

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

ENGL 211 – THE AMERICAN NOVEL OF THE TWENTIETH CENTURY

CIP Code: 230101

**Created by: Emily Hamilton-Honey
Updated by: Nadine Jennings**

**SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF ENGLISH
SPRING 2020**

A. **TITLE:** The American Novel of the Twentieth Century

B. **COURSE NUMBER:** ENGL 211

C. **CREDIT HOURS:**

3 Credit Hours

3 Lecture Hours: 3 per week

Course Length: 15 Weeks

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** GER 7 Humanities

F. **SEMESTER(S) OFFERED:** Spring

G. **COURSE DESCRIPTION:**

This course explores the interaction between historical events, social change, and economic factors that affected the American way(s) of life as they are reflected in the novels of writers such as Edith Wharton, F. Scott Fitzgerald, Ernest Hemingway, John Steinbeck, William Faulkner, Richard Wright, Toni Morrison, Alice Walker, Leslie Marmon Silko, Sandra Cisneros, and others. The novels may be augmented by a variety of print and digital media.

H. **PRE-REQUISITES/CO-REQUISITES:**

a. Pre-requisite(s): ENGL 101

b. Co-requisite(s):

c. Pre- or co-requisite(s):

I. **STUDENT LEARNING OUTCOMES:**

By the end of this course, the students will be able to:

<u>Course Student Learning Outcome [SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO</u>
a. Display ability to <i>apply</i> terms common to the humanities to the course materials.		7	1 [W]
b. <i>Analyze</i> the stylistic differences employed by the course authors.		7	2 [CA]
c. <i>Argue</i> for specific interpretations of course materials.			2 [CA]
d. <i>Evaluate</i> American historical and sociological events as they are reflected in and impact the			2 [CA]

development of the American novel.			
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KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** Yes _____ No X _____

K. **TEXTS:**
(Representative texts; texts chosen by instructor)

Cisneros, Sandra. *The House on Mango Street*. 1989. New York: Vintage, 1991.
 Erdrich, Louise. *The Bingo Palace*. 1994. Harper Perennial, 2006.
 Fitzgerald, F. Scott. *The Great Gatsby*. 1925. New York: Scribner, 2004.
 Naylor, Gloria. *Mama Day*. 1988. Vintage, 1989.
 Olson, Tillie. *Yonnondio: From the Thirties*. Bison Books, 2004.
 Roth, Philip. *Portnoy's Complaint*. 1969. Vintage, 1994
 Silko, Leslie Marmon. *Ceremony*. 1977. Penguin, Anniversary Edition, 2006.
 Steinbeck, John. *The Grapes of Wrath*. 1939. New York: Penguin, 2002.
 Vonnegut, Kurt. *Slaughterhouse-Five*. 1969. New York: Random House-Dell, 1991.
 Walker, Alice. *The Color Purple*. 1982. New York: Harvest-Harcourt, 2003.
 Wharton, Edith. *Ethan Frome*. Norton Critical Edition. 1911. New York: W.W. Norton, 1994.

L. **REFERENCES:**
(Representative references; references chosen by instructor)

Bradbury, Malcolm. *The Modern American Novel: New Revised Edition*. New York: Penguin, 1994.
 Cheyfitz, Eric, Ed. *The Columbia Guide to American Indian Literatures of the United States Since 1945*. New York: Columbia UP, 2004. Print.
 Kalaidjian, Walter, Ed. *The Cambridge Companion to American Modernism*. New York: Cambridge UP, 2005. Print.

- Kimmage, Michael. *In History's Grip: Philip Roth's Newark Trilogy*. Palo Alto, CA: Stanford UP, 2012. Print.
- Masden, Deborah L. *Beyond the Borders: American Literature and Post-Colonial Theory*. London: Pluto Press, 2003. Print.
- Mullen, Bill V. *Left of the Color Line: Race, Radicalism, and Twentieth-Century Literature of the United States*. Chapel Hill, NC: U of North Carolina P, 2006. Print.
- Yannella, Philip. *American Literature in Context After 1929*. West Sussex, UK: Wiley-Blackwell, 2010. Print.

M. EQUIPMENT: Technology-enhanced classroom

N. GRADING METHOD: (A-F)

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

- Exams
- Quizzes
- Papers
- Participation

P. DETAILED COURSE OUTLINE:

TOPICS FOR ANALYSIS WITH EACH NOVEL

I. Character/s

- A. Define: types
- B. Developed: action, speech, appearance, biography, etc.

II. Point of View

- A. Define
- B. Establish types: 1st person, 3rd person, etc.
- C. Develop options

III. Style

- A. Define
- B. Illustrate variety and choices
- C. Tie to point of view

IV. Setting

- A. Define
- B. Functions: theme, characters, action
- C. Relate to historical/cultural time period

V. Tone

- A. Define
- B. Discuss word choice, effect of language

Q. LABORATORY OUTLINE: