NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

ENG 319
THE AMERICAN NOVEL: POST-WORLD WAR II

COURSE CREDITS:
(4) This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
See the Office of the Registrar website for information on Prerequisite Enforcement.

COURSE DESCRIPTION FROM CATALOG

ENG 319. THE AMERICAN NOVEL: POST-WORLD WAR II (4).
Chronological survey of the novel in America. Covers Post-World War II: Mailer to the present. (H) (Bacc Core Course)
Baccalaureate Core Course Attributes: Core, Pers, Lit and Arts, West Culture, Liberal Arts Humanities Core

CONTACT INFORMATION:
Instructor: Gilad Elbom
E-mail: gilad.elbom@oregonstate.edu

For more information, contact: SCHOOL OF WRITING, LITERATURE AND FILM, MORE 238, 541-737-3244. Course Information: http://liberalarts.oregonstate.edu/wlf/students/courses

Sample syllabi may not have the most up-to-date information. For accuracy, please check the Ecampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.
LEARNING RESOURCES:

REQUIRED TEXTS

1. Bernard Malamud: A New Life
2. June Jordan: His Own Where
3. Coleman Dowell: Too Much Flesh and Jabez
4. Alison Clement: Pretty Is As Pretty Does

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

COURSE SPECIFIC MEASURABLE STUDENT LEARNING OUTCOMES:

COURSE DESCRIPTION

From a thematic perspective, this class will focus on the American tradition of exploration, self-discovery, transformation, and liberation. From a stylistic point of view, each of the novels on our reading list, in its own original way, inspects, combines, and reinvents several literary traditions, most notably ones that are commonly conceived as uniquely American. Set in a thinly disguised version of Corvallis, at an institute of higher education not unlike Oregon State University, A New Life (1961) is an academic novel that enters into a curious dialogue with another familiar genre: the Western. His Own Where (1971), a children’s novel written in Black English, offers a distinctively American version of the bildungsroman, an educational journey in which language itself plays a major role. Set in Kentucky during World War II, Too Much Flesh and Jabez (1977) is an interesting variation on the Southern Gothic: a rural reverie that challenges social norms, gender roles, moralistic restrictions, notions of the grotesque, and the boundaries between fiction and reality. In similar ways, the grammatical autonomy of Pretty Is As Pretty Does (2001) legitimizes a distinctive American dialect, challenges sanctimonious rules of correctness, and culminates with the liberation of a young woman from an objectifying, suffocating, abusive Midwestern hometown. What is common to all these novels is a high degree of tension between established conventions and self-determination. This type of tension occurs on multiple levels: historical, national, regional, personal, social, political, economic, linguistic, and, perhaps most importantly, literary. In other words, each of these narratives presents highly introspective main characters whose quests for new lives, new frontiers, and new beginnings often parallel the self-examining qualities of the text itself.

COURSE OBJECTIVES

-- To broaden and deepen our understanding of contemporary American fiction.
LEARNING OUTCOMES

This is a Baccalaureate Core course in the Perspectives categories of Literature and the Arts and Western Culture. According to the learning outcomes for courses in these categories, students will:

-- Recognize literary and artistic forms/styles, techniques, and the cultural/historical contexts in which they evolve.
-- Analyze how literature/the arts reflect, shape, and influence.
-- Reflect critically on the characteristics and effects of literary and artistic works.

-- Identify significant events, developments, and/or ideas in the Western cultural experience and context.
-- Interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.
-- Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes.

COURSE CONTENT AND POLICIES:

ASSIGNMENTS
-- 4 essays (4-5 pages each). Follow our schedule of assignments, plan ahead, and turn in your essays by the due dates.
-- Active participation on the discussion board. Comment intelligently on posts and comments made by your classmates. Feel free to raise additional questions, suggest different interpretations, or propose other directions to explore and discuss. Articulate your ideas in coherent, insightful, fully developed paragraphs. Be critical but civilized. In other words, feel free to disagree with comments made by other people, including your instructor, but remember that arguments delivered in a polite and respectful manner are often more effective than outbursts of passionate refutation.

REQUIREMENTS
-- Buy the books.
-- Read the novels carefully. Follow our reading schedule and plan ahead.
-- Take notes while you read: underline or highlight key passages, write comments or annotations in the margins, identify important or difficult sections, make a list of questions about the text and raise them in your essays and on the discussion board.
-- When writing your essays, please remember to avoid plot summary. Pay close attention to the complexity of the text and focus on analysis rather than description. Many elements in our novels revolve around ambiguity, uncertainty, fragmentation, and fluid or dynamic identities. Your goal would
be to examine the text from multiple points of view. Refrain from simplifying the narrative to an objective truth, bottom line, or single message. Respond to the assignments as accurately as you can while registering as many perspectives as possible.
-- Turn in all assignments on time. Late work may not be accepted.
-- Retain copies of all assignments.
-- If you need help, contact me as soon as possible. If you feel you are falling behind, act immediately.
Send me an e-mail. I will respond in 48 hours or less.

EVALUATION OF STUDENT PERFORMANCE:

GRADING
-- Essays: 80 points (20 points each).
-- Participation on the discussion board: 20 points (5 points per forum).

OFFICIAL GRADING SCALE

94 - 100 = A
90 - 93 = A-
87 - 89 = B+
84 - 86 = B
80 - 83 = B-
77 - 79 = C+
74 - 76 = C
70 - 73 = C-
67 - 69 = D+
64 - 66 = D
60 - 63 = D-
0 - 59 = F

COURSE SCHEDULE
Week 1: Introduction.
Week 2: Essay 1 due: A New Life.
Week 3: Discussion Board: A New Life.
Week 4: Essay 2 due: His Own Where.
Week 5: Discussion Board: His Own Where.
Week 6: Essay 3 due: Too Much Flesh and Jabez.
Week 7: Discussion Board: Too Much Flesh and Jabez.
Week 8: Essay 4 due: Pretty Is As Pretty Does.
Week 9: Discussion Board: Pretty Is As Pretty Does.
Week 10: Conclusion

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.
STATEMENT REGARDING STUDENTS WITH DISABILITIES

Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

ACADEMIC INTEGRITY AND STUDENT CONDUCT (OSU POLICY)

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
- Policy On Disruptive Behavior
PLAGIARISM
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

- Statement of Expectations for Student Conduct
- Avoiding Academic Dishonesty

TECHNICAL ASSISTANCE
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

- COURSE DEMO
- GETTING STARTED

TUTORING
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

- Writing Center
- Online Writing Lab

STUDENT EVALUATION OF TEACHING
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

REFUND POLICY INFORMATION
Please see the Ecampus website for policy information on refunds and late fees.