



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: English 40A
Descriptive Title: American Literature I
Course Disciplines: English
Division: Humanities

Catalog Description:

This course surveys American literature from its beginnings through the Civil War. Coverage, which recognizes the contribution of women and of ethnic and other minorities to the national literature, includes the narratives of native peoples, the literature of discovery and exploration, the literature of European settlement, the literature of Pre-Revolutionary America, the literature of an emerging nation, and the literature of Civil War America.

Conditions of Enrollment:

Prerequisite: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: Prior to July 1992
Transfer UC: X Effective Date: July 1997

General Education:

El Camino College:
3 – Humanities

Term: Other:

CSU GE:
C2 - Humanities

Term: Fall 1997 Other:

IGETC:
3B - Humanities

Term: Fall 1997 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Students will be able to identify representative works of American literature from its beginnings through the Civil War.
2. Students will be able to analyze representative works of American literature from its beginnings through the Civil War.
3. Students will be able to recognize social, historical, and ethnic influences in representative works of American literature from its beginnings through the Civil War.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify literary works by their respective authors and/or titles.
 - Quizzes
2. Demonstrate understanding of major themes, sociological and historical influences, and literary characteristics of the material studied.
 - Term or other papers
3. Identify issues of gender, race, and class articulated in the works of the period.
 - Term or other papers
4. Analyze and evaluate the literary works for stylistic and structural coherence.
 - Essay exams
5. Analyze and evaluate the literary works in terms of American literary tradition as established by themes developed in the earliest of American texts.
 - Essay exams
6. Evaluate and synthesize material from secondary sources.
 - Term or other papers

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	6	I	Literature of native peoples A. Oral narratives B. Songs C. Ceremonies
Lecture	6	II	Literature of discovery and exploration A. Native American visions of America B. European visions of America
Lecture	9	III	Literature of European settlement A. Captivity narratives B. Puritan sermons C. Diaries

			D. Letters E. Poetry
Lecture	9	IV	Literature of pre-Revolutionary America A. Political writing B. Biography C. Autobiography D. Poetry
Lecture	12	V	Literature of an emerging nation A. Transcendentalist literature B. Legends C. Myths D. Fiction E. Poetry
Lecture	12	VI	Literature of pre-Civil and Civil War America A. Abolitionist literature B. Slave narratives C. Fiction D. Poetry E. Drama
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Considering works we have read by Edwards, Franklin, and Emerson, write a 5-7 page essay which identifies each author's implied definition of man, especially his moral nature, his relationship to God and to society.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a 5-7 page written essay, analyze the *Narrative of the Life of Frederick Douglass* to explain how slavery works as a system, an institution that affects the slave's life from birth until death. Your paper should show both the mechanisms that enslave Douglass and the means by which he overcomes the system to achieve freedom. Evaluate Douglass's stylistic appeals to northern Christian abolitionists.
2. Scholars usually point out that *The Autobiography of Benjamin Franklin* represents the American persona, the particularly American character. In a 5-7 page written essay, analyze Franklin's autobiography to identify his "American" qualities.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Written homework
Term or other papers

V. INSTRUCTIONAL METHODS

- Discussion
- Group Activities
- Lecture
- Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Answer questions
- Required reading
- Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Baym, et al. The Norton Anthology of American Literature. Volumes A and B, 8th edition, W. W. Norton and Company, 2017.

Lauter et al. The Heath Anthology of American Literature volumes A and B. 7th ed. -, 2013.
 Qualifier Text: Discipline Standard

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Representative articles and books for research project: Baker, Houston. Long Black Song: Essays in Black American Literature and Culture, 1972; The Slave's Narrative. Ed. Charles T. Davis and Henry Louis Gates, Jr., 1985.

These titles are discipline standards.

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	Category: Course Justification: This course involves reading college level textbooks developing written projects and answering essay questions. A student's success in this class will be enhanced if they have these skills.

Eligibility for English 1A or qualification by appropriate assessment	Category: Non-Course Justification: This course involves reading college level textbooks developing projects and answering essay questions. A student's success in this class will be enhanced if they have these skills.
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D. Recommended Skills

Recommended Skills
Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Nancy Savage on 05/13/1977.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 11/18/2019

Last Reviewed and/or Revised by: Tom Cody and Bruce Peppard
18398

Date: 7/25/2019