

College of San Mateo Course Outline

- New Course
 Update/No change
 Course Revision (Minor)
 Course Revision (Major)

Date: 04/22/2011

Department: Literature Number: 113

Course Title: The Novel Units: 3

Total Semester Hours: Lecture: 48 Lab: Homework: 80 By Arrangement:

Length of Course

- Semester-long
 Short course (Number of weeks ___)
 Open entry/Open exit

Grading

- Letter
 Pass/No Pass
 Grade Option (letter or Pass/No Pass)

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)

English 100 or equivalent with a grade of C or higher

2. **Corequisite** (Attach Enrollment Limitation Validation Form.)

none

3. **Recommended Preparation** (Attach Enrollment Validation Form.)

none

4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation.)

113 The Novel (3)

48 lecture hours. Prerequisite: English 100 or equivalent with a grade of C or higher. Study of a representative selection of novels of the 19th, 20th, and 21st Centuries and of various aspects of literary criticism. Authors may include Jane Austen, Charlotte and Emily Brontë, Thomas Hardy, Henry James, William Faulkner, Gabriel Garcia Marquez, among others. Lectures, discussions, related reading, and writing of critical papers. (CSU/UC)

5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation.)

Lit, 113 The Novel

Study of selective and representative novels of the 19th, 20th, and 21st Centuries and related literary criticism. Lectures, discussion, related reading and writing of critical papers. Prerequisite: English 100 or equivalent with a grade of C or higher. (CSU/UC)

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

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

Demonstrate an understanding of the novel as a unique literary form, compared to other genres of literature.

Demonstrate an understanding of the relationship between the crafting of a novel and its success as a literary work.

Demonstrate an understanding of how cultural movements and historical trends influence novels, both in their scope and in their literary components (plot, characterization, themes).

Demonstrate an understanding of why certain novels (both canonical and non-canonical) are representative of their times.

Write analytical essays using the normal conventions of literary criticism, including argumentation, presentation of evidence and documentation in standard M.L.A. format.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

All Student Learning Outcomes listed above are course objectives as well. Other course objectives include the ability to do the following:

Read and evaluate with understanding and appreciation major novels of the 19th, 20th, and 21st Centuries;

Apply critical thinking skills in analyzing and comparing novels from various eras as part of class discussion and written response;

Recognize the importance of literature in its reflection of human experience.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

I. Students will examine the following areas of content for the course:

a) The craft of fiction: various techniques used in the writing of novels, such as plot, theme, characterization, types of narration, etc. The course will evaluate how styles of fiction change over the course of centuries to reflect the tastes and expectations of readers;

b) Major historical events and their influence upon and relationship to novels, such as the expansion and then dissolution of the British Empire, the burgeoning women's movement, the Civil War, the Cold War, and other such events.

c) Major literary innovations and techniques, such as stream of consciousness, magical realism, and postcolonial perspectives in the 20th and 21st Century novels;

d) The history and uniqueness of the novel as one of the latest of literary forms, distinct from drama, short stories, and poetry;

e) Selected literary theories, such as reader-response criticism, biographical criticism, Marxist and feminist criticism, etc., to demonstrate how these theories can shape a reader's interpretation of a novel.

Students may examine works of literary criticism from various centuries to gauge how scholars and society responded to the various novels under discussion.

The typical activities students will engage in include but are not limited to the following: reading, discussion, and writing about literature. Student groups may be asked to research and present topics related to the novels. Some attendance of live performances, readings, and outside lectures may be included.

Novels chosen should reflect exemplary writing from both genders and diverse ethnicities and nationalities. Novels should be representative of their eras and should be selected primarily for their importance in the development of the novel from the 19th to 21st Centuries. Possible authors include but are not limited to the following:

19th Century: Jane Austen, Henry Fielding, Charlotte and Emily Brontë Charles Dickens

20th Century: Thomas Hardy, D.H. Lawrence, Ernest Hemingway, William Faulkner, E.M. Forster, Virginia Woolf, Alice Walker, Charles Frazier, Isabel Allende, Gabriel Garcia-Marquez, Zora Neale Hurston, Margaret Atwood

21st Century: Tobias Woolf, Jeffrey Eugenides, Ian McEwan, Ann Tyler, Junot Diaz

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.) **If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.**

Reading Assignments:

Students will be expected to prepare for class by staying current with the assigned readings, whether of the novels themselves or of literary criticism or materials on historical events pertaining to the novels. Students will read between six to eight novels per semester, depending on length of the selected novels

Writing Assignments:

Students will write formal essays (totaling approximately 4,000 words for the semester) on selected novels. Students may write short, informal in-class responses/reactions to particular issues or passages in the novels or related literature.

Lecture/Discussion:

Instructors will provide analysis and background on literary issues as well as cultural or historical topics that arise from a scholarly examination of the novels. Instructors will also facilitate discussion and interpretation from students, either from individual students or in small groups.

Critical Thinking:

Students will analyze and interpret novels as texts, both in discussion and in formal and informal writing, which requires critical thinking. Students will be asked to apply critical theories and historical and cultural perspectives to class discussion and essays, as well as articulate the connections between forms and themes in novels. All of these activities require critical thinking.

Outside Readings, Lectures, Live Performances, Films:

Some current authors of novels selected for the class reside in the Bay Area and give readings and lectures—such as ones delivered at College of San Mateo in our speakers series. Many films are also available, either representing the novels themselves or adding related cultural or historical perspectives to the novels selected for the course. Often live performances of related importance to the novels are available to students in the greater Bay Area, who may be asked to attend some of these events listed above.

Hour By Arrangement:

Students may complete their Hour by Arrangement requirement through receiving assistance on essays at the Writing Center and by attending supervised (instructor in attendance) lectures and live performances.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Essays:

Students will write critical, out-of-class essays (totaling approximately 4000 words for the semester).

Testing:

Students will take quizzes, a midterm examination, and a final examination. Group presentations may also contribute to a student's overall grade.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Instructions will order new editions of the following partial list of representative novels or others, which they may select according to the criteria listed above:

19th Century: *Pride and Prejudice*; *Jane Eyre*; *Wuthering Heights*;

20th Century: *The Turn of the Screw*; *A Passage to India*; *A Farewell to Arms*;

Their Eyes Were Watching God; *The House of the Spirits*; *Cold Mountain*

21st Century: *Atonement*; *The Brief Wondrous Life of Oscar Wao*; *Middlesex*

Prepared by: _____
(Signature)

Email address: cutlerm@smccd.edu

Submission Date: _____