

DATE PREPARED: 2/01/01

PALOMAR COLLEGE  
COURSE OUTLINE OF RECORD FOR  
DEGREE CREDIT COURSE

X  Transfer course  X  A.A. degree applicable course

**COURSE NUMBER AND TITLE:**

ENG 225 - Literature of the United States - I

**UNIT VALUE:** 3

**MINIMUM NUMBER OF SEMESTER HOURS:** 48

**BASIC SKILLS REQUIREMENTS:** Appropriate language skills.

**ENTRANCE REQUIREMENTS:**

**PREREQUISITE:** Eligibility for English 100

**COREQUISITE:** None

**RECOMMENDED PREPARATION:** None

**SCOPE OF COURSE:**

A study of significant texts written in the territories that would become the United States, from the pre-colonial period to the Civil War; considers a variety of literary genres and trends, with a focus on such issues as the interaction of texts and history, the expansion and politics of the literary canon, and the influence of the cultural contexts in which the literature of the United States is written and interpreted.

**SPECIFIC COURSE OBJECTIVES:**

Successful students will:

1. Analyze a variety of genres of literature, such as poetry, fiction, essays, drama, "discovery"

2. Compare and contrast styles and ideas in texts, reflecting on a variety of issues, such as historical context, social concerns, gender issues, and multicultural trends.
3. Evaluate texts in terms of the shifting aesthetic concerns of literary movements and schools.
4. Analyze readings in thoughtful class discussions and through thorough evaluation of texts in well-developed, organized essays.
5. Evaluate texts in relation to the terms of critical theory and literary studies.

**CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:**

The course examines the works of significant texts of the territories that would become the United States, from pre-colonial times to the Civil War, addressing some or all of the following:

1. poetry and narratives of the indigenous peoples
2. "discovery" narratives
3. prose, poetry, and epistolary forms relating to exploration and the establishment of the colonies
4. early religious writings
5. captivity narratives
6. African American texts, such as slave narratives and songs, poetry, and oral tradition of the folk tale
7. texts produced in the establishment of the United States as a new nation
8. the arguments of the abolition debate
9. the rhetoric of the approaching Civil War
10. suffragist literature, including fiction, essays, poetry, and speeches from the Lyceum movement
11. early forms of the short story and the novel
12. transcendentalist literature
13. autobiographical texts
14. the cultural context of the works, especially those of Native American, African-American, Latino-American, or other diverse groups
15. gender and sexual preferences as expressed in required texts
16. socioeconomic status as reflected in the works
17. politics of multiculturalism in determining the canon
18. classicism and romanticism as literary movements

**REQUIRED READING:**

Among recommended anthologies are:

Baym, Nina, ed. The Norton Anthology of American Literature.

5<sup>th</sup> ed. Vol. 1. New York: W.W. Norton, 1998.

Lauter, et al., ed. The Heath Anthology of American

Literature. 2nd ed. Vol. 1. Lexington: D.C. Heath and Co., 1994.

McMichael, et al., ed. Anthology of American Literature.

7<sup>th</sup> ed. Vol. I. New Jersey: Prentice Hall, 2000.

Perkins, George. The American Tradition in Literature.

9<sup>th</sup> ed. Vol. I. New York: McGraw-Hill, Inc., 1999.

Instructors may also replace or augment anthologies with a selection of texts representative of the content in terms of the specific body of knowledge.

**SUGGESTED READING:**

Other selections by writers not included in the Anthology (optional).

Gibaldi, Joseph. MLA Handbook. 4th ed. New York: MLA, 1995.

Munger, David. Researching Online. New York: Longman, 1999.

Roberts, Edgar. Writing About Literature. New Jersey: Prentice Hall, 1995.

### **REQUIRED WRITING:**

Essays, a final, and other exams, written work, and quizzes as determined by the course instructor. These essays should involve the students in writing tasks that involve the following:

1. Analysis and explication of texts based on close reading, considering such elements as theme, context, conventions of language, writer's voice, reader-response, cultural influence.
2. Research writing in MLA format, employing both primary works and secondary sources such as critical essays, historical studies for context, etc.
3. Comparison and contrast - employed to consider connections (or disconnections) between texts, authors, ideas historical contexts, or cultural difference.

### **OUTSIDE ASSIGNMENTS:**

**Students are expected to spend a minimum of three hours per unit in class and on outside assignments, prorated for short term classes.**

Students may be asked to engage in outside assignments, consisting of some or all of the following:

1. Maintaining a reading-response journal.
2. Doing exercises in the invention, drafting and revising of expository writing.
3. Working with other students on group projects, such as giving presentations in class.
4. Working individually on an oral presentation or other projects, employing interpretive skills other than traditional essay writing.
5. Writing unified paragraphs and short essays, using clear and precise thesis statements and topic sentences.

6. Reading with comprehension and reacting with perceptiveness to assigned reading material.
7. Quoting, paraphrasing, and summarizing accurately from assigned reading material.
8. Writing sentences, paragraphs, and short essays that are free of substantial errors in grammar, punctuation and usage.
9. Developing paragraphs and short essays, using as support examples, facts, statistics, and/or references to authority drawn from personal experience or assigned reading material.
10. Preparing oral or written responses to questions relating to the literature.

**INSTRUCTIONAL METHODOLOGY:**

**Check all that apply:**

- lecture  
 laboratory  
 lecture-laboratory combination  
 directed study

Lectures and discussion on assigned readings. The lectures include historical and biographical groundwork on periods and authors, explanation of style, prosody, and exegesis. Discussion is encouraged during each lecture so that anything unclear can be taken care of at once and anything the class would like to examine more fully can be pursued.

**This course may be offered as a distance education course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes  No

**If yes, check all that apply:**

- Television Course  
 Computer Assisted Instruction  
 Online Course  
 One-Way Video Conferencing  
 Two-Way Video Conferencing

**GRADING POLICY AND STANDARDS:**

Grades for the class will be based on the following:

- A. Examinations, not to exceed 50%
- B. Writing assignments, not to exceed 75%
- C. Participation, not to exceed 10%

**Is course repeatable for reason(s) other than deficient grade?**

YES  NO  . Number of times course may be taken for credit 1 .

If yes, identify specific provision of Division 2 section(s) 55761-55763 and 58161 which qualifies course as repeatable.

**CONTACT PERSONS:** Gary Zacharias, extension 2710  
Steve McDonald, extension 2756

**SIGNATURES:**

SIGNATURES ON FILE