ENG-2310: AMERICAN LITERATURE I

Cuyahoga Community College

Viewing: ENG-2310: American Literature I

Board of Trustees:
2017-11-30

Academic Term:
2018-01-16

Subject Code
ENG - English

Course Number:
2310

Title:
American Literature I

Catalog Description:
Survey of significant works of American prose and poetry from the pre-Columbian period through 1865.

Credit Hour(s):
3

Lecture Hour(s):
3

Lab Hour(s):
0

Other Hour(s):
0

Requisites

Prerequisite and Corequisite
ENG-1020 College Composition II, or ENG-102H Honors, or departmental approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively. For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online athttp://www.tri-c.edu/accessprograms. Blackboard accessibility information is available athttp://access.blackboard.com.

Eastern (216) 987-2052 - Voice
II. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is, in part, based on your enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of the financial aid based on the date of last attendance. Students who do not attend the full session are required for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course, before financial aid funds can be applied to students’ accounts. Therefore, attendance will be recorded in the following ways:

For in-person courses, students are required to attend the course by the 15th day of the semester, or equivalent for terms shorter than 5-weeks, to be considered attending. Students who have not met all attendance requirements for an in-person course, as described herein, within the first two weeks of the semester, or equivalent, will be considered not attending and will be reported for non-attendance and dropped from the course.

For blended-learning courses, students are required to attend the course by the 15th day of the semester, or equivalent for terms shorter than 5-weeks, or submit an assignment, to be considered attending. Students who have not met all attendance requirements for a blended-learning course, as described herein, within the first two weeks of the semester, or equivalent, will be considered not attending and will be reported for non-attendance and dropped from the course.

For online courses, students are required to login in at least two (2) times per week and submit one (1) assignment per week for the first two (2) weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for an online course, as described herein, within the first two weeks of the semester, or equivalent, will be considered not attending and will be reported for non-attendance and dropped from the course.

At the conclusion of the first two weeks of a semester, or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class, wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with class work because of a prolonged absence should confer with the instructor or a counselor.

IV. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf You must also comply with the College's Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):

Analyze and interpret select literary works.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.
Objective(s):
1. Define and apply literary and rhetorical terminology correctly and appropriately.
2. Identify and explain context (e.g. literary, historical, social, cultural, intellectual) of select literary works.

Course Outcome(s):
Research and synthesize criticism of a literary tradition, period, movement, author, and/or work.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Locate and evaluate secondary sources.
2. Synthesize sources into original research projects.

Course Outcome(s):
Evaluate the contribution of select literary works to American literary traditions.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Describe characteristics of American literary traditions.
2. Define, analyze, and evaluate the American literary canon.
3. Relate select literary works to broader intellectual and cultural traditions.

Methods of Evaluation:
1. Essays
2. Informal writing
3. Projects
4. Presentations
5. Quizzes
6. Examinations

Course Content Outline:
1. Pre-Columbian Texts
   a. Pre-Columbian origin narratives and stories as an introduction to Native American cultures and pre-contact literatures.
   b. Close study of the oral tradition and its relationship to traditional written literature.
2. Literature of Discovery and Exploration
   a. The literature of discovery and exploration as a representation of the confluence of European and non-European cultures.
   b. The literary value of traditionally non-literary forms like letters, personal narratives, and broadsides.
   c. Close study of key figures like Christopher Columbus and Bartolmé de las Casas.
3. The Literature of European Settlement
   a. The literature of European settlement as part of the colonial and neo-colonial projects.
   b. Close study of key figures like William Bradford, John Smith and Thomas Morton.
4. 17th Century Poets and Polemicians
   a. 17th Century poetry and polemics as theological and philosophical texts.
   b. Study of early books and printing like the Bay Psalm Book.
   c. Close study of key figures like Anne Bradstreet, Cotton Mather and John Winthrop.
5. Colonial Period and Pre-revolutionary Writers
a. Writing of the colonial and pre-revolutionary period as part of the nation-building project that makes important contributions toward defining what makes literature American.
b. Close study of key figures like Jonathan Edwards, J. Hector St. John de Crevecoeur and Olaudah Equiano.

6. Enlightenment and Revolutionary Texts
   a. Enlightenment and revolutionary texts as political, philosophical, and legal texts.
   b. Close study of key figures like Benjamin Franklin, John Adams, Thomas Jefferson and Thomas Paine.

7. National and Romantic Literature
   a. National and Romantic literature as the establishment of a truly American literature.
   b. Regional forms and styles are defined and established.
   c. Close study of key figures like Washington Irving, James Fenimore Cooper, Nathanial Hawthorne and Edgar Allan Poe.

8. Slave Narratives
   a. Slave narratives as political and literary forms that evolve historically.
   b. Close study of key figures like Frederick Douglass, Phyllis Wheatley and Harriet Jacobs.

9. Transcendental and Idealistic Literature
   a. Transcendental and idealistic literature as a re-definition of American values.
   b. Definition of key romantic and philosophical ideas that connect disparate literary movements.
   c. Close study of key figures like Ralph Waldo Emerson, Walt Whitman, Henry David Thoreau and Herman Melville.

Resources


Resources Other

Instructional Services
OAN Number:
TMAH and OAH053

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