



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**AMERICAN LITERATURE I
LIT2550 3 Credit Hours**

Student Level:

This course is open to students on the college level freshman or sophomore

Catalog Description:

LIT 2550 AMERICAN LITERATURE I (3 hrs)

This course is a survey of American literature from the colonial period through the first half of the 19th century, with an emphasis placed on criticism of the authors, the specific genres, and the literary periods.

Prerequisites:

ENG2211 Composition I or instructor approval.

Controlling Purpose:

This course is being offered to familiarize the student with the development of American literature from the earliest writings of the Puritan period through the romantic period of the nineteenth century and the Civil War. It is a survey approach to the works of major American authors. More specifically this course is to provide the student with the terminology and expertise of the various genres, styles, periods, artists, and criticisms so that he might articulate and communicate that knowledge. Also, this course is designed to aid the student in discovering the significant contributions American authors have made not only to our developing culture, but to the cultures of all humanity. Finally, this course is being offered to provide the student with a present and future source of entertainment and enjoyment.

Learner Outcomes:

The student in this course will develop a general familiarity with and an appreciation of literary periods, specific works, and the general literary terminology of techniques, styles, and criticism. The student will be able to discuss, write reports, and do further research in these areas in an articulate manner generally accepted as being on college level.

Units Outcomes and Criterion Based Evaluation Key for Core Content:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.

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DISCLAIMER: THIS INFORMATION IS SUBJECT TO CHANGE. FOR THE OFFICIAL COURSE PROCEDURE CONTACT ACADEMIC AFFAIRS.

- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

UNIT 1: READINGS, LECTURES, AND DISCUSSIONS OF THE PERIODS OF INITIAL EXPLORATION, EARLY SETTLEMENT, AND PURITANISM. LITERARY ANALYSIS PAPER AND TEST

Outcomes: The student will be able to analyze purpose and techniques present in neoclassical works.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe orally or in writing the most significant characteristics of the American people in terms of religious, political and sociological behavior as revealed in the literature of the Puritan period.
						Distinguish and describe in an essay form the various literary genres that are presented in this course: journals, essays, sermons, tales, sketches, and narrative and lyrical poetry.
						Identify either orally or in writing the general characteristics of a given literary period or school of thought within any specific work of that period or school. Discuss the quality of the prose in early works.
						Show either by oral or written report how the writers or general conditions of a period influence the writing of a subsequent period of literature.
						Compare orally or in a written subjective essay the literature, philosophy, and social conditions of the Puritan period to contemporary standards.

UNIT 2: THE READINGS, LECTURES, AND DISCUSSIONS OF AN EMERGENT NATIONAL LITERATURE OF THE 18TH CENTURY. COMPARISON PAPER AND TEST

Outcomes: The student will be able to explain the historical context of the literature and relate it to the current American voice.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe orally or in writing the most significant characteristics of the American people in terms of religious, political and sociological behavior as revealed in the literature of the revolutionary period.
						Distinguish and describe in an essay form the various literary genres that are presented in this course: journals, essays, tales, sketches, short stories, and speeches.
						Identify either orally or in writing the general characteristics of a given literary period or school of thought within any specific work of that period or school.
						Show either by oral or written report how the writers or general conditions of a period influence the writing of a subsequent period of literature.
						Compare orally or in a written subjective essay the literature, philosophy, and social conditions of the Age of Reason to contemporary standards.
						Trace the historical and ideological development of America through its literature both orally and in written form.
						Demonstrate ability to do research, to organize ideas, to document those ideas and to deal with literary terms in a short informal research paper.
						Analyze literary works and concepts in short writing assignments.

UNIT 3: READINGS, LECTURES, AND DISCUSSION OF WRITERS OF THE EARLY 1800'S, THE ROMANTIC PERIOD, AND THE BEGINNING NOVEL. PAPER, TEST

Outcomes: The student will be able to apply modes of critical inquiry to better understand literary works.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe orally or in writing the most significant characteristics of the American people in terms of religious, political and sociological behavior as revealed in the literature of the romantic and emerging realistic periods.
						Distinguish and describe in an essay form the various literary genres that are presented in this course: tales, sketches, short stories, romances and narrative and lyrical poetry.
						Identify either orally or in writing the general characteristics of a given literary period or school of thought within any specific work of that period or school. Detect literary devices used in specific literary works.
						Show either by oral or written report how the writers or general conditions of a period influence the writing of a subsequent period of literature.
						Compare orally or in a written subjective essay the literature, philosophy, and social conditions of the romantic and early realistic periods to contemporary standards.
						Trace the historical and ideological development of America through its literature both orally and in written form.
						Demonstrate ability to do research, to organize ideas, to document those ideas and to deal with literary terms in a short informal research paper.

UNIT 4: READINGS, LECTURES, AND DISCUSSION OF THE ROMANTIC PERIOD WITH AN EMPHASIS ON THE TRANSCENDENTALISTS

Outcomes: The student will be able to interpret structures and literary devices in order to analyze concepts present in literary works.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe orally or in writing the most significant characteristics of the American people in terms of religious, political and sociological behavior as revealed in the literature of the romantic and emerging realistic periods.
						Distinguish and describe in an essay form the various literary genres that are presented in this course: journals, essays, tales, sketches, romances and narrative and lyrical poetry.
						Identify either orally or in writing the general characteristics of a given literary period or school of thought within any specific work of that period or school. Interpret the use and effectiveness of symbolic devices and other literary elements.
						Show either by oral or written report how the writers or general conditions of a period influence the writing of a subsequent period of literature.
						Compare orally or in a written subjective essay the literature, philosophy, and social conditions of the romantic and early realistic periods to contemporary standards.
						Trace the historical and ideological development of America through its literature both orally and in written form.

Projects Required:

As assigned by instructor.

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

Attendance Policy:

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

Grading Policy:

The grading policy will be outlined by the instructor in the course syllabus.

Maximum class size:

24 students

Course Time Frame:

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

Refer to the following policies:

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.