

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD - Approved

Course Acronym:	ENGL
Course Number:	1B
Descriptive Title:	Literature and Composition
Division:	Humanities
Department:	English
Course Disciplines:	English
Catalog Description:	This course is designed to stimulate an enjoyment of literature and to develop interpretive, critical, and analytical reading skills. Students will also receive extensive instruction on writing critically about short stories, full-length works (such as novellas, novels, plays, or biographies), and poems. The course will include critical analysis and research involving one or more literary genres.
Prerequisite:	English 1A or English 1AH with a minimum grade of C in prerequisite
Co-requisite:	
Recommended Preparation:	
Course Length:	Full Term
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Hours:	54
Course Units:	3 units
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to July 1992
Transfer UC:	Yes
Effective Date:	Prior to July 1992
General Education:	Area 3 - Humanities, Area 4B - Language and Rationality: Communication and Analytical Thinking
Term:	
Other:	
CSU GE:	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English
Term:	
Other:	
IGETC:	Area 3B - Humanities

Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1: Literary Analysis Essay Write an out-of-class, thesis-driven essay that identifies and analyzes the literary elements of a primary text (plot, theme, setting, point of view, character, style, symbol, etc.).</p> <p>SLO #2: Use of Primary Sources Effectively incorporate quotations from a primary text.</p> <p>SLO #3: Use of Secondary Sources Effectively utilize scholarly sources as secondary support.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Identify and describe the genres of fiction, drama, and poetry. 2. Analyze the elements of literature (theme, plot, character, point of view, symbol setting, tone, imagery, figures of speech, and style). 3. Interpret short stories, plays, poems, and novels. 4. Organize and compose essays analyzing literature. 5. Compare and contrast handling of theme and subject between two authors. 6. Synthesize, apply, and evaluate critical studies of literature.
Major Topics	<p>I. Short Stories and Full-Length Novels (18 hours, lecture)</p> <p>A. Elements of Fiction</p> <ol style="list-style-type: none"> 1. Plot 2. Character 3. Setting 4. Point of view 5. Theme 6. Style 7. Symbolism <p>B. Writing About Fiction</p> <ol style="list-style-type: none"> 1. Review of Essay Form 2. Analysis 3. Comparison/Contrast 4. Argument 5. Interpretation 6. Research and Criticism <p>II. Drama (18 hours, lecture)</p> <p>A. Elements of Drama</p> <ol style="list-style-type: none"> 1. Plot 2. Character 3. Setting 4. Theme 5. Style 6. Staging 7. Conventions <p>B. Writing About Drama</p> <ol style="list-style-type: none"> 1. Interpretation 2. Analysis

	<ul style="list-style-type: none"> 3. Evaluation/Criticism 4. Research and Criticism <p>III. Poetry (18 hours, lecture)</p> <p>A. Elements of Poetry</p> <ul style="list-style-type: none"> 1. Meter and rhythm 2. Imagery 3. Figurative language 4. Rhyme and rhyme scheme 5. Symbol 6. Character/speaker 7. Tone and mood 8. Theme <p>B. Forms of Poetry</p> <ul style="list-style-type: none"> 1. Sonnet 2. Free Verse 3. Experimental <p>C. Writing About Poetry</p> <ul style="list-style-type: none"> 1. Explication 2. Interpretation 3. Evaluation 4. Research and Criticism <p>IV. Students will write about 32 pages in all, usually divided among a minimum of four essays. Revisions should be emphasized, so pages written in revision do count, but not as separate essays. Students will produce a minimum of 6,000 words for all final written products. English 1B stresses fewer, but longer, essays, and more sustained argument than English 1A. Diagnostic essays, essay exams, and annotated bibliographies may be counted as essays. Reaction papers, portfolio revisions, and focused journal writing count toward the 32-page total. Students also will read a minimum of five works, at least two of which should be book-length.</p>
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	In a 4-6 page essay, present a clear thesis that makes an interpretative argument about a literary text and is developed through appropriate identification of literary elements. As primary support for the thesis, the paper should include relevant quotations from the literary text and detailed interpretation. At least two secondary sources such as biography, cultural and historical contexts, or literary criticism should be used as supplemental support. All sources should be suitable for an academic assignment, such as articles from an ECC library database, books, or credible websites. The essay should use MLA format, smoothly integrate quotations and paraphrases using signal phrases and analysis, interpretation, or commentary. The paper should be logically organized and focused, and should sustain the interpretive argument, utilize transitions effectively, using correct grammar, spelling, and punctuation.

<p>Critical Thinking Assignment 1:</p>	<p>You will be analyzing the novel <i>Their Eyes Were Watching God</i>, using the framework of feminist criticism.</p> <p>Throughout the novel, Janie’s power and autonomy are questioned and challenged by those around her; however, it is also her choices and actions that propel the story and lead to her final position as a financially independent widow.</p> <p>Essay Assignment: Using specific concepts from feminist critical theory, explain how the story of Janie’s power either supports or challenges the patriarchal system that she lived in. Your essay should be 4-6 pages long, in MLA format.</p>
<p>Critical Thinking Assignment 2:</p>	<p>Creative Project: Original Poem plus Analysis / English 1B Assignment</p> <p>Write a poem! Your poem should be anywhere between 14-50 lines and use poetic elements to explore a theme of your choice.</p> <p>Analysis</p> <p>The second part of your final creative project is to write an Analysis of your own poem. Consider your analysis as a mini-explication of your own poem. Make sure to make use of the "A Guide to Explication" handout, and use what you learned from your Poetry Explication to conduct a mini-explication (analysis) of your own poem. In addition, use the "grading rubric" to ensure that you are meeting the expectations of the Analysis portion of this assignment.</p> <p>Guidelines and Requirements for the Analysis portion of this Assignment:</p> <ul style="list-style-type: none"> • First Paragraph: Your analysis should discuss the who, what, where, when, why of the dramatic situation of your original poem, and highlight the central conflicts and themes within your poem. In other words, tell the reader about your thinking about the poem, and what conflicts and themes you set out to explore within the poem. • Next, discuss at least three poetic elements and how you used them to craft your poem within 1-2 paragraphs. For example, you might focus on the speaker of the poem, imagery, figurative language, tone, form, symbolism, or allusion, and illustrate how they help you develop the poem's meaning. Again, the explication handout will be of great use to you here. In short, here are the categories of the elements of poetry.
<p>Other Evaluation Methods:</p>	<p>Completion, Matching Items, Multiple Choice, Other (specify), Other Exams, Quizzes, Term or Other Papers, True/False, Written Homework</p> <p>Socratic seminars, discussions, group presentations, short answer</p>
<p>Instructional Methods:</p>	<p>Demonstration, Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Other (specify)</p>
<p>If other:</p>	<p>writing workshops, author readings, and plays</p>
<p>Work Outside of Class:</p>	<p>Required reading, Study, Written work (such as essay/composition/report/analysis/research)</p>
<p>If Other:</p>	
<p>Up-To-Date Representative Textbooks:</p>	<p>Kennedy and Gioia. <i>Literature: An Introduction to Fiction, Poetry, and Drama</i>. Longman, 2016, 13th edition. ISBN 9780134582481 Discipline Standard.</p>

	<p>Mays. <i>The Norton Introduction to Literature</i>. Norton, 2019, 13th edition. ISBN 978-0393420463</p> <p>Ringo and Kashyap. <i>Writing and Critical Thinking Through Literature</i>. 2020. OER.</p>
Alternative Textbooks:	
Required Supplementary Readings:	<p>The French Lieutenant's Woman, John Fowles, Signet, 1981.</p> <p>Stray Birds, Rabindranath Tagore, Wilder, 2008.</p> <p>Jude the Obscure, Thomas Hardy, Norton, 1978.</p> <p>The Woman Warrior, Maxine Hong Kingston, Vintage, 1989.</p> <p>Brother, Yu Hua, Pantheon, 2009.</p> <p>The Awakening, Kate Chopin, Avon, 1982.</p> <p>Purple Hibiscus, Chimamanda Ngozi Adichie, Anchor, 2004.</p> <p>Beloved, Toni Morrison, Vintage, 2004.</p> <p>The Sound of Waves, Yukio Mishima, Vintage, 1994.</p> <p>Ragtime, E. L. Doctorow, Random House, 2007.</p> <p>Four Major Plays of Chikamatsu, Chikamatsu Monzaemon, Columbia UP, 1997.</p> <p>The Scarlet Letter, Nathaniel Hawthorne, Penguin, 2002.</p> <p>Palace of Desire, Naguib Mahfouz, Anchor, 1991.</p> <p>Rules for Writers, ECC Edition, Hacker, Bedford/St. Martin's, 2011.</p> <p>Southland, Nina Revoyr, Akashic Books, 2003.</p> <p>This is How You Lose Her, Junot Diaz. Riverhead Trade, 2013.</p>
Other Required Materials:	<p>The French Lieutenant's Woman, John Fowles, Signet, 1981.</p> <p>Stray Birds, Rabindranath Tagore, Wilder, 2008.</p> <p>Jude the Obscure, Thomas Hardy, Norton, 1978.</p> <p>The Woman Warrior, Maxine Hong Kingston, Vintage, 1989.</p> <p>Brother, Yu Hua, Pantheon, 2009.</p> <p>The Awakening, Kate Chopin, Avon, 1982.</p> <p>Purple Hibiscus, Chimamanda Ngozi Adichie, Anchor, 2004.</p> <p>Beloved, Toni Morrison, Vintage, 2004.</p> <p>The Sound of Waves, Yukio Mishima, Vintage, 1994.</p> <p>Ragtime, E. L. Doctorow, Random House, 2007.</p> <p>Four Major Plays of Chikamatsu, Chikamatsu Monzaemon, Columbia UP, 1997.</p> <p>The Scarlet Letter, Nathaniel Hawthorne, Penguin, 2002.</p> <p>Palace of Desire, Naguib Mahfouz, Anchor, 1991.</p> <p>Rules for Writers, ECC Edition, Hacker, Bedford/St. Martin's, 2011.</p> <p>This is How You Lose Her, Junot Diaz. Riverhead Trade, 2013.</p>
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	English-1A or English-1AH
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding	<p>Identify and describe the genres of fiction, drama, and poetry.</p> <p>ENGL 1AH - Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion. Emphasis will be on scholarly sources.</p>

<p>course objective under each skill(s).</p>	<p>ENGL 1A -Utilize MLA guidelines to format essays, cite sources in the texts of essays, and compile Works Cited lists.</p> <p>Analyze the elements of literature (theme, plot, character, point of view, symbol setting, tone, imagery, figures of speech, and style). ENGL 1A - Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion.</p> <p>Interpret short stories, plays, poems, and novels. ENGL 1A -Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion.</p> <p>Organize and compose essays analyzing literature. ENGL 1A - Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence.</p> <p>Compare and contrast handling of theme and subject between two authors. ENGL 1AH -Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion. Emphasis will be on scholarly sources. ENGL 1A -Demonstrate ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites.</p> <p>Synthesize, apply, and evaluate critical studies of literature. ENGL 1A -Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion. ENGL 1AH - Conduct scholarly research independently to enrich multiple, rigorous reading and writing tasks.</p>
<p>Requisite:</p>	
<p>Requisite and Matching Skill(s): Bold the requisite skill(s). If applicable</p>	
<p>Requisite course:</p>	
<p>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</p>	
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<p>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under</p>	

each skill(s). If applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	E. H. Jones, Jr.
Date:	02/01/1959
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Rachel Williams
Date:	04/01/2021
Last Board Approval Date:	5/11/2021