

COURSE SYLLABUS
ENGLISH 2223: AMERICAN LITERATURE I

COURSE DESCRIPTION: American Literature I surveys the literary, cultural, philosophical, religious, social, and economic dimensions of the Ancient, Pre-Colonial, Revolutionary, Romantic, and Early Nineteenth Century Periods through a chronological study of major authors and their writing.

RECOMMENDED TEXTBOOK:

Cain, William E. *American Literature*, Vol. 1, Prentice-Hall.

UNIT OBJECTIVES: Complete unit objectives will be distributed to students.

UNITS OF STUDY:

- From Exploration to New Nation (1492-1765)
- The Making of American Literature (1765-1830)
- American Literature in a Divided Nation (1830-1865)

COURSE REQUIREMENTS: Students will be required to earn a D average or better in the course based on a combination of any class assignments, class projects, and tests.

PLAN OF EVALUATION: Students must be evaluated by at least one major assessment tool, such as a research paper, test which includes essay questions, or unit project for each unit of study. Other assessment tools may be reading logs, oral presentations, homework assignments, or collaborative activities. Students will take a comprehensive final exam.

DISTRICT ENGLISH DEPARTMENT GRADING SCALE: Students in English courses will be graded according to the District English Department Grading Scale:

A	100 - 95
B	94 – 85
C	84 - 75
D	74 - 70
F	69 and below

EXIT REQUIREMENTS: At the conclusion of American Literature I, students must have demonstrated the ability to analyze, evaluate, and think critically about the material studied by successfully completing the course requirements.

UNIT 1: FROM EXPLORATION TO NEW NATION (1492-1765)
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UNIT OBJECTIVE: The student will study the social, religious, philosophical, and economic forces of the Colonial period and read representative selections, including poetry, letters, sermons, journals, and essays.

PLAN OF EVALUATION: The student will be evaluated by at least one major assessment tool.

LEARNING OBJECTIVES:

The student will

1. identify and explain the social, religious, philosophical, and economic forces behind the settling of the United States
2. study the literary genres developing in the Colonial period
3. read and identify individual writers representative of the literary genres developing during this age
4. paraphrase/summarize the reading selections, indicating the social, religious, philosophical, and economic influences

UNIT 2: THE MAKING OF AMERICAN LITERATURE (1765-1830)
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UNIT OBJECTIVE: The student will study the social, religious, philosophical, and economic forces of the developing trends in American literature in the early 18th and 19th centuries and read representative selections, including poetry, fiction, and essays.

PLAN OF EVALUATION: The student will be evaluated by one major assessment tool.

LEARNING OBJECTIVES:

The student will

1. identify and explain the social, religious, philosophical, and economic forces of the age
2. compare these forces with those in the previous era to assess the changes which were made
3. identify and define the major literary genres of the period
4. read and identify writers representative of the various literary genres
5. paraphrase/summarize the reading selections, indicating the social, religious, philosophical, and economic influences

UNIT 3: AMERICAN LITERATURE IN A DIVIDED NATION (1830-1865)
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UNIT OBJECTIVE: The student will study the social, religious, philosophical, and economic forces of the mid-19th century and read representative selections, including poetry, fiction, essays, and drama.

PLAN OF EVALUATION: The student will be evaluated by at least one major assessment tool.

LEARNING OBJECTIVES:

The student will

1. identify and explain the social, religious, philosophical, and economic forces of the period
2. compare these forces with those of the previous era
3. identify and analyze the literary genres of the time
4. read and identify individual writers representative of the literary genres of the time
5. paraphrase/summarize the reading selections of the time, indicating the influences mentioned in the first learning objective