Course Information

Division: Communicative Arts
Course Number: ENG 241
Title: American Literature I
Credits: 3
Developed by: Pete Chidester
Lecture/Lab Ratio: 3 Lecture/0 Lab

Transfer Status

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tbody>
<tr>
<td>ENG 241, Humanities, Arts &amp; Design (HU), Literacy &amp; Critical Inquiry (L), Cultural Diversity (C)</td>
<td>ENG 242; Aesthetic &amp; Humanistic Inquiry [AHI]</td>
<td>ENGL 265; Tier 2 Humanities (HUM)</td>
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</tbody>
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Activity Course: No
CIP Code: 23.1301
Assessment Mode: Portfolio
Semester Taught: Fall
GE Category: Humanities
Separate Lab: No
Awareness Course: Yes (GIH)
Intensive Writing Course: Yes
Diversity and Inclusion Course: Yes

Prerequisites
ENG 101 with a grade of "C" or higher and reading placement test score as established by District policy or ENG 091 with a grade of "C" or higher.

Educational Value
This course is designed for transfer students or students with special interest in the subject. Meets Diversity and Inclusion (DI) requirement. Meets Global/International/Historical Awareness (GIH) requirement. Meets Intensive Writing/Critical Inquiry (IW) requirement.

As an Intensive Writing course, the instructional content of the course will include at least one formal writing assignment of not less than 1,500 words and a minimum of two additional writing assignments totaling 1,000 words or more. The instructor must provide students with feedback on selected writing assignments, addressing issues including but not limited to, development, style, grammar, sentence and organizational structure, use of sources, and logical consistency. The assignments must be designed to include feedback from peers, professionals, or the EAC Writing Center. These writing assignments will account for a minimum of 10% of the student's final grade.
Description
Selected readings from Native beginnings to the Civil War. Students generate a minimum of 2,500 words including revisions throughout the semester.

Supplies
None

Competencies and Performance Standards

1. Interpret thematic meaning in a work of literature.

   Learning objectives
   What you will do as you master the competency:
   a. Classify a work of literature by genre and period.
   b. Discuss the relationship between the genre/period of a piece of literature and its theme.
   c. Articulate the theme of a piece of literature.
   d. Identify connections between one piece of literature and several others.
   e. Critically address and investigate representations of gender, sexual orientation, socioeconomic status, race, or ethnicity in this course’s reading materials
   f. Examine materials written by the diverse ethnic and social groups present in North American prior to 1865.

   Performance Standards
   Competence will be demonstrated:
   o in oral discussion and written assignments

   Criteria - Performance will be satisfactory when:
   o learner classifies a work of literature by genre (noting its formal and technical characteristics)
   o learner explains connection between genre and theme
   o learner classifies a work of literature by period
   o learner explains connection between period and theme
   o learner correlates significant passages of prose (or lines of poetry) with their authors
   o learner identifies a writer by characteristic style, recurring themes, settings, and subject matter
   o learner articulates the thematic implications of a piece of literature
   o learner relates the theme from one work of literature to that of other literature
   o learner relates the theme in a poem, fiction, or work of nonfiction to relevant public or personal, historical or contemporary circumstances
   o learner applies themes in literature to the universal human experience

2. Organize a written discussion (essay) based on an analytical/argumentative thesis.

   Learning objectives
   What you will learn as you master the competency:
   a. Recognize the difference between an argumentative concession and assertion.
   b. Generate a substantive thesis sentence.
   c. Demonstrate or prove the thesis in the body of the essay.
   d. Move from point to point with clear transitions.
e. Support assertions with evidence from primary and secondary texts.
f. Integrate quoted and paraphrased language smoothly and document according to MLA conventions.
g. Edit to enhance both substance and mechanical accuracy.

**Performance Standards**

*Competence will be demonstrated:*

- in written assignments

*Criteria - Performance will be satisfactory when:*

- learner identifies—and differentiates between—an argumentative concession and assertion
- learner encapsulates a clearly phrased (and arguable) concession and assertion in a mature, unified, and well-balanced sentence structure
- learner achieves an effective balance between specificity and generality in the wording of an analytical thesis
- learner prosecutes a discussion that adheres to, and accounts for, the ideas set forth in the thesis sentence
- learner constructs transitions that clearly connect sections of discussion to each other and to the thesis
- learner justifies claims and assertions with textual evidence
- learner cites critical commentary as appropriate
- learner paraphrases primary text or critical commentary accurately
- learner incorporates supporting quotations gracefully
- learner applies MLA standards for documentation and formatting (including a Works Cited page as appropriate)
- learner revises written work for enhanced clarity, logic, cohesion, and stylistic quality
- learner proofreads meticulously so that text is virtually free of mechanical error

**Types of Instruction**

Lecture/Discussion

**Grading Information**

**Grading Rationale**

Evaluation is based on written work (from paragraph-length responses to thought questions to full, critical essays), participation in class discussion, and performance on tests and quizzes. Since this is an Intensive Writing course, the single most important criterion of evaluation is the overall quality of a student's written expression.

**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
</tr>
<tr>
<td>B</td>
<td>80%-89%</td>
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<tr>
<td>C</td>
<td>70%-79%</td>
</tr>
<tr>
<td>D</td>
<td>60%-69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
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