

# ENGL C150: AMERICAN LITERATURE THROUGH THE CIVIL WAR

Item	Value
Curriculum Committee Approval Date	02/22/2008
Top Code	150300 - Comparative Literature
Units	3 Total Units
Hours	54 Total Hours (Lecture Hours 54)
Total Outside of Class Hours	0
Course Credit Status	Credit: Degree Applicable (D)
Material Fee	No
Basic Skills	Not Basic Skills (N)
Repeatable	No
Open Entry/Open Exit	No
Grading Policy	Standard Letter (S), • Pass/No Pass (B)
Local General Education (GE)	• Area 3B Humanities (CC2)
California General Education Transfer Curriculum (Cal-GETC)	• Cal-GETC 3B Humanities (3B)
Intersegmental General Education Transfer Curriculum (IGETC)	• IGETC 3B Humanities (3B)
California State University General Education Breadth (CSU GE-Breadth)	• CSU C2 Humanities (C2)

## Course Description

This course is designed to expose students to the legends, poetry, short stories, and essays of early American writers beginning with Native Americans, through Colonialism to the Civil War. Students will examine the philosophical, cultural, religious, and historic elements related to these texts. Attention will be paid to literary devices and styles evident in individual works and the commentary made by these works on moral and social issues. Writers include Mary Rowlandson, Benjamin Franklin, Phillis Wheatley, William Apess, Frederick Douglass, Harriet Beecher Stowe, Edgar Allen Poe, Louisa May Alcott, Washington Irving, Henry David Thoreau, Nathaniel Hawthorne, Herman Melville, and many others. PREREQUISITE: ENGL C1000. Transfer Credit: CSU; UC. C-ID: ENGL 130.C-ID: ENGL 130.

## Course Level Student Learning Outcome(s)

1. Parallel the events in an author's life, time, and culture with the development of his or her writing.
2. Analyze stylistic devices used by authors and poets such as symbolism, imagery, irony, meter, rhyme, and other literary conventions.

## Course Objectives

- 1. Recognize the legends, poetry, short stories, and essays of selected early American writers from Native Americans through Colonialism to the Civil War.

- 2. Examine the philosophical, cultural, religious, and historic elements related to these texts.
- 3. Identify the literary devices and styles evident in individual works and the commentary made by these works on moral and social issues.

## Lecture Content

Literature to 1750 Native American Stories and Explorer Accounts Native American Creation and Origin Legends Explorers accounts such as Christopher Columbus, Champlain, and de Vaca Colonial Settlements and Captive Narratives Writings of Smith, Bradford, Winthrop, Bradstreet, Mary Rowlandson Literature from 1750 to 1830 Established Colonies and the Emerging American Voice Benjamin Franklin, Olaudah Equiano, Phillip Freneau, Phillis Wheatley, Washington Irving, Catharine Maria Sedgwick, William Bryant, Jane Johnston Schoolcraft, and others Literature from 1830 to 1865 Antebellum Writers William Apess, Lydia Maria Child, Ralph Waldo Emerson, Margaret Fuller The Era of Reform Harriet Beecher Stowe, Henry David Thoreau Frederick Douglass and Slave Songs Edgar Allen Poe Donald Grant Mitchell and Louisa May Alcott Nathaniel Hawthorne and Herman Melville

## Method(s) of Instruction

- Lecture (02)
- DE Online Lecture (02X)

## Instructional Techniques

Instructors teach by lecturing, leading class discussions, supervising group activities, having individual conferences with students, and possibly evaluating oral presentations. In addition, instructors may use various audio-visual materials or multimedia presentations, videotape oral presentations, have guest speakers, and require access to Coastline's electronic library.

## Reading Assignments

Students will read from the course textbook as well as any other primary and/or secondary readings assigned by the instructor.

## Writing Assignments

Students will complete written work such as essays, short responses, midterm and final exams, and may post to Discussion Forums.

## Out-of-class Assignments

Outside of the classroom, students will do the required readings, work on assigned papers, reports, and/or projects, study for tests, do research, and communicate with the instructor and/or fellow students through telephone or via the Internet (e-mail, Discussion Forum, or virtual chat).

## Demonstration of Critical Thinking

Critical thinking will be demonstrated primarily through written assignments, such as essays on midterms and finals and/or papers analyzing primary or secondary sources.

## Required Writing, Problem Solving, Skills Demonstration

Course assignments will include written work which demonstrates the ability to construct arguments, use evidence, and analyze primary and secondary sources.

## **Eligible Disciplines**

English: Master's degree in English, literature, comparative literature, or composition OR bachelor's degree in any of the above AND master's degree in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent. Master's degree required.

## **Textbooks Resources**

1. Required Belasco, S.; Johnson, L. The Bedford Anthology of American Literature Volume One: Beginnings to 1865, 2nd ed. Bedford St. Martins, 2013 Rationale: This is the most recent edition. The lit has not changed. Legacy Textbook Transfer Data: Legacy text

## **Other Resources**

1. Coastline Library 2. Websites may be assigned as supplemental reading, and the publisher has a website that offers additional materials