



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2010-2011
(i.e. 2006-2007)

NEXT REVIEW: 2015-2016
(i.e. 2011-2012)

STATUS: A
(A, I, D)

COURSE TITLE: American Literature to 1900

COMMON COURSE NUMBER: AML2010

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:
(Voc. Course ONLY)

Lecture: 48 Lab:
Clinic: Other:

PREREQUISITE(S): Eligibility for ENC1101

COREQUISITE(S):

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum)*: Students will be introduced to works which represent the diverse literature emerging from America up till 1900. Works may be selected from authors such as Anne Bradstreet, James Fenimore Cooper, Kate Chopin, Emily Dickinson, Frederick Douglass, Ralph Waldo Emerson, Nathaniel Hawthorne, Harriet Jacobs, Thomas Jefferson, Sarah Orne Jewett, Herman Melville, Edgar Allan Poe, Mary Rowlandson, Nat Turner, Mark Twain, and Walt Whitman. A student must earn a grade of “C” or higher to meet the requirements of the Gordon rule.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 2A or 8
General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 2 or 5
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area 2 or 5

UNIT TITLES

1. Introduction to the Study of American Literature
2. Native American Voices, First Contact Narratives, and Colonial Settlement
3. The Enlightenment and the Birth of a Nation
4. Literature of the New Republic
5. Slavery and Civil War Writing
6. New Voices
7. The American Renaissance and Beyond
8. Writing about American Literature

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	1.0, 1.1,1.2,1.3, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
2. Write clearly and coherently**	8.0, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7
3. Demonstrate literacy as appropriate within a given discipline**	Information Literacy (A)- 8.4, 8.5, 8.6, 8.7 Cultural Literacy (D)- 2.1, 2.8, 4.4, 4.5, 5.1, 6.4, 6.5, 7.6
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	2.1, 2.2,2.8, 3.2, 3.6, 4.4, 4.5, 5.1, 5.4, 6.3, 6.4, 6.5, 7.1,7.3, 7.5, 7.6, 8.1
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	8.6
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	
7. Demonstrate an understanding of and appreciation for human diversities and commonalities	2.0, 2.1,2.2, 2.7, 2.8, 3.3, 3.4, 3.6, 4.4, 5.1,5.4, 6.4, 7.1, 7.6
8. Speak and listen effectively.	

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one’s own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	2.1, 2.2, 2.8, 3.2, 3.6, 4.4, 4.5, 5.1, 5.4, 6.3, 6.4, 6.5, 7.1, 7.3, 7.5, 7.6, 8.1
3. Research Papers	8.0
4. Group projects	
5. Discussions (In class and online)	1.2, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
6. Multiple Choice tests	1.1, 1.3, 2.3, 3.1, 4.1, 4.2, 5.2, 6.2, 7.2
7. Presentations	
8. Service Learning Projects	
9. Pop quizzes	2.0, 3.0, 4.0, 5.0, 6.0, 7.0
10. Take-home tests	2.0, 3.0, 4.0, 5.0, 6.0, 7.0
11. Summaries and critiques	2.0, 3.0, 4.0, 5.0, 6.0, 7.0
12. Reaction papers	2.0, 3.0, 4.0, 5.0, 6.0, 7.0
13. Surveys	
14. Performance	
15. Short answer tests	2.0, 3.0, 4.0, 5.0, 6.0, 7.0
16. Classroom debates and colloquia	1.2, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0
17. Blogs, wikis, web pages	
18. Other (Please explain)	

Common Course Number:

UNITS

Unit 1 Introduction to the Study of American Literature

General Outcome:

- 1.0 The student shall:** be able to identify and distinguish key literary devices and recognize the purpose and cultural context of major literary forms.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1** Distinguish between the variety of literary forms used in both fiction and non-fiction writing.
- 1.2** Discuss the cultural context that influenced the use of major literary forms within early American literature.
- 1.3** Distinguish between the use of literary techniques and devices such as plot, characterization, point of view, symbolism, theme, and tone, as appropriate to the literary forms selected within the course.

Common Course Number:

Unit 2 Native American Voices, First Contact Narratives, and Colonial Settlement

General Outcome:

- 2.0 The student shall be able to:** analyze the cultural perspectives of the Native Americans and compare to those of the European Settlers as expressed in the literary works of this period.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1** Analyze the cultural perspectives expressed on topics such as the environment, social structures, religion, and gender roles as conveyed in the mythology, folklore, and narratives of Native Americans.
- 2.2** Analyze historical reports such as those by William Bradford, Álvar Núñez Cabeza de Vaca, Samuel de Champlain, Christopher Columbus, Thomas Morton, and John Smith, and discuss their views on contact with the Native American peoples.
- 2.3** Recognize journal and diary writing such as that by Samuel Sewell, Sarah Knight, and Edward Taylor
- 2.4** Describe the relationship between religious beliefs and European emigration and settlement as conveyed in the writings by authors such as Jonathan Edwards, Cotton Mather, Mary Rowlandson, and John Winthrop.
- 2.5** Compare attitudes towards Native Americans by European settlers such as Mary Rowlandson and Cotton Mather.
- 2.6** Interpret poetry by early poets such as Ann Bradstreet and Edward Taylor.
- 2.7** Compare Native American approaches to storytelling to the views on fictional forms as held by early American settlers such as the Puritans.
- 2.8** Assess attitudes about race, gender, and religion as reflected in the literary works of this period.

Common Course Number:

Unit 3 The Enlightenment and the Birth of a Nation

General Outcome:

- 3.0 The student shall be able to:** analyze the Enlightenment ideals as conveyed in literary works during the era of the American Revolution.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1** Identify the key ideals of the Enlightenment thinking, particularly regarding views on reason, personal liberty, religion, and the role of government.
- 3.2** Analyze prose writing on political and pragmatic theories as evident in works by writers such as Thomas Paine, Thomas Jefferson, Benjamin Franklin, and Alexander Hamilton.
- 3.3** Discuss the views of race and the institution of slavery within the literary works of this time period.
- 3.4** Identify the impact of religious beliefs such as those of the Quakers, Deists, Unitarians, and Revivalists as revealed through relevant literary texts.
- 3.5** Compare the Enlightenment principles to the beliefs conveyed in the religious writings of the Puritans and/or other religious groups of this period.
- 3.6** Analyze how Enlightenment principles impacted the relationships between the colonists of the Revolutionary era and the Native American peoples with whom they interacted.

Unit 4 Literature of the New Republic

General Outcome:

- 4.0 The student shall be able to:** analyze works of non-fiction and fiction during the period following the American Revolution through the early decades of the New Republic.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1** Recognize and discuss the use of literary devices in the emergence of short fiction by writers such as Washington Irving, Nathaniel Hawthorne, and Edgar Allan Poe, among others from this time period.
- 4.2** Describe the elements of Romanticism and Gothicism in the fiction of this time period and discuss their presence in works by writers such as Washington Irvin, Nathaniel Hawthorne, and Edgar Allan Poe, among others.
- 4.3** Discuss the emergence of Romanticism and Gothicism in relationship to Enlightenment ideals.
- 4.4** Compare how the authors' perspectives on race, gender, religion, and/or national identity influenced the ideas conveyed in the works of this period.
- 4.5** Analyze how the author's views on reason and spirituality influenced the ideas conveyed within their literary works.

Common Course Number:

Unit 5 Slavery and Civil War Writing

General Outcome:

- 5.0 The student shall be able to:** analyze the perspectives conveyed about race, social class, and individual liberty in the literary texts produced within the period before and during the Civil War.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1** Interpret the ideas conveyed about race, liberty, and personal identity in works by the anti-slavery (abolitionist) writers, such as Nat Turner, Harriet Beecher Stowe, Harriet Jacobs, Mary Prince, and Frederick Douglass.
- 5.2** Identify the tenets and intent of key socio-political texts of this period, such as the Emancipation Proclamation.
- 5.3** Discuss the sentiments conveyed about the period of the Civil War itself, as reflected in literary texts such as the Northern and Southern poetry and songs of the Civil War period.
- 5.4** Examine the effects of Reconstruction, and its influence on the dynamics of race and social class, on the post-civil war South through appropriate literary sources.

Common Course Number:

Unit 6 New Voices

General Outcome:

- 6.0 The student shall be able to:** recognize the emergence of new voices in American literature, including the emergence of female perspectives and the growing influence of regional writers and the westward movement in the development view of a unique American literary identity. Students will also be able to analyze the impact of these texts on attitudes about relevant social topics of this period.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1 Analyze the importance of regional writers such as Kate Chopin and Sarah Orne Jewett.
- 6.2 Recognize the use of regional dialect in the works of this period.
- 6.3 Analyze the key themes in the emerging western prose of writers such as James Fennimore Cooper, Jack London, Mark Twain, and Stephen Crane.
- 6.4 Discuss the ideas conveyed about race, gender roles, religion, economics, and social class by the works of this period.
- 6.5 Analyze how the emergence of regional literatures influenced the perception of American identity and of a uniquely American literature.

Common Course Number:

Unit 7 The American Renaissance and Beyond

General Outcome:

- 7.0 The student shall be able to:** analyze critically the major works of the American Renaissance to 1900, including (but not limited to) both the Transcendentalist movement and the emergence of popular American poetry.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 7.1 Analyze the influence of religion and considerations of human nature in works by authors such as Herman Melville and Walt Whitman.
- 7.2 Identify the key beliefs of Transcendentalism and its relation to Romanticism.
- 7.3 Analyze the Transcendentalist beliefs as expressed in the works of writers such as Ralph Waldo Emerson and Henry David Thoreau.
- 7.4 Examine the techniques and styles of poets such as Emily Dickinson, Walt Whitman, Henry Wadsworth Longfellow, and Oliver Wendell Holmes.
- 7.5 Compare the treatment of key themes present in the poetry of this time period.
- 7.6 Compare the ideas conveyed about race, religion, gender, economic class, and sexual orientation in the works of this period to those conveyed by earlier generations of American writers.

Common Course Number:

Unit 8 Writing about American Literature

- 8.0 The student shall be able to:** write a structured paper in which he or she engages in an analysis of the works of an author or series of authors, a key literary movement, or a key theme as presented in the works of American Literature before 1900.

Specific Measurable Learning Outcomes:**Upon successful completion of this unit, the student shall be able to:**

- 8.1** Compose a limited thesis statement that demonstrates a thoughtful interpretation based on textual evidence and informed response to scholarly criticism of the selected text.
- 8.2** Utilize an appropriate essay structure to support the student's original thesis statement.
- 8.3** Demonstrate the appropriate use of Standard American English in adherence with the conventions of spelling, grammar, syntax, vocabulary, capitalization, and punctuation.
- 8.4** Identify and locate appropriate research sources for legitimate academic use.
- 8.5** Incorporate primary and secondary research sources appropriately.
- 8.6** Distinguish between an ethical use of research sources and an unethical use of sources that would result in plagiarism.
- 8.7** Cite primary and secondary research sources via in-text citations and a Works Cited Page using MLA Format so as to properly credit sources and demonstrate academic integrity by avoiding any form of plagiarism.