AMERICAN NOVEL SURVEY
ENG 318
4 Credits
No Prerequisites

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 core syllabus is the three credit version with updates on assignments.

Course Description:
The second term of a three-term chronological series on the American novel, with emphasis on major writers. 1900-1945: Edith Wharton and Gertrude Stein through Zora Neale Hurston and Nathanael West.

Student Learning Outcomes:
- Identify key authors and texts of the period (approximately 1900-1945)
- Analyze and identify central literary genres and conventions during the first half of the 20th 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 literary traditions in the American 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) Expository Responses. Questions will be posted on Blackboard for most class periods under “Assignments” and a heading “Writing #x of 16.” You must complete six (6) of these assignments, and 5 of the 6 must receive a ✓ or a ✓+ (i.e., only one ✓- paragraph can be counted). Each assignment will require as a response a single paragraph (about 350 words), and each will be due at the date specified. NO LATE WORK ACCEPTED. (6 x 3 = 18 points)
3) Essay. 5-7 page critical essay incorporating research (print and nonprint sources).
4) Midterm Examination. Exposition and explication. (22 points)
5) Final examination. Essay and shorter expository responses. (40 points plus 10 Extra Credit points)

**TEXTS**
- Edith Wharton, *The Age of Innocence*
- Charlotte Perkins Gilman, *Herland*
- Jack London, *The Call of the Wild*
- Ernest Hemingway, *The Sun Also Rises*
- Gertrude Stein, *Paris France*
- Henry Miller, *Tropic of Cancer*
- Nathanael West, *The Day of the Locust*
Reading Selections on 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](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.

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<td>finish <em>The Sun Also Rises</em>, MIDTERM EXAMINATION</td>
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