

General Education Course Proposal

Proposed Course: Engl. 103 Masterpieces of American Literature Units 4
Prefix No. Title

Department: English School: Arts & Humanities

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D___; E___
Integration: B___; C X; D___; International/Multicultural___

Existing Course ___; Revised Course X; New Course ___

Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.
Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Discussion and written analyses of influential poetry, drama, fiction, and nonfiction by American authors and representing the cultural diversity of the nation. Historical and social contexts of literary works. Not applicable to the English major.

Enrollment limit per section: 40

Expected number of sections per semester – Year 1 1-2; Year 2 2-3

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Andrew Smith 4-30-98
Department Chair Date

Kim Marin 8/26/98
School Curriculum Committee Date

R. J. Galt 8/27/98
School Dean Date

Patricia Ann 2/20/01
General Education Subcommittee Date

J. Echeverria 2/20/01
Associate Provost Date

Attachment # 2: Statement of elements common to all sections of the course
Proposed Course: Engl. 103 Masterpieces of American Literature

English 103: Masterpieces of American Literature 4 units

Catalog description: Discussion and written analyses of influential poetry, drama, fiction, and nonfiction by American authors and representing the cultural diversity of the nation. Historical and social contexts of literary works. Not applicable to the English major.

Content: The course focuses on American literary texts widely acknowledged as influential and as “masterpieces.” Selection of specific texts depends on the instructor, but the texts will represent a wide range of historical periods from the Native American oral tradition to the early European settlements to the twentieth century. Texts will also represent a variety of literary genres and styles and will illustrate the cultural diversity of the nation. Discussion of the literature will include discussion of the historical, social, and philosophical contexts for the works. Throughout the course, students will engage in close reading and analysis of the texts through discussion and written assignments. They will discuss ideas, themes, beliefs, and values as expressed in the texts from the perspective of their subjective responses as well as more analytical approaches to the works. They will also be introduced to techniques of literary criticism, the concept of genre, literary terms, critical approaches to literature, and the relationship between content and form.

Objectives:

Students will:

- read, discuss, and analyze masterpieces of American literature
- explore the concept of a “masterpiece” and why these works are considered masterpieces
- explore the connection between the texts and the historical periods and cultures which produced them
- explore the connection between the themes and ideas in the literature and contemporary civilization
- explore and reflect critically upon the beliefs and values expressed in the literature
- distinguish between subjective and objective responses to the literature and understand the connections between the two
- develop an appreciation for literature by making connections between the literature and their own lives
- practice close reading of texts, with attention to the nature and role of language
- learn techniques of literary criticism and be introduced to an introductory vocabulary of literary terms
- practice writing about literature, using techniques of literary criticism

Required student activities:

- close reading of texts as homework for every class period
- participation in discussion of literature (as a class or in small groups)
- final exam (according to CSUF policy and schedule)

Revised 11/3/98

Attachment # 2: Statement of elements common to all sections of the course
Proposed Course: Engl. 103 Masterpieces of American Literature

Required student activities (cont.):

- a combination of two or more of the following activities (with written assignments, including the final exam, totaling at least 4,000 words)
- regular entries in a reading response journal
- in-class written reading responses
- in-class essays
- midterm essay
- out-of-class essays
- group discussion and presentation
- individual presentation
- required attendance

Grading policy: Each syllabus will contain a grading policy. The grade for the course will be based on a combination of grades on written assignments (both in-class and out-of-class), presentations, exams, and participation in class discussions.

Representative texts: Instructors may choose to use a standard American literature anthology such as The Harper American Literature, Compact Edition. However, because anthologies usually provide only excerpts from longer works, most instructors choose to use a selection of 8-10 individual volumes chosen to represent a range of historical periods and the cultural diversity of the nation. These full-length works are sometimes supplemented with handouts of brief selections of poems or short stories. Texts are commonly drawn from the following list:

Native American oral literature (myths, oral histories, speeches, chants, etc.)

Ann Bradstreet - poems

Benjamin Franklin - The Autobiography of Benjamin Franklin

St. Jean de Crevecoeur - Letters from an American Farmer

Henry David Thoreau - Walden

Nathaniel Hawthorne - The Scarlet Letter

Herman Melville - Billy Budd

Emily Dickinson - poems

Walt Whitman - Leaves of Grass

Kate Chopin - The Awakening

Mark Twain - Adventures of Huckleberry Finn

Edith Wharton - The House of Mirth

T.S. Eliot - "The Love Song of J. Alfred Prufrock"

Ernest Hemingway - The Sun Also Rises

F. Scott Fitzgerald - The Great Gatsby

Langston Hughes - poems/stories

Zora Neale Hurston - Their Eyes Were Watching God

Richard Wright - Native Son

Robert Frost - poems

Tennessee Williams - Streetcar Named Desire

Revised 11/5/98

Attachment # 2: Statement of elements common to all sections of course
Proposed Course: Engl. 103: Masterpieces of American Literature

Representative Texts (cont.):

Ralph Ellison - Invisible Man

Maxine Hong Kingston - The Woman Warrior

Leslie Marmon Silko - Ceremony

Rudolfo Anaya - Bless Me, Ultima

Sandra Cisneros - Woman Hollering Creek

Toni Morrison - The Bluest Eye

Approximate schedule for the course: The course is generally organized chronologically with 3-6 class periods spend on longer works (novels, autobiographies, etc.) and 1-2 class periods spent on shorter works (poems, short stories).

Revised 11/5/98

Attachment # 3: Typical Syllabus

Proposed Course: Engl. 103 Masterpieces of American Literature

Engl. 103

Masterpieces of American Literature

Fall 1997

Dr. Lyn Johnson

PB 447; 278-2713

Texts: Hawthorne, Great Short Works (Perennial)
Melville, Billy Budd & Other Stories (Penguin)
Twain, Adventures of Huckleberry Finn (Penguin)
Chopin, The Awakening (Avon)
Hurston, Their Eyes Were Watching God (Harper)
Kesey, One Flew Over the Cuckoo's Nest (NAL)
Silko, Ceremony (Penguin)
O'Brien, The Things They Carried

Course Description:

The course is meant to introduce you to some of the major works of United States literature. To study the "masterpieces" of any country is to study the predispositions of a culture. The authors on this list may not always agree with each other, but their minds and energies are often devoted to exploring the same issues. There will be ample opportunity, therefore, to compare and contrast various authors' views on the same topics.

Class procedure will be primarily lecture and discussion, with heavy emphasis on discussion. I will from time to time offer you background information or broad intellectual contexts to frame a work, or I will try to articulate more concisely some of the issues or topics that arise from a text, but rather than "talk at" students, I prefer more Socratic methods of exploring ideas. It's important, therefore, that you keep up with the reading. Ideally, you should try to have a work read in its entirety before discussion begins.

Course requirements:

Three papers: 4-6 pages each, min. of 1,000 words each, typed - 60 %

The papers are to be essays focused on one (or perhaps two) of the works discussed in class. Your purpose in the essay should be to clarify (for a reader who has read but not thought about the book) the author's attitude, opinion, or point of view towards an idea, concept, issue, or problem with which the book is concerned. For example, in Twain's Huckleberry Finn, the idea of "freedom" is a constant issue in the text. But it is not a simple idea. Based on the evidence in the text, how might Twain define the term? Are different types of freedom evident in the book? Are they equally desirable? Equally healthy? Or are some kinds of freedom destructive? While all of us have personal beliefs regarding many of the issues we'll encounter in the texts, the aim in discussion and in the essays is to understand the authors' positions, based on the evidence available to us. Having determined and articulated that position as best we can, we're of course free to agree or disagree.

Revised 11/5/98

Attachment # 3: Typical Syllabus

Proposed Course: Engl. 103 Masterpieces of American Literature

Course requirements (cont.):

Midterm essay exam - min. of 600 words - 20%

Final essay exam - min. of 800 words - 20%

Students are encouraged to submit rough drafts of the papers for critique by the instructor prior to submitting the final drafts. All written work will receive written critique by the instructor.

Two reminders:

Students with disabilities have the responsibility to identify themselves to the instructor so that reasonable accommodations for learning and evaluation can be made.

The University has a written policy on cheating and plagiarism which specifies the consequences of such acts, including failure in a course or expulsion from the University. A full statement of this policy is available from the Dean of Student Affairs Office, Joyal 262.

Due Dates:

Paper # 1 - Oct. 3

Paper # 2 - Nov. 14

Paper # 3 - Dec. 9

Midterm & Final Essay Exams:

Midterm: Oct. 15

Final: Wed., Dec. 19, 3:30-5:30 p.m.

As you work on the three papers, we will discuss approaches to writing about literature.

Week

Assignment

- | | |
|----------------|---|
| 1. 8/29-9/2 | Hawthorne: "The Birthmark," <u>The Scarlet Letter</u> |
| 2. 9/7-9/9 | Hawthorne: <u>The Scarlet Letter</u> |
| 3. 9/12-9/16 | Melville: "Bartleby," <u>Billy Budd</u> |
| 4. 9/19-9/23 | Melville: <u>Billy Budd</u> |
| 5. 9/26-9/30 | Twain: <u>Huck Finn</u> |
| 6. 10/3-10/7 | Twain: <u>Huck Finn</u> |
| 7. 10/10-10/14 | Chopin: <u>The Awakening</u> |
| 8. 10/17-10/21 | Hurston: <u>Their Eyes Were Watching God</u> |
| 9. 10/24-10-28 | Kesey: <u>Cuckoo's Nest</u> |

Revised 11/5/98

Attachment # 3: Typical Syllabus

Proposed Course: Engl. 103 Masterpieces of American Literature

<u>Week</u>	<u>Assignment</u>
10. 10/31-11/4	Kesey: <u>Cuckoo's Nest</u>
11. 11/7-11/11	Silko: <u>Ceremony</u>
12. 11/14-11/18	Silko: <u>Ceremony</u>
13. 11/21-11/23	O'Brien: <u>Things They Carried</u>
14. 11/28-12/2	O'Brien: <u>Things They Carried</u>
15. 12/5-12/9	Conclusions - What is a masterpiece? How do the works from the course fit or not fit into a definition of a masterpiece? What do the works tell us about the American experience and variations on that experience? What are the connections between these works and our lives?
16. 12/12-12/14	Conclusions

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