

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

SUBJECT AREA AND COURSE NUMBER

HSDP 414

COURSE TITLE

AMERICAN LITERATURE 1&2

ALTERNATE TITLE(S):

AMERICAN LITERATURE 1&2, SEM 1

TYPE COURSE

NON-FEE

HSDP

CATALOG COURSE DESCRIPTION

The first semester of American Literature emphasizes skills and strategies for independent reading, analyzing, and writing about works of American literature from its beginning to the late 19<sup>th</sup> century. Students read and discuss the authors of this period addressing relevant social, political, cultural and religious issues. Instruction in each standards-based unit of study interrelates reading, writing, oral communication, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, and evaluate others' ideas. (FT)

LECTURE HOURS

90

LABORATORY HOURS

ADVISORY

NONE

RECOMMENDED SKILL LEVEL

Students should have a reading level of 8.0.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility  
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Students who complete this course will begin to master the State of California Content Standards for 11<sup>th</sup> grade English. These standards include word analysis and systemic vocabulary development, reading comprehension, literary response and analysis, writing strategies (organization and focus, research and technology, evaluation and revision), writing applications (genres and their characteristics), listening and speaking strategies.

COURSE OBJECTIVES

Upon successful completion of the course, the student will be able to:

Reading:

1. Discern the meaning of analogies encountered.
2. Read and understand materials appropriate for the grade level. Analyze organizational patterns, arguments, and positions advanced.
3. Analyze the features and rhetorical devices of different types of public documents.
4. Verify and clarify facts in expository texts by using a variety of consumer workplace and public documents.
5. Make reasonable assertions about an author's arguments by using elements of text to defend and clarify interpretations.
6. Analyze author's philosophical assumptions and beliefs.
7. Critique arguments set forth in public documents.
8. Read and respond to historically or culturally significant works of literature by analyzing recurring patterns and themes.
9. Analyze characteristics of subgenres.
10. Analyze the way theme represents a view or comment on life.
11. Analyze how irony, tone, mood, and style can be used to achieve different purposes.
12. Analyze how poets use imagery, personification, figures of speech, and sounds to influence readers' emotions.
13. Analyze works of American literature that represent various genres and traditions.
14. Analyze the political assumption of literary works or essays.
15. Analyze the philosophical arguments presented.

COURSE OBJECTIVES (CONTINUED)

Writing:

1. Demonstrate an understanding of the elements of discourse.
2. Structure ideas and arguments and support them with examples.
3. Enhance meaning by employing rhetorical devices.
4. Use language to establish a specific tone.
5. Use systemic strategies to organize and record information.
6. Revise text in way consistent with the purpose, audience, and genre.
7. Write fictional, autobiographical or biographical narratives with sequence, setting, sensory details, effective pacing and description.
8. Demonstrate a comprehensive understanding of significant ideas in works, passages.
9. Support ideas and viewpoints using references to the text and other works.

Listening and Speaking:

1. Demonstrate control and understanding of grammar, diction, paragraph, sentence structure and English usage.

**SECTION II**

COURSE CONTENT AND SCOPE

Students will study representative works in American Literature and use these works as focal points achieving course objectives.

2. Creation of myths
3. Cause and effects
4. Application of reading to personal values
5. Conflict and inferences
6. Application of reading to personal opinion
7. Audience
8. Using Text Organizers
9. Application of reading to current day
10. Primary sources
11. Summarizing
12. Reading narratives
13. Analyzing details
14. Reading autobiography and eyewitness reports
15. Writing an eyewitness report
16. Reading transcript
17. Detecting Bias
18. Persuasive writing and using emotional language
19. Reading and analyzing drama
20. Paraphrasing
21. Compare and contrast
22. Tone and drawing conclusions from tone

### COURSE CONTENT AND SCOPE (CONTINUED)

23. Structure of arguments and persuasive writing
24. Writing a short story
25. Analyzing, evaluating poetry
26. Figurative language
27. Reading different types of poetry, poetry structures, techniques (metaphor, allegory, simile, aphorisms, foreshadowing, etc.)
28. Reading narratives and connecting the historical works to the present
29. Writing a comparison/contrast essay

### APPROPRIATE READINGS

Reading assignments may include, but are not limited to the following:

1. Text consisting of samples from all genres.
2. Newspapers, magazines, journals.
3. Internet sources.
4. Selected fiction and nonfiction.

### WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, the following:

1. Writing and revision essays, poetry, etc.
2. Research projects.
3. Journal entries.
4. Collaborative projects with call notes.
5. Online or email projects.

### OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to the following:

1. Preparing essays and research projects.
2. Writing and revising essay assignments.
3. Editing revised work for grammatical and mechanical accuracy.
4. Critically reading textbook assignments, articles and other source materials.
5. Conducting research in the library or online.

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Critical thinking assignments may include, but are not limited to the following:

1. Analyzing course reading assignments in class discussion and in writing.
2. Analyze own and others work for content, organization, support and development.
3. Synthesize information from class readings with own ideas to formulate a position.
4. Synthesize information from various sources to agree for or against a position.
5. Evaluate and analyze appropriate films, interviews and video.
6. Evaluate online resource for relevance, accuracy, and authority.

### EVALUATION

A student's grade will be based on multiple measures of performance that may include, but are not limited to the following:

1. Exams.
2. Responses to worksheets.
3. Writing projects.
4. Class participation.
5. Attendance.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

### METHOD OF INSTRUCTION

Methods of instruction may include, but are not be limited to:

1. Lectures.
2. Small group discussion.
3. Cooperative learning.
4. Use of internet based and other computer assisted instruction.
5. Self-paced workbooks.
6. Distance education.
7. Field trips.

### TEXT AND SUPPLIES

*Language of Literature California Edition, Grade 11*, McDougal Littell, 2006 edition  
Supplementary materials from *Language of Literature California Edition*

PREPARED BY: JOAN SEVERSON DATE: JULY 18, 1985

DATA REVISED BY: GARY GLECKMAN DATE: FEBRUARY 10, 2007

DATA REVISED BY Instructional Services/SLO's Added DATE December 20, 2013

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

### REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog