

ENGL-215: SURVEY OF AMERICAN LITERATURE 1

Effective Term

Fall 2025

CC Approval

02/07/2025

AS Approval

02/13/2025

BOT Approval

02/20/2025

COCI Approval

04/30/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
English (Master's Degree)	

Subject Code

ENGL - English

Course Number

215

Department

English (ENGL)

Division

Language and Developmental Studies (LADS)

Full Course Title

Survey of American Literature 1

Short Title

Survey of American Lit 1

CB03 TOP Code

1501.00 - English

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Updating common course numbering course change.

SECTION B - Course Description

Catalog Course Description

This course introduces students to America's literary traditions from their beginnings to the second half of the 19th century. Literature will be examined alongside its historical, philosophical, social, political, regional, and aesthetic contexts.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

Prerequisite(s)

Completion of ENGL-C1000 or ENGL-120B with a minimum grade of C or appropriate placement.

Requisite Justification

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course

C1000

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

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Requisite Description

Course Not in a Sequence

Subject

ENGL

Course

120B

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

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SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

Lecture Hours

54

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content**Student Learning Outcomes****Upon satisfactory completion of the course, students will be able to:**

1. Demonstrate through explication, interpretation, and/or analysis an understanding of American literature and literary movements up through the Civil War, including the influence of canonical and non-canonical writers.
2. Demonstrate through explication, interpretation, and/or analysis a basic understanding of the historical contexts, cultural influences, and major themes informing early American literature up through the Civil War.

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

1. Demonstrate familiarity with important authors, works, genres, and themes of American Literature from its earliest expressions through the second half of the 19th century.
2. Analyze and interpret themes found in the literature and intellectual movements of the early American period.
3. Relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts.
4. Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis.
5. Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form.

Course Content

1. 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, African and other cultural backgrounds.
2. A broad range of texts, including influential and significant works as well as diverse and under-represented authors and literature from various historical eras.
3. The evolution of American literary traditions, contexts, and genres.
4. Contexts of American literature: historical (e.g., Puritan, Colonial, Revolutionary, Manifest Destiny); philosophical (e.g., Great Awakening, Transcendentalism); social (e.g., Settlement, Frontier, Slavery, Reform Movement, Industrial Revolution); political (e.g., Nation building, U.S. Indian Policy, Abolition); regional; and aesthetic (e.g., Romanticism, Gothic, Regionalism, Realism)

Methods of Instruction**Methods of Instruction**

Types	Examples of learning activities
Activity	
Discussion	

Lecture

Other	Instructors may present material in a variety of modes, including lectures, discussion, and collaborative group work. Given the rigor of the survey course, multi-media delivery of instruction, including recordings, streaming video, film, and documentaries may be used. Instruction should balance delivery of information with hands-on practice of literary analysis and argumentation. To this end, instructors may use a variety of modes, including DVDs and/or videos, document camera, and power point presentations.
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Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation**Methods of Evaluation**

Types	Examples of classroom assessments
Exams/Tests	Exam regarding major figures, texts, literary movements and/or themes
Quizzes	Reading quizzes
Projects	Research
Portfolios	
Essays/Papers	Academic essays as well as shorter assignments such as summaries, annotated bibliographies, reader responses/journals, explication, analysis, and in-class writing.
Oral Presentations	
Other	The course grade can be based on multiple measures but should include regular writing assignments. Writing assignments may include academic essays as well as shorter assignments such as summaries, annotated bibliographies, reader responses, journals, explications, in-class writing, etc. Other methods of evaluation may include portfolios, group projects, research projects, oral presentations, exams, quizzes, and class participation.

Assignments**Reading Assignments**

Students will be required to read approximately 100-200 pages of an anthology or other assigned texts per week.

For example: Read the excerpt of Maria Ruiz de Burton's *The Squatter and the Don* and identify how she describes American occupation of Mexican California properties.

For Example: read Red Jacket's "Religion for the White Man and the Red." Reflect on the argumentation of this oration and identify how it addresses European religious beliefs and colonialist attitudes toward indigenous spiritual practices.

For Example: Read Edgar Allen Poe's "The Cask of Amantillado" and identify his use of gothic conventions in this short story.

For Example: read "From The Wonders of the Invisible World" by Mather and "A Narrative of Captivity and Restoration" by Rowlandson. Both writers, following a Puritan pattern of thought, attribute certain worldly events to Divine Will or supernatural causes. Compare two passages from each writer and make distinctions about their thinking and writing style.

For Example: analyze how Emerson's "The American Scholar" is both a call for intellectual independence and an example of literary nationalism.

Writing Assignments

Students will write response papers, in-class and out-of-class essays, analyzing the literature and its context. Total word count for the semester should be approximately 4000 words.

For Example: Analyze Nathaniel Hawthorne's notion of sin as a "state of being" and guilt as a consequence of sin in *The Scarlet Letter*.

For Example: Analyze Herman Melville's use of diverse characters in *Moby Dick* to illustrate the plurality of the American Life.

For Example: Compare Harriet Jacobs' "Incidents in the Life of a Slave Girl" to Douglass' "Narrative of a Life of Frederick Douglass" based on the following quotations: "Slavery is terrible for men; but is far more terrible for women" (Jacobs) and "You have seen how a man was made a slave; you shall see how a slave was made a man" (Douglass).

For Example: In Anne Bradstreet's poem "Upon the Burning of Our House," analyze and/or explicate the argument that, in spite of the poem's pious conclusion, the feeling of loss in stanzas four, five, and six, including the lament that God had not "sufficient for us left," reveals a faltering in Bradstreet's Puritan faith, a lack of firm belief in the conventional idea that such a calamity on earth is of little significance because riches and delights await her in heaven.

For Example: Analyze Walt Whitman's poem, *Song of Myself* (assigned sections only), as a culmination in the development of American identity. How does Whitman contribute to the ongoing evolution of self-reliance? Of human freedom? Of concepts of democracy? Explicate appropriate stanzas to support your ideas.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Levine, R. et al.

Title

The Norton Anthology of American Literature (Vol A, B)

Edition/Version

9th

Publisher

W.W. Norton

Year

2016

Material Type

Textbook

Author

Lauter, P. et. al

Title

The Concise Heath Anthology of American Literature, Volume 1: Beginnings to 1865

Edition/Version

2nd

Publisher

Cengage

Year

2014

Material Type

Textbook

Author

Kurtz, J.

Title

American Literature I: An Anthology of Texts From Early America Through the Civil War

Publisher

VIVA

Year

2020

Course Codes (Admin Only)

ASSIST Update

No

CB00 State ID

CCC000240888

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No