



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School Liberal Arts and Sciences Department English
Prefix ENG Number 337 Title The Major American Novel Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics?

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials (Required)

In this course, the student will read a variety of major novels written by United States authors from the colonial period to the present day. Through in-class discussions and the production of major and minor written assignments, the student will apply contextual, critical, and theoretical approaches to the analysis of theme, character, and other elements that characterize the novel genre.

Requested designation:

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.




ARIZONA STATE UNIVERSITY

**Contact information:**

Name Larry Ellis E-mail [bedwyr@asu.edu](mailto:bedwyr@asu.edu) Phone 480-755-0421

**Department Chair/Director approval:** *(Required)*

Chair/Director name (Typed): Mark Lussier Date: 8/7/15

Chair/Director (Signature): 

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

## ASU - [L] CRITERIA

**TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:**

YES	NO		Identify Documentation Submitted
<b>X</b>	<input type="checkbox"/>	<p><b>Criterion 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	Syllabus (passage[s] highlighted in yellow and followed by the number 1 in parentheses)
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment. Paper #1: 30% Paper #2: 30% Final Exam: 30% (all of the above assignments are based on analytical essays)</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C 1"</p> </div> <p><b>C-1</b></p>			
<b>X</b>	<input type="checkbox"/>	<p><b>Criterion 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	Syllabus and Papers #1 and #2 Writing Assignments (passages highlighted in yellow and followed by the number 2 in parentheses)
<p>1. Please describe the way(s) in which this criterion is addressed in the course design. All of the above assignments involve literary analysis, based on the collection and gathering of evidence from primary sources and the construction of theses backed with analytical argument. Only the final exam does not require MLA citation.</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C 2"</p> </div> <p><b>C-2</b></p>			
<b>X</b>	<input type="checkbox"/>	<p><b>Criterion 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	Syllabus and Papers #1 and #2 Writing Assignments (passages highlighted in yellow and followed by the number 3 in parentheses)

**Literacy and Critical Inquiry [L]**

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1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements  
The two class papers involve formal literary analysis supported by contextual, critical, and theoretical sources cited according to MLA guidelines. While the final uses a more informal recognition of supporting material, it employs the same criteria involved in the class papers.

2. **Also:**

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-3"

**C-3**

## ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
X	<input type="checkbox"/>	<p><b>Criterion 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Syllabus (passages highlighted in yellow and followed by the number 4 in parentheses)
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments Assignments are 3-5 weeks apart, allowing for standard 2 week turnaround with plenty of elbow room. Comments are directed toward student improvement on future assignments in areas of focus, argumentation, thesis support, organization, and grammar.</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
ENG	337	The Major American Novel	

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	90% of class work is grounded on writing assignments focused on literary analysis supported, in 60% of these assignments (Papers 1 and 2) by formal MLA citation.	See system of referencing specific sections of submitted documents in above discussion of this criterion.
2	Critical inquiry on all readings begins in background material provided in class lectures and online links and continues into in-class discussion. It culminates in written assignments that distill the above analysis in formal written texts.	See system of referencing specific sections of submitted documents in above discussion of this criterion.
3	Our two class papers require a similar attention to formal argument, employment of supporting materials, and attention to style, grammar, and convention that we should expect of our students as they enter 400 level course work.	See system of referencing specific sections of submitted documents in above discussion of this criterion.
4	My turnaround time on papers is approximately 2 weeks, and as explained above, there is plenty of time between all three assignments to allow for student reflection on instructor comments, the nature of which is explained above.	See system of referencing specific sections of submitted documents in above discussion of this criterion.

**COURSE GUIDELINES AND SYLLABUS  
THE MAJOR AMERICAN NOVEL  
ENG 337  
SPRING SEMESTER 2014**



**Instructor:** Larry Ellis

**Line Number:** 23788

**Office:** LL207

**Class Room:** ED338

**Office Hours:** TTh 12:30PM-2:30PM  
(and by appointment)

**Time:** TTh 3:00PM-4:15PM

**EMAIL:** bedwyr@asu.edu

**Phone:** 480-965-6139

**Required Textbooks:**

Fitzgerald, F. Scott. *The Great Gatsby*.

Faulkner, William. *As I Lay Dying*.

Hemingway, Ernest. *The Sun Also Rises*.

Ellison, Ralph. *Invisible Man*.

Silko, Leslie. *Ceremony*.

McCarthy, Cormac. *Blood Meridian*.

Vonnegut, Kurt. *Cat's Cradle*.



## COURSE GUIDELINES

**Course Description:** In this class we will explore the 20th century American novel, from works in the modernist tradition (Hemingway's *The Sun Also Rises*, Fitzgerald's *The Great Gatsby*, Faulkner's *As I Lay Dying*), African/Native American classics (Ellison's *Invisible Man*, Silko's *Ceremony*), the naturalist/revisionist western (McCarthy's *Blood Meridian*), ending with Vonnegut's absurdist anti-war satire, *Cat's Cradle*. **Written assignments will include two papers and a final exam** (1, 3).

**Attendance:** You must attend class on a regular basis to receive credit for this course. There are no excused absences, and I will begin deducting one half letter grade per absence from your final grade after four absences—for example, a person with a final grade of B+ will receive a B if absent for five days, a B- if absent for six days, etc. Even though you are allowed four absences, your Attendance/ Participation grade will be affected by how often you attend. A roll sheet will be passed around at the beginning of each class. It is your responsibility to make sure that you sign the roll sheet. If you come in after the roll sheet has made its rounds, you must sign the roll sheet after class if you want to be counted as present—you will be marked late and downgraded accordingly, but you will get credit for attendance for that day.

**Note: All electronic gadgets (computers, cell phones, weapons guidance systems, etc.) must be turned off and placed below your desks during class time. This includes E-book readers.**

**Note: If I haven't arrived by 15 minutes after the beginning of class, you may assume that class has been cancelled.**

**Course Outcomes:** Upon successful completion of this course:

- Students will have learned how to view and analyze our readings according those features that define and characterize the literary genre of the novel.
- Students will be conversant with the importance of historical, cultural, spiritual, and autobiographical contexts to the analysis of our readings.
- Students will have learned how to apply the concerns of the literary movements of the 20<sup>th</sup> century to the analysis of our readings. (2, 3)

**Blackboard:** We will be using a Blackboard site for the class, but only for several very basic functions (posting of the class syllabus and assignments, information necessary or useful to your participation in the course, SafeAssign, links, and Grade Center). Papers and the final exam will be posted on the site

through the SafeAssign function. Check the ANNOUNCEMENTS frequently for help in navigating the site, for changes in the syllabus and routine, for the cancellation of classes, and for reminders on assignment postings.

**University-Sanctioned Activities:** If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics, etc.—see me and I'll inform you of your options. You should understand that an absence to attend a university-sanctioned activity is under no circumstances an excused absence and will be counted toward your four maximum absences. However, we will have two extra credit assignments that will give you, and other members of the class, the chance to expunge up to two absences.

**Papers:** You will have two formal papers. Each will be a literary analysis of one or several of the readings on the syllabus (1, 3). Specific requirements will be posted in the ASSIGNMENTS module of our Blackboard site. Papers not turned in by 11:59PM on the due date marked on the syllabus will be marked late and downgraded one half of a letter grade (that is, a minus point) for each weekday late. Papers more than one week late will not be accepted for credit, except in the most extreme circumstances. *You must turn in both papers to pass the class.*

**Examinations:** You will have a final exam at the end of the semester. The exam will consist of several analytical essays (1). *You must take the examination to pass the class.*

#### **Grade Distribution:**

Paper #1: 30%

Paper #2: 30%

Final Exam: 30% (1)

Attendance/Participation: 10%

**Grading:** Grades on individual assignments will be posted in letter format using plus and minus (A, A-, B+, etc.). Final class grades will be calculated by the Grade Center in our Blackboard site to reflect the above distributions and will be posted as letter grades using plus and minus.

**Academic Integrity:** Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.



**Incompletes:** Incompletes are granted only to students who have completed more than ½ the work of the course, who have a passing grade, and who cannot complete the course due to serious and unavoidable circumstances.

**Disability Resources for Students:** ASU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education at ASU, please call Disability Resources for Students at 965-1234. Please feel free to discuss the special accommodation with me.

**Important Dates:**

Drop/Add Period Deadline: 19 January

Course Withdrawal Deadline: 6 April

Complete Withdrawal Deadline: 2 May

**SYLLABUS**

Assigned readings, exams, and written assignments are due on the dates after which they are listed. Assignments may be altered over the course of the semester. Any changes will be announced in class and on Blackboard in advance of original due dates, and it is your responsibility to keep up with them. Readings from novels are listed by title—space the pages you read over the 4-5 days dedicated to each novel. Make sure to read the links dedicated to each novel for the first day we discuss that novel (see the LINKS module in Blackboard).

**Week 1**

Tuesday, 14 January: Introduction to Course

Thursday, 16 January: Read *The Great Gatsby*

**Week 2**

Tuesday, 21 January: Read *The Great Gatsby*

Thursday, 23 January: Read *The Great Gatsby*

**Week 3**

Tuesday, 28 January: Read *The Great Gatsby*

Thursday, 30 January: Read *As I Lay Dying*

**Week 4**

Tuesday, 4 February: Read *As I Lay Dying*

Thursday, 6 February: Read *As I Lay Dying*

**Week 5**

Tuesday, 11 February: Read *As I Lay Dying*

Thursday, 13 February: Read *The Sun Also Rises*

**Week 6**

Tuesday, 18 February: Read *The Sun Also Rises*

Thursday, 20 February: Read *The Sun Also Rises*

**Week 7**

Tuesday, 25 February: Read *The Sun Also Rises*

Thursday, 27 February: Read *Invisible Man*

**Week 8**

Tuesday, 4 March: Read *Invisible Man*  
**PAPER #1 DUE** (3, 4)

Thursday, 6 March: Read *Invisible Man*

**Week 9**

Tuesday, 11 March: **SPRING BREAK**

Thursday, 13 March: **SPRING BREAK**

**Week 10**

Tuesday, 18 March: Read *Invisible Man*

Thursday, 20 March: Read *Invisible Man*

**Week 11**

Tuesday, 25 March: Read *Ceremony*

Thursday, 27 March: Read *Ceremony*

**Week 12**

Tuesday, 1 April: Read *Ceremony*

Thursday, 3 April: Read *Ceremony*

**Week 13**

Tuesday, 8 April: Read *Blood Meridian*

Thursday, 10 April: Read *Blood Meridian*  
**PAPER #2 DUE** (3, 4)

**Week 14**

Tuesday, 15 April: Read *Blood Meridian*

Thursday, 17 April: Read *Blood Meridian*

**Week 15**

Tuesday, 22 April: Read *Blood Meridian*

Thursday, 24 April: Read *Cat's Cradle*

**Week 16**

Tuesday, 29 April: Read *Cat's Cradle*

Thursday, 1 May: Read *Cat's Cradle*  
**FINAL EXAM ON FINAL EXAM WEEK** (4)

## Paper #1 Assignment Criteria

**Assignment:** Write a literary essay that focuses on one or more of the novels we've read or will be reading over the first seven weeks of the semester (Gatsby through Invisible Man). You may use the approach of your choice—interpretive analysis, comparison/contrast, explication, or any combination of these—to explore your topic and arrive at your thesis. (2, 3)

**Length:** 1800 words minimum (not including Works Cited page).

**Sources/Works Cited:** Your paper must have a Works Cited page that contains both the work(s) you're focusing on (We'll call these primary sources) and outside sources that will inform your reading of your primary sources (We'll call these secondary sources). You must use at least three secondary sources. (2,3) DO NOT USE WIKIPEDIA, STUDY GUIDES (E.G., SPARKNOTES, CLIFFNOTES), CLASS LECTURES, ENCYCLOPEDIA ARTICLES, OR DICTIONARY DEFINITIONS FOR SECONDARY SOURCES.

**Format:** Format your papers (Margins, spacing, heading, etc.) according to MLA guidelines. Check Thesis Statement Guidelines and the OWL Purdue site for help on your paper. The latter will be especially useful for MLA in-text citation and Works Cited page guidelines.

**Advice:** Write clearly, with close attention to grammar and spelling; Focus your paper upon the development of a clearly stated thesis (this can be done either in your introduction or conclusion); Bring in specific examples from your primary text to back up your points (paraphrase these in most cases); Remember that your main body should be the majority of your paper, so keep your intro and conclusion relatively short. (2, 3)

**Due Date:** Tuesday, 4 March by 11:59PM, submitted online via SafeAssign.



## Paper #2 Assignment Criteria

**Assignment:** Write a literary essay that focuses on one or more of the novels we've read or will be reading over the last half of the semester (Invisible Man through Cat's Cradle). You may use the approach of your choice—interpretive analysis, comparison/contrast, explication, or any combination of these—to explore your topic and arrive at your thesis. (2,3)

**Length:** 1800 words minimum (not including Works Cited page).

**Sources/Works Cited:** Your paper must have a Works Cited page that contains both the work(s) you're focusing on (We'll call these primary sources) and outside sources (contextual, critical, theoretical works, studies of appropriate literary movements) that will inform your reading of your primary sources (We'll call these secondary sources). You must use at least three secondary sources and cite both these and your primary source(s) in text according to MLA guidelines. (2,3) DO NOT USE WIKIPEDIA, STUDY GUIDES (E.G., SPARKNOTES, CLIFFNOTES), CLASS LECTURES, ENCYCLOPEDIA ARTICLES, OR DICTIONARY DEFINITIONS FOR SECONDARY SOURCES.

**Format:** Format your papers (Margins, spacing, heading, etc.) according to MLA guidelines. Check Thesis Statement Guidelines and the OWL Purdue site for help on your paper. The latter will be especially useful for MLA in-text citation and Works Cited page guidelines.

**Advice:** Write clearly, with close attention to grammar and spelling; Focus your paper upon the development of a clearly stated thesis (this can be done either in your introduction or conclusion); Bring in specific examples from your primary text to back up your points (paraphrase these in most cases); Remember that your main body should be the majority of your paper, so keep your intro and conclusion relatively short. (2,3)

**Due Date:** Tuesday, 22 April by 11:59PM, submitted online via SafeAssign.