A. Course Description

Credits: 4

Prerequisites: WRIT 131 Writing I or have instructor's permission.

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week:

MnTC Goals: Goal LS - Upper Division Liberal Studies, Goal 06 - Humanities/Fine Arts

This course surveys illustrative works from the beginnings of European settlement to 1870, introducing students to the study of that literature and sharpening critical reading skills. Emphasis is on the development of literary technique and on the cultural context of literary works. Readings may include religious and political documents, Native American tales and orations, exploration and captivity narratives, slave narratives, journals, novels, plays, and poems.

B. Course Effective Dates: 08/01/1998 - 09/05/1999 09/06/1999 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Understand and apply literary terms, theoretical concepts, reading strategies, and analytical methods to the study of American Literature, from its beginnings to 1870 at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

2. Know the historical and aesthetic development of American Literature, from its beginnings to 1870 at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

3. Interpret American Literature, from its beginnings to 1870, applying biographical and/or cultural evidence as relevant at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

4. Articulate substantial and clearly presented responses to American Literature, from its beginnings to 1870 at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

5. Conduct literary analysis that is responsive to details and to complexities of text and theme in American Literature, from its beginnings to 1870 at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

6. Read and respond to American Literature, from its beginnings to 1870, with intelligence and sensitivity at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

7. Demonstrate familiarity with genres and subgenres of American Literature, from its beginnings to 1870, and understand the development and characteristics of these subgenres at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

8. Master the integration of literary evidence into the student's own writing, including standard formatting and citation practices at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

9. Interrogate the construction and evolution of uniquely American literary models and ideals as expressed through the timeframe of this course at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.

E. Learning Outcomes (MN Transfer Curriculum)
Goal LS - Upper Division Liberal Studies
   None
Goal 06 - Humanities/Fine Arts
   1. Articulate an informed personal reaction to works in the arts and humanities.
   2. Understand those works as expressions of individual and human values within an historical and social context.
   3. Engage in the creative process or interpretive performance.
   4. Demonstrate awareness of the scope and variety of works in the arts and humanities.
   5. Respond critically to works in the arts and humanities.

G. Special Information

None