate an understanding of the intellectual, historical, and critical issues of early American literature. |
| 5 | demonstrate skills in careful, active and interactive reading, critical analysis, and interpretation. |

6	demonstrate an understanding of the works and a mastery of composition and critical thinking skills by writing approximately four essays on literary topics, totaling at least 5,000 words.
7	demonstrate an understanding of the works and an aptitude for oral communication through participation in the class.
8	describe the contributions of multi-ethnic and women writers of the period.

Course Content

Lecture/Course Content

10% - Introduction to the Pre-Colonial Period

- Native American narratives: How native narratives reflect American ideology
- Narratives of early explorers, e.g., Diaz, Cabeza De Vaca, Columbus, Smith

30% - Literature of Colonial America: 1620-1776

- Religious narratives, e.g., Bradford, Winthrop, Edwards
- Colonial poetry, e.g., Bradstreet, Wheatley
- Political and social essayists in the colonies, e.g., Mather, Rowlandson, Beverly, Williams, Jefferson, Franklin

30% - Literature of the New Republic: 1777-1835

- Political and social essayists, e.g., Jefferson, Franklin, Abigail Adams, Paine
- Slave narratives, e.g., Equiano
- Early American novelists, e.g., Irving, Cooper
- Early American feminist writing, e.g., Truth, Grimke

30% - Literature of 19th-Century American Renaissance: 1836-1865

- American transcendentalists, e.g., Thoreau, Emerson
- American Romanticism, e.g., Poe, Hawthorne, Melville, Alcott, Whittier
- African-American literature, e.g., Douglass, Jacobs
- Poetry, e.g., Whitman, Dickinson

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Group projects
 Individual projects
 Objective exams
 Classroom Discussion
 Projects
 Participation
 Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Class discussions
 Collaborative group work
 Distance Education
 Group discussions
 Guest speakers
 Instructor-guided interpretation and analysis
 Lecture
 Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor-guided, theory-based interpretation and textual analysis followed by small-group activities analyzing assigned portions of the texts.

2. Instructor-led comments on assigned readings to share and compare arguments in response to theme-based prompts.
3. Collaborative group work involving the analysis of themes and social theories in preparation for a seminar.

Representative Course Assignments

Writing Assignments

1. Essays on appropriate topics, such as the relationship between form and content in early Colonial literature with its theological, legal, and allegorical focus.
2. Written journal assignments responding to class discussions and reading assignments.

Critical Thinking Assignments

1. Close, critical, interactive reading of texts such as *The Scarlet Letter*, *Moby Dick*, or "The Raven."
2. Logical analysis of texts and themes that describe the contributions of multi-ethnic and women writers of the period.
3. Cooperative group planning for oral and written presentations.

Reading Assignments

1. Close reading and annotation of American Transcendentalism.
2. Close reading and annotation of early American feminist writing.

Skills Demonstrations

None

Outside Assignments

Representative Outside Assignments

1. Research on topics related to early American literature which demonstrate an understanding of the intellectual, historical, and critical issues of early American literature.
2. Cooperative group planning for oral presentations.
3. Assigned readings of authors, such as Hawthorne, Poe, or Melville.

Articulation

C-ID Descriptor Number

ENGL 130

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
Cal Poly Pomona	ENG 2300	American Literature to 1865	3
UC Riverside	ENGL 20B	Intro to American Literary Traditions	5
CSU Northridge	ENGL 275	Major American Writers	3
CSU Channel Islands	ENGL 120	American Literature I	3
CSU Sacramento	ENGL 50A	Introduction to American Literature I	3

Comparable Courses within the VCCCD

ENGL R107 - American Literature I

ENGL V22A - American Literature: Colonial Period to 1865

ENGL R153 - Major American Authors I

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
College of the Canyons	ENG 260	American Literature I	3
LA Pierce College	ENG 207	American Literature I	3

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C2. Humanities**

Approved

D. Language and Rationality**E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies**

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

Fall 1995

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities**

C2 Humanities: Literature, Philosophy, Languages Other than English

Approved

Area D: Social Sciences**Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA**

UC TCA

Approved

Effective term:

Fall 1995

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities

Approved

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Brown, Charles Brockden. *Wieland, or the Transformation*. Hackett, 2011.

Resource Type

Textbook

Description

Levine, Robert S., et al. eds. *The Norton Anthology of American Literature*. Vols. A and B. 10th ed., Norton, 2022.

Resource Type

Textbook

Description

McQuade, Donald, et al. eds. *Harper American Literature*. Single Volume Edition. 3rd ed., Pearson, 1999.

Resource Type

Textbook

Description

Hawthorne, Nathaniel. *The Scarlet Letter*. Penguin, 2015.

Resource Type

Textbook

Description

Sedgwick, Catharine Maria. *Hope Leslie, or Early Times in the Massachusetts*. Penguin, 1998.

Resource Type

Textbook

Classic Textbook

No

Description

Lawrence, D.H. *Studies in Classic American Literature*. Cambridge UP, 2003.

Library Resources

Assignments requiring library resources

Research, using the Library's print and online resources, particularly online databases specializing in literary research. Also use Library resources to research historical or biographical information to use in presentations.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research for literary research papers on such topics as an analysis of "The Raven." Also use Library resources to research historical or biographical information to use in presentations.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Face to Face (by student request; cannot be required)	Student will have partial course time that is face to face.
Asynchronous Dialog (e.g., discussion board)	Discussions will provide overviews of the important time periods of American Literature.
Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of American Literature.
E-mail	Individual interaction between student and instructor.
Video Conferencing	Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions will provide overviews of the important time periods of American Literature.

Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of American Literature.
E-mail	Individual interaction between student and instructor.
Face to Face (by student request; cannot be required)	Student will have partial course time that is face to face.
Video Conferencing	Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions will provide overviews of the important time periods of American Literature.
Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of American Literature.
E-mail	Individual interaction with the professor.
Video Conferencing	Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.

Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

ENGLISH

Review and Approval Dates

Department Chair

03/05/22

Dean

03/06/22

Technical Review

03/17/2022

Curriculum Committee

04/05/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000598800

DOE/accreditation approval date

MM/DD/YYYY