

COLLEGE OF ALAMEDA COURSE OUTLINE

COLLEGE:	COLLEGE OF ALAMEDA	STATE APPROVAL DATE:	07/11/2014
INSTRUCTOR:	TBD	STATE CONTROL NUMBER:	CCC00055 6694
		BOARD OF TRUSTEES APPROVAL DATE:	06/10/2014
		CURRICULUM COMMITTEE APPROVAL DATE:	04/22/2014
		CURRENT EFFECTIVE DATE:	
DIVISION/DEPARTMENT:	COA - Liberal Studies and Language Arts / A - ENGLISH, COMMUNICATION, PHILOSOPHY and HUMANITIES		

1. REQUESTED CREDIT CLASSIFICATION:

D - Credit - Degree Applicable
 N - Not Basic Skills
 1 - Program Applicable

2. DEPT/COURSE NO:

ENGL 030A

3. COURSE TITLE:

Introduction to American Literature I

4. COURSE: COA Course Changes in Catalog Info

TOP NO. 150300 - Comparative Literature

5. UNITS: 3.000

HRS/WK LEC: 3.00 **Total:** 52.50

HRS/WK LAB:

6. NO. OF TIMES OFFERED AS SELETED TOPIC: AVERAGE ENROLLMENT:

7. JUSTIFICATION FOR COURSE:

This literature course currently meets most general education and English major requirements for graduation and transfer. It is an attractive general culture course for re-entry students.

8. COURSE/CATALOG DESCRIPTION

Survey of American literary traditions from their beginnings to the second half of the nineteenth century.

9. OTHER CATALOG INFORMATION

- a. Modular: No If yes, how many modules:
- b. Open entry/open exit: No
- c. Grading Policy: Both Letter Grade or Pass/No Pass
- d. Eligible for credit by Exam: No
- e. Repeatable according to state guidelines: No
- f. Required for degree/certificate (specify):
New - AA-T in English
- g. Meets GE/Transfer requirements (specify):
AA/AS area 3, 4d; CSU area C2; IGETC area 3
- h. C-ID Number: ENGL 130 Expiration Date: 05/03/2017

- i. Are there prerequisites/corequisites/recommended preparation for this course? Yes
- j. Acceptable for Credit: CSU/UC

10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS): (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Demonstrate familiarity with important authors, works, genres, and themes of the period.
2. Analyze and interpret themes found in the literature and intellectual movements of the period.
3. Combine appropriate academic discourse and the conventions of critical literary analysis.
4. Relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts.
5. Evaluate contributions of various ethnic and racial groups to American culture.
6. Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form.

11A. COURSE CONTENT: List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

LECTURE CONTENT:

1. Influential and significant, as well as diverse and under-represented, texts and authors. 20%
2. Evolution of literary traditions, contexts, and genres.20%
3. Contexts of American literature: historical, philosophical, social, political, and aesthetic.20%
4. Reading, analyzing, interpreting, and writing about American literature from its beginnings to the second half of the nineteenth century, including diverse voices from indigenous, European, and other cultures. 40%

11B. LAB CONTENT:

N/A

12. METHODS OF INSTRUCTION (List methods used to present course content.)

1. Directed Study
2. Distance Education
3. Lecture
4. Multimedia Content
5. Other (Specify)

Other Methods:

1. Short, in-class reading assignments
2. Lecture followed by small group and whole-class discussion
3. Analysis of professional critical essays
4. Library research on directed topics
5. Student presentations
6. Multi-media presentation of course content

13. ASSIGNMENTS: 6.00 hours/week (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Out-of-class Assignments:

Systematic reading assignments from specified authors; reading notes/journaling; critical essays; quiz/test/exam preparation; library research on authors and/or texts from selected ethnic and/or cultural groups.

ASSIGNMENTS ARE: (See definition of college level):

Primarily College Level

14. STUDENT ASSESSMENT: (Grades are based on):

ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)

OTHER (Describe):

A variety of writing assignments including academic essays as well as shorter assignments such as summaries, annotated bibliographies, reader responses/journals, formal essays, in-class writing, group

projects, or research projects. Other methods of evaluation may include class participation, portfolios, oral presentations, exams, quizzes, and class participation.

15. TEXTS, READINGS, AND MATERIALS

A. Textbooks:

Baym, Nina. *Norton Anthology of American Literature*. 8th Norton, 2011.

Belasco, Susan and Linck Johnson. *The Bedford Anthology of American Literature*. 1st Bedford/St Martin, 2008.

Lauter, Paul. *Heath Anthology of American Literature*. 6th Cengage, 2009.

Comprehensive instructor-developed reading lists from various sources Sample Manuals or Other Support Materials Gardner, J. E. *Writing About Literature: A Portable Guide*. Boston: Bedford/St. Martin's Harmon, W., and H. Holman. *A Handbook to Literature*. Upper Saddle River, NJ: Prentice Hall Roberts, Edgar, V. *Writing About Literature*. Upper Saddle River, NJ: Prentice Hall. (Complete or Brief Edition). Selected handbook or style manual (MLA, CMS)

*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

B. Additional Resources:

Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course

Are print materials adequate? Yes

Are nonprint materials adequate? No

Are electronic/online resources available? Yes

Are services adequate? Yes

Specific materials and/or services needed have been identified and discussed. Librarian comments:

C. Readings listed in A and B above are: (See definition of college level):

Primarily college level

16. DESIGNATE OCCUPATIONAL CODE:

E - Non-Occupational

17. LEVEL BELOW TRANSFER:

Y - Not applicable

18. CALIFORNIA CLASSIFICATION CODE:

Y - Credit Course

19. NON CREDIT COURSE CATEGORY:

Y - Not Applicable, Credit course

20. FUNDING AGENCY CATEGORY:

Y - Not Applicable (funding not used to develop course)

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued." Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

1a. Prerequisites/Corequisites/Recommended Preparation:

♦ PREREQUISITE:

ENGL 001A: Composition and Reading Composition and Reading