



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, & Social Sciences

COURSE: LIT 2000 Survey of American Literature I

Date: Spring 2022

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): ENG 1001 with a C or better

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended
 Virtual Class Meeting (VCM)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

Survey of American Literature from its settlement to 1855. A consideration of representative major writers, the significance of their contributions and influence. Attention also to the social, economic, and political milieu and influences upon literature.

IAI Equivalent: H3 914

ACCREDITATION STATEMENTS AND COURSE NOTES:

None

COURSE TOPICS AND CONTENT REQUIREMENTS:

1. Assigned readings of literary texts to be drawn from the works of assigned writers (at the discretion of the instructor), such as but not limited to the following:
 - I. Conquering: Columbus and Smith
 - II. Native: Dekanawidah
 - III. Colonial: Bradford, Bradstreet, Byrd, Edwards, Kemble Knight, Rowlandson, Sewall, Taylor
 - IV. Revolutionary: Franklin, Paine, Jefferson
 - V. Early National: Freneau, Bryant, Irving, Cooper
 - VI. Romantic: Hawthorne, Poe, Melville, Longfellow, Lowell, Holmes, Whittier, Emerson, Thoreau, Fuller, Whitman, Dickinson
2. Material should be covered chronologically but may also be treated thematically and/or structurally, depending on the instructor's preferences and specialties.
3. Lectures, discussions, or other assignments that pertain to the above material
4. Lectures on the history of ideas; literary, political, and social movements; and relevant biographical data
5. Opportunities to practice skills in reading, writing, thinking, and speaking

INSTRUCTIONAL METHODS:

Instructional methods may include but are not limited to:

1. Analysis of literary texts through reading, discussion, and lectures.
2. Synthesis of literature with philosophical, political, and social movements and figures through reading, discussion, and lectures.
3. Reading and discussion of materials
4. Examinations, quizzes, group work, papers, and presentations papers, and presentations--intended not only to measure recall but to promote "new" critical thinking and analytical skills, as well.
5. Writing as a learning tool (In-class and out-of-class writing assignments)
6. Student Conferences

EVALUATION OF STUDENT ACHIEVEMENT:

Grading scale at the discretion of the instructor.

1. Students must read assigned readings from primary and secondary sources.
2. Students must pass unit examinations, of which essays must be the majority.
3. Students must submit a paper, papers, and/or formal writings to a combined minimum total of fifteen (15) pages.
4. Students may give an oral presentation (either individual or group).
5. Students must attend and participate in class lecture and discussion sessions.

INSTRUCTIONAL MATERIALS:

Textbooks

To be determined by instructor; an anthology of American Literature is highly recommended

Resources

Podium/Lectern
Black/Whiteboard
Dry Erase Markers
Classroom and Desks and/or LMS
TV/VCR, Videos, projector
Guest Lectures
Photocopies of/links to instructional materials
Computers/SMART classrooms
Webpages
Library resources, etc.

The use of these materials will vary by delivery method.

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

Upon completion of the course, the student will be able to:

Outcome 1. Read and understand literature by the major authors of American literature, from its beginning through pre-Civil War, appreciating the contributions and influences of those writers.

Competency 1.1 React to texts through verbal and written response

Competency 1.2 Generate valid ideas from texts

Competency 1.3 Demonstrate understanding of an author's meaning and purpose

Competency 1.4 Identify the work of various authors, recognizing how the writers convey meanings and develop ideas

Outcome 2. Analyze and discuss early American literature, understanding and appreciating important themes and concerns of the writers, in a variety of genres, and understanding how those genres influenced the later writings.

Competency 2.1 Describe and define the major themes and concerns of the period

Competency 2.2 Identify major themes in specific works of literature

Competency 2.3 Explain how major themes are presented and developed through the specific details of a text.

Competency 2.4 Identify, define, and describe the major genres of literature, such as fiction, non-fiction, and poetry, and the types of literature within those genres, such as letters, essays, sermons, poems, etc.

Competency 2.5 Compare/contrast selected works to those that follow.

Outcome 3. Appreciate the range, quality, and diversity of style in early American Literature.

- Competency 3.1 Demonstrate knowledge of the various genres of early American literature, such as letters, sermons, essays, etc.
- Competency 3.2 Demonstrate knowledge of the quality of early American literature, perhaps by discussing the use of literary elements in a work, such as the use of metaphor, personification, typology, etc.
- Competency 3.3 Evaluate a piece based on its ability to effectively communicate its theme through the use of stylistic elements, such as metaphor, narration, etc.
- Competency 3.4 Discuss the differences that race, gender, ethnicity, geographical location, economic position, and philosophical/ theological background makes in a writer's texts.

Outcome 4. Examine the interrelation between society and literature, understanding how cultural, political, and philosophical movements affected and were affected by literature, and vice versa, especially explaining the relevance, importance, and relation of major themes to the literary, social, historical, and philosophical forces that influence the production and reading of literature.

- Competency 4.1 Identify and summarize literary forces that influence literature and explain how these forces are relevant to specific literary texts.
- Competency 4.2 Identify and summarize cultural forces—such as the development and improvement of various technologies, such as the printing press and improved weaponry—that influence literature and explain how these forces are relevant to specific literary texts.
- Competency 4.3 Identify and summarize political forces that influence literature and explain how these forces are relevant to specific literary texts.
- Competency 4.4 Identify and summarize philosophical forces that influence literature and explain how these forces are relevant to specific literary texts.
- Competency 4.5 Demonstrate an understanding of continuing literary traditions, the changes within those traditions, and the ways in which specific literary texts and writers contribute to the traditions and changes.
- Competency 4.6 Demonstrate an understanding of the social milieu of specific literary texts and writers and the impact of those texts and writers on that milieu.
- Competency 4.7 Demonstrate an understanding of the impact that specific literary texts and writers have had on historical and cultural development.
- Competency 4.8 Demonstrate an understanding of the philosophical ideas presented in specific literary texts and the impact of those ideas upon the changing philosophical trends of society.

Outcome 5. Become familiar with various critical approaches to literature and understand how various critical approaches enhance the ability to analyze and interpret literature.

- Competency 5.1 Demonstrate a familiarity and understanding of various critical approaches to literature, such as formalist, historical, new historical, feminist, etc.
- Competency 5.2 Identify and explain a specific critical approach or approaches that are used in a critical commentary on a text.

Competency 5.3 Demonstrate an ability to analyze a text with various critical approaches.

Competency 5.4 Demonstrate an understanding of how and why various critical approaches lead to different but equally valid interpretations of the same text.

Outcome 6. Continue to develop the ability to write thoughtful, well-written college-level essays that respond to and analyze literary works, integrating their own thoughts with those of others.

Competency 6.1 Formulate and develop a thesis appropriate for specific writing assignments.

Competency 6.2 Conduct significant research relevant to specific assignments.

Competency 6.3 Develop the ability to recognize and judge the credibility of secondary sources

Competency 6.4 Use material from both primary and secondary sources to develop and support interpretations of literary texts.

Competency 6.5 Demonstrate the ability to formulate, support, and develop original interpretations of literary texts.

Competency 6.6 Express ideas in writing characterized by full development, clear organization, appropriate sense of audience, correct MLA citation and documentation of sources, and adherence to rules of English syntax, grammar, and mechanics.

Outcome 7. Come to a larger understanding of what it means to be American.

Competency 7.1 Identify significant themes and/or approaches in literature and discuss whether they seem uniquely or especially American in their earliest manifestations.

Competency 7.2 Examine the nature and development of the American tradition, heritage, and character in pre-Civil War literature.

Competency 7.3 Identify themes or characteristics associated with being American, and deconstruct or analyze them ideologically.

Competency 7.4 Evaluate their own lives as Americans (or as individuals in relation to Americans) in light of these works, with the expectation of empowering themselves to think critically on topics such as literary, cultural, and political values and norms.