**BARTON COMMUNITY COLLEGE**

**COURSE SYLLABUS**

# **GENERAL COURSE INFORMATION**

Course Number: LITR 1216

Course Title: American Literature I

Credit Hours: 3

Prerequisites: None

Division/Discipline: Academics/Literature

Course Description: American Literature I is a survey of American writing from pre-colonial to 1865 with emphasis on the major writers and movements.

# **INSTRUCTOR INFORMATION**

# **COLLEGE POLICIES**

## Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

## Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

## The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

## Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu.

# **COURSE AS VIEWED IN THE TOTAL CURRICULUM**

American Literature I can meet the general education requirement for language arts in the humanities division. This course transfers well and may be used to help fulfill credit and course requirements for general education at most Regent Universities. However, general education requirements vary among institutions, and perhaps even among departments, colleges, or programs within an institution. It is recommended, therefore, that individual students check with their chosen university as to the application of this course to their program of study.

# **ASSESSMENT OF STUDENT LEARNING**

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies:

1. Describe major authors and their works
	1. Identify the author and explain the context of key passages from selected readings.
	2. Recall pertinent information about the authors' statures, the authors' lives, factors in the culture that influenced the authors, and aspects of the authors' literary focuses that relate to their selection.
2. Describe significant characteristics of major works, periods and genres
	1. Defend interpretations of literature using evidence in the text.
	2. Compare/Contrast course readings in regards to recurring themes.
	3. Identify and offer examples of symbolism, figures of speech, imagery, archetypal patterns, and other rhetorical techniques in the literature.
3. Discuss relevant historical contexts
	* + 1. Identify the framework and the social and cultural milieu of each author or selection.
			2. Identify the various values, beliefs, ethics, and morals as exhibited or subverted in early-American literature in relation to contemporary America.
4. Demonstrate awareness of critical approaches and modes of interpretation
	* + 1. Interpret various genres and modes of writing through written discourse using literary criticism as a basis.
			2. Identify and define various literary terms and stylistic devices used in the literature.
5. Demonstrate familiarity with print and electronic resources relevant to course content

Participate academically in critical conversations about primary sources.

Perform research and assimilate source information (from traditional library as well as electronic sources) into coherent, well-documented writings using the MLA style of documentation.

1. Write effective summaries and critical-evaluative analyses

Compose expository essays of an analysis that emphasizes critical thinking skills at the formal level of composition.

Participate in informal course discussions with other students in an intelligent and respectful way.

# **INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS**

# **TEXTBOOKS AND OTHER REQUIRED MATERIALS**

# **REFERENCES**

# **METHODS OF INSTRUCTION AND EVALUATION**

# **ATTENDANCE REQUIREMENTS**

# **COURSE OUTLINE**