### I. General Education Review - Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>English</th>
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<tbody>
<tr>
<td>Course(s) Title</td>
<td>The American Novel</td>
</tr>
<tr>
<td>Description of the requirement if it is not a single course</td>
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</tbody>
</table>

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Brady Harrison</td>
<td>Feb 12/09</td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243-2128/brady.harrison@mso.umt.edu</td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Casey Charles</td>
<td></td>
</tr>
</tbody>
</table>

### III. Overview of the Course Purpose/Description

ENLT 335: The American Novel explores a limited number of extraordinary American novels in their historical, cultural, and especially literary contexts. The course aims to deepen the students’ knowledge in the following areas: 1) American Literary History; 2) Critical Interpretation of Literary Texts; 3) Literary and Critical Terminology and Concepts; and 4) Scholarly Writing.

### IV. Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

**Student learning outcomes:**
Identify and pursue more sophisticated questions for academic inquiry

In addition to lectures on specific topics and terms, the course involves a great deal of open discussion of the texts and their surrounding contexts. The students not only share ideas and insights and questions (and thereby help one another to develop and pursue more sophisticated questions for academic inquiry, but the instructor also models—through lectures and the Socratic method—a variety of critical approaches and methodologies (supplemented by a series of connected handouts and in-class exercises on “close reading” and other bedrock interpretative strategies).
<table>
<thead>
<tr>
<th>Find, evaluate, analyze, and synthesize information effectively from diverse sources (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</th>
<th>The students are encouraged to bring a variety of critical approaches and methodologies to their study of the texts; to that end, the instructor calls upon them to bring forward learning from ENLT 301 and other upper division classes. Students are also provided with lectures and handouts on critical theory. As part of establishing the historical and cultural contexts for the texts, the instructor provides instruction on library research techniques based upon several years of close collaboration with Sue Samson.</th>
</tr>
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<tbody>
<tr>
<td>Manage multiple perspectives as appropriate</td>
<td>Early on in the course, the instructor (re-) introduces the students to the concept of literature’s polyvalence, and offers instruction in a wide range of critical practices, thereby modeling techniques for presenting differing views and interpretations and balancing those views against a student’s strong reading/thesis.</td>
</tr>
<tr>
<td>Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline</td>
<td>Students receive instruction on the “academic voice,” and are given samples of student writing to consider.</td>
</tr>
<tr>
<td>Use multiple drafts, revision, and editing in conducting inquiry and preparing written work</td>
<td>Since the course focuses, at least in part, on teaching students to write well, ENLT 335 involves a structured approach to teaching writing. Early on in the semester, the students are assigned the first essay. From there, the course proceeds through a series of handouts and lectures drawing the students’ attention to all aspects of the writing process, from brainstorming to note-taking, to finding sources, writing a formal essay proposal, to drafting, to revision, to reminding students of the basics (what’s an “introduction” and what must be accomplished in it?; what are topic sentences and transitions?; how does one quote and then skillfully analyze the passages she or he quotes, and so). More, the students submit two essays, and then revise and expand one of those into a third out-of-class essay.</td>
</tr>
</tbody>
</table>
Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline

The students are required to purchase a book describing MLA, and receive instruction in class—including handouts—on how to quote and prepare a Works Cited page.

Develop competence in information technology and digital literacy

They know far more than I do about technology; I aim them in the right direction in terms of research and information retrieval. Otherwise, I forbid Blackberrys, Blueberrys, Watermelons, and all other such devices in class during exams.

**V. Writing Course Requirements Check list**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
<td>☐</td>
<td>X</td>
<td>The course should be capped at 25, but due to the vagaries of funding and enrollments, etc, the course generally enrolls 30 and sometimes 35.</td>
</tr>
<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>☐</td>
<td>X</td>
<td>X Yes ☐ No</td>
</tr>
<tr>
<td>Are detailed requirements for all written assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments?</td>
<td>☐</td>
<td>X</td>
<td>X Yes ☐ No. The first-day handout provides detailed explanations of all the writing assignments (3 out of class essays and a final exam) and subsequent lectures and handouts explain in more depth matters such as evaluation criteria.</td>
</tr>
<tr>
<td>Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.</td>
<td>☐</td>
<td>X</td>
<td>Practice. Instruction. Revision essays. Practice. Encouraged to think. Practice.</td>
</tr>
<tr>
<td>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</td>
<td>☐</td>
<td>X</td>
<td>X Yes ☐ No</td>
</tr>
<tr>
<td>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>☐</td>
<td>X</td>
<td>☐ Yes X No. No. Through subsequent handouts and lectures.</td>
</tr>
</tbody>
</table>

**VI. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

Formal Graded Assignments

Essay 1: 6+ pages.
Essay 3: 8+ pages; a revision of either Essay 1 or Essay 2 (after it has been graded and returned to the students.)
Final Exam: 2 Essays, 2+ pages each. = 90% of grade
Informal Ungraded Assignments

In-class writing assignments on a classy basis.

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

Paste syllabus here.

**ENGLISH 335: THE AMERICAN NOVEL**

Dr. Harrison  
Office: LA 114  
Phone: 242-2128  
E-Mail: brady.harrison@msou.mt.edu  
Hours: M & W 2-3, & by appointment

**REQUIRED TEXTS**

Davis, Rebecca Harding. *Life in the Iron-Mills*. (Bedford.)  
Ellison, Ralph. *Invisible Man*. (Vintage.)  
Hacker, Diana. *A Pocket Style Manual*. (Bedford.)  
Hemingway, Ernest. *The Sun Also Rises*. (Scribner’s.)  
Melville, Herman. *Moby-Dick*. (Penguin Classics.)  
O’Brien, Tim. *Going After Cacciato*. (Broadway.)

**COURSE DESCRIPTION**

English 335 examines a limited number of extraordinary American novels in their historical, cultural, and especially literary contexts. We’ll explore literary movements such as romanticism, realism, naturalism, modernism, and postmodernism, and trace the lineages and disjunctions between these movements. As the course progresses, we’ll also have opportunities to discuss different critical theories and to apply them to the primary texts.

**COURSE GOALS**

This course aims to deepen your knowledge and skills in the following areas:

1. American Literature and Literary History (with a particular focus on literary movements);  
2. Critical Theory (this is a course in applied literary theory);  
3. Close Reading/Interpretation (strategies for reading well/for intelligent interpretation);  
4. Critical Terminology (a focus on formal elements and key literary terms); and  
5. Scholarly Writing (strategies for writing smart, effective essays).
GRADING

Essay 1 (6+ pages)  20%
Essay 2 (6+ pages)  20%
Essay 3 (8+ pages; a revision of either Essay 1 or Essay 2)  25%
Final Exam  25%
Participation  10%
COURSE REQUIREMENTS

The course involves two kinds of writing assignments: essays and an exam. Please note that you must complete all written work to pass English 335. Essays will be deducted one letter grade for each class period they are late.

Attendance Policy: Since the course involves informed discussions of the readings, attendance and participation are crucial: after three absences, your final grade will be deducted ½ letter grade for each additional absence.

SYLLABUS

M Jan 24: Introduction
W Jan 26: **Realism/Naturalism (lecture)**
**Essay 1 Assigned**
F Jan 28: Davis 38-74

M Jan 31: Davis 38-74 (cont.), 3-37, 76-83, 88-92, 189-208, 292-99, 343-62
W Feb 2: Melville xxxiii (facsimile of original title page-75 (Do NOT read “Introduction”)
F Feb 4: Melville 76-157

M Feb 7: Melville 158-235
W Feb 9: Melville 236-314
F Feb 11: Melville 315-394

M Feb 14: Melville 395-475
W Feb 16: Melville 476-556
F Feb 18: Melville 557-625

M Feb 21: **No Class: President’s Day**
W Feb 23: **Modernism: Historical/Cultural Contexts (lecture)**
F Feb 25: Hemingway 3-72
**Essay 1 Due**

M Feb 28: Hemingway 73-130
**Essay 2 Assigned**
W Mar 2: Hemingway 131-191
F Mar 4: Hemingway 192-251

M Mar 7: **Ellison: Historical/Cultural Contexts (lecture)**
W Mar 9: Ellison 1-83
F Mar 11: Ellison 84-171

M Mar 14: Ellison 172-255
W Mar 16: Ellison 256-332
F Mar 18: Ellison 333-416

M Mar 21: **No Class:**
W Mar 23: Spring
F Mar 25: Break**

M Mar 28: Ellison 417-500
W Mar 30: Ellison 501-581
F Apr 1: **The Vietnam War (lecture)**
**Essay 2 Due**

M Apr 4: O’Brien Inscription-55
**Essay 3 Assigned**
W Apr 6: O’Brien 56-110
F Apr 8: O’Brien 111-168

M Apr 11: O’Brien 169-231
W Apr 13: O’Brien 232-278
F Apr 15: O’Brien 279-336

M Apr 18: **Turtle Mountain Reservation: Historical/Cultural Contexts (lecture)**
W Apr 20: Erdrich 1-67
F Apr 22: Erdrich 68-145

M Apr 25: Erdrich 146-211
W Apr 27: **No Class: Screening of Incident at Oglala 6:00-8:00 p.m.**
F Apr 29: Erdrich 212-297
**Essay 3 Due**

M May 2: Erdrich 298-367
W May 4: **Review for Final Exam**
F May 6: **Review for Final Exam**