

**ENGL 30.1 Course Outline as of Fall 2019****CATALOG INFORMATION**

Dept and Nbr: ENGL 30.1 Title: AMER LIT:PRE-COLON.-1865

Full Title: American Literature: Pre-Colonial Period to the Civil War

Last Reviewed: 11/13/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: ENGL 30A

**Catalog Description:**

Significant writers and their works from the Pre-Colonial Period to the Civil War, including both a thematic and a historical approach to literature of the period.

**Prerequisites/Corequisites:**

Completion of ENGL 1A or higher (V8)

**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: Significant writers and their works from the Pre-Colonial Period to the Civil War, including both a thematic and a historical approach to literature of the period. (Grade or P/NP)

Prerequisites/Corequisites: Completion of ENGL 1A or higher (V8)

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>			<b>Effective:</b>	<b>Inactive:</b>
	E	Humanities		Fall 1981	
<b>CSU GE:</b>	<b>Transfer Area</b>			<b>Effective:</b>	<b>Inactive:</b>
	C2	Humanities		Fall 1981	
<b>IGETC:</b>	<b>Transfer Area</b>			<b>Effective:</b>	<b>Inactive:</b>
	3B	Humanities		Fall 1981	
<b>CSU Transfer:</b>	Transferable		<b>Effective:</b>	Fall 1981	<b>Inactive:</b>
<b>UC Transfer:</b>	Transferable		<b>Effective:</b>	Fall 1981	<b>Inactive:</b>

### **CID:**

CID Descriptor: ENGL 130 Survey of American Literature 1  
SRJC Equivalent Course(s): ENGL30.1

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Describe principles of literary analysis in relation to American Literature.
2. Apply principles of literary analysis to texts in American Literature.
3. Write critical analysis and response papers about American Literature.

### **Objectives:**

Upon completion of this course, through reading and writing about works of American Literature relevant to the Pre-Colonial Period to the Civil War, students will be able to:

1. Analyze and summarize assigned texts.
2. Appraise the tone and voice in assigned texts.
3. Evaluate different modes of argumentation and interpretations, e.g., biographical, historical, psychological approaches to literary analysis.
4. Identify and interpret major themes in individual texts.
5. Identify and interpret major themes of the period as a whole.
6. Write critical analysis and response essays of 500 to 2500 words in length, incorporating significant library research using MLA format.

### **Topics and Scope:**

Note: Attention will be given to representative samples of under-represented and non-canonical writers including the works of women, African Americans, Native Americans, and the contributions made by Latinos/as in the New World. Instructors may choose from the list of writers and supplement as appropriate to the theme of the course.

#### **I. Pre-Colonial Literature to 1620--New World vs. Old World**

- A. Native American oral literature

- B. Pre-Columbian indigenous creation myths and oral stories
- C. Letters and diaries of early colonial explorers
- II. Colonial Literature to American Revolution, 1620 to 1820
  - A. William Bradford
  - B. Thomas Morton
  - C. Roger Williams
  - D. Anne Bradstreet
  - E. Mary Rowlandson
  - F. Edward Taylor
  - G. Cotton Mather
  - H. Jonathan Edwards
  - I. Benjamin Franklin
  - J. John Adams
  - K. Thomas Paine
  - L. Thomas Jefferson
  - M. Olaudah Equianoè
  - N. Phillis Wheatley
  - O. Felix Varela
  - P. Jose Maria Heredia
  - Q. Sor Juana Inès de la Cruz
- III. Post-American Revolution, 1820 to 1865
  - A. Washington Irving
  - B. James Fenimore Cooper
  - C. The Cherokee Memorials
  - D. William Cullen Bryant
  - E. Caroline Stansbury Kirkland
  - F. Ralph Waldo Emerson
  - G. Nathaniel Hawthorne
  - H. Henry Wadsworth Longfellow
  - I. John Greenleaf Whittier
  - J. Solomon Northrup
  - K. Edgar Allan Poe
  - L. Abraham Lincoln
  - M. Margaret Fuller
  - N. Harriet Beecher Stowe
  - O. Harriet Jacobs
  - P. Henry David Thoreau
  - Q. Frederick Douglass
  - R. Walt Whitman
  - S. Herman Melville
  - T. Emily Dickinson
  - U. Louisa May Alcott
  - V. David Walker
  - W. William Lloyd Garrison
  - X. Sara and Angelina Grimke
  - Y. Lydia Maria Child
  - Z. Sojourner Truth
- IV. Literary Analysis
- V. Literary Research
- VI. Relevant Schools of Literary Criticism
- VII. Writing Literary Analysis Essays

## Assignment:

Assignments may include:

1. Reading and examination of major works of American literature to 1865.
2. Reading and examination of works/selections of "diverse" literature, including works that represent the experience of minorities in America to 1865
3. Reading and examination of critical essays concerning both individual works/authors and the period to 1865 as a whole
4. Writing detailed summaries
5. Reading-response journal entries
6. Short critical response papers (500 to 1,000 words)
7. Term papers including extensive library research with complete and correct MLA documentation (1500-2500 words)
8. Short library research assignments
9. Short personal response papers in reaction to readings, videos, lectures plays, and performances
10. Group or individual presentations about particular works, authors, schools of criticism, time periods, or literary styles
11. Readings of varying lengths, including poetry, short stories, plays, novels, and literary criticism
12. Viewing videos outside the classroom setting
13. Essay examinations
14. Objective examinations and quizzes (8-16)
15. Field trips to see plays, poetry readings, music or dance performances
16. Participation in class discussions

## Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written Homework, Reading Response Journal entries, Term papers with Research, Critical Response Papers, Personal Response Essays, Short Research Assignments

Writing  
50 - 80%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Essay exams; Objective exams & quizzes

Exams  
10 - 30%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Group presentations, attendance, participation in class discussion

Other Category  
10 - 20%

**Representative Textbooks and Materials:**

The Norton Anthology of American Literature. 9th ed. Vol. Package 1: Volumes A and B. Levine, Robert and Elliott, Michael and Gustafson, Sandra. W. W. Norton & Company. 2016  
The Heath Anthology of American Literature: Beginnings to 1800, Volume A. 7th ed. Lauter, Paul and Yarborough, Richard and Alberti, John. Wadsworth Publishing. 2014  
The Heath Anthology of American Literature: Early Nineteenth Century 1800 - 1865. Vol. B. 7th ed. Lauter, Paul. Wadsworth Publishing. 2013 (classic)  
Genesis: Memory of Fire, Volume 1. Reprint edition. Galeano, Eduardo. Nation Books. 2010 (classic)