



ENGL 243 - The Modern American Novel

Catalog Entry

Discipline English

Course Number 243

Course Title The Modern American Novel

Units: 3.000

Lecture Hours: 54.000

Scheduled Laboratory Hours:

TBA:

Total Contact Hours: 54.000

Additional Outside-of-Class Hours: 0.000

Total Outside Class Hours: 108.000

Total Student Learning Hours: 162.000

Requisites

Prerequisite: Completion with a grade of "C" or better or a Passing grade in: ENGL 101 or ENGL 101H

Catalog Description

Study of significant American novels written since 1900. May include, but not limited to works by Fitzgerald, Hemingway, Faulkner, Hurston, Heller, Kerouac, Nabokov, Erdrich, Cisneros, and Morrison.

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1501.00 - English

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

CIC Approval

11/27/2023

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. identify the major authors, works, themes, historical events, and literary conventions that have shaped American novels since 1900;
2. critically read a diverse selection of American novels and analyze each literary work from various critical perspectives;
3. produce college-level academic writing that demonstrates literal comprehension of texts, critical analysis, ethical use of primary and secondary sources, and correct MLA format and documentation.

Course Objectives

At the conclusion of this course, the student should be able to:

1. Demonstrate familiarity with important authors, works, genres, and themes of the Modern American Novel;
2. Analyze and interpret themes found in the literature and intellectual movements of the Modern period;
3. Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis;
4. relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts;
5. Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form.

Course Content

Course Lecture Content

Literary analysis is implicitly critical in nature. Therefore, students will analyze and evaluate novels according to generic conventions; historical, psychological, and social trends and influences; and the conventions of good writing.

Novels will be presented in chronological order of their publication, each contributing to the further development of the whole spectrum of the 20th-century American novel.

Six to eight novels will be selected from the following list or other department-approved novels; at least three should be from before 1960.

1. *The House of Mirth* (1905) Wharton
2. *The Great Gatsby* (1925) Fitzgerald
3. *The Sun Also Rises* (1926) Hemingway
4. *The Sound and the Fury* (1929) Faulkner
5. *The Day of the Locust* (1934) West
6. *The Grapes of Wrath* (1939) Steinbeck

7. *Their Eyes Were Watching God* (1940) Hurston
8. *Native Son* (1940) Wright
9. *Wise Blood* (1949) O'Connor
10. *Catcher in the Rye* (1951) Salinger
11. *Invisible Man* (1952) Ellison
12. *Catch-22* (1955) Heller
13. *Lolita* (1955) Nabakov
14. *On the Road* (1957) Kerouac
15. *The Crying of Lot 49* (1966) Pynchon
16. *The Bluest Eye* (1970) Morrison
17. *A Confederacy of Dunces* (1980) Toole
18. *Geek Love* (1983) Dunn
19. *Love Medicine* (1984)
20. *Erdrich White Noise* (1984) Delillo
21. *The House on Mango Street* (1989) Cisneros
22. *The Joy Luck Club* (1989) Tan
23. *Bastard Out of Carolina* (1992) Allison
24. *Six Out Seven* (1992) Mowry
25. *Independence Day* (1995) Ford
26. *American Pastoral* (1997) Roth
27. *Stones in the River* (1999) Hegi
28. *The Human Stain* (2000) Roth

Course Materials

Textbook

Matthew, John A Companion to the Modern American Novel 1900-1950s Paperback revised edition of 2009 text Wiley-Blackwell 9781118492080 2013 Latest Edition; no comparable options on the subject matter.

Chopin, Kate *The Awakening* 3rd, Critical Edition paper Norton 9780393617313 2017 Latest Edition; no comparable options on the subject matter.

Faulkner, William *The Sound and the Fury* 3rd Critical Edition (paper) Norton 9780393912692 2014 This is a classic text and not going to be re-edited and re-issued very often. This is the latest critical edition with annotated text of newly found manuscript and corrections. There are no comparable options on the subject matter.

Other Required Materials

When possible, OER or inexpensive novels can be used; however, there are some novels that may merit annotated critical editions to assist students, such as the Chopin and Faulkner texts listed above as examples.

- **Class Discussions**

Description

- Both class and small group discussion.
- Peer editing and/or revising student work.

- **Directed Learning Activities**

Description

- DOTAs at Learning Center, Learning Center or English Department workshops and the Library Research workshops may be suggested to students for specific remediation needs, for deeper understanding of concepts, or for related literary career and study information.

- **Group Study & Exercises**

Description

- Students will participate in in-class group activities such as think-pair-share, group analysis, and/or peer review.

- **Handouts**

Description

- Instructors will provide handouts on key concepts.

- **Lecture**

Description

- Instructor may use whiteboard/PowerPoint/Prezi (or similar) to lecture about the literary genre, themes, purpose, meaning, historical criticism, and other criticisms.

- Instructor may use live annotations of student work to exemplify student work for teaching purposes.

- **Media Presentations**

Description

- Instructors may present short film adaptations, documentaries, or recorded lectures that are pertinent to course material.

- **Oral Presentations**

Description

- Student presentations.

- **Reading Assignments**

Description

- Student will read from course materials.
- Instructors may assign additional remedial reading, such as developing thesis statements, writing introduction, etc.

- **Writing Projects & Reports**

Description

- Assigned analytical papers or student projects.
 - Reading Responses and/or Journals/other creative responses and in-class group work such as meme-creation.
 - Exams with essays (may include quotation identification and short-answer testing modality as well).
- Other
- Description
- Multi-media combinations.

What learning activities or assignments are required outside of class?

Reading Assignments

- Students will read various voices in the genre.
- Students will read criticism/analysis that reflects historical, social, artistic, political, and cultural movements in the genre.
- Instructor may assign specific texts for outside reading or provide a list of approved texts for outside reading.

Writing Assignments

- Students will respond to readings via journal assignments or similar.
- Students will develop analytical essays that they will draft, revise, and peer review.

Other Assignments

Students will prepare for exams and oral presentations.

Total: 108 Hours

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

1. Two short (4 to 5 pages) documented papers.

2. Two examinations that include essays but may also include quotation identification and/or short answer modes.
3. Two class presentations assessed by self, peers, and instructor.

The above items require the use of critical skills to varying degrees in order to:

- identify and respond to the writer's central purpose;
- determine the philosophical/artistic assumptions implicit in the content and structure of literary works;
- apply criteria of literary/artistic excellence developed by the various "schools" of interpretation;
- discover the importance and utility of students' own experience in the world as a tool for criticizing literature;
- distinguish between students' own responses to a work and the work itself;
- identify levels and shades of meaning in figurative language and in literary symbols;
- predict probable consequences within the plot line by recognizing adumbration and then justify those assumptions;
- recognize the close relationship or identity of form and content in literature.

Departmental standards for English 101 will be extended to all writing in this course.

The instructor will indicate the weighting of the graded activities in his or her individual course overview.

Grading Scale

Scale:

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F less than 60%

For Pass/No Pass:

P = 70% and above

NP = Below 70%