GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 04/26/2022

GCCCD Governing Board Approval: 06/14/2022

ENGLISH 231 – AMERICAN LITERATURE I

1. Course Number Course Title Semester Units

ENGL 231 American Literature I 3

Semester Hours

3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

2. Course Prerequisites

None

Corequisite

None

Recommended Preparation

None

3. Catalog Description

This course is a survey of American authors and their relationship to major literary and intellectual movements, from America’s beginnings to the second half of the nineteenth century. Through their reading, students will be invited to explore the dynamic interchange between the literature and its historical, social, and philosophical perspectives and according to various schools of critical theory. A typical syllabus will include a wide range of genres and authors from throughout the historical survey periods covered in this course.

4. Course Objectives

The student will:

1. Identify and describe significant, diverse**,** and under-represented~~,~~ authors, works, genres, and themes of the period.
2. Write appropriate academic discourse**,** using the conventions of evidence-based critical literary analysis.
3. Relate the literary works and their themes to their historical, philosophical, social, political, regional, linguistic, theological, mythological, and/or aesthetic contexts.
4. Analyze the literary forms (e.g. American stories, oratory, fiction, travel logs, poetry, pamphlets, etc.) both in terms of their formal characteristics and their place in the development of American literature.
5. Define and employ basics of critical theory (e.g. Feminist/Gender Studies, Psychoanalytic, New Historical, Critical Race Theory, LGBTQ/Queer Theory, etc.) to understand and critique different aspects of literary works.
6. Critically evaluate--within specific historical and literary contexts--developing notions of identity and society in relation to race, class, gender/sexuality, religion, and political affiliation.

5. Instructional Facilities

Standard classroom.

6. Special Materials Required of Student

None

7. Course Content

a. Influential and significant, as well as diverse and under-represented texts and authors, from the following intellectual and aesthetic movements:

1) Pre-Colonial, Puritan and Colonial periods, pre-1650-1750 (i.e*.*, Native American stories, John Winthrop, Anne Bradstreet, Mary Rowlandson, Edward Taylor, and Jonathan Edwards).

2) The Federal (a.k.a. Enlightenment) and Naturist periods, 1750-1825 (i.e., Benjamin Franklin, Thomas Paine, J. Hector St. John de Crevecoeur, Philip Freneau, Olaudah Equiano, and Phillis Wheatley).

3) The American Romanticism and Gothic periods, 1825-1850 (i.e., Margaret Fuller, Washington Irving, James Fennimore Cooper, William Cullen Bryant, Nathaniel Hawthorne, and Edgar Allan Poe).

4) The American Transcendentalism, Abolitionism, and Early Realism periods (i.e., Henry David Thoreau, Ralph Waldo Emerson, Sojourner Truth, Frederick Douglass, Harriet Beecher Stowe, Walt Whitman, Emily Dickinson, Herman Melville, and Louisa May Alcott).

b. Evolution of literary traditions, contexts, and genres.

c. Contexts of American literature: linguistic, historical, philosophical, social, political, and aesthetic.

d. A range of modern and multicultural critical/literary theories for the critique of literary texts.

8. Method of Instruction

a. Lectures and presentations by the instructor and visiting writers and/or speakers.

b. Facilitation of student analysis, interpretation, and discussion of literature.

c. Student-led inquiry into relevant literature and theoretical frameworks via discussion groups, presentations, and other projects.

d. Multi-model texts (i.e. films, short video content, podcasts, social media, and audio clips), including modern and culturally diverse interpretations.

e. Whole class discussion of sample writing (student and/or professional), peer workshops, and instructor-student conferences to help students successfully complete assignments.

9. Methods of Evaluating Student Performance

a. Source collection/research development exercises, such as annotated bibliographies.

b. Reader responses/journals on assigned readings.

c. Quizzeson assigned readings.

d. In-class analysis, interpretation, and discussion of literature.

e. Reviews of**/**reflections onliterary arts activities (i.e. poetry readings, plays, etc.).

f. Contribution in small-group activities and/or peer workshops.

g. Student-facilitated presentations and projects**.**

h. In-class essays and exams, including the final exam.

i. Out-of-class evidenced-based analytical essays (prepared in standard MLA format)that may require

research.

10. Outside Class Assignments

a. Read assigned texts.

b. Write academic essays, annotated bibliographies, and a variety of other shorter assignments.

c. Research various assigned readingsusing a range of historical, modern, and multicultural critical/literary theories for the critique of literary texts.

d. Maintain journals or other types of informal writing.

e. Attend literary events and readings on campus, online**,** and in the greater literary community.

11. Representative Texts

a. Representative text(s):

* 1. Levine, Robert S, and Micheal A, Elliott, Sandra M Gustafson, et al, eds. *The Norton Anthology of American Literature, Beginnings to 1865.* Ninth Edition. W.W. Norton & Company, 2016.
  2. Beecher Stowe, Harriet. *Uncle Tom’s Cabin, or Life Among the Lowly*. Dover Publications, 2011.
  3. de Crevecoeur, J. Hector St. John. *Letters from an American Farmer.* Hardpress Publishing, 2013.
  4. Gardner, Janet E. and Joanne Diaz. *Reading and Writing about Literature: A Portable Guide*. Fifth Edition. Bedford/St. Martin’s, 2020.
  5. *MLA Handbook.* Eighth Edition. Modern Language Association of America, 2016

b. Supplementary texts and workbooks:

None

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

a. Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret the major writers from the pre-Colonial to the Civil War.

b. Write evidence-based literary analyses of American literature demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.

c. Identify relationships between the literature and the linguistic, literary, religious, political, philosophical, and social developments of America from pre-Colonial to the Civil War.