



COURSE OUTLINE

Course Number
ENG208

Course Title
Modern American Novel

Credits
3.0

Hours:
3 Lecture

Co- or Pre-requisite
Pre-requisite: grade of C or better in ENG102

**Implementation Semester
& Year**
Fall 2022

Catalog description: Explores a variety of novels written by Americans about their experiences of the period of modernity in the United States through their response to the historical, technological, intellectual, and political conditions. The readings include novels of city and small town, race and society, and the individual and family relationships. Through the readings, students will discover how novelists have created their textual world in such settings during the modern American period.

General Education Category:
Goal 6: Humanities

Course coordinator: Laura Knight, (609) 570-3309, knightl@mccc.edu

Suggested novels: Titles selected for the course should offer students a diverse selection. Below is a list of the kinds of novels taught in the course:

Hemingway, Ernest. *A Farewell to Arms*.
Hemingway, Ernest *For Whom the Bell Tolls*.
Hemingway, Ernest *The Sun Also Rises*
Di Donato, Pietro. *Christ in Concrete*
Gold, Michael. *Jews without Money*
Porter, Katherine Anne. *Pale Horse, Pale Rider*
Fitzgerald, F. Scott. *The Great Gatsby*
Faulkner, William. *The Sound and the Fury*.
Faulkner, William *Light in August*
Anderson, Sherwood. *Winesburg, Ohio*

Larsen, Nella. *Quicksand*. *Passing*
Hurston, Zora Neale. *Their Eyes Were Watching God*
Masters, Lee. *Spoon River Anthology*

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

- Close Reading:** interpret literature, focusing on elements of literary style, theme, characterizations, setting. [Supports ILG 1, 6, 8; PLO 1, 3]
- Literary Strategies and terminology:** demonstrate knowledge of the distinctive ways writers use a variety of literary strategies to shape the reader's response to and engagement with the narrative in various genres and how screenwriters and directors translate these to . [Supports ILG 1, 6, 8, 9; PLO 1]
- Synthesis of Texts:** create original essays using course texts and scholarly research, synthesizing readings to create original interpretations [Supports ILG 1, 4, 6, 10, 11; PLO 2, 3, 4]

2. Critical Analysis: analyze the literature using the most appropriate critical framework(s) (e.g., psychological, historical, philosophical/ethical, feminist, sociological, etc.) [Supports ILG 1, 6, 8, 9, 10, 11; PLO 3]

3. Literary Context: use textual evidence and research into major historical and social changes such as political, economic, or cultural shifts to evaluate the literature's roles as product of a historical moment, challenge to hegemony, and/or shaper of culture. [Supports ILG 1, 6, 7, 8, 9, 10, 11; PLO 1]

4. Documentation of Sources: use correct MLA documentation format for citing literature in essays [Supports ILG 1, 4, 10; PLO 2]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Liberal Arts (PLO)

- 1. Concept Knowledge.** Understand the vocabulary, methods, and major concepts presented in the humanities, social sciences, and the natural sciences.
- 2. Communication.** Articulate complex ideas clearly and effectively, both verbally and in writing.
- 3. Critical Thinking.** Perform a series of thinking tasks including speculation, analysis, and synthesis (i.e., abstract reasoning).
- 4. Research Methods.** Use research materials and methodologies.

Units of study in detail – Unit Student Learning Outcomes:

Note: Most units can be taught in any order, and focus can be on some rather than all the units. Units can be combined, i.e. theme and genre.

Unit I: Overview of Novel and Modernist Period

The student will be able to...

- define the main characteristics of modernist literature through its terms (Supports Course SLOs 1, 2)
- contrast Romanticism, realism and/or naturalism with the Modern American period and thus explain the period of modernity (Supports Course SLOs 1, 2)
- reflect on how culture and setting play a key role in modernist literature (Supports Course SLOs 2)
- discern the narrative point of view of literature (Supports Course SLOs 3)
- understand the rationale for the critical reception of the literature, respectively, through outside readings, (Supports Course SLOs 5)
- articulate an understanding of these SLOs through verbal and written assignments (Supports Course SLOs 6)

Unit II: The Lost Generation

The student will be able to ...

- identify the major writers of The Lost Generation (Supports Course SLO 1)

- critically read and understand novels written by members of The Lost Generation (Supports Course SLOs 1, 4),
- examine the reception of the novels of the Lost Generation (Supports Course SLO 5)
- articulate the relationship between the novels of The Lost Generation and concepts of American identity and modernity (Supports Course SLO 3)
- analyze and connect the political, historical, and cultural contexts of these novels (Supports Course SLO 4)
- analyze the concepts through verbal and written assignments (Supports Course SLO 6) • articulate an understanding of The Lost Generation through verbal and written assignments (Supports Course SLO 6)

Unit III The Harlem Renaissance

The student will be able to...

- identify the major writers of the Harlem Renaissance (Supports Course SLO 1)
- critically read and understand novels written by members of the Harlem Renaissance (Supports Course SLO 1, 4),
- examine the reception of the novels the Harlem Renaissance (Supports Course SLO 5)
- articulate the relationship between the novels of the Harlem Renaissance and concepts of American identity and modernity (Supports Course SLO 3)
- analyze and connect the political, historical, and cultural contexts of Harlem Renaissance novels (Supports Course SLO 4)
- analyze the concepts through verbal and written assignments (Supports Course SLO 6)
- articulate an understanding of the Harlem Renaissance through verbal and written assignments (Supports Course SLO 6)

Unit IV Social Protest Novels

The student will be able to...

- identify the major writers of social protest (Supports Course SLO 1)
- critically read and understand social protest novels (Supports Course SLO 1, 4),
- examine the reception of social protest novels (Supports Course SLO 5)
- articulate the relationship between social protest novels and concepts of American identity and modernity (Supports Course SLO 3)
- analyze and connect the political, historical, and cultural contexts of social protest novels (Supports Course SLO 4)
- analyze the concepts through verbal and written assignments (Supports Course SLO 6)
- articulate an understanding of social protest through verbal and written assignments (Supports Course SLO 6)

Unit V Southern Renaissance

The student will be able to...

- identify the major writers of the Southern Renaissance (Supports Course SLO 1)
- critically read and understand Southern Renaissance novels (Supports Course SLO 1, 4),
- examine the reception of Southern Renaissance novels (Supports Course SLO 5)
- articulate the relationship between the novels of the Southern Renaissance and concepts of American identity and modernity (Supports Course SLO 3)
- analyze and connect the political, historical, and cultural contexts of Southern Renaissance novels (Supports Course SLO 4) • analyze the concepts through verbal and written assignments (Supports Course SLO 6)
- articulate an understanding of the Southern Renaissance through verbal and written assignments (Supports Course SLO 6)

Unit VI Post-war Novel

The student will be able to...

- identify the major writers of the post-war novels (Supports Course SLO 1)
- critically read and understand post-war novels (Supports Course SLO 1, 4),
- examine the reception of post-war novels (Supports Course SLO 5)
- articulate the relationship between post-war novels and concepts of American identity and modernity (Supports Course SLO 3)
- analyze and connect the political, historical, and cultural contexts of post-war novels (Supports Course SLO 4)
- analyze the concepts through verbal and written assignments (Supports Course SLO 6)
- articulate an understanding of post-war novels through verbal and written assignments (Supports Course SLO 6)

Unit VI Post-modern Novel

The student will be able to...

- identify the major writers of the post-modern novels (Supports Course SLO 1)
- critically read and understand post-modern novels (Supports Course SLO 1, 4),
- examine the reception of post-modern novels (Supports Course SLO 5)
- articulate the relationship between post-modern novels and concepts of American identity and modernity (Supports Course SLO 3) • analyze and connect the political, historical, and cultural contexts of post-modern novels (Supports Course SLO 4)
- analyze the concepts through verbal and written assignments (Supports Course SLO 6)
- articulate an understanding of post-modern novels through verbal and written assignments (Supports Course SLO 6)

Evaluation of student learning: [Evaluates SLOs 1-6.]

Required coursework may include a combination of the following with writing assignments comprising the majority of the course evaluation.

Writing assessments: analysis or close-reading papers, research papers, forum discussion posts, informal writing assignments)

Quizzes

Presentations

Midterm Examination

Final Examination