I. Title: Survey of American Literature I

II. Codification: INGL 3251

III. Number of Credits/Hours: 3 credits/3 hrs. per week/45 hrs. per semester
3 hrs. per professor

IV. Prerequisites: Introduction to Literature I: INGL 3221
Introduction to Literature II: INGL 3222

V. General Description: The study of the development of American Literature from its beginning to Whitman and Dickinson.

VI. Course Objectives

1. Examine the life, ideas, and attitudes of the American people which are reflected through representative works of American literature from each historical period.
2. Identify and describe the major historical periods and the lives and works of major writers of American literature.
3. Examine the strengths, roots, and diversity of the United States.
4. Communicate personal perspectives about American literature orally and in writing.

VII. Content

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<tr>
<th>TOPICS</th>
<th>TIME DISTRIBUTION</th>
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<tr>
<td>A. Puritan Age</td>
<td>9 hrs</td>
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<tr>
<td>B. Activities (Quizzes, Reports, Exams)</td>
<td>2 hrs</td>
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<tr>
<td>C. Neo-Classic Age</td>
<td>9 hrs</td>
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<td>D. Activities (Quizzes, Reports, Exams)</td>
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<td>E. Romantic Movement</td>
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VIII. Instructional Strategies

A. Students will engage in small group discussions following prompts provided by the professor in preparation for general group discussions. Students may also formulate their own discussion topics and questions for the benefit of the whole class within these small groups.

B. General group discussions will focus on analyses and interpretations of the literary works assigned.

C. Students will use technological resources, such as computer software programs, to engage in Internet research and to design oral and written presentations.

D. The professor will provide background information, as needed, through lectures.

E. Students may choose the mode of presentation (preparation of videos, dramatizations, panel discussions, among others) for special projects.

IX. Learning Resources

The teacher and students will use the following resources to enhance the teaching/learning process:

$ Overhead Projector
X. Evaluation

Individual teachers may set evaluation criteria at their own discretion. The following is a model:

A. Essay Exams 40%
B. Quizzes 25%
C. Assignments 20%
D. Oral Reports 15%

100%

XI. Grading System

100-90 A
89-80 B
79-70 C
69-60 D
59-0 F

XII. Bibliography

A. Suggested Text*


* The professor may select the text of his/her preference.

B. References

Online American Literature Resources:
www.georgetown.edu/bassr/heath/lit_links.html

Online Resources for The Norton Anthology of American Literature:
www.wwnorton.com/naal/

Early American Literature 1600-1900. Authors and Resources for teaching:
* Classic and/or only edition(s) available in the library.

Revised by Prof. Luz I. Vega Vega  
April 2009  

UPR-Humacao complies with ADA (Americans with Disabilities Act) and Law 51 (Integrated Educational Resources for Persons with Disabilities) to guarantee equal access to education and services. Students with disabilities should inform the professor of the course about special needs and/or reasonable accommodations for the course on the student information card filled out during the first week of classes. He/she should also visit the Services for Students with Disabilities Office. **Strict confidentiality will be maintained.**