MASTER SYLLABUS

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

CIP Code: 230101

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Updated by: Nadine N. Jennings, PhD, 2020
SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF ENGLISH AND HUMANITIES
SPRING 2020

A. **TITLE:** PERPETRATORS & VICTIMS: Crime and Violence in Literature

B. **COURSE NUMBER:** ENGL 305

C. **CREDIT HOURS:**
   - 3 Credit Hours
   - 3 Lecture Hours: 3 per week

   Course Length: 15 Weeks

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

E. **GER CATEGORY:** 7 Humanities

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

G. **COURSE DESCRIPTION:**

   In this course 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.

H. **PRE-REQUISITES/CO-REQUISITES:**

   a. Pre-requisite(s): ENGL 101: Composition and the Spoken Word AND one literature course AND one literature course
   b. Co-requisite(s): None
   c. Pre- or co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES:**

<table>
<thead>
<tr>
<th>Course Student Learning Outcome [SLO]</th>
<th>PSLO</th>
<th>GER</th>
<th>ISLO</th>
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<tbody>
<tr>
<td>a. Analyze, evaluate, and critique various works in order to determine literary merit.</td>
<td>7</td>
<td>2 [CA]</td>
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<tr>
<td>b. Analyze, evaluate, and critique various works in order to discover apparent factors leading to crime as reflected through literature.</td>
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<td>c. Analyze, evaluate, and critique various works in order to discover victim responses to</td>
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<td>2[CA]</td>
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crime and coping strategies as reflected through literature
d. Using appropriate terminology, respond in writing to, and collaborate with, other students, and/or design digital media presentations that explore the issues

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<thead>
<tr>
<th>KEY</th>
<th>Institutional Student Learning Outcomes [ISLO 1 – 5]</th>
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<tbody>
<tr>
<td>ISLO #</td>
<td>ISLO &amp; Subsets</td>
</tr>
<tr>
<td>1</td>
<td>Communication Skills</td>
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<td>2</td>
<td>Critical Thinking</td>
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<tr>
<td>3</td>
<td>Foundational Skills</td>
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<td>4</td>
<td>Social Responsibility</td>
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<tr>
<td>5</td>
<td>Industry, Professional, Discipline Specific Knowledge and Skills</td>
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J. APPLIED LEARNING COMPONENT: Yes______ No__X_____

K. TEXTS:

L. REFERENCES:


**M. EQUIPMENT:** Technology enhanced Classroom

**N. GRADING METHOD:** A-F

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**
  - Exams
  - Quizzes
  - Papers
  - Participation

**P. DETAILED COURSE OUTLINE:**

I. Introduction
   - Genre
   - Terminology

II. True Crime
   - Historical progression
   - Short Story conventions
   - Journalism
   - Short Fiction based on journalism

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

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

V. Creative Non-Fiction
   - Memoir
   - Essay

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

**Q. LABORATORY OUTLINE:** None