COURSE OUTLINE

ENGL 207 - LITERATURE OF THE EARLY AMERICAN REPUBLIC:
COLONIZATION AND REVOLUTION, 1640-1830

Prepared By: Emily Hamilton-Honey, PhD

APRIL 2015

SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF ENGLISH/ HUMANITIES
MAY 2015
A. **TITLE:** Literature of the Early American Republic: Colonization and Revolution, 1640-1830

B. **COURSE NUMBER:** ENGL 207

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** Determined by Semester

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Fall or Spring or Both

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 lecture hours per week

H. **CATALOG DESCRIPTION:** Course is designed to acquaint students with the early emergence of a distinctively American literature. Students explore the roots of American literature and how that literature makes us the Americans we are today. Works by major American writers such as Bradford, Bradstreet, Franklin, Jefferson, Paine, Murray, Wheatley, Sedgwick, Irving, and others comprise the foundation of the course. The historical, social, and political background for each period is examined with a particular eye for the intersections between Native, European, and African voices.

I. **PRE-REQUISITES/CO-REQUISITES:** (List courses or indicate “none”)

   a. Pre-requisite(s): ENGL 101 or ENGL 102
   b. Co-requisite(s): none

J. **GOALS (STUDENT LEARNING OUTCOMES):**

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<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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<td>a. demonstrate understanding orally and in writing of the literary, historical, and cultural context of early American writers</td>
<td>1. Communication 2. Crit. Thinking</td>
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<tr>
<td>b. critically analyze and evaluate literature using appropriate literary terminology and approaches, and share the results of the analysis for evaluation and/or peer review</td>
<td>1. Communication 2. Crit. Thinking</td>
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<tr>
<td>c. analyze, compare, and contrast the style and content of several authors on the same subject or in the same genre</td>
<td>2. Critical Thinking</td>
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<td>d. demonstrate understand through application of research skills and MLA documentation.</td>
<td>2. Crit. Thinking 3. Prof. Competence</td>
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K. **TEXTS:** (If a text is used it should adhere to APA, MLA or ASA)

L. **REFERENCES:**
(Representative references)


M. **EQUIPMENT:** technology enhanced classroom

N. **GRADING METHOD:** A-F or P/F

O. **MEASUREMENT CRITERIA/METHODS**
   - Exams
   - Quizzes
   - Papers
   - Participation
P. **DETAILED COURSE OUTLINE:**

I. Literature of Colonial America
   A. Native Voices – e. g. Tecumseh, Pontiac, Petalesharo, Cherokee Council Memorials, Winnebago, Sioux, and Navajo trickster tales
   B. Diaries – e. g. Bradford, Sewell, Rowlandson, Byrd
   C. Essays – e. g. Columbus, Smith, Morton, Winthrop, Williams, Increase Mather, Cotton Mather, Edwards
   D. Poetry – e. g. Bradstreet, Taylor

II. Literature of Reason and Revolution
   A. Essays and Non-fiction – e. g. Franklin, de Crevecoeur, Jefferson, Paine, Bartram, the Federalist Papers, John and Abigail Adams letters, Murray
   B. Poetry – e. g. Wheatley, Freneau, Warren, Bleecker, Morton, Sigourney, Bryant
   C. Fiction and Memoir – e. g. Equiano, Maria Child, Brockden Brown, Sedgwick, Foster, Irving

Q. **LABORATORY OUTLINE:** None