

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ENGL 205
Course Title: American Literature I

Year: 2024-2025
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course examines the foundation and development of the literature of the United States from the Colonial period through Transcendentalism. Students develop their abilities to analyze, interpret, and use effective research and writing processes to produce papers that examine the major themes, historical perspective, significant form, style and the artistic convention of literary works from this period. Prerequisites: ENGL 102; RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Occasionally.

Course Context/Audience

This course is intended for undergraduate students who plan to transfer to a four-year institution to continue baccalaureate studies in the humanities. It is also appropriate for students who are interested in literary or Creative Writing and historical perspectives.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

As a result of successfully completing this course, the student will be able to analyze, interpret, and use effective research and writing processes to produce papers that examine the major themes, historical perspective, significant form, style and or artistic convention in American literature.

Course Objectives/Topics

Objective/Topic	% Course
Explication: Students will carefully read, analyze, and interpret the major themes presented in the content and style of a literary piece.	50%

Historical Criticism: Students will research and provide a context of background information necessary for understanding how a literary work was perceived in its time; and also provide information about how a literary work reflects ideas and attitudes of the time in which it was written.

50%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students are expected to interpret and evaluate major works of early American literature based on style and thematic content. Through reflective journaling, writing critical analysis essays, and focused group discussions, students will be able to develop meaningful questions to address issues relevant to the works of literature studied.</p> <p>Students are expected to find, comprehend, and integrate informed sources into their writing and discussions.</p> <p>Through peer collaboration and academic research, students are expected to reach informed conclusions in their interpretations and analysis of any given work of literature.</p> <p>Literary research focused discussions, critical analysis essays and journals will help students develop these outcomes.</p> <p>Through focused discussions of the theoretical approaches to literature, students will be able to analytically consider the viewpoints of themselves and others. Collaborative peer discussions and reflective journaling will help student develop this outcome.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Through the study of common recurring themes in literature, students will begin to understand how their lives are shaped by the complex world in which they live. Through reading assignments and through focused group discussions, students will begin to understand how their lives are shaped by the complex world in which they live.</p> <p>Through the study of classic works of American literature, students will learn – second hand – that their actions (like the actions of the protagonists they have studied) have social consequences. Through reading assignments, reflective journaling, and peer collaboration, students will understand that their actions have these consequences.</p>

Instructional Methods

These methods may include, but are not limited to lectures, group discussions, videos, internet chat rooms, cooperative learning and guest speakers.

Reviewed August 14

Methods of Assessment/Evaluation

Method	% Course Grade
Students will research and provide a context of background information necessary for understanding how a literary work was perceived in its time; and reflect how a literary work reflects ideas and attitudes of the time in which it was written through group discussions.	40%
Students will demonstrate their understanding of how a literary work reflects the values, ethics, politics, and religious beliefs of today's culture through critical analysis essays.	40%
Students will carefully read, analyze and interpret the content and style of literary works in journal form.	20%

Text(s)

Norton Anthology of American Literature 1820-1865, Nina Baym, 6th edition, © 2002 W. W. Norton & Company.

Bibliography

Literary History of the United States, Robert Spiller, ed.

Cambridge History of American Literature, Vol 2, Emory Elliot, ed.

New England Literary Culture: from the Revolution through Renaissance, David Reynold, ed.

Critical Essays on American Transcendentalism, Lawrence Buell, ed.

Women Writers' of the 19th Century, Sandra M. Gilbert.

African American Literature, William Frances, ed.

Other Learning Resources

Audiovisual:

No resources specified

Electronic:

<http://andromeda.rutgers.edu/~jlynch/Lit/>
<http://andromeda.rutgers.edu/~jlynch/Lit/american.html>
<http://lang.nagoya-u.ac.jp/~matsuoka/AmeLit.html>
<http://www.nagasaki-gaigo.ac.jp/ishikawa/amlit/>
<http://rs6.loc.gov/amhome.html>
<http://guweb2.gonzaga.edu/faculty/campbell/enl311/litfram.html>
<http://www.georgetown.edu/tamlit/tamlit-home.html>
http://www.georgetown.edu/tamlit/teaching/syllabi_lib.html
<http://www.lehigh.edu/~dek7/SSAWW/>
<http://www.poets.org/>
<http://www.americandrama.org/>
<http://www.levity.com/corduoy/index.htm>
<http://www.uiowa.edu/uiowapress/interamerican/>
<http://eresources.lib.unc.edu/eid/description.php?EIDID=311>

Other:

No resources specified