

PALOMAR COLLEGE
COURSE OUTLINE OF RECORD FOR
DEGREE CREDIT COURSE

 X Transfer Course X A.A. Degree applicable course
(check all that apply)

COURSE NUMBER AND TITLE: ENG 230 – Introduction to the American Novel

UNIT VALUE: 3

MINIMUM NUMBER OF SEMESTER HOURS: 48

BASIC SKILLS REQUIREMENTS: Appropriate language skills

ENTRANCE REQUIREMENTS:

PREREQUISITE: Eligibility for ENG 100

COREQUISITE: none

RECOMMENDED PREPARATION: none

SCOPE OF COURSE: A study of the development of the American novel through reading such writers as Nathaniel Hawthorne, Louisa May Alcott, Herman Melville, Mark Twain, Henry James, Elizabeth Stewart Phelps, Kate Chopin, William Faulkner, Ernest Hemingway, Nella Larsen, Bernard Malamud, Zora Neale Hurston, Willa Cather, Ralph Ellison, Thomas Pynchon, Toni Morrison, Maxine Hong Kingston, Louise Erdrich, and James Baldwin.

SPECIFIC COURSE OBJECTIVES:

Students will be able to:

1. Identify the literary background of and formative influences upon the American novel, distinguishing particularly between the influences of European heritage and those of our unique American experience.

2. Understand and explain the development of the American novel from the nineteenth century to the present, identifying the influences of romanticism, realism, naturalism, determinism, psychological realism, and contemporary concerns upon the individual writers and their works.
3. Evaluate elements of the novel such as structure, character, theme, setting, language, irony, and narration.
4. Analyze how the changes in the novel's form and content reflect changes in American culture, life, and thought.
5. Consider themes by which the novel addresses issues of, for example, politics, society, culture, gender, sexuality, race, religion and class.

CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Characteristics of Novel Form (authors listed in III – IX are representative; others may be chosen)
 - A. The "realistic attempt to portray all the varieties of human experience."
(Ian Watt)
 1. Specific characters with detailed personalities
 2. Specific place descriptions
 3. Direct use of language
 - B. The distinctions between "romance" and "novel" and blend of the two.
 - C. Types of Novels
- II. Topics in American Novels
 - A. Nation building
 - B. History and region
- III. American Romanticism
 - A. Hawthorne
 - B. Melville
- IV. American Realism
 - A. Clemens
 - B. James
 - C. Alcott

V. American Naturalism and Determinism

- A. Crane
- B. Dreiser

VI. The Lost Generation

- A. Fitzgerald
- B. Hemingway

VII. Modern Themes

- | | |
|-------------|------------|
| A. Faulkner | D. Ellison |
| B. Bellow | E. Hurston |
| C. Welty | F. Larsen |

VIII. Contemporary Novelists

- | | |
|-------------|-------------|
| A. Morrison | D. Baldwin |
| B. Wolfe | E. Kingston |
| C. Ellison | |

IX. Postmodern

- A. DeLillo
- B. Pynchon

REQUIRED READING: Although any course in the American novel could potentially cover a variety of novels, each instructor usually chooses six to eight of the most representative novels to illustrate the concerns defined above. Such novels may be selected from but are not limited to the following:

Bellow, Saul. Herzog. New York: Viking, 1990.

Cather, Willa. The Optimist's Daughter. New York: Random House, 1994.

Clemens, Samuel. Adventures of Huckleberry Finn. Ed. Henry Nash Smith. Boston: Houghton Mifflin, 1995.

Faulkner, William. The Sound and the Fury. 1929; rpt. New York: Vintage, 1989.

- Fitzgerald, F. Scott. The Great Gatsby. 1925; rpt. New York: MacMillan, 1994.
- Hawthorne, Nathaniel. The Scarlet Letter. Ed. Harry Levin. Boston: Houghton Mifflin, 1990.
- Heller, Joseph. Catch 22. New York: Dell, 1982.
- Hemingway, Ernest. The Sun Also Rises. 1926; rpt. New York: MacMillan, 1989.
- Hurston, Zora Neale. Their Eyes Were Watching God. Champaign, Illinois: University Illinois Press, 1991.
- James, Henry. The Ambassadors. Ed. Leon Edel. Boston: Houghton Mifflin, 1990.
- Malamud, Bernard. The Assistant. New York: Avon, 1980.
- Melville, Herman. Moby Dick. Ed. Alfred Kazin. Boston: Houghton Mifflin, 1996.
- Momaday, N. Scott. House Made of Dawn. New York: Harper Collins, 1989.
- Morrison, Toni. Beloved. New York: Knopf, 1998.
- Steinbeck, John. The Grapes of Wrath. New York: Viking Press, 1988
- Welty, Eudora. The Optimist's Daughter. New York: Random House, 1995.
- Wolfe, Tom. The Bonfire of the Vanities. New York: Bantam, 1988.

SUGGESTED READING:

See "Required Readings"

REQUIRED WRITING:

Essays, a final, and other exams, written work, and quizzes as determined by the course instructor, in the range of 2,500 – 4,000 words. These assignments should involve the students in writing tasks that require critical approaches such as the following:

1. Analysis and explication of texts based on close reading, considering such elements as theme, context, conventions of language, writer's voice, reader-response, cultural influence.
2. Research writing in MLA format, employing both primary works and secondary sources such as critical essays, historical studies for context, etc.
3. Comparison and contrast - this can be employed to consider connections (or disconnections) between texts, authors, ideas historical contexts, or cultural difference.

OUTSIDE ASSIGNMENTS:

Students are expected to spend a minimum of three hours per unit in class and on outside assignments, prorated for short term classes.

Students may be asked to engage in outside assignments, consisting of some or all of the following:

1. Maintaining a reading-response journal.
2. Doing exercises in the invention, drafting and revising of expository writing.
3. Working with other students on group projects, such as giving presentations in class.
4. Working individually on an oral presentation or other projects, employing interpretive skills other than traditional essay writing.
5. Writing unified paragraphs and short essays, using clear and precise thesis statement and topic sentence.
6. Reading with comprehension and reacting with perceptiveness to assigned reading material.
7. Quoting, paraphrasing, and summarizing accurately from assigned reading material.
8. Writing sentences, paragraphs, and short essays that are free of substantial errors in grammar, punctuation and usage.
9. Developing paragraphs and short essays, using as support examples, facts, statistics, and/or references to authority drawn from personal experience or draw from assigned reading material

10. Responding to assigned questions dealing with the literature.

INSTRUCTIONAL METHODOLOGY:

Check all that apply:

- lecture
- laboratory
- lecture-laboratory combination
- directed study

DISTANCE LEARNING:

This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.

Yes No

If yes, check all that apply:

- Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- Two-Way Video Conferencing (Two-way interactive video and audio)
- One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- Computer Assisted Instruction (A specialized form of mediated instruction relying primarily on student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

GRADING POLICY AND STANDARDS (include methods of determining whether the stated objectives have been met by students):

Grades for the class will be based on the following:

- A. Examinations, not to exceed 50%
- B. Writing assignments, not to exceed 75%
- C. Participation, not to exceed 10%

IS COURSE REPEATABLE FOR REASON(S) OTHER THAN DEFICIENT GRADE?

Yes ____ No X Number of times course may be taken for credit: ____

If yes, identify specific provision of Title 5 Division 2 section(s), 55761-55763 and 58161 which qualifies course as repeatable:

CONTACT PERSON:

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SIGNATURES ON FILE
