

DEREE COLLEGE SYLLABUS FOR:		US credits 3/0/3		
EN 3367 THE AMERICAN EXPERIENCE IN FICTION (Updated Fall 2022)		– UK LEVEL 5 UK CREDITS: 15		
PREREQUISITES:	WP 1010 Introduction to Academic Writing WP 1111 Integrated Academic Writing and Ethics WP 1212 Academic Writing and Research			
CATALOG DESCRIPTION:	The course focuses on the ways in which representative American novels dramatize the American experience. Emphasis is placed on the historical contexts of the literary works, as well as on the social and material conditions that affect the production of narrative as cultural myth.			
RATIONALE:	The course examines representative American novels in terms of their response to aspects of American experience. Emphasis is placed on the ways in which individual American novelists react to or reflect particular events and values of their time. The thematic clustering of novels from different historical and cultural moments of American life allows students to perceive marked differences in form and content between texts; in this way students develop an in-depth understanding of how cultural norms, assumptions and historical experiences have influenced narrative practices in the evolution of the American novel.			
LEARNING OUTCOMES:	Upon successful completion of this course, students should be able to: <ol style="list-style-type: none"> 1. Discuss intellectual and social contexts that influenced the form and content of representative American novels; 2. Analyze the ways in which alternative authorial perspectives on the American experience are reflected in the style and structure of individual novels; 3. Assess the contrasting ways in which different authors respond to common themes on the American experience; 4. Analyze the ways in which perspectives on society and culture affect narrative representation. 			
METHOD OF TEACHING AND LEARNING:	In congruence with the teaching and learning strategy of the college, the following tools are used: <ul style="list-style-type: none"> • Lectures, class discussions, workshop-style pair work and group work during class meetings; • Formative exercises and online learning tasks through the Blackboard online tools designed to help students acquire confidence and benefit from independent study; • Additional print and audiovisual educational material posted on the Blackboard course template; • Other relevant educational material placed on reserve in the library; • Individualized assistance during office hours for further discussion of lecture material, additional reading, assignments and examinations; • Close collaboration with the Library and SASS to encourage students' effective use of academic support services. 			
ASSESSMENT:	<table border="1"> <tr> <td> First Assessment: Portfolio of Critical Responses (2200-2700 words) Critical analysis of author(s) and work(s) developed through close reading and select secondary material; choice of topics offered. Students must use at least 5 critical sources in their essays. </td> <td style="text-align: center; vertical-align: middle;">50%</td> </tr> </table>		First Assessment: Portfolio of Critical Responses (2200-2700 words) Critical analysis of author(s) and work(s) developed through close reading and select secondary material; choice of topics offered. Students must use at least 5 critical sources in their essays.	50%
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	<table border="1"> <tr> <td data-bbox="638 100 1300 275"> Second Assessment: Portfolio of Student Engagement (minimum of 4 quizzes and/or 4 blog entries and/or equivalent) </td> <td data-bbox="1300 100 1437 275"> 10% </td> </tr> <tr> <td data-bbox="638 275 1300 401"> Final Assessment: Examination (2-hour) Two essays or one essay and explication of extracts; 1200-1600 words in total; choice of topics offered </td> <td data-bbox="1300 275 1437 401"> 40% </td> </tr> <tr> <td data-bbox="638 428 1300 548"> Active Engagement (formative) All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments. </td> <td data-bbox="1300 428 1437 548"> 0% </td> </tr> </table> <p>The Portfolio of Critical Responses tests learning outcomes 3 and 4. The Portfolio of Student Engagement tests learning outcomes 2 and 4. The Final Examination tests learning outcomes 1 and 2.</p> <p>Students are required to resit failed assessments in this module.</p>	Second Assessment: Portfolio of Student Engagement (minimum of 4 quizzes and/or 4 blog entries and/or equivalent)	10%	Final Assessment: Examination (2-hour) Two essays or one essay and explication of extracts; 1200-1600 words in total; choice of topics offered	40%	Active Engagement (formative) All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments.	0%
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Final Assessment: Examination (2-hour) Two essays or one essay and explication of extracts; 1200-1600 words in total; choice of topics offered	40%						
Active Engagement (formative) All in-class and out-of-class assignments (including participation in discussions and online activities) prepare students for the summative assessments.	0%						
INDICATIVE READING:	REQUIRED READING: Instructors are required to choose at least two novels from the nineteenth century and at least three novels from the twentieth century: 19th Century Novels [Core Texts]: <ul style="list-style-type: none"> ➤ Nathaniel Hawthorne, <i>The Scarlet Letter</i>, The Norton Anthology of American Literature vol. 2 ➤ Herman Melville, <i>Moby Dick</i>, Norton Critical Edition ➤ Catharine Sedgwick, <i>Hope Leslie</i>, Penguin Classics ➤ Mark Twain, <i>Huckleberry Finn</i>, Norton Critical Edition ➤ W.D. Howells, <i>The Rise of Silas Lapham</i>, Penguin Classics ➤ Henry James, <i>Portrait of a Lady</i>, Penguin Classics ➤ Edith Wharton, <i>House of Mirth</i>, Norton Critical edition 20th Century Novels [Core Texts]: <ul style="list-style-type: none"> ➤ Ernest Hemingway, <i>The Old Man and the Sea</i>, Scribner ➤ William Faulkner, <i>Light in August</i>, Vintage ➤ Flannery O'Connor, <i>Wise Blood</i>, ValdeBooks ➤ J.D. Salinger, <i>The Catcher in the Rye</i>, Bay Back Books ➤ Richard Wright, <i>Black Boy</i>, Harper Perennial ➤ Ralph Ellison, <i>Invisible Man</i>, Vintage Books Kurt Vonnegut, <i>Slaughterhouse-Five</i>, Random House ➤ Thomas Pynchon, <i>The Crying of Lot 49</i>, Harper Perennial Modern Classics ➤ Alice Walker, <i>The Color Purple</i>, Penguin ➤ Toni Morrison, <i>Sula</i>, Vintage ➤ Gloria Anzaldua, <i>Borderlands La Frontera: The New Mestiza</i>, Aunt Lute Books ➤ Louise Erdrich, <i>Tracks</i>, Harper Perennial ➤ Amy Tan, <i>The Bonesetter's Daughter</i>, Ballantine Books ➤ Marilynne Robinson, <i>Gilead</i>, Picador Paper RECOMMENDED READING: Alfred Bendixen, ed. <i>A Companion to the American Novel</i> . John Wiley and Sons, 2012. Gregg D. Crane, <i>The Cambridge Introduction to the 19th-Century American Novel</i> , Cambridge UP, 2007. Emory Elliott. <i>The Columbia History of the American Novel</i> . Columbia UP, 1991.						

	Lawrence Buell, <i>The Dream of the Great American Novel</i> . Harvard UP, 2014. Malcolm Bradbury, <i>The Modern American Novel</i> . Oxford UP, 1992. Priscilla Wald and Michael A. Elliott, <i>The American Novel, 1870-1940</i> . Oxford UP, 2014.
INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)	Supplementary material used to facilitate contextual understanding of the literary works (documentaries, films, music videos, etc.)
COMMUNICATION REQUIREMENTS:	With the exception of the in-class examination, all written work must be word-processed on Word and adhere to MLA guidelines for manuscript format and documentation.
SOFTWARE REQUIREMENTS:	Word, Blackboard
WWW RESOURCES:	http://www.csustan.edu/english/reuben/home.htm https://americanliterature.com/
INDICATIVE CONTENT:	<p>Instructors are required to choose at least two novels from the nineteenth century and at least three novels from the twentieth century. Instructors are also required to address a minimum of two of the thematic clusters specified below:</p> <p>Explorations of (a physical and/or interior) Frontier Nathaniel Hawthorne, <i>The Scarlet Letter</i> Catharine Sedgwick, <i>Hope Leslie</i> Herman Melville, <i>Moby-Dick</i> Ernest Hemingway, <i>The Old Man and the Sea</i> Marilynne Robinson, <i>Gilead</i></p> <p>Society and the American Individual Mark Twain, <i>Huckleberry Finn</i> W.D. Howells, <i>The Rise of Silas Lapham</i> Henry James, <i>Portrait of a Lady</i> Edith Wharton, <i>House of Mirth</i> J.D. Salinger, <i>The Catcher in the Rye</i></p> <p>(De)Constructions of American Ideology William Faulkner, <i>Light in August</i> Flannery O'Connor, <i>Wise Blood</i> Thomas Pynchon, <i>The Crying of Lot 49</i> Kurt Vonnegut, <i>Slaughterhouse-Five</i> Ralph Ellison, <i>Invisible Man</i></p> <p>Dramatizations of the Ethnic Self Richard Wright, <i>Black Boy</i> Toni Morrison, <i>Sula</i> Alice Walker, <i>The Color Purple</i> Gloria Anzaldua, <i>Borderlands La Frontera: The New Mestiza</i> Louise Erdrich, <i>Tracks</i> Amy Tan, <i>The Bonesetter's Daughter</i></p>