



ENGL 2510

Division: Humanities

Department: English

Course: ENGL 2510

Title: Masterpieces of American Literature

Catalog Description:

This course covers American literature from the Colonial period through the Romantic period.

General Education Requirements: Humanities

Semesters Offered: Fall

Credit/Time Requirement: Credit: 3; Lecture: 3; Lab: 0

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Justification:

A lower division survey of American literature is standard at most colleges and universities. This course will transfer as general education, elective, or major credit. It fulfills general education credit within the Humanities category (HU) and a major requirement for English majors.

Student Learning Outcomes:

- Students will be familiar with a sample of major authors, works, and themes of American literature.
- Students will understand cultural development in the United States as reflected through literature.
- Students will be able to discuss representative works of American literature in historical and thematic contexts.
- Students will be able to make close readings of literature.
- Students will understand that American literature is an important aspect of contemporary and traditional culture.

Content:

English 2510 covers a selection of major literary works of American literature that represents the literature of exploration and settlement, religious writings, Native American oral and written traditions, Puritanism, the establishment of the Republic, Slavery, Transcendentalism, and Romanticism.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students read a variety of primary texts and are quizzed on their content. Discussion questions, writing prompts, and writing assignments are designed to elicit constructive and critical responses (e.g. "What values or beliefs are being transmitted through this piece of literature?" "What is the author trying to communicate through this piece of literature and what strategies does the author employ to accomplish that goal?").

2) Write clearly, informatively, and persuasively.

Students write on a regular basis demonstrating the validity of various theses in various writing assignments. Writing assignments are designed around the collaborative model and incorporate all elements of the writing process. Written assignments will be returned with suggestions for improving the student's writing skills.

5) Apply a cultural and historical awareness to a variety of phenomena.

Quizzes, writing assignments, examinations, special projects, and class discussions will ask students to consider readings in a variety of contexts. Students read and discuss a selection of significant and representative American literature texts from the Colonial period through the Romantic period in order to understand its development.

9) Respond with informed sensitivity to an artistic work or experience.

An important goal of this course is to foster an appreciation of literature in general. After completing this course, students are prepared to recognize and enjoy literary works for intellectual as well as visceral reasons.

Key Performance Indicators:

Journals, quizzes, discussion questions: 10-20% of final grade

Writing assignments: 20-50% of final grade

Exams: 20-40% of final grade

Oral Report: 10-20% of final grade

Representative Text and/or Supplies:

The texts will vary according to departmental decisions and instructors' wishes. See the following recommended text:

Baym, Nina. *The Norton Anthology of American Literature*. Current edition.

Optimum Class Size: 20

Maximum Class Size: 35

Signatures:

I hereby submit this course syllabus:

Melanie Jenkins, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the English Department:

Melanie Jenkins, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)