

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	AML 2010
COURSE TITLE:	American Literature: Colonial Times to 1900
PREREQUISITE(S):	ENC 1101 with a grade of "C" or better
COREQUISITE(S):	None
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	
Other _____:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	35
CATALOG COURSE DESCRIPTION:	
	This course is a critical study in selections from American literature: colonial period to the late 19th century.
SUGGESTED TEXT(S):	Instructor-selected paperbacks, or any college level American literature anthology which includes Native American literature and slave narratives
IMPLEMENTATION DATE:	November 14, 1987
REVIEW OR MODIFICATION DATE:	Fall Term, 1996 (971) Fall Term, 2002 (20031) Fall Term, 2004 (20051) Fall Term, 2006 (20071) - was AML 2012 Spring Term, 2007 (20072) - Gordon Rule Removed

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Course Introduction	2
II. Colonial Period -- Major Writers and Styles, Dominant Trends and Themes Including Native American Writings	10
III. The New Republic Period -- Major Writers and Styles, Dominant Trends and Themes	9
IV. The American Renaissance -- Major Writers and Styles, Dominant Trends and Themes	15
V. The Civil War Through the End of the Century -- Major Writers and Styles, Dominant Trends and Themes, Including Slave Narratives	9



**Florida State College
At Jacksonville**

**General Education Requirements
Categories & Courses Review Checksheet**

Course Prefix and Number: AML 2010 Semester Credit Hours: 3

Course Title: American Literature Colonial Times to 1900

Discipline Area for the Course:
 Communication **Mathematics** **Social & Behavioral Sciences**
 Humanities & Visual/Performing Arts **Natural Sciences** **Other-Designated Option**

INTELLECTUAL COMPETENCIES:
 Reading **Speaking** **Critical Analysis** **Quantitative Skills** **Scientific Method of Inquiry**
 Writing **Listening** **Information Literacy** **Ethical Judgment** **Working Collaboratively**

KNOWLEDGE	Primary	Secondary	N/A	VALUE	Primary	Secondary	N/A
A. Global and Historical Knowledge & Understanding				Intellectual honesty	<input checked="" type="checkbox"/>		
• Comprehends a general knowledge of the nature, origins and contributions of major civilizations	<input checked="" type="checkbox"/>			Curiosity and openness to new ideas	<input checked="" type="checkbox"/>		
• Comprehends the workings and interrelations of personal, business and government economies		<input checked="" type="checkbox"/>		Recognition of one's own creative potential	<input checked="" type="checkbox"/>		
• Comprehends political, social and economic systems and their effects upon society	<input checked="" type="checkbox"/>			Acceptance of and respect for differences among people and cultures	<input checked="" type="checkbox"/>		
B. Cultural and Aesthetic Knowledge and Understanding							
• Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level	<input checked="" type="checkbox"/>			Civic Engagement		<input checked="" type="checkbox"/>	
• Comprehends the historical development of the arts and sciences	<input checked="" type="checkbox"/>			Lifelong Learning	<input checked="" type="checkbox"/>		
• Comprehends religious and cultural systems and their effects upon society	<input checked="" type="checkbox"/>						
C. Human Awareness and Understanding							
• Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development	<input checked="" type="checkbox"/>						
• Comprehends the stages of human development and the dynamics of human relationships in diverse cultures		<input checked="" type="checkbox"/>					
• Comprehends the factors that promote physical, mental and social well-being		<input checked="" type="checkbox"/>					
D. Mathematics, Science and Technology							
• Comprehends the basic concepts and investigative processes of the natural sciences			<input checked="" type="checkbox"/>				
• Comprehends the breadth, significance and development of the mathematical sciences			<input checked="" type="checkbox"/>				
• Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment		<input checked="" type="checkbox"/>					

Name of Person Completing This Form: Susan Slavicz

Signature: _____

Date: 3/4/05



Course Prefix and Number: AML 2010	Semester Credit Hours: 3
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Course Title: American Literature: Colonial Times to 1900
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Discipline Area for the Course:

<input type="checkbox"/> Communication	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Social & Behavioral Sciences
<input checked="" type="checkbox"/> Humanities & Visual/Performing Arts	<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Other-Designated Option

INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively

Learning Outcomes

Method Of Assessment

Learning Outcomes	Method Of Assessment	Method Of Assessment
1	At the end of this class, students will: Understand the major style of writing and elements of the Colonial Period.	Students will write papers which address texts that reflect political, economical, and social issues of various periods of American literature and cultural backgrounds.
2	Understand the major style of writing and elements of the New Republic Period.	Students must demonstrate their ability to make aesthetic judgments regarding literary texts by writing literary critiques and participating in class discussions.
3	Understand the major style and elements of the American Renaissance.	Students will write papers which reflect their understanding of major writers of the period including their style and techniques.
4	Understand the major style and elements of the Civil War period through the end of the century.	Examinations/quizzes may be used to assess students' knowledge of works, authors, themes, and styles.
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Name of Person Completing This Form: Susan Slavicz, Sally Nielson

Signature: _____ Date: 03/04/2005