



# **ILLINOIS VALLEY COMMUNITY COLLEGE**

## **COURSE OUTLINE**

**DIVISION:** Humanities, Fine Arts, and Social Sciences

**COURSE:** LIT 2000 Survey of American Literature I

Date: Spring 2019

Credit Hours: 3

Prerequisite(s): A "C" grade or better in ENG 1001 and 1002 (may be taken concurrently with ENG 1002 upon consent of the Instructor and Dean).

Delivery Method:

<input checked="" type="checkbox"/> Lecture	3 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Seminar	0 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Lab	0 Contact Hours (2-3 contact = 1 credit hour)
<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)
<input checked="" type="checkbox"/> Online	
<input checked="" type="checkbox"/> Blended	

Offered:  Fall  Spring  Summer

IAI Equivalent –**Only for Transfer Courses**–go to <http://www.itransfer.org>: H3 914

### **CATALOG DESCRIPTION:**

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.

## GENERAL EDUCATION GOALS ADDRESSED

*[See last page for Course Competency/Assessment Methods Matrix.]*

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

*[Choose up to three goals that will be formally assessed in this course.]*

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciation for diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals. See last page for more information.]*

#### 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.

## MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

*[For each of the goals selected above, indicate which outcomes align with the goal.]*

Goals	Outcomes
First Goal	
To apply analytical and problem solving skills to personal, social, and professional issues and situations.	Outcome 5. Become familiar with various critical approaches to literature and understand how various critical approaches enhance the ability to analyze and interpret literature.
Second Goal	
To communicate successfully, both	Outcome 6. Continue to develop the ability to write thoughtful, well-written college-level essays that

orally and in writing, to a variety of audiences.	respond to and analyze literary works, integrating their own thoughts with those of others.
---------------------------------------------------	---------------------------------------------------------------------------------------------

**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, Longfello, 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:**

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. Examinations, papers, and presentations--intended not only to measure recall but to promote "new" critical thinking and analytical skills, as well.

**INSTRUCTIONAL MATERIALS:**

Podium/Lectern  
 Black/Whiteboard  
 Chalk/Erase Markers  
 Classroom  
 Desks for students  
 TV/VCR  
 Slide projector and slide  
 Videos  
 Overhead projector and transparencies  
 Photocopies of instructional materials  
 Textbooks, an anthology of American Literature is highly recommended  
 Computers/SMART classrooms  
 Web pages  
 Computer, etc.

**STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

A= 90-100  
 B= 80-89  
 C= 70-79  
 D= 60-69

F= 0-59

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.

### **OTHER REFERENCES**

- Ahnebrink, Lars. *The Beginnings of Naturalism in American Fiction*, 1961.
- Aldridge, Owen. *Early American Literature: A Comparatist Approach*, 1983.
- Allen, G.W. *American Prosody*, 1935.
- Atlick, Richard D. and Andrew Wright. *Selective Bibliography for the Study of English and American Literature*, 6th ed., 1979.
- Auchincloss, Louis. *Pioneers and Caretakers: A Study of Nine American Women Novelists*, 1965.
- Bercovitch, Sacvan, ed. *The Puritan Origins of the American Self*, 1975.
- Bewley, Marius. *The Complex Fate*, 1954.
- Bewley, Marius. *The Eccentric Design*, 1959.
- Blair, Walter, ed. *Native American Humor*, 1960.
- Blanck, Jacob. *Bibliography of American Literature, Vol. I - 1955*.
- Brooks, Paul. *The People of Concord: American Intellectuals and Their Timeless Ideas*, 1990.
- Brooks, Van Wyck. *The Flowering of New England, 1851-1865*, 1937.
- Brooks, Van Wyck. *The Times of Melville and Whitman*, 1947.
- Buell, Lawrence. *Literary Transcendentalism*, 1973.
- Buell, Lawrence. *New England Literary Culture*, 1986.
- Burke, W.J. and W.D. Howe, *American Authors and Books*, 1962.
- Canby, H.S. *Classic Americans*, 1958.
- Cargill, Oscar. *Intellectual America: Ideas on the March*, 1941.
- Chase, Richard. *The American Novel and Its Tradition*, 1957.
- Clark, H.H. ed. *Transitions in American Literary History*, 1954.
- Cowie, Alexander. *The Rise of the American Novel*, 1948.
- Clark, H.H. *American Literature: Poe through Garland*. 1971.
- Cunliffe, Marcus. *The Literature of the United States*, 3rd ed., 1967.
- Davis, R.B. *American Literature through Bryant*. 1969.
- Elliott, Emory, et al., eds. *Columbia Literary History of the United States*, 1988.
- Emerson, Everett, ed. *Major Writers of Early American Literature*, 1972.
- Emerson, Everett, ed. *American Literature, 1764-1789: The Revolutionary Years*, 1977.
- Emerson, Everett, ed. *Puritanism in America, 1620 - 1750*, 1977.
- Feidelson, Charles. *Symbolism and American Literature*, 1959.
- Fiedler, Leslie. *Love and Death in the American Novel*, 1960.
- Frohock, W.M. *The Novel of Violence in America*, revised edition, 1957.
- Fryer, Judith. *The Faces of Eve: Women in the Nineteenth Century American Novel*, 1976.
- Fussell, Edwin. *Frontier: American Literature and the American West*, 1965.
- Gerstenberger, Donna and George Hendrick. *The American Novel: A Checklist of Twentieth Century Criticism on Novels Written Since 1789; 1961, 1970, (2 volumes)*.
- Gohdes, Clarence. *Bibliographical Guide to the Study of the Literature of the U.S.A.*, 4th ed., 1976.
- Gross, Robert A. *The Minutemen and Their World*, 1976.

Gross, S.L. and J.E. Hardy, eds. *Images of the Negro in American Literature*, 1966.

Gura, Philip F. *American Transcendentalism: A History*, 2007.

Hart, J.D. *The Oxford Companion to American Literature*, 5th ed., 1983.

Hoffman, Daniel. *Form and Fable in American Fiction*, 1961.

Hoffman, Daniel. *Harvard Guide to American Writing*, 1979.

Hoffman, Frederick. *The Art of Southern Fiction*, 1967.

Homan, C.H. *The American Novel through Henry James*, 1966.

Horton, R.W. and Herbert Edwards. *Backgrounds of American Literary Thought*, 1952.

Howard, Leon. *Literature and the American Tradition*, 1960.

Hughes, Glenn. *A History of the American Theatre, 1700-1950*, 1951.

Kazin, Alfred. *American Procession*, 1984.

Kunitz, S.J. and Howard Haycraft, eds. *American Authors, 1600 - 1900*. 1944.

Lawrence. D.H. *Studies in Classic American Literature*, 1923.

Leary, Lewis. *American Literature: A Study and Research Guide*, 1976.

Leisy, E.E. *The American Historical Novel*, 1950.

Levine, Robert S., ed. *The Norton Anthology of American Literature*, 9th ed., vol. A and B, 2017.

Long, E.H. *American Drama from Its Beginning to the Present*, 1970.

Ludwig, R.M. ed. *Bibliographical Supplement, Literary History of the United States*, 4th ed., 1974.

Marshall, Megan. *The Peabody Sisters: Three Women Who Ignited American Romanticism*, 2006.

Matteson, John. *Eden's Outcasts: The Story of Louisa May Alcott and Her Father*, 2007.

Matteson, John. *The Lives of Margaret Fuller*, 2012.

Miller, F.B. *Contemporary American Authors: A Critical Survey and 210 Biographies*, 1940.

Myerson, Joel, ed. *The Transcendentalists: A Review of Research and Criticism*, 1984.

Palmer, Helen and Jane Dayson. *American Drama Criticism*, 1967.

Richardson, Robert D. Jr. *Henry Thoreau: A Life of the Mind*, 1986.

Richardson, Robert D. Jr. *Emerson: The Mind on Fire*, 1996.

Rubin, Louis, ed. *The History of Southern Literature*, 1985.

Ruland, Richard and Malcolm Bradbury. *From Puritanism to Postmodernism: A History of American Literature*, 1991.

Ruoff, LaVonne Brown, and Jerry W. Ward, eds. *Redefining American Literary History*, 1990.

Thurston, Jarvis and others. *Short Fiction Criticism*, 1960.

Trachtenberg, Stanley. *Colonial Writers, 1606-1734*, 1984.

Turner, Darwin. *Afro-American Writers*, 1970.

Tyler, Gary. *Drama Criticism*, 1966.

Wright, Lyle. *American Fiction, 1774 - 1850*, 1948, 2nd ed. 1969.

Wright, Lyle. *American Fiction, 1851 - 1875*, 1957.

# Course Competency/Assessment Methods Matrix

(LIT 2000: Survey of American Literature I)	Assessment Options																																	
For each competency/outcome place an "X" below the method of assessment to be used.	<b>Assessment of Student Learning</b>	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment		
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	<b>Direct/ Indirect</b>	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D									
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.						X	X	X		X	X				X	X			X									X						X
Competency 1.1 React to texts through verbal and written response						X	X	X		X	X				X	X			X									X						X
Competency 1.2 Generate valid ideas from texts					X	X	X			X	X				X	X			X									X						X
Competency 1.3 Demonstrate understanding of an author's meaning and purpose					X	X	X			X	X				X	X			X								X							X





Competency 3.1 Demonstrate knowledge of the various genres of early American literature, such as letters, sermons, essays, etc.	X				X	X	X	X	X	X			X	X								X					X
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.	X				X	X	X	X	X	X			X	X								X					X
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.	X				X	X	X	X	X	X			X	X								X					X
Competency 3.4 Discuss the differences that race, gender, ethnicity, geographical location, economic position, and philosophical/theological background makes in a writer's texts.	X				X	X	X	X	X	X			X	X								X					X
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.	X				X	X	X	X	X	X			X	X								X					X







Competency 6.5 Demonstrate the ability to formulate, support, and develop original interpretations of literary texts.		X				X		X	X		X	X		X	X							X								X
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.		X				X		X	X		X	X		X	X								X							X
Outcome 7. Come to a larger understanding of what it means to be American.		X				X		X	X		X	X		X	X								X							X
Competency 7.1 Identify significant themes and/or approaches in literature and discuss whether they seem uniquely or especially American in their earliest manifestations.		X				X		X	X		X	X		X	X								X							X
Competency 7.2 Examine the nature and development of the American tradition, heritage, and character in pre-Civil War literature.		X				X		X	X		X	X		X	X								X							X
Competency 7.3 Identify themes or characteristics associated with being American, and deconstruct or analyze them ideologically		X				X		X	X		X	X		X	X								X							X

<p>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.</p>		X					X		X	X		X	X		X	X			X									X				X
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---	--	--	--	--	---	--	---	---	--	---	---	--	---	---	--	--	---	--	--	--	--	--	--	--	--	---	--	--	--	---