



College of Arts, Humanities,  
and Social Sciences

Literature and Modern Languages

*LITR 3630 - Studies in the Novel*

## I. Course Information

**Course:** LITR 3630 - Studies in the Novel

**Semester Credit Hours:** 3.0

**Course CRN and Section:** 20689 - DA1

**Semester and Year:** Fall 2017

**Course Start and End Dates:** 08/21/2017 - 12/10/2017

**Building and Room:** Parker Building - 204

## II. Instructor Information

**Professor:** Dr. Christine A Jackson

**Email:**

**Office Hours:**

Day	Time	Location
TR	12:30pm - 1:30pm	Parker 127D by appointment

Office hours: TR 12:30-1:30 pm by appointment

## III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
MWF	08/21/2017 - 10/06/2017	1:00 PM - 1:50 PM	Ft Lauderdale/Davie Campus	Parker Building- 204
W	10/11/2017 - 10/11/2017	1:00 PM - 3:00 PM	Ft Lauderdale/Davie Campus	Parker Building- 204
MWF	10/16/2017 - 12/01/2017	1:00 PM - 1:50 PM	Ft Lauderdale/Davie Campus	Parker Building- 204
W	12/06/2017 - 12/06/2017	1:00 PM - 3:00 PM	Ft Lauderdale/Davie Campus	Parker Building- 254

## IV. Course Description

A detailed study of the novel through the reading of important works of various periods and countries from the 18th century through the modern era. Prerequisites: one LITR course; and COMP 2000, COMP 2010, or COMP 2020 or COMP 2000H or LITR 2010H or LITR 2011H or LITR 2020H or LITR 2021H or LITR 2030H. Frequency: Odd Year Fall.

## V. Course Objectives / Learning Outcomes

- 1) identify the distinguishing characteristics of the novel;
- 2) analyze texts in relation to novelistic conventions;
- 3) analyze variations in novelistic conventions over time and across cultures;
- 4) produce several original, documented essays demonstrating competency in critical reading, literary analysis and writing.

## VI. Materials and Resources

**Book Url:** [NSU Book Store](#)

**Section Required Texts and Material:**

Behn, Aphra. *Oroonoko, or The Royal Slave, A True History*. ed. Henderson.

[http://www.dbnl.org/tekst/behn001oroo01\\_01/behn001oroo01\\_01.pdf](http://www.dbnl.org/tekst/behn001oroo01_01/behn001oroo01_01.pdf) Bronte, Charlotte. *Jane Eyre, An Autobiography*. Cisneros, Sandra. *The House on Mango Street*. Vintage. Faulkner, William. *As I Lay Dying*. Forster. E. M. *Howards End*. Hurston, Zora Neale. *Their Eyes Were Watching God*. Harper, 2006.

Roy, Arundhati. *The God of Small Things*. Random House. 2008. Tolstoy, Ivan. *The Death of Ivan Ilych*.

<http://opie.wvnet.edu/~jelkins/lawyerslit/stories/death-of-ivan-ilych.pdf> Wharton, Edith. *Summer*. <http://www.gutenberg.org/files/166/166-h/166-h.htm>

## VII. Course Requirements

**Overview:** This course pays particular attention to the history and development of the novel as a literary form and conveyor of cultural values. In class discussions, we assess each work's contribution to changes in the genre and the work's implications for us today.

**Class Preparation, Reading, and Participation:** You are expected to present thoughtful contributions to class discussions of the assigned reading. Therefore, complete the readings and prepare written assignments of thesis proofs or critical papers **before** coming to class.

**Class/Cyber Decorum:** Students should at all times conduct themselves with civility and courtesy for others in the class. Stay focused on the assigned material. Phones and electronic devices in class may be used to access readings and assignments immediately relevant to the day's activities. Otherwise, phones should be put away and on silent. Do not use your phones, laptops, or tablets for recreational purposes in class. If you are expecting an emergency call, notify me beforehand and sit near the door so that you may quietly exit and take the call in the hallway without interrupting the class. Any disrespectful or distracting student will have points deducted from his/her participation grade. Repeatedly disruptive students will be sent from the classroom and counted absent for the day.

**Email Accounts: & Etiquette** All NSU students receive a school email account when they start at the University. As stated in NSU's university policies, all email communications between students and faculty must be conducted via NSU email accounts. A student must use this email account for contacting me outside of class. When emailing, put the course number and issue of concern in the subject line for clarity.

(An example of a clear email subject line is "Studies in the Novel Question on Thesis Proof"). When writing the email message, please include a polite address (for instance, "Hello, Dr. Jackson," not "Hey.")

The signature to all emails should include your name ("Sincerely, Your Name"). Finally, be sure your message is respectful, clear, and specific and I will reciprocate the attention. Students are expected to stay in touch with the class through Blackboard, if instructed, and to check the official NSU email account several times through the week.

**Meeting with Instructor Outside Class:** You may meet with your instructor at any time, either during office hours or a previously arranged appointment. However, if the purpose of your meeting is to question a grade, you must first present the reasons for your question in writing. If the purpose of your meeting is to ask about your grade average, keep in mind that you have access to all your graded papers as well as grade weights for each paper.

**Policy on Attendance:** Attendance at classes and office conferences is mandatory. You are expected to be in class, on time, and prepared. Habitual late arrival to class may count as an absence. An early

departure by more than half an hour before the end of class also counts as an absence. Notifying instructor by telephone or voice message of an impending absence does not excuse the absence.

Repeated late arrivals and excessive departures from the classroom will affect your grade. Written documentation, such as a physician's note or court document, must accompany requests for an excused absence. **You are permitted two unexcused absences through the sixteen-week term.** Three/four absences lower your final averaged grade by one letter grade. Four or more absences result in a failure of the course. Requests for exceptions to this policy must come in writing with documentation.

Students may miss class for a religious holiday, but no sessions beyond the holiday itself. Student athletes, and students involved in other official University organizations should choose their schedules carefully, so as not to let their extra-curricular activity interfere with the work of this class. Students should establish practice, game, and event schedules in advance of the semester before choosing classes.

**Late Essays:** Deadlines count in the professional world. All papers are due on the date and time indicated, either in class as a hard copy or to Blackboard electronically as indicated. A paper received after the designated time is not accepted and earns an "F" for that assignment. Email papers from your official NSU email account with a .doc or .docx file of your paper attached. The student is responsible for timely confirmation and follow-up of email submissions.

Back up every assignment in the cloud, on an external hard drive, or a jump drive. Computer or file inaccessibility are easily prevented and are unacceptable excuses for your failure to hand in an assignment.

#### **Policy on Academic Misconduct**

Academic dishonesty of any kind is subject to disciplinary action under the Student Code of Conduct in the [Student Handbook](#) and includes the following: cheating, fabrication, facilitating academic dishonesty, and [plagiarism](#). Students who plagiarize any part of any assignment will earn a failing course grade.

Plagiarism means the presentation, wholly or in part, of the words and/or ideas of someone else as one's own. This includes any part of a book, encyclopedia, magazine article, journal article, newspaper article, blog, or website used with misleading or no documentation. **A written assignment proven to be plagiarized results in the student receiving an "F" for the course and the student's name and details of the incident being sent to the head of the Department of Modern Languages and Literature and to the Dean of CAHSS.**

All work submitted for this course may be reviewed by Turnitin.com, a nationwide plagiarism service which accesses over 100,000 manuscripts and Internet sources.

## **VIII. Course Schedule and Topic Outline**

<b>Aug 21-25 WEEK ONE</b>	<u>Aug</u> 21—Print out course syllabus and bring it with you to class. 23—Discussion: Rise of the Novel. 25—Analyzing the Novel.
<b>Aug 28- Sept 1 WEEK TWO</b>	<u>Aug</u> 28— <b>Read:</b> Behn, <i>Oronooko, or The Royal Slave</i> . <a href="https://ebooks.adelaide.edu.au/b/behn/aphra/b42o/">https://ebooks.adelaide.edu.au/b/behn/aphra/b42o/</a> (up to "Oronooko was first seized on . . .") 30— <b>Read:</b> Behn, to the end. <u>Sept</u> 1—Lecture/Discussion: The Romantic Era
<b>Sept 4-8 WEEK THREE</b>	<u>Sept</u> 4—No class. Holiday. 6--Hurricane; University closed. 8--Hurricane; University closed.

<b>Sept 11-15 WEEK FOUR</b>	<u>Sept</u> 11--University closed. 13--University closed. 15--University closed.
<b>Sept 18-22 WEEK FIVE</b>	<u>Sept</u> 18— <b>Read:</b> Bronte, <i>Jane Eyre</i> , Preface & Ch. I-X.X (pp. 5-253) 20— <b>Read:</b> Bronte, Ch. XXI-XXXVIII. (pp. 254-521) 22— <b>In-class essays on Bronte.</b>
<b>Sept 25-29 WEEK SIX</b>	<u>Sept</u> 25— <b>Read:</b> Tolstoy, <i>Death of Ivan Ilych</i> , Ch. I-VIII (pp. 3-49). <a href="http://opie.wvnet.edu/~jelkins/lawyerslit/stories/death-of-ivan-ilych.pdf">http://opie.wvnet.edu/~jelkins/lawyerslit/stories/death-of-ivan-ilych.pdf</a> 27— <b>Read:</b> Tolstoy, <i>Death of Ivan Ilych</i> , Ch. IX-XII (pp. 49-end). <a href="http://opie.wvnet.edu/~jelkins/lawyerslit/stories/death-of-ivan-ilych.pdf">http://opie.wvnet.edu/~jelkins/lawyerslit/stories/death-of-ivan-ilych.pdf</a> <b>Read:</b> Wharton, <i>Summer</i> , Ch. 1-VI. <a href="http://www.gutenberg.org/files/166/166-h/166-h.htm">http://www.gutenberg.org/files/166/166-h/166-h.htm</a> 29— <b>Read:</b> Wharton, Ch. VII-XII.
<b>Oct 2-6 WEEK SEVEN</b>	<u>October</u> 2— <b>Read:</b> Wharton, Ch. XIII-XVIII; Crit paper #1 assigned. 4—Online posts on Tolstoy and Wharton. 6—Deadline for online posts.
<b>Oct 9-13 WEEK EIGHT</b>	<u>Oct</u> 9— <b>Read:</b> Forster, Ch. 1-33. (pp. 1-197); 11— <b>Read:</b> Forster, Ch. 24-end. (pp.198-246). 13— <b>Crit. Paper #1 on Forster (due into Blackboard by 1 pm.--3 pp. min)</b>
<b>Oct 16-20 WEEK NINE</b>	<u>Oct</u> 16— <b>Read:</b> Faulkner, <i>As I Lay Dying</i> , through “Vardaman,” 3-67. 18— <b>Read:</b> Faulkner, through “Darl,” 68-149. 20— <b>Read:</b> Faulkner, through “Darl,” 150-209.
<b>Oct 23-27 WEEK TEN</b>	<u>Oct-</u> 23— <b>Read:</b> Faulkner, through “Cash,” 210-261. 25— <b>Discussion.</b> 27— <b>Read:</b> Hurston, <i>Their Eyes were Watching God</i> ,” Ch. 1-8. <a href="http://www.cnusd.k12.ca.us/cms/lib/CA01001152/Centricity/domain/5532/language%20arts%203a/Their%20Eyes.pdf">http://www.cnusd.k12.ca.us/cms/lib/CA01001152/Centricity/domain/5532/language%20arts%203a/Their%20Eyes.pdf</a>
<b>Oct 30-Nov 3 WEEK ELEVEN</b>	<u>Oct</u> 30— <b>Read:</b> Hurston, Ch. 9-20. <u>Nov</u> 1— <b>Discussion.</b> 3— <b>Read:</b> Cisneros, <i>The House on Mango Street</i> , pp. 1-55.
<b>Nov 6-10 WEEK TWELVE</b>	<u>Nov</u> 6— <b>Read:</b> Cisneros, pp. 56-109. 8—Discussion: Crit Paper #2 assigned. 10—Preview of Roy. <b>Due in class: proposal for Crit. Paper #2 (2 paragraphs—tentative thesis statement and rationale.)</b>

<b>Nov 13-17 WEEK THIRTEEN</b>	<u>Nov</u> 13— <b>Read:</b> Roy, <i>God of Small Things</i> , Ch. 1-7 (pp. 3-156) 15— <b>Discussion.</b> 17— <b>Read:</b> Roy, Ch. 8-15 (pp. 157-274)
<b>Nov 20-24 WEEK FOURTEEN</b>	20— <b>Read:</b> Roy, Ch. 16-21 (pp. 275-321); Sign up for Presentations. 22—Thanksgiving Break: No class meeting 24—No class meeting
<b>Nov 27-Dec 1 WEEK FIFTEEN</b>	<u>Nov</u> 27—Presentations on Crit Essay #2. 15 min. delivered to class 29—Presentations on Crit Essay #2. 15 min. delivered to class. <u>December</u> 1— <b>In-class writing: Retrospective and Updates.</b>
<b>Dec 8 WEEK SIXTEEN</b>	<u>Dec</u> 8— <b>Final Paper #2 submitted to Blackboard by 1 pm (5-8 pp. minimum)</b>

## IX. Grading Criteria

**Final Grade:**

### ASSIGNMENTS AND GRADE WEIGHT

<b>Assignment</b>	<b>Description of Assignment</b>	<b>Percent of Final Grade</b>
Participation	Your engaged and thoughtful contributions to class discussion	5%
	Online Posts on Tolstoy and Wharton	15%
Midterm In-class essays	In-class written responses to assigned readings; includes choices from among a number of short essay questions.	15%
Critical Essay #1	Development of an original analytical thesis, supported with quotations from the readings; 3-4 pp. Additional handouts provide details on written papers.	20%
Critical Essay #2	An original analytical essay proving a thesis on a pre-approved topic. Essay incorporates outside reading/research (2 sources) as support/refutation; includes a thesis proof outline and a Works Cited page; 5-8 pp.	25%
Oral Presentation	A descriptive and analytical assessment delivered to the class on a specific theme or writing technique of an author. Fifteen-minute presentation with q/a session. Submit outline of remarks prior to speaking.	20%
<b>TOTAL</b>		100%

### Grading Scale:

Quizzes are graded numerically, on a hundred-point scale. Essays, in-class essays, and the midterm are letter-graded. Percent, points, and letter grade equivalents are as follows:

### GRADE CONVERSION SCALE

PERCENT	POINTS	LETTER GRADE
93 and above	4.0	A
90-92	3.7	A-
87-89	3.3	B+
83-86	3.0	B
80-82	2.7	B-
77-79	2.3	C+
73-76	2.0	C
70-72	1.7	C-
67-69	1.3	D+
63-66	1.0	D
62 and below	0.0	F

Papers and thesis proof statements are graded according to the following criteria.

#### Essays and Thesis Statement Proofs

A: The “A” essay expresses complex, independent thought with grace, clarity, and force. Its analytical or comparative purpose is clear from the start. It contains an imaginative, ambitious thesis, which is logically and precisely developed. The paper has a smooth organization suited to the topic. Source material is well-chosen, balanced, and smoothly integrated into the essay. Sources are copied and cited correctly and completely. Each paragraph has a controlling idea, solid detail, and smooth transitions. Sentences are varied in length and structure. The writer chooses concrete, specific words and uses them correctly.

Diction is distinctive and mature, with effective metaphors and analogies for clarity or emphasis. The essay contains no colloquialisms, clichés, or trite expressions. It is virtually free of grammatical and mechanical errors.

For the “A” thesis statement proof, the statement itself argues a distinctive and ambitious point of view. It may take a comparative approach to shed light on the text being analyzed. All three pieces of evidence support all parts of the thesis. Evidence is appropriate and varied. Source material is copied and cited correctly. Proof includes explanatory sections as necessary, and these passages are written clearly and correctly.

B: The “B” essay also displays superior writing. It contains a clear thesis statement supported with reasonable examples. The writer controls the essay’s development by arranging supporting examples in a logical order. The organization is correct, but transitions are sometimes strained. Source material is smoothly integrated, and the writer sometimes draws independent conclusions. Sources are correctly and completely cited. Each paragraph has a controlling idea and good supporting detail. The sentences are usually varied. The word choice is generally correct. The writer goes beyond the automatic word choice to find one more precise and effective. The paper is generally correct mechanically, although some problems arise with complex grammar or punctuation.

The “B” thesis statement proof is clear, although mostly descriptive, rather than analytical. A portion of the thesis statement itself may be general or unfocused. At least two of the pieces of quoted evidence support a substantial part of the thesis. Explanatory sections are clearly written and mostly correct.

C: The “C” essay contains a recognizable, if unoriginal, thesis and adequate development. The paper has some interesting sections, but writer fails to sustain this interest. The paper’s purpose is not always clear. The paper shows few errors in sentence structure, but the sentences are not varied in length or structure. The word choice is mostly correct, but the vocabulary is limited. The wording may be too general or imprecise. Source material is relevant but not carefully integrated into the writer’s own ideas. Sources

may show incorrect or incomplete citation. The essay also shows errors in word order, subject-verb agreement, pronoun usage, spelling, and punctuation. The “C” essay partially shows a descriptive, summary level. It lacks an ambitious, significant purpose.

On “C” thesis statement proofs, the statement itself barely reaches a recognizable, descriptive level. The quoted or paraphrased evidence may generally support the thesis, but shows errors in logic, copying, or sentence structure. The proof fails to include explanatory sections needed to tie quoted or paraphrased passages to the thesis.

D: The “D” essay meets the minimum requirements of college writing. The writer shows a predictable, summarizing approach to the topic. The essay lacks imagination and insight. The thesis fails to describe or summarize accurately. The essay’s main premise is undeveloped, lacking adequate support. Source materials overwhelm the essay, are not directly relevant, or are cited improperly. Essay lacks a clear pattern of organization. The diction is often imprecise and monotonous. The writer uses vague, ordinary words, relying on clichés and jargon. The essay or thesis statement contains sentence fragments and run-on sentences. It shows basic errors in word order, agreement, reference, spelling, and punctuation. Paper is suspected of being plagiarized as evidenced by a marked and distinct difference in style and voice from student’s previous work.

The “D” thesis statement proof fails to make logical connections among ideas. It contains sentence fragments and run-on sentences. It shows basic errors in word order, agreement, reference, spelling, and punctuation. It either fails to cite passages or does so inaccurately.

F: The “F” essay is markedly below college standards. The paper seems a mechanical exercise without a purpose or audience. Often it does not correctly respond to the assignment. There is no apparent principle of organization or rationale for the paragraphing. Source material is not relevant, well-integrated, or properly identified. There are frequent sentence structure errors. Words that should be within the range of college students are misused or confused. Some errors indicate a failure to understand basic sentence grammar. Simple words are frequently misspelled. Paper was not handed in on time. Paper is proven to have been plagiarized, which leads to failure of the course and submittal of the student’s name and offense to the Director of the Humanities Division and the Dean’s Office.

## X. Course Policies

### Academic Integrity:

### Attendance Policy:

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## XI. University Policies

Students should visit <http://www.nova.edu/academic-affairs/nsu-syllabus-policy.html> to access additional required college-wide policies. It is your responsibility to access and carefully read these policies to ensure you are fully informed. As a student in this class, you are obligated to follow these college-wide policies in addition to the policies established by your instructor.

The following policies are described on this website:

- Academic misconduct
- Last day to withdraw
- Email policy
- Student course evaluations
- Student responsibility to register
- Student responsibility for course prerequisites

### **Academic Resources**

Nova Southeastern University offers a variety of resources that may aid in student success. Among these resources are:

**Accommodations for students with documented disabilities:** For more information about ADA policy, services, and procedures, students may call the Office of Student Disability Services at 954-262-7189 or visit <http://www.nova.edu/disabilityservices>.

#### **Tutoring and testing center:**

Students are encouraged to use the free, individualized tutoring services offered by the Tutoring and Testing Center (TTC). TTC provides a supportive atmosphere in which tutors and students work collaboratively on improving students' writing, math and/or science skills. <http://www.nova.edu/tutoring-testing/index.html>