1. **COURSE TITLE\*:** The Great American Novel (1925-present)
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**

**COURSE** **NUMBER**: 2202 **CATALOG** **PREFIX**: ENGL

1. **PREREQUISITE(S)\*: ENGL 1101 COREQUISITE(S)\*: NA**
2. **COURSE TIME/LOCATION/MODALITY: (*Course Syllabus – Individual Instructor Specific*)**
3. **CREDIT HOURS\*: 3 LECTURE HOURS\*: 3**

**LABORATORY HOURS\*: 0 OBSERVATION HOURS\*: 0**

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course is a survey of American Literature from 1925 to present. The primary focus of this class is reading and discussing “The Great American Novel,” which will allow students to understand the literary value, historical significance, and cultural influence of works that have vied for this title. Students will address both the influence these novels have had on American culture, and the influence American culture had on the creation of these novels. In addition to readings, discussions, and exams, students will write two research papers and give two presentations that demonstrate their ability to explain the importance of specific works both verbally and in writing.

1. **LEARNING OUTCOMES\*:**

1. Identify major works by modern American novelists

2. Summarize and provide detailed analysis of those works and their central themes

3. Explain the importance and influence of the aforementioned works, both in writing and through presentations.

1. **ADOPTED TEXT(S)\*:**

*The Great Gatsby* by F. Scott Fitzgerald (1925)

*Passing* by Nella Larsen (1929)

*Of Mice and Men* by John Steinbeck (1937)

*Fahrenheit 451* by Ray Bradbury (1953)

*The Bell Jar* by Sylvia Plath (1962)

*In Cold Blood* by Truman Capote (1966)

*There, There* by Tommy Orange (2018)

*\** As long as the novels are unabridged, students may use any edition (print or electronic).

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

Students should be prepared to take notes while reading, have access to Microsoft Word to complete written assignments, and have Internet access to conduct research and create presentations.

1. **GRADING SCALE\*\*\*:**

Follows the policy stated in the SSCC catalog.

A=90-100, B=80-89, C=70-79, D=60-69, and F=0-59.

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

**EXAMPLE ONLY:** A variety of assignments will be used to evaluate student learning. Types of assignments should include but need not be limited to those listed below. A recommended distribution of grades is also indicated.

**Course Assignments & Grading Distribution\***

Reading Exams 15

Class Participation 30

Presentations 15

Essays 30

Final Exam 10

Final Grade 100

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

Students will study and analyze great American novels by reading primary and secondary texts, participating in class discussion, taking quizzes, writing researched essays, and giving presentations to the class.

**14. COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

***(Insert sample course outline with learning objectives tied to assignments / topics.)***

***PART ONE: AMERICAN DREAMS & AMERICAN TRAGEDIES***

Week 1 & 2

|  |  |  |  |
| --- | --- | --- | --- |
| Modules 1 &2 | Module Learning Outcomes (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Modules 1 & 2:  *The Great Gatsby* | MLO: Understand the enduring legacy of F. Scott Fitzgerald’s masterwork, which appears at or near the top of almost every list of Great American Novels | Reading:  The Novel  Assignments:  1. Multiple Quizzes  2. Multiple Discussions | This module aligns with the Course Learning Outcomes 1 and 2. |

Week 3

|  |  |  |  |
| --- | --- | --- | --- |
| Module 3 | Module Learning Outcomes (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Module 3: “Passing” in *Passing* | MLO: Understand the importance of Nella Larsen’s most famous work and how her New York differs from Fitzgerald’s New York though they were written in the same era. | Reading:  The Novel  Assignments:  1. Quiz  2. Discussion | This module aligns with the Course Learning Outcomes 1 and 2. |

Week 4

|  |  |  |  |
| --- | --- | --- | --- |
| Module 4 | Module Learning Outcomes (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Module 4: *Of Mice and Men* | MLO: Understand Steinbeck’s Great American Novella and consider how his era and his characters contrast those of Fitzgerald and Larsen. | Reading:  The Novel  Assignments:  1. Quiz  2. Discussion | This module aligns with the Course Learning Outcomes 1 and 2. |

Week 5

|  |  |  |  |
| --- | --- | --- | --- |
| Module 5 | Module Learning Outcomes (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Module 5: The Great American Essay & Presentation | MLO: Students will write an essay that shows their ability to analyze themes in American Literature in the 1920s and 30s, and they will also make and share a presentation that summaries that analysis | Assignments:  1. The First Essay  2. The First Presentation | This module aligns with the Course Learning Outcome 3. |

***PART TWO: MIDCENTURY MASTERPIECES***

Weeks 6 & 7

|  |  |  |  |
| --- | --- | --- | --- |
| Module 6 & 7 | Module Learning Outcomes (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Modules 6 & 7: *Fahrenheit 451* | MLO: Understand the enduring legacy of Bradbury’s masterwork and its anti-censorship message, as well as the role of genre fiction in the literary canon. | Reading:  The Novel  Assignments:  1. Multiple Quizzes  2. Multiple Discussions | This module aligns with the Course Learning Outcomes 1 and 2. |

Week 8-9

|  |  |  |  |
| --- | --- | --- | --- |
| Module 8 & 9 | Module Learning Outcomes (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Modules 8 & 9: *The Bell Jar* | Understand the enduring legacy of Plath’s famous novel and its importance as a both a feminist novel and one that openly addresses serious mental health issues and how they are treated. | Reading:  The Novel  Assignments:  1. Multiple Quizzes  2. Multiple Discussions | This module aligns with the Course Learning Outcomes 1 and 2. |

Weeks 10-12

|  |  |  |  |
| --- | --- | --- | --- |
| Module 10-12 | Module Learning Outcomes (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Modules 10-12:  *In Cold Blood* | MLO: Understand the enduring legacy of Capote’s “non-fiction novel,” its impact on “ripped from the headlines” stories, and the lines between subjective and objective reporting. | Reading:  The Novel  Assignments:  1. Multiple Quizzes  2. Multiple Discussions | This module aligns with the Course Learning Outcomes 1 and 2. |

Week 13

|  |  |  |  |
| --- | --- | --- | --- |
| Module 13 | Module Learning Outcomes (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Module 13:  The Great American Influencers | MLO: Students will write an essay that explains in detail the influence of Bradbury, Capote or Plath has had on writers from the 1970s to today, and they will also make and share a presentation with the class. | Assignments:  1. The Second Essay  2. The Second Presentation | This module aligns with the Course Learning Outcome 3. |

***PART THREE: AMERICAN NOVELS RIGHT NOW***

Week 14-15

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| --- | --- | --- | --- |
| Modules 14-15 | Module Learning Outcomes (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Modules 14-15:  *There, There* | MLO: Read Tommy Orange’s popular contemporary novel that address Native American issues and discuss whether or not this could be a future Great American Novel. | Reading:  The Novel  Assignments:  1. Multiple Quizzes  2. Multiple Discussions | This module aligns with the Course Learning Outcomes 1 and 2. |

Finals Week

|  |  |  |  |
| --- | --- | --- | --- |
| The Final Module | Module Learning Outcomes (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| The Final Module:  The Future of the American Novel | MLO: Students will write an essay that explains what makes a Great American Novel today—not in the past, but now. What must a writer do write a work that would properly capture America and create an enduring legacy. Students will also create a final presentation to share their thoughts. | Assignments:  1. The Final Essay  2. The Final Presentation | This module aligns with the Course Learning Outcome 3. |

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Student Responsibility for Avoiding Academic Misconduct :**

The following is a list of various types of academic misconduct. In this course, a first offense will result in a failing grade (0%) on the quiz, essay, exam, or presentation involved. Any subsequent offense will result in a failing grade (0%) for the course.

**Types of Academic Misconduct**

1. Any unauthorized use of material (books, notes of any kind, and so forth) during an examination, test, or quiz.
2. Copying from another student’s work, permitting one’s work to be copied during an examination, test, or quiz.
3. Unauthorized use of equipment (computers, calculators, etc.)
4. Permitting a person to pose in one’s place during an examination, test, quiz, or posing as another person during an examination, test, or quiz.
5. Altering an examination, test, quiz, or any other type of evaluated work in an effort to have the work re-evaluated for a higher grade.
6. Plagiarizing or permitting one’s work to be plagiarized.
7. Using unauthorized or improper methods to determine in advance the contents of an examination, test, or quiz.
8. Unauthorized use of computer software during an examination, test, or quiz.
9. Submitting as one’s own work a work of art, a speech or oral report, a musical composition, a computer program, a laboratory project or any other creation done by another person.

**Plagiarism Defined**  
Plagiarism can be defined as copying someone else’s words or ideas and passing it off as your own. This includes copying material from the World Wide Web, the Internet, books, videos, and all copyrighted material without express permission and documentation.  
  
**Examples of plagiarism are**:

1. Reproducing another person’s words, published or unpublished, as one’s own;
2. Permitting another person to alter substantially one’s written work;
3. Failing to acknowledge the ideas or words of another person, including verbatim use of another’s words without proper documentation or paraphrasing another’s words without proper documentation;
4. Using material from the World Wide Web, Internet, videos, encyclopedias, books, magazines, newspapers, student papers, and copyrighted material without indicating where the material was found.

“Proper documentation” is a written acknowledgement, such as the use of quotation marks and footnotes that alert a reader to the fact that the words or ideas are not that of the writer.

**16. FERPA\*\***

Students need to understand that their work may be seen by others. Others may see students’ work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that their work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS\*\***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at [rhall21@sscc.edu](mailto:rhall21@sscc.edu) or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.