

CORE CURRICULUM COMPONENT APPLICATION
Texarkana College

Part I: Course Information

Course Type

- Existing/Restructured
 New Course

Course Prefix & Number: **ENGL 2327**

Texas Common Course Number (TCCN): **2327**

Course Title: **American Literature I**

Course Catalog Description

American Literature I (3,3,0). A critical study of the major American writers from Edward Taylor through Melville. Emphasis is placed upon the aesthetic values of literature as art and upon literary analysis.

Course Prerequisites:

ENGL 1301, ENGL 1302, or the equivalent from another college or university and successful completion of the reading portion of the TSI test

Available Online?

- Yes
 No

Part II: THECB Course Objectives

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

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Part III: THECB Skill Objectives

- 1. Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2. Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3. Social Responsibility:** to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities
- 4. Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

Part IV: Course Student Learning Outcomes (SLO)

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Skill Objective:	Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
THECB Course Objective	2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. 3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions. 5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

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Course Student Learning Outcome	<p>2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.</p> <p>3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.</p> <p>5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.</p>
General Learning Activities	<p>Literature Analysis Supported by Literary Criticism</p> <p>The students will read and discuss various works. The instructor will ask the students to explain the use of literary elements (characterization, theme, symbolism, irony, etc.), context (social, political, cultural, or religious), and style in each story. The instructor will demonstrate and explain how to select literary criticisms by accessing the library database. Students will then read and discuss several sample essays that include supporting details and parenthetical citations.</p> <p>Students will select a story and analyze the use of one or more literary, contextual, or stylistic elements in the story. Students will use the text and at least 3 literary criticisms to support their thesis statement and topic sentences. Students will evaluate and choose appropriate sources to be used in the essay. Students will then write a 3-5 page Literary Analysis Essay</p>
Assessment <i>Must Include Assignment & Rubric</i>	Literary Analysis/Research Essay Grading Rubric/Critical Thinking Rubric

Skill Objective:	Communication Skills: to include effective written, oral, and visual communication
THECB Course Objective	<p>1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.</p> <p>2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary</p>

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	<p>periods.</p> <p>3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.</p> <p>4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.</p> <p>5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.</p>
Course Student Learning Outcome	<p>1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.</p> <p>2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.</p> <p>3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.</p> <p>4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.</p> <p>5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.</p>
General Learning Activities	<p>Analysis of Authors' Works with Collaborative Groups. After reviewing Literary Elements/Poetic Devices and a class lecture and discussion over the analysis of literary works, each group of students will research and analyze the assigned works. The students will divide the assignments and work individually on a portion of the assignment but must also work collaboratively to analyze sources and share information. The assignments include a 3-4 page overview of the author's works/life/influences, a timeline to include important events in the author's life – personal, educational, and professional in the form of PowerPoint or project board, a 3-4 page literary analysis</p>

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	over a significant work by the author to include at least two literary criticisms and a Works Cited page, and a visual aid/creative project (project board, collage, video, work of art, YouTube clips, etc.. that relate to author’s works and/or influences on society. Students will then put together the presentation for the entire class.
Assessment <i>Must Include Assignment & Rubric</i>	Project/Presentation Grade- Individual Assignment Grade and Group Assignment Grade – Communication Rubric

Skill Objective:	Social Responsibility: to include intercultural competency, civil knowledge, and the ability to engage effectively in regional, national and global communities
THECB Course Objective	<ol style="list-style-type: none"> 1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions. 2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. 3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions. 4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
Course Student Learning Outcome	<ol style="list-style-type: none"> 1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions. 2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. 3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions. 4. Articulate the aesthetic principles that guide the scope

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	and variety of works in the arts and humanities.
General Learning Activities	Analysis of Authors' Works with Collaborative Groups. After being introduced to Literary Elements/Poetic Devices and a class lecture and discussion over the analysis of literary works, each group of students will research and analyze the assigned works. The students will divide the assignments and work individually on a portion of the assignment but must also work collaboratively to analyze sources and share information. The assignments include a 3-4 page overview of the author's works/life/influences, a timeline to include important events in the author's life – personal, educational, and professional in the form of PowerPoint or project board, a 3-4 page literary analysis over a significant work by the author to include at least two literary criticisms and a Works Cited page, and a visual aid/creative project (project board, collage, video, work of art, YouTube clips, etc.. that relate to author's works and/or influences on society. Students will then put together the presentation for the entire class.
Assessment <i>Must Include Assignment & Rubric</i>	Project/Presentation Grade- Individual Assignment Grade and Group Assignment Grade – Social Responsibility Rubric

Skill Objective:	Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making
THECB Course Objective	2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods
Course Student Learning Outcome	2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods
General Learning Activities	Analysis of Authors' Works with Collaborative Groups. After reviewing Literary Elements/Poetic Devices and a

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	<p>class lecture and discussion over the analysis of literary works, each group of students will research and analyze the assigned works. The students will divide the assignments and work individually on a portion of the assignment but must also work collaboratively to analyze sources and share information. The assignments include a 3-4 page overview of the author's works/life/influences, a timeline to include important events in the author's life – personal, educational, and professional in the form of PowerPoint or project board, a 3-4 page literary analysis over a significant work by the author to include at least two literary criticisms and a Works Cited page, and a visual aid/creative project (project board, collage, video, work of art, YouTube clips, etc.. that relate to author's works and/or influences on society. Students will then put together the presentation for the entire class.</p>
<p>Assessment <i>Must Include Assignment & Rubric</i></p>	<p>Project/Presentation Grade - Essay Rubric/Personal Responsibility Rubric</p>