Syllabus

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: Early American Literature
COURSE NUMBER: ENGL0210
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: DEPARTMENTAL SYLLABUS

KCKCC-issued email accounts are the official means for electronically communicating with our students.

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: Early American Literature is a survey course which traces the origins of America’s spiritual, political, and cultural growth from Christopher Columbus and the Spanish conquest of Mesoamerica up to the Civil War. From the religious writings of authors such as Jonathan Edwards, Cotton Mather, and Anne Bradstreet, to the political writings of authors such as Thomas Paine, Benjamin Franklin, and the Federalist Papers; from the antislavery writings of authors such as Harriet Beecher Stowe, Frederick Douglass, and Henry David Thoreau, to the fiction of authors such as Hawthorne, Cooper, and Poe; students will come to understand the texts that serve as seminal writings and ideas of American culture.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.
COURSE OUTLINE:
1. Early Literature of the Spanish and English experience in the North America
   a. Non-fiction and Early Journals which may include: Diaz, De Las Casas, Cabeza De Vacca, Bradford, Morton, Edwards (others)
2. The Birth of the American Novel which may include: Cooper, Hawthorne, and Melville
3. The Birth of the Short Story which may include:
   a. Irving, Hawthorne, Poe, etc . . .
4. American Poetry (early movements)
   a. Bradstreet, Wheatly, Bryant, Freneau…etc.
5. Transcendentalism
   a. Emerson, Thoreau, Fuller
6. The Slave Narrative which may include:
   a. Equiano, Douglass, Jacobs,
7. The Birth of American Poetry:
   a. Whitman, Dickinson

EXPECTED LEARNER OUTCOMES:
A. Identify varied American authors, works, and movements
B. Compare and contrast varied American authors, works, and movements
C. Interpret varied American works
D. Show the influence of historical movements on varied American authors and their works
E. Identify technical elements of literature
F. Utilize research methods and tools
G. Write critical analyses of varied world works
H. Discuss important historical and literary movements
I. Refine critical reading skills
J. Appraise critical commentary

COURSE COMPETENCIES:

Identify varied American authors, works, and movements
1. Compile a listing of works from around the world
2. Explain the various intellectual and artistic movements
3. Discover the connections among authors and movements

Compare and contrast varied American authors, works, and movements
4. Write essay examinations
5. Synthesize themes, movements, styles from varied world authors and works

Interpret varied American works
6. Collaborate on discussions of selected works
7. Generate alternative approaches to selected texts

Show the influence of historical movements on varied American authors and their works
8. Summarize historical events, figures, texts, etc.
9. Relate scientific discoveries, historical figures, religious ideas, etc. to varied American works

Identify technical elements of literature
10. Define literary terms such as plot, theme, symbol, character, narrative point of view, etc.
11. Select key technical elements that influence one’s interpretation of a work of literature

*Utilize research methods and tools*
12. Distinguish between primary and secondary sources
13. Point out important literary guides
14. Create a focused research topic from the list of readings
15. Support an interpretation of the text using primary and secondary sources
16. Evaluate the validity of secondary sources

*Write critical analyses of varied world works*
17. Develop confidence in appraising a work of literature
18. Select key passages from literary texts to support an interpretation
19. Generate a well-developed, well written essay that conforms to the rules of standard English

*Discuss important historical and literary movements*
20. Relate scientific discoveries, historical movements, etc. to certain authors and works

*Refine critical reading skills*
21. Explain the literal meaning of literary works
22. Make logical inferences from the readings
23. Compare and contrast the various authors
24. Interpret themes, symbols, etc. of various works

*Appraise critical commentary*
25. Relate secondary source material to the primary source
26. Critique a critics’ argument over certain world works
27. Identify the critics’ main idea

**ASSESSMENT OF LEARNER OUTCOMES:**
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

**SPECIAL NOTES:**

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination
be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call at: 288-7670.