

# COURSE SYLLABUS

<b>Course Title:</b>	Contemporary Fiction		<b>Date submitted:</b>	Spring 2014 (AAC: 14-25)
<b>Department:</b>	Humanities			
<b>Curriculum:</b>	Literature			
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	ENG*216	<b>Prerequisites:</b>	
	<b>Course Type:</b>	L/D	C- or better in Composition (ENG*101)	
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: Internship M: Seminar P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio			
	<b>Elective Type:</b>	E/G/HU/LAS	<b>Corequisites:</b>	
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science			
	<b>Credit Hours:</b>	3	None	
	<b>Developmental:</b> (yes/no)	No		
	Lecture:	3		
	Clinical:	0		
	Lab:	0		
Studio	0			
<b>Contact Hours:</b>	Other: 0	<b>Other Requirements:</b>		
	TOTAL: 3			
<b>Class Maximum:</b>	23	None		
<b>Semesters Offered:</b>	F/Sp			
<b>Ability-Based Education (ABE) Statement:</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.			
<b>Catalog Course Description:</b>	Focuses on fiction from the post WWII period to the present. Students will concentrate on how fiction of this period engages ideas such as history and authority, popular culture, warfare, science and technology, mythology, and aesthetics. In this course, a range of works will be read and discussed in order to define and examine shifts, sometimes radical, in the form and nature of fiction.			
<b>Topical Outline:</b> List course content in outline format.	<ol style="list-style-type: none"> <li>1. Contemporary contexts <ol style="list-style-type: none"> <li>A. Social and cultural influence</li> <li>B. Change and conflict</li> <li>C. Literary movements and critical approaches</li> </ol> </li> <li>2. The elements of fiction</li> </ol>			

- A. Form and structure
- B. Plot
- C. Character and character development
- D. Dialogue
- E. Setting and place
- F. Story arc and structure
- 3. Form
  - A. Short and long forms
  - B. Digital Literature
  - C. Pastiche
  - D. Electronic literature
  - E. Mixed and multimedia
- 4. Genre and subgenre
  - A. Mainstream
  - B. Cyberpunk
  - C. Realism
  - D. Magic realism
  - E. Psychological
  - F. Feminist
  - G. Science fiction
- 5. Ideas and concepts
  - A. Postmodernism and modernism
  - B. Gender
  - C. Race
  - D. Ethnicity
  - E. Sexuality
  - F. The self and the subjective
  - G. Pop art and contemporary culture
  - H. "Work" and "text"
  - I. Literary Criticism

**Upon successful completion of this course, the student will be able to do the following:**  
**COURSE:**

- 1. Literary Genre: assesses student ability to identify, define, and describe the attributes and significance of the primary genres and their subgenres
  - Level 2: defines characteristics of [subject genres] and subgenres
- 2. Literary History: the ability to identify major periods and associated styles of literature and relate them to social history and how each affects the works created at that time
  - 2.3 Level 2: relates individual works to literary history
- 3. Literary Aesthetics: the ability to identify traditional and developing aesthetic terminology and standards and apply them to critical readings of subject works
  - 3.1 Level 1: identifies and defines aesthetic elements and their descriptive terminology
- 4. Critical Theory: the ability to identify critical approaches, recognize their use by others either in criticism or in the creation of literature, and to apply them to their own critical readings

**Outcomes:**

Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

	<p>4.1.Level 1: is aware of a critical approach in any reading</p> <p>5. Literary Analysis (the ability refers to the act of synthesizing the acts of analysis in the preceding abilities and communicating that analysis – primarily via the essay but can also be through oral presentations, performances, or other media.)</p> <p>5.2.Level 1: evaluates the significance of specific literary passages using appropriate terminology</p> <p>5.4 Level 2: uses secondary sources to support the student’s own analysis of a work</p> <hr/> <p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i> N/A</p> <hr/> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p><b>2. Critical Analysis/ Logical Thinking</b> - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.</p> <p><b>Demonstrates:</b> Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.</p> <p><b>Does Not Demonstrate:</b> Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions.</p> <p><b>11. Written Communication (embedded)</b> - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.</p> <p><b>Demonstrates:</b> Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.</p> <p><b>Does Not Demonstrate:</b> Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <ol style="list-style-type: none"> <li>1. exams</li> <li>2. short response papers</li> <li>3. essays</li> <li>4. oral presentations</li> </ol> <p>Students demonstrate their mastery of Abilities by producing, evaluating, and sharing critical readings and analyses of literary works in a variety of communication modes, presentations, exams, quizzes, but with an emphasis on the written essay.</p>
<p><b>Instructional Resources:</b> List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required:</b> Current Library and technological resources are adequate for this course.</p> <p><b>Desired:</b></p>

**Textbook(s)**

Refer to current academic year printout