



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number
ENG205

Course Title
American Literature I

Credits
3

Hours:
Lecture/Lab/Other
3 Lecture

Co- or Pre-requisite
ENG102 with a minimum grade of C

Implementation
Semester & Year
Fall 2022

Catalog description:

Introduction to and selective study of authors representing the enduring traditions and styles of American literature from the Puritan period through the Civil War. [Fall offering.]

General Education Category:

Goal 1: Written and Oral
Communication
Goal 6: Humanities

Course coordinator:

Jacqueline Vogtman, 609-570-3750, vogtmanj@mccc.edu

Required texts & Other materials:

The Norton Anthology of American Literature, Vol. A & B: 9th Edition. Nina Baym, ed.

Course Student Learning Outcomes (SLO):

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

1. Understand the diverse origins of American literature. (Supports ILG 6, 7, 8; PLO 1)
2. Distinguish and identify the literary genres of early American texts. (Supports ILG 6, 11; PLO 1, 3)
3. Situate early American literary texts in their cultural and historical contexts. (Supports ILG 6, 7; PLO 1, 3)
4. Develop close reading skills as a means of literary analysis. (Supports ILG 1, 11; PLO 1, 3)
5. Create essays that critically engage the themes of the course, with at least one essay that applies research-based analysis. (Supports ILG 1, 6, 10, 11; PLO 1, 2, 3, 4)

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Liberal Arts (PLO)

- 1. Understand the vocabulary, methods, and the major concepts present in the humanities, the social sciences, and the natural sciences;
- 2. Articulate complex ideas clearly and effectively, both verbally and in writing;
- 3. Perform a series of thinking tasks including speculation, analysis, and synthesis (i.e., abstract reasoning);
- 4. Utilize research materials and methodologies;

Units of study in detail – Unit Student Learning Outcomes:

Unit I **Origins of American Literature [Supports Course SLO 1, 2, 3, 4, 5]**

Learning Objectives

The student will be able to...

- Understand the origins of early American texts.
- Explore the writings of and about indigenous persons.
- Develop an awareness of the conventions of narrative.
- Write short responses and/or essays discussing texts in this time period.

Unit II **Literature of the Colonial Period [Supports Course SLO 1, 2, 3, 4, 5]**

Learning Objectives

The student will be able to...

- Understand the works produced in Puritan New England.
- Examine religious ideology as it pertains to early American texts.
- Understand the relevance of gender in narratives of developing colonies.
- Write short responses and/or essays discussing texts in this time period.

Unit III **Literature in the Revolutionary Period [Supports Course SLO 1, 2, 3, 4, 5]**

Learning Objectives

The student will be able to...

- Understand the conventions of literature produced during the republican period.
- Appreciate the notion of political writings as literature.
- Trace the development of narrative voice and its relationship to national identity.
- Write short responses and/or essays discussing texts in this time period.

Unit IV **Race and Literature [Supports Course SLO 1, 2, 3, 4, 5]**

Learning Objectives

The student will be able to...

- Recognize the racial dimension of early texts.
- Identify and understand slave narratives as a literary genre.
- Consider the political and cultural implications of texts discussing race.
- Write short responses and/or essays discussing texts in this genre.

Unit V **The Development of Short Fiction [Supports Course SLO 1, 2, 3, 4, 5]**

Learning Objectives

The student will be able to...

- Appreciate the origins of a specifically American form of fiction.
- Examine the themes prevalent in early American texts.
- Write short responses and/or essays discussing texts in this genre.

Unit VI The Development of the American Novel [Supports Course SLO 1, 2, 3, 4, 5]

Learning Objectives

The student will be able to...

- Understand the development of the American novel as a literary artifact.
- Evaluate the themes and arguments that prevail in the early American novel.
- Write short responses and/or essays discussing texts in this genre.

Unit VII Nineteenth Century American Poetry [Supports Course SLO 1, 2, 3, 4, 5]

Learning Objectives

The student will be able to...

- Distinguish poetry from prose writing.
- Examine the characteristics of poetry.
- Explore the works of writers such as Whitman and Dickinson.
- Write an end-of-semester capstone essay, incorporating research.

Evaluation of student learning:

SLOs will be evaluated through submission and grading of written work, including formal essays and shorter response papers. SLOs will also be evaluated through class discussion/participation and quizzes (as the instructor's discretion).

Essay 1: 6-7 page essay: 20%

Essay 2: 7-8 page essay: 20%

Essay 3: 10 page Research Essay: 30%

Short response papers: 10%

Quizzes (at instructor's discretion): 10%

Class participation/Discussion: 10%