Course: IRISH-AMERICAN LITERATURE I
Department: English
Course Description: This survey course is designed to introduce the student to the rich store of literature written by Americans of Irish descent in the 19th Century. This course, which consists of readings of fiction, drama and poetry, involves a study of the works of Irish-American writers as they respond to the challenging adventure of the United States.
Prerequisite: English Composition II

Course Outcomes	Learning Activities	Assessment Tools
Upon successful completion of this course students should:	To achieve these outcomes students may engage in the following activities:	Student learning may be assessed by:
1. Understand the development of Irish-American Literature from 1770-1860.	• Read and discuss in class assigned works from different literary and historical periods (OC[1], R, CT) • Identify the three major periods of early Irish-American literature: 1) Pre-Famine 2) Famine 3) Post-Famine (CT, OC, R) • Identify in class discussions characteristics of various literary texts as representative of particular strands of the Irish-American experience (OC, CT) • In whole class and small group settings, discuss identity formation (OC, CT) • Brainstorm characteristics of Irish-American individual and collective identities (OC, CT) • Participate in small group discussions of background material on authors'	• Reading comprehension quizzes (R, W, CT) • Tests, hour exams, final exams (R, W, CT) • Reading logs (R, W, CT) • Journals (R, W, CT) • Individual or group oral presentations on authors and texts (R, OC, W, TS, CT) • Short or longer essays on assigned works of authors from the major periods and from different cultural backgrounds (TS, W, CT) • Researched papers on historical and/or cultural influences on the literature of a particular period (TS, W, R, CT) • Self-assessment of the ability to recognize cultural patterns in major works (R, W, CT) • Genealogy projects that further

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	lives, works, and literary periods (R, OC, CT) • Watch videos that provide background and context for the literature of a particular period (OC, CT) • Research cultural and historical issues surrounding the creation and publication of literary works (R, TS, CT) • Use journals or reading logs to reflect on the relationship between literature and its cultural context (W, CT) • Write "two minute papers" focusing on a common idea or issue in the works of a particular period (W, CT) • Compose and answer mock test and quiz questions based on the literary works (W, OC, CT) • Trace the evolution of specific literary genres through different literary periods (R, CT, OC, W)	enhance understanding of the historical and cultural influence of Irish-American culture (R, W, CT)
2. In class discussion, informal writing, and formal essays, carry to a higher level the skillful analysis of language and texts that was developed in Composition II	• Review the literary concepts presented in Composition II in the context of discussing literature (OC, W) • Use literary concepts in small group discussion of literary passages (CT, OC, R) • Create reading log responses to assigned readings (W, R CT) • Perform peer reviews (R, W, CT, OC) • Apply literary concepts in the written analysis of literary passages (W, CT,) • Write and revise essays (W, CT, TS)	• Class notes (OC, W,) • Quizzes (CT, R, W) • Tests (CT, W, R) • Formal and informal writing (CT, W, R, TS) • Self-assessment of the ability to use the concepts in small-group discussion (CT, OC)

	• Identify the various genres that emerge in the development of the literature (CT, R, W, OC)	
3. Trace through selected literary and historical texts the development of Irish-American consciousness, attitudes, and ideals.	• Review historical events that are relevant to literary themes (OC, R, CT) • Differentiate between immigrants of Scots-Irish descent, and immigrants of Irish-Catholic descent (CT, R, W) • Actively read assigned texts using such techniques as underlining, highlighting, marginal notes, and summarizing main idea (R, W, CT) • In small group discussion, distinguish between real and ideal American values (CT, OC) • Test the currency or validity of particular "Irish-American" values by applying them to contemporary contexts (CT, R, OC) • Complete a time line (CT, W)	• Brief written summaries of texts or passages within texts (R, W, CT) • Short research projects on the Irish Potato Famine and the resulting immigration to America (CT, R, W, TS) • Evaluation of writing that links the values expressed in a text to a contemporary situation (CT, R, W) • Quizzes (CT, R, W) • Tests (CT, R, W)
4. Recognize in literary and historical texts themes that continue to challenge America (e.g. personal freedom versus group responsibility, class, gender and race consciousness, violence, religious values).	• Examine 19th century attitudes toward immigrants and their relevance to current attitudes. (CT, R, W, OC) • Compare/contrast the social and economic order of 18th, and 19th Irish life with 18th and 19th Century American life. (CT, R, W, OC) • Study texts recounting women's experiences; compare and contrast them with contemporary experiences and attitudes. (CT, R, W, OC) •	• Informal writing in response to topics and contexts created by instructor (CT, R, W) • Formal writing on topics identified and researched by the student (CT, R, W, TS) • Tests (CT, R, W) • Participation in class discussion (CT, R, OC) • Self-assessments of participation in small group discussion (OC, W, CT)
5. Develop and express, formally and/or informally, points of view on these themes	• Participate in class discussions (OC, R, CT)	• Written summaries of authors and/or panels (W, R, CT,)

in order to stimulate critical thinking.	• Identify an author's view on a topic and evaluate its presentation (R, OC, W, CT) • Conduct research to develop a point of view on one or more of the themes (TS, R, W, CT) • Participate in an opposing views panel discussion of the theme as it appears in a text (OC, CT, R) • Evaluate the opposing views on a theme by viewing Internet sources (TS, CT) • Write reader responses to a theme in a reading log or journal (W, R, CT) • Write comparison/contrast response papers (W, R, CT) • Complete written self-assessments of oral presentations (CT, W)	• Response papers (W, R, CT) • Reading logs/journals (W, R, CT) • Web site evaluation forms (TS, CT, R, W) • Panel self- and peer-evaluation forms (W, CT) • Annotated bibliography (W, R, TS, CT) • Comparison/contrast essays that take a stand (W, R, CT) • Documented essay (TS, W, R, CT)
6. Use research to deepen understanding and to develop analytical papers that demonstrate the connections between primary and secondary sources.	• Identify an area of special interest and develop a working bibliography of relevant materials in the MCC library (TS, R, W, CT) • Locate and assess Internet sites relevant to an area of interest (TS, R, W, CT) • Complete faculty-designed web quests related to authors and their works (TS, R, W, CT) • Read and discuss literary and/or historical analysis and criticism (R, CT, OC) • Orally present research findings on an area of interest to the class (OC, R, W, CT)	• Completed web quest forms (TS, R, W, CT) • Working bibliography (TS, W, R, CT) • Annotated bibliography (TS, W, R, CT) • Completed web site evaluation forms (TS, W, R, CT) • Oral presentation evaluated by peers, professor, and self (W, R, CT, OC) • Powerpoint presentation evaluated by peers, professor, and self (TS, W, R, CT, OC) • Documented essay (TS, W, R, CT)

	• Develop a Powerpoint presentation on an area of interest for the class (TS, R, W, CT, OC) • Write a documented essay that integrates primary and secondary sources (TS, R, W, CT)	
7. Appreciate the personal relevance and shared values of literature and the pleasure of recognizing the universal human condition	• Read literature aloud (R, OC) • Listen to others, including authors, reading aloud and discussing the creative process (OC, CT) • Watch videos that provide context and interpret themes contained in the assigned readings (OC, CT) • Compare literary treatment of themes, characters, and situations with their treatment in other art forms e.g. painting, sculpture, music, dance, film) (CT, OC, R, TS, W) • Create original work (poetry, short story, drama) in response to the assigned literature (W, CT, OC) • Write reader response logs (W, R, CT) • Verbalize immediate aesthetic responses to literature read (explaining what is meant by personal relevance and audience appeal) (OC, R, CT) • Write reviews of films, plays, or albums which are thematically relevant to assigned literature (W, R, CT, TS)	• Oral and written feedback on reading aloud (W,OC, R, CT) • Listening comprehension quizzes (OC, W, CT) • Journal and reading log responses that reflect on the reading process (W, CT, R) • Journal and reading log responses that reflect on the aesthetic response to assigned literature (W, CT, R) • Oral and written feedback on creative student material (OC, R, CT) • Essays comparing two or more works of literature on the basis of their themes, characters, and/or situations presented (W, R, TS, CT) • Reviews of films, plays, and albums (W, OC, CT, TS, R) • Researched and documented essay on some aspect of the human condition as it appears in literature (W, CT, TS, R)
8. Strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.	• Referenced above	• Referenced above.