



Course Prefix/Number/Title: ENGL 261 American Lit I

Number of Credits: 3

Course Description: A survey of major works and writers in American Literature.

Pre-/Co-requisites:

Course Objectives:

Students will write about and discuss important themes in American literature.

Students will be able to analyze a text's structure as well as an author's style.

Students will understand and be able to analyze a text based on major literary terms such as tone, mood, and imagery.

Students will compose reflective and analytical essays based on the texts they read.

Students will be able to correctly create MLA documentation and works cited pages for their essays.

Students will receive feedback on and work on multiple drafts of individual essays.

Students will compose clear, original thesis statements for their essays and support these theses with reasoning and textual evidence.

While writing essays, students will learn to make claims about a text and support their claims with textual evidence.

Students will study the biographies of several American authors.

Students will write 6,000+ words during the duration of the class, preparing them for upper-level college writing and writing in the humanities.

Instructor: Marcus Bjornson

Office: none

Office Hours: 9:30-10:30 Mon-Fri

Phone: (218) 790-6786

Email: mark.bjornson@k12.nd.us

Lecture/Lab Schedule: Mon-Fri

Textbook(s): *The Language of Literature*. Applebee, Arthur et al.

Course Requirements: Course requirements consist of the reading of several major and minor works of American literature, the composition of essays based on readings, group discussions, quizzes, and tests.

Tentative Course Outline:

Week 1

Writing introductions
Introductions practice
Introductions assignment
Writing Conclusions

Week 2

Conclusions practice
Conclusions assignment

Week 3

Poe lecture
Gothic literature research and presentations
Read "Red Death" and discuss
"Red Death" activity

Week 4

Introduction to body paragraphs
TIQA lecture
TIQA identification
TIQA and body paragraphs practice

Week 5

Textual evidence lecture in poetry
TIQA activity

Week 6

Introduction to documentation and Works Cited pages
Works Cited practice and activity
Works Cited assignment

Week 7

Animal essay with TIQA structure
Work on drafts of animal essay

Week 8

Turn in animal essay
Introduction to MLA requirements
MLA research
MLA activity

Week 9

Using textual evidence lecture and TIQA practice

Week 10

“Death in the Arctic” reading and discussion
“Death in the Arctic activity and response

Week 11

“Once More to the Lake” reading and discussion
“Once More to the Lake” activity and response

Week 12

Puritan research and presentation
Read *Crucible*

Week 13

Read *Crucible*
Crucible discussion and response

Week 14

Read *Crucible*
Crucible discussion and response

Week 15

Read *Crucible*
Crucible discussion and response
Crucible activity

Week 16

Crucible film
Crucible character activity

Week 17

Start *Crucible* final essay
Work on drafts of *Crucible* essay and peer review

Week 18

Finish *Crucible* final essay and final semester test

General Education Competency/Learning Outcome(s):

Competency/Goal 7: Evaluates principles of Arts and Humanities**Learning Outcome 2: Analyzes art**

Performance Indicator 1: Demonstrates knowledge of art forms

Performance Indicator 2: Applies base knowledge to critique art works

Learning Outcome 3: Evaluates aesthetics

Performance Indicator 1: Demonstrates knowledge of systems of aesthetics

Performance Indicator 2: Evaluates relationship of content and form in art works

Learning Outcome 4: Synthesizes interrelationships among arts, languages, the humanities, and societies

Performance Indicator 1: Demonstrates knowledge of art forms in cultures

Performance Indicator 2: Evaluates the impact of art on individuals and society

Relationship to Campus Focus:

American Lit. 2 connects to DCB's campus focus by helping students explore themes in American literature related to the growth and industrialization of America and the impact of this growth on the environment.

Classroom Policies: Students are required to follow the rules in the school handbook, as well as the rules and procedures in Mr. Bjornson's "Classroom Policies" powerpoint.

Absence and Makeup Policy:

Students are required to meet with the instructor before all excused absences, in order to prepare for or complete the upcoming assignments and classwork. In the event of a non-excused absence, students must contact the instructor, in order to receive the missed work.

Late Work Policy:

Late work should always be handed in, regardless of the assignment's due date. Classwork handed in past its due date will result in reduced points (up to three letter grades, depending on the assignment's due date). If a student is struggling with an assignment, he or she should always contact the instructor well before the assignment's due date. In most cases, an extended due date will be arranged. Although it is important to turn in work when it is due, our most important goal is to master the specific skills targeted by each assignment; occasionally, this requires additional time and effort spent on an assignment.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.