COMMON COURSE OUTLINE: Course discipline/number/title: ENGL 2273: Early American Literature

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): ENGL 1118 or ENGL 1918 recommended; college level reading and writing skills.
4. Co-requisites (Course discipline/number): None

This course is a survey of American Literature from its beginnings to the time of the Civil War. Representative authors may include Bradstreet, Wheatley, Taylor, Freneau, Paine, Bryant, Hawthorne, Cooper, Emerson, Jacobs, Dickinson, Douglass, and others.

B. DATE LAST REVISED (Month, year): December, 1997

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Pre-colonial Native American oral poetry and myth
2. Exploration narratives
3. Colonial literature
4. The Spanish influence
5. The literature of the new republic and creation of a national literature
6. Literature of the Civil War
7. Readings of representative American essays, poetry, and fiction
8. Information on the lives of authors to the 1860’s

D. LEARNING OUTCOMES (GENERAL): The student will be able to:

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: The student will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 6/The Humanities-the Arts, Literature, and Philosophy: The student will be able to:
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within a historical and social context.
3. Respond critically to works in the arts and humanities.
4. Engage in the creative process or interpretive performance.
5. Articulate an informed personal reaction to works in the arts and humanities.

Goal 7/Human Diversity: The student will be able to:
1. Understand the development of and the changing meanings of group identities in the United States’ history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
F. **LEARNING OUTCOMES (MNCT):** Continued...
   5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

G. **METHODS FOR EVALUATION OF STUDENT LEARNING:**
   May include some or all of the following:
   1. Essay exams
   2. Research papers
   3. Quizzes
   4. Objective exams
   5. Written homework
   6. Small group projects
   7. Oral presentations
   8. Or any other work deemed appropriate by the instructor

H. **SPECIAL INFORMATION (if any):** None