Rationale for conversion: The conversion will give students greater opportunity to practice critical thinking and writing and to develop research skills by increasing the length and complexity of analytical writing assignments. A 5-7 page critical essay will be added requiring students to consult at least one outside source as research for the essay. Instruction includes introduction to print and non-print resources, such as digital collections, MLA (Modern Language Association) online data bases, web resources, and citations appropriate to topic. This course continues to meet all outcomes for Literature and the Arts and Western Culture.

The four credit version will:
- add a 5-7 page critical essay;
- add research instruction in digital and print sources;
- add a primary text.

The syllabus below is the three credit generic version with writing assignment updates.

Course Description:
The first term of a three-term chronological series on the American novel, with emphasis on major writers. The Beginnings through 1900: Lydia Child to Stephen Crane and Kate Chopin.

Student Learning Outcomes:
- Identify key authors and texts of the period (approximately 1800-1900)
- Analyze and identify central literary genres and conventions during the 19th century.
- Account for and explain historical trends and issues that affected the development of American literature and culture during this era.
- Demonstrate general skills in reading comprehension, critical thinking, literary analysis, and academic writing in the humanities.

This course meets the requirements for bacc core courses in Literature and the Arts and Western Culture.

Learning Outcomes for Literature and the Arts:
1. Define, quote, or label significant works of literature.
2. Summarize, interpret or describe, from a historical perspective, the role of literature in society.
3. Demonstrate interrelationships or connections with other subject areas.
4. Recognize methods by which pattern and meaning are found.
5. Integrate and engage, through literature and the arts, one’s own and other cultures.
6. Develop expertise and sophistication in the conventions and techniques of literature, and also in critiquing those methods.
7. Demonstrate critical thinking about American Literary traditions in the novel.
Learning Outcomes for Western Culture:
1. Describe the origins and evolution of important features of Western culture.
2. Differentiate and describe events, movements, ideas or artistic achievements of Western culture.
3. Demonstrate interrelationships or connections with other subject areas.
4. Analyze events, movements, ideas or artistic achievements of Western culture in a broad context.
5. Compare past and present American culture and institutions, and make future predictions,
6. Formulate a viewpoint on contemporary American society in all its institutional, social, and cultural complexity.
7. Demonstrate critical thinking skills.

Evaluation of student performance:
1. Class attendance is mandatory.
2. One midterm examination (25 points). 25%
3. Pass/No Pass Expository Exercises (See full explanation at “Assignments” on Blackboard. Do any 5 of the 18 possible.) 20%
4. A 5-7 page essay involving research in both internet and library sources. 20%
5. A comprehensive final examination. See sample on Blackboard. 35%

Required Texts:
Lydia Child, Hobomok
Nathaniel Hawthorne, The Scarlet Letter
Henry James, Daisy Miller
Stephen Crane, The Red Badge of Courage
Kate Chopin, The Awakening
Herman Melville, Billy Budd, Sailor

Information/Background Sheets (Blackboard) CODE: B

Statement Regarding Disability Access Services:
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Link to Statement of Expectations for Student Conduct:
http://oregonstate.edu/admin/stucon/achon.htm

SCHEDULE OF ASSIGNED READINGS
Note: It is very important that you complete each reading selection by the date of its appearance on the calendar. Also, monitor Blackboard (“Assignments” and “Course Documents”) for every class period.

September 25 INTRODUCTION: The Novel as an Inherited Form
27 Child, Hobomok
29 Honbomok
<table>
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<tr>
<th>Date</th>
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| October  |                                            |         | **ROMANTICISM: Romance and the Novel (B)**
| 2        |                                            | 4, 6    | Hobomok                          |
| 9        |                                            | 11, 13  | *The Scarlet Letter*              |
| 16       |                                            | 18, 20  | *The Scarlet Letter*              |
| 23       |                                            |         | **REALISM AS A REACTION TO ROMANTICISM (B)**
| 30       |                                            | 25, 27  | *Daisy Miller*                    |
| November |                                            | 1       | **MIDTERM EXAMINATION**           |
| 3        |                                            | 6, 8    | *The Red Badge of Courage*        |
| 13       |                                            | 10, 15  | *The Awakening*                   |
| 20       |                                            | 17, 22  | *The Awakening*                   |
| 24       |                                            | 24      | **THANKSGIVING BREAK**            |
| November |                                            | 27, 29  | *Billy Budd*                      |
| December |                                            | 1       | *Billy Budd*                      |