

EL CAMINO COLLEGE

COURSE OUTLINE OF RECORD - Approved

I. Course Information

Course Acronym: ENGL
Course Number: 12
Descriptive Title: Introduction to Fiction
Division: Humanities
Department: English
Course Disciplines: English

Catalog Description:

This course focuses on reading and interpreting the short story and the novel, and analyzing the evolution, scope, and form of each genre. Students study the elements, themes, and styles of short stories and novels, as well as the contributions of individual authors to each genre.

Conditions of Enrollment:

Prerequisite: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length: Full Term

Hours Lecture (per week): 3
Hours Laboratory (per week): 0
Outside Study Hours: 6
Total Course Hours: 54

Course Units: 3

Grading Method: Letter Grade only
Credit Status: Credit, degree applicable

Transfer CSU: Yes Effective Date: 01/27/1992
Transfer UC: Yes Effective Date:

General Education:

ECC:

Area 3 - Humanities

Term: Other:

CSU GE:

Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English

Term: Other:

IGETC:

Area 3B - Humanities

Term: Other:

II. Outcomes and Objectives

A. Student Learning Outcomes (SLOs) (The course student learning outcomes are listed below.)

SLO revisions are completed via the SLO Change Form available on the College Curriculum Committee website.

SLO #1: Short Story Analysis

Examine short stories and novels analytically and interpretively, to identify and analyze literary elements like plot, character, setting, tone, point of view, theme, style, symbol, metaphor, and image.

SLO #2: Comparison & Synthesis

Compare and contrast authors' treatments of theme, character, and subject matter, as well as synthesize diverse critical studies of a given author or particular short stories or novels.

SLO #3: Historical Research

Trace the historical development of the short story and the novel by examining selected representational works.

B. Course Objectives (The major learning objective for in this course are listed below.)

1. Analyze and interpret short stories and novels.
2. Paraphrase and summarize plots.
3. Define and apply the vocabulary unique to the study of the short story and the novel.
4. Analyze literary elements, such as plot, character, setting, tone, point of view, theme, style, symbol, metaphor, and image, in short stories and novels.
5. Compare and contrast authors' treatments of theme, characters, subject matter, and point of view.
6. Synthesize diverse critical studies on authors and on short stories or novels.
7. Describe the historical development of the short story and the novel.

III. Outline of Subject Matter

(Topics should be detailed enough to enable an instructor to determine the major areas that should be covered to ensure consistency from instructor to instructor and semester to semester.)

Major Topics:

I. The Elements of Fiction (8 hours, lecture)

1. Theme
2. Setting
3. Characterization
4. Plot structure
 1. Exposition and dialogue
 2. Rising action and conflict
 3. Climax
 4. Denouement
5. Tone and mood
6. Symbols and images
7. Narrative point of view

II. Biography and Criticism (8 hours, lecture)

1. Biographical research
2. Critical approaches to literature, such as historical, biographical, feminist, deconstructionist, Marxist, psychological, cultural studies, and gender studies

III. The Short Story as a Genre (6 hours, lecture)

1. History of the short story
2. Scope of the short story genre
3. Types of short stories
 1. Literary fiction
 2. Popular fiction, including mystery, romance, science fiction, interactive online, graphic novels, and fantasy

IV. The Novel as a Genre (6 hours, lecture)

1. History of the novel
2. Scope of the novel genre
3. Types of novels
 1. Literary fiction
 2. Popular fiction, including mystery, romance, science fiction, and fantasy
4. Styles of novels, such as picaresque, Bildungsroman, and epistolary

V. Analysis and Comparison of Short Stories and Novels (26 hours, lecture)

1. By same author
2. By theme
3. By stylistic approach (such as satirical, fantasy, point of view choice, and comic)
4. By different authors
5. By cultural significance

Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54

IV. Primary Method of Evaluation and Sample Assignments

A. Primary Method of Evaluation (choose one):

- 1) Substantial writing assignments

B. Typical Assignment Using Primary Method of Evaluation

Read Joyce Carol Oates' short story, "Where Are You Going, Where Have You Been." Read also several factual accounts of the Tucson murders on which Oates based her story. In a four-page written essay, compare and contrast Arnold Friend with his real-life counterpart. Where do you find similarities between the two? Where has Oates diverged from her source material? Cite specific examples from the story and news articles to support your thesis.

C. College-level Critical Thinking Assignments

Critical Thinking Assignment 1:

Select any two novels discussed in class. In a five- to six-page written essay, discuss how each author's choice of a particular point of view helps to communicate a central theme in the story. Develop a clear argument that the narrator's point of view is essential to the audience's recognizing the theme. Support your argument with analysis and specific examples.

Critical Thinking Assignment 2:

Choose a short story discussed in class. In a three-page written essay, discuss the importance of symbolism as a method of subtextual communication. Cite specific moments in the story to demonstrate how symbolism helps communicate the story's meaning.

D. Other Typical Assessment and Evaluation Methods

Completion, Essay Exams, Matching Items, Multiple Choice, Term or Other Papers, True/False, Written Homework

V. Instructional Methods

Discussion, Group Activities, Lecture

If other:

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. Work Outside of Class

Answer questions, Problem solving activity, Required reading, Study, Written work (such as essay/composition/report/analysis/research)

If Other:

VII. Texts and Materials

A. Up-to-date Representative Textbooks: Please use the following format(s):

Printed Text - Author, Title, Edition, Publisher, Year.

Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

Sample: Dillon, Dave. *Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.*

If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.

****Multiple textbooks may be listed.***

Bausch, Richard, and R.V. Cassil. THE NORTON INTRODUCTION TO FICTION. 7th ed. W.W. Norton and Company, 2006.

Qualifier Text: (Discipline Standard),

Winegardner, Mark. 3 X 33: Short Fiction by 33 Writers. Wadsworth, 2005.

Qualifier Text: (Discipline Standard),

Kennedy, X.J., Dana Gioia, and Dan Stone. Literature: An Introduction to Fiction, Poetry, Drama, and Writing. 14th ed. Pearson Longman, 2020.

Kelly, Joseph. The Seagull Book of Stories. 4th ed. W.W. Norton, 2017.

B. Alternative Textbooks: Please use the following format(s): if applicable

Printed Text - Author, Title, Edition, Publisher, Year.

Digital Text (OER Text) - Author (last name first). Title. Edition or Version (if beyond 1st). Publisher, Publication year or Revision date. URL. License.

Sample: Dillon, Dave. *Blueprint for Success in College and Career. Version 1.3. Rebus Community, 2018. press.rebus.community/blueprint2/. Licensed under CC BY 4.0.*

If you wish to list a text that is more than 5 years old, please annotate it as a “discipline standard”.

****Multiple textbooks may be listed.***

C. Required Supplementary Readings

D. Other Required Materials

VIII. Conditions of Enrollment

A. Requisites (Course Prerequisites and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite: Prerequisite

Category: sequential

Requisite course(s): List both prerequisites and corequisites in this box.

English 1

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.

ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.

ENGL 1 -Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

B. Requisite Skills: (Non-Course Prerequisite and Corequisites) Skills needed without which a student would be highly unlikely to succeed.

Requisite Skill: Eligibility for English 1A or qualification by appropriate assessment

Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable

This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.

Summarize, analyze, evaluate, and synthesize college-level texts.

Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

C. Recommended Preparations (Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite course:

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).

D. Recommended Preparation (Non-Course) (Skills with which a student's ability to succeed will be strongly enhanced.)

Requisite Skill:

Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable

E. Enrollment Limitations

Enrollment Limitations and Category:

Enrollment Limitations Impact:

Course Created by: Sue Bachmann on 03/01/1990

Original Board Approval Date: 04/27/1992

Last Reviewed and/or Revised by: Christopher Glover

Date: 06/11/2021

Last Board Approval Date: 10/18/2021