COURSE OUTLINE

ENGL 305-- PERPETRATORS & VICTIMS: Crime and Violence in Literature

Prepared By: Cindy Lou Daniels, MFA, 2002

Revised By: Nadine N. Jennings, PhD, 2015

SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF ENGLISH/HUMANITIES
MAY 2015
A. **TITLE:** PERPETRATORS & VICTIMS: Crime and Violence in Literature

B. **COURSE NUMBER:** ENGL 305

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** Determined by semester

E. **COURSE LENGTH:** 15 weeks

F. **SEMESTER(S) OFFERED:** Fall

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 lecture hours per week

H. **CATALOG DESCRIPTION:** Students examine the impact of crime and violence in American culture as reflected in literature. Analysis focuses on both perpetrators and victims of crime and violence. Literary genres may include, but are not restricted to, True Crime, fiction, memoir, the graphic novel, and poetry. Three hours lecture per week.

I. **PRE-REQUISITES/CO-REQUISITES:** (List courses or indicate “none”)
   a. Pre-requisite(s): ENGL 101: Expository Writing OR ENGL 102: Oral and Written Expression AND one literature course AND 30 credit hours earned with a cumulative GPA of 2.0
   b. Co-requisite(s): none

J. **GOALS (STUDENT LEARNING OUTCOMES):**

   By the end of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Analyze, evaluate, and critique various works in order to determine literary merit.</td>
<td>2. Crit. Thinking</td>
</tr>
<tr>
<td>b. Analyze, evaluate, and critique various works in order to discover apparent factors leading to crime as reflected through literature.</td>
<td>2. Crit. Thinking 3. Prof. Competence</td>
</tr>
<tr>
<td>c. Analyze, evaluate, and critique various works in order to discover victim responses to crime and coping strategies as reflected through literature.</td>
<td>2. Crit. Thinking 3. Prof. Competence</td>
</tr>
<tr>
<td>d. Using appropriate terminology, respond in writing to, and collaborate with, other students, and/or design digital media presentations that explore the issues</td>
<td>1. Communication 2. Crit. Thinking 3. Prof. Competence</td>
</tr>
</tbody>
</table>
K. TEXTS:

The following are examples: Actual choices are determined by the Instructor. Any digital or paper edition of the following texts can be used.


Texts are supplemented with several web-based reading assignments

L. REFERENCES: (alternative textbooks, references, and resources for the course)

M. EQUIPMENT: technology enhanced classroom

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS

- Exams
- Quizzes
- Papers
- Participation

P. DETAILED COURSE OUTLINE: (must use the outline format listed below)

I. Introduction
   A. Genre
B. Terminology

II. True Crime
   A. Historical progression
   B. Short Story conventions
   C. Journalism
   D. Short Fiction based on journalism

III. Non-Fiction Novel
   A. Discussion of *In Cold Blood*
   B. Conventions of Novel
   C. Conventions of reportage
   D. Attempt to blend techniques of reportage with those of literature
   E. Potential collateral damage caused by fiction when treated as fact
   F. Ethical concerns when presenting fiction as fact

IV. Literary Fiction
   A. Novel as a source of social history
   B. Psychological theory
   C. Conceptions of the criminal behavior in the 19th Century
   D. 19th Century Penal System if appropriate to text
   E. Literary criticism methods

V. Creative Non-Fiction
   A. Memoir
   B. Essay

VI. Coping Strategies of Victims as seen in literature
    B. Stress reactions that affect recovery from violent crime
    C. Physical aftereffects that affect recovery from violent crime
    D. Cognitive processing as a factor in recovery from violent crime
    E. Emotional processing affecting recovery from violent crime
    F. The new “normal”

Q. **LABORATORY OUTLINE:** None