

ENGL122H : Honors American Literature to 1865

General Information	
Author:	<ul style="list-style-type: none"> Heather Ramos
Course Code (CB01) :	ENGL122H
Course Title (CB02) :	Honors American Literature to 1865
Department:	ENGL
Proposal Start:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000655756
Curriculum Committee Approval Date:	09/24/2025
Board of Trustees Approval Date:	11/11/2025
Last Cyclical Review Date:	09/24/2025
Course Description and Course Note:	ENGL 122H introduces students to a broad range of works by American writers, including well-known authors and those whose important contributions have been historically underrepresented in literary study. The course spans from pre-Colonial times to the Civil War, and students relate these works to the history of ideas developing contemporarily in the United States. Through a careful analysis of important historical movements, students gain an increased understanding of America's literary heritage. The Honors course may be enhanced in one or more of the following ways: 1. enriched reading opportunities, including conceptual and scholarly sources, 2. enriched critical thinking opportunities such as oral presentation of research, experiential learning, metacognitive reflection, and service learning.
Justification:	New Course
Academic Career:	<ul style="list-style-type: none"> Credit
Mode of Delivery:	<ul style="list-style-type: none"> In-Person Remote Hybrid Online
Author:	No value
Course Family:	No value

Academic Senate Discipline	
Primary Discipline:	<ul style="list-style-type: none"> English
Alternate Discipline:	No value
Alternate Discipline:	No value

File Upload
<p>File Upload</p> <p>No Value</p>

Course Development

Basic Skill Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grading Basis • Grade with Pass / No-Pass Option
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Pre-Collegiate Level (CB21) Not applicable.	Course Support Course Status (CB26) Course is not a support course

General Education and C-ID

General Education Status (CB25)
Not Applicable

Transferability Transferable to both UC and CSU	Transferability Status Pending
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Cal-GETC	Area	Status	Approval Date	Comparable Course
Area 3B: Humanities	Humanities	Pending	No value	No Comparable Course defined.

GCC General Education Requirements	Area	Status	Approval Date	Comparable Course
Area 3: Arts and Humanities	Arts and Humanities	Pending	No value	No Comparable Course defined.

C-ID	Area	Status	Approval Date	Comparable Course
ENGL	English	Pending	No value	ENGL 130 - Survey of American Literature 1

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Type (CB04) Credit - Degree Applicable	Noncredit Course Category (CB22) Credit Course.	Noncredit Special Characteristics No Value
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Course Classification Code (CB11) Credit Course. <input type="checkbox"/> Variable Credit Course	Funding Agency Category (CB23) Not Applicable.	<input type="checkbox"/> Cooperative Work Experience Education Status (CB10)
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Weekly Student Hours **Course Student Hours**

	In Class	Out of Class	Course Duration (Weeks)	18
Lecture Hours	3	6	Hours per unit divisor	54
Laboratory Hours	0	0	Course In-Class (Contact) Hours	
Studio Hours	0	0	Lecture	54
			Laboratory	0
			Studio	0
			Total	54
			Course Out-of-Class Hours	
			Lecture	108
			Laboratory	0
			Studio	0
			Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ENGLC1000 - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000E - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000H - Academic Reading and Writing - Honors

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

Entry Standards

Entry Standards	Description
No value	No value

Course Limitations

Cross Listed or Equivalent Course	Description
ENGL122 American Literature to 1865	Equivalent Course

Requisite Validation	
Upload Statistical Validation and/or other documents (if necessary)	
No Value	

Specifications	
Methods of Instruction	
Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Collaborative Learning
Methods of Instruction	Guest Speakers
Methods of Instruction	Presentations

Out of Class Assignments	
<ul style="list-style-type: none"> • Essays of analysis, evaluation, argumentation (e.g. compare the use of a literary device in two poems or nonfiction essays, choose two quotes and analyze the language and rhetorical tools being used, character study) • Documented research paper that includes close reading of primary and secondary sources and that incorporates the principles of logic, analysis, and argument taught in the course (e.g. analyze the use of literature as a response to intersecting systems of oppression, connect a historical movement and literary text to a current social justice issue, analyze the influences and continued impacts of a particular literary approach/period) • Reading journal (e.g. analyze depictions of historical movements/figures in the assigned readings, identify themes in your past journal analyses) • Preparation for oral presentations and group projects (e.g. analyze the literary depiction and response to colonial violence and war) • Annotated bibliography • Honors enhancement: conduct a primary-source research project using American literature archives (such as oral histories, newspaper archives, or personal letters available through a museum or library). Write a 4-5 page analysis connecting your findings to a major course theme • Honors enhancement: select an American writer from a marginalized background not studied in the class to research. Prepare a 10-minute presentation about the research with visual examples that critically examines the writer's background, style, and historical influences 	

Methods of Evaluation	Description of Activity/Interaction
Writing Assignment	Essay exams or other writing assignments
Exam/Quiz/Test	Reading quizzes, midterm examinations, or final examination
Activity (answering journal prompt, group activity)	Peer review or instructor critique of essay drafts
Activity (answering journal prompt, group activity)	Reading responses and other informal writing
Presentation (group or individual)	Oral presentations or debates
Project/Portfolio	Participation in class discussion, group work, group projects, partner exercises, or other collaborative exercises

Textbook Rationale

The OER text by Timothy Robbins does not specify a publication date and is an ongoing project calling for additional contributors, so there are continuous updates to keep this text current.

Textbooks

Author	Title	Publisher	Date	ISBN
Levine, Robert	The Norton Anthology of American Literature (Vol. 1)	W. W. Norton	2022	978-0-393-88617-7

Other Instructional Materials (i.e. OER, handouts)

Description	Open Anthology of Earlier American Literature
Author	Timothy Robbins
Citation	Robbins, Edited by: Timothy. "Open Anthology of Earlier American Literature." Open Anthology of Earlier American Literature, press.rebus.community/openamlit/.
Online Resource(s)	No value

Description	American Literature I: An Anthology of Texts From Early America the Early 20th Century
Author	Jenifer Kurtz
Citation	Kurtz, Jenifer. "American Literature I: An Anthology of Texts from Early America the Early 20th Century." American Literature I An Anthology of Texts From Early America the Early 20th Century, Virtual Library of Virginia Open Publishing, 16 Aug. 2019, viva.pressbooks.pub/amlit1/.
Online Resource(s)	No value

Description	The Open Anthology of Earlier American Literature
Author	Robin DeRosa, Abby Goode et al.
Citation	DeRosa, Robin, et al. "The Open Anthology of Earlier American Literature (DeRosa, Goode, et Al.)." Humanities LibreTexts, 10 July 2023, human.libretexts.org/Bookshelves/Literature_and_Literacy/The_Open_Anthology_of_Earlier_American_Literature_(DeRosa_Goode_et_al.).
Online Resource(s)	No value

Description	Becoming America: An Exploration of American Literature from Precolonial to Post-Revolution
Author	Wendy Kurant
Citation	Kurant, Wendy. "Becoming America: An Exploration of American Literature from Precolonial to Post-Revolution." GALILEO Open Learning Materials, 16 April 2019, oer.galileo.usg.edu/english-textbooks/19/.
Online Resource(s)	No value

Learning Outcomes**Course Objectives**

Examine works of American authors from the Colonial era through the first half of the Nineteenth Century.

Analyze assigned readings for ideas and style.

Synthesize ideas into personal understanding and experience.

Examine major historical influences which have helped to shape American literature and culture.

Improve writing abilities through composition assignments and examinations.

SLOs

Demonstrate familiarity with significant authors, works, genres, and themes of the period. Expected Outcome Performance: 70.0

Analyze and interpret themes found in the literature and intellectual movements of the period. Expected Outcome Performance: 70.0

Implement appropriate academic discourse and the conventions of critical literary analysis in essays and written exams. Expected Outcome Performance: 70.0

Relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts. Expected Outcome Performance: 70.0

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

Conceptual Frameworks (4 hours)

- Literary canon
- Colonialism, Genocide, and White Supremacy
- Nationalism and revolution
- Racial capitalism
- Abolitionism and Suffragism

Colonial and pre-colonial American Texts (14 hours)

- Bartolome de Las Casas
- Winnebago, Navajo, Iroquois, and Sioux Trickster Tales and Creation Stories
- Anne Bradstreet
- Cotton Mather
- J. Hector St. John de Crèvecoeur
- John Marrant

The Age of Reason – Revolution (10 hours)

- John and Abigail Adams
- Benjamin Franklin
- Thomas Paine
- Thomas Jefferson
- The Federalists
- Olaudah Equiano
- Phillis Wheatley
- Mary Rowlandson

American Romanticism (12 hours)

- Washington Irving
- James Fenimore Cooper
- William Cullen Bryant
- Samson Occom
- Edgar Allan Poe
- Nathaniel Hawthorne
- Herman Melville
- Harriet E. Wilson

Transcendentalism (5 hours)

- Frederick Douglass
- Ralph Waldo Emerson
- Henry David Thoreau

Early American Civil Rights and Feminism (5 hours)

- Frederick Douglass
- Margaret Fuller
- Harriet Jacobs
- William Wells Brown

Poetry (4 hours)

- Emily Dickinson
- Henry Wadsworth Longfellow
- Phillis Wheatley
- Walt Whitman

Total hours: 54

Additional Information

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):

No

What term(s) will this course be offered?

Fall

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value