

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

AMERICAN LITERATURE I
ENGL 2110 (formerly ENG 2310)

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

**Date Revised: Spring
00**

Catalog Course Description:

A study of the development of American Literature from its beginnings to the War Between the States.

Entry Level Standards:

Students must be able to plan and write analytical essays, conduct research, and write papers about literature. Students must demonstrate proficiency in standard English grammar, spelling, and mechanics and in source documentation. In addition, students should be familiar with basic literary terminology and genres.

Prerequisite:

ENGL 1020

Textbook(s) and Other Reference Materials Basic to the Course:

Baym, Nina, ed. *The Norton Anthology of American Literature*. 5th ed. Vol. 1. New York: Norton, 1998.

References:

Bradley, Sculley, et al. *The American Tradition in Literature*. Vol 1. New York: Random House, 1985.

Elliott, Emory, ed. *Columbia Literary History of the United States*. New York: Columbia University Press, 1988.

Hart, James P., ed. *Oxford Companion to American Literature*. 5th ed. New York: Oxford University Press, 1983.

Kirkpatrick, D. L. *Reference Guide to American Literature*. 2nd ed. Chicago: St. James Press, 1987.

Levernier, James A., and Douglas R. Wilmes. *American Writers Before 1800*. Westport, CN: Greenwood, 1983.

I. Week/Unit/Topic Basis:

Week	Topic
1	Native American Traditions
2	Literature of Discovery and Exploration
3	Literature of European Settlement

4	Puritan Heritage
5	Colonial Period: 1700-1800
6	Emerging Voices: Women, African, Native American, Spanish, Mexican
7	Enlightenment Voices, Revolutionary Visions
8	Myths, Tales, and Legends
9	Humor
10	Explorations of an American "Self"
11	Transcendentalism
12	Issues and Visions in Pre-Civil War America
13	The Flowering of Narrative
14	The Flowering of Narrative
15	Poetic Voices
16	Final Exam Period

II. Course Objectives*:

- A. Identify and understand major themes and concerns of American literature as they relate to American history through the Civil War. IV.2, IV.3
- B. Identify and relate the varied cultural assumptions and values of America's diverse heritage as they influence American literature. IV.1, IV.2, IV.3
- C. Associate biographical information about American authors with their works. I.5
- D. Demonstrate a comprehensive grasp of the relationships (chronological and conceptual) of individual works to other works and schools of thought. III.2, I.5
- E. Write effective responses to varied assignments (e.g. research, essays, creative prompts, journals, short answers, and objective items) to demonstrate an understanding, critical analysis, and appreciation of the works studied. I.3, III.2

*Roman numerals after course objectives reference goals of the university parallel program..

III. Instructional Processes*:

Students will:

1. Work in teams to discuss and analyze literature. *Communications Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy*
2. Read assigned works of literature and participate in class discussion. *Communication Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy, Active Learning Strategy*

3. Use word processing software to write essays analyzing assigned fiction, poetry, and drama, evaluating both the aesthetic value of texts and the historical influences that affect them. *Communication Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy*
4. Develop research skills using and evaluating library and internet sources. *Technological Literacy Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*
5. Develop oral presentation skills to present individual or group information. *Communication Outcome, Transitional Strategy, Active Learning Strategy*
6. Attend various cultural, historical, or educational opportunities on or off campus. *Communication Outcome, Personal Development Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy*
7. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. *Personal Development Outcome, Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference Pellissippi State' s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

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

1. Identify and understand major themes and concerns of traditions and literature in the American Colonial period (e.g. literature of discovery and exploration, literature of European settlement, enlightenment and revolutionary literature, poetry, and drama). A, B
2. Identify and understand major themes and concerns of literature in America from the founding of the nation through the Civil War (e.g. myths, tales, legends, literature of national consciousness, abolitionist literature, narratives, and poetry). A, B
3. Identify and understand themes and concerns of groups existing before the Civil War who have been neglected in the traditional American literary canon (e.g. Native Americans, African-Americans, Hispanics, women). A, B
4. Relate political events and institutions to works of American literature through the Civil War. A, B, D
5. Relate religious and ideological factors to the works of this period. A, B, D
6. Relate sociological and psychological factors to the works of this period. A, B, D
7. Relate mythology and mysticism to the works of this period. A, B, D
8. Relate biographical information about American authors to works by these authors. A, B, C
9. Demonstrate an understanding of the relations of the works to each other and to influencing factors by tracing American thought and concern chronologically through this period. A, B, D

10. Write responses and analytical papers on appropriate topics related to the works studied. A, B, C, D, E
11. Write insightful, appropriately developed, mechanically correct answers to essay test questions concerning the works studied. A, B, C, D, E
12. Answer objective and short answer questions correctly. A, B, C, D, E

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

From 60% to 80% of the final grade will be based on tests and quizzes. The remaining 20% to 40% of the grade will be based on projects such as papers and journals.

B. Laboratory Expectations:

None

C. Field Work:

None

D. Other Evaluation Methods:

Students are expected to participate in class discussions of assigned readings.

VI. Policies:

A. Attendance Policy:

Attendance, promptness, and participation are essential to success in college courses. The general attendance policy of the College states that students must be present for at least 75 percent of scheduled class meetings in order to receive credit for the course; thus a student who misses more than 25 percent of scheduled class meetings will fail the course. Therefore, any student who must miss an excessive number of classes for any reason is advised to withdraw from the College under the "Mitigating Circumstances" provision as described in the PCTCC Catalog.

B. Academic Dishonesty:

Any student found engaging in an act of academic dishonesty will be promptly dismissed from the course with a grade of F. Academic dishonesty includes the following:

Plagiarism--presenting someone else's words or ideas as your own;

Collusion--allowing other people to write, to revise, or to alter significantly the text of a paper that is supposed to be your work alone.