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)

*The Cather in the Rye* by J.D. Salinger (1951)

*To Kill a Mockingbird* by Harper Lee (1960)

*Slaughterhouse Five* by Kurt Vonnegut(1969)

*A Confederacy of Dunces* by John Kennedy Toole(1980)

*Extremely Loud & Incredibly Close* by Jonathan Safran Foer (2005)

*\** 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 15

Presentations 10

Midterm Essay 25

Final Essay 25

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, attending lectures, 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.)***

**EXAMPLE ONLY**

**Weeks Novels Assignments SLO**

One & Two *The Great Gatsby*  Reading Exam & Discussions 1 and 2

Three & Four *Catcher in the Rye*  Reading Exam & Discussions 1 and 2

Five to Seven *To Kill a Mockingbird*  Reading Exam & Discussions 1 and 2

Eight & Nine *Slaughterhouse Five*  Reading Exam & Discussions 1 and 2

Midterm Essay 3

Presentation One 3

Ten to Twelve *Confederacy of Dunces* Reading Exam & Discussion 1 and 2

Thirteen to Fifteen *Extremely Loud…* Reading Exam & Discussions 1 and 2

Presentation Two 3

Final Essay 3

Final Exam 1 and 2

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 your work may be seen by others. Others may see your 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 your work may be submitted to other entities for the purpose of plagiarism checks.

**17. DISABILITIES:\***

Students with disabilities may contact the Disability Services Office, Central Campus, at 800-628-7722 or 937-393-3431.

**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.