

ENGL M16: INTRODUCTION TO FICTION

Originator

wbradford

College

Moorpark College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

M16

Course Title (CB02)

Introduction to Fiction

Banner/Short Title

Introduction to Fiction

Credit Type

Credit

Start Term

Spring 2021

Catalog Course Description

Focuses on the analysis and interpretation of representative short stories and novels. Examines the connection between content and form in fiction, and compares/contrasts the approaches, content, and style among various writers, cultures, and time periods.

Taxonomy of Programs (TOP) Code (CB03)

1501.00 - English

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Prerequisites

ENGL M01A or ENGL M01AH

Advisories on Recommended Preparation

ENGL M01B or ENGL M01BH

Entrance Skills

Entrance Skills

ENGL M01A or ENGL M01AH

Prerequisite Course Objectives

ENGL M01A-compose several expository papers from 2 to 10 pages long, totalling 8,000 words, employing such skills as: --use of the stages of the writing process: generating ideas, drafting, revising, and editing. --awareness of audience and purpose. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01A-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01A-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01A-analyze a variety of essays and at least one book-length work.

ENGL M01A-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01A-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01AH-compose several expository papers from 2 to 10 pages long, totaling 8000 words, employing skills such as: --use of the stages of the writing process (generating ideas, drafting, revising, and editing). --awareness of purpose and audience. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01AH-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01AH-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01AH-analyze a variety of essays and at least one book-length work.

ENGL M01AH-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01AH-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01AH- HONORS: demonstrate critical thinking in class participation and expository writing assignments related to substantial readings in select primary sources, perhaps involving book-length selections of non-fiction centered on one particular focus or theme.

ENGL M01AH- HONORS: interpret and present the results of research and/or close, careful reading of primary texts, perhaps centered on one particular focus or theme. Findings may be presented in a public forum such as a lecture, Internet posting or literary magazine.

ENGL M01AH- HONORS: take a leadership role in class discussions, oral reports, peer groups, panel presentations, and similar projects.

ENGL M01AH- HONORS: exhibit independent and creative thought by successfully completing assigned class projects and written work.

ENGL M01AH- HONORS: demonstrate an increased sensitivity to issues of ethnicity, culture, gender, sexual orientation, and age in accordance with the theme of the course.

ENGL M01B-select evidence from a text to identify and respond to genre, plot, setting, point of view, characters, tone, style, and theme of a literary work.

ENGL M01B-demonstrate an understanding of literary elements (such as theme and tone) using appropriate literary terms.

ENGL M01B-develop and test hypotheses about the relationship of form and content in writing by recognizing the implications of literary forms and language patterns.

ENGL M01B-explain how fiction, drama, and poetry reflect the author's cultural, moral, gender-based, psychological, and philosophical assumptions.

ENGL M01B-use and evaluate various sources to interpret literature and create original arguments.

ENGL M01B-identify the structure and main points of the literary critical essay.

ENGL M01B-distinguish between fact and opinion and recognize a critic's individual and cultural perspective and bias.

ENGL M01B-use critical thinking concepts and terms to connect evidence to logical conclusions.

ENGL M01B-distinguish among fact, inference, and judgment in drawing conclusions.

ENGL M01B-identify rhetorical strategies and recognize formal and informal logical fallacies.

ENGL M01B-compose essays, totaling 8,000 words, that effectively employ writing strategies appropriate to the course.

ENGL M01B-produce a research paper, demonstrating familiarity with research techniques, note-taking, organization, and documentation using current MLA guidelines.

ENGL M01BH-select evidence from a text to identify and respond to plot, setting, point of view, characters, tone, style, and theme of a literary work.

ENGL M01BH-demonstrate an understanding of literary elements (such as theme and tone) using appropriate literary terms.

ENGL M01BH-develop and test hypotheses about the relationship of form and content in writing by recognizing the implications of literary forms and language patterns.

ENGL M01BH-explain how fiction, drama, and poetry reflect the author's cultural, moral, gender-based, psychological, and philosophical assumptions.

ENGL M01BH-use and evaluate various sources to interpret literature and create original arguments.

ENGL M01BH-identify the structure and main points of the literary critical essay.

ENGL M01BH-distinguish between fact and opinion and recognize a critic's individual and cultural perspective and bias.

ENGL M01BH-use critical thinking concepts and terms to connect evidence to logical conclusions.

ENGL M01BH-distinguish among fact, inference, and judgment in drawing conclusions.

ENGL M01BH-identify rhetorical strategies and recognize formal and informal logical fallacies.

ENGL M01BH-compose essays, totaling 8,000 words, that effectively employ writing strategies appropriate to the course.

ENGL M01BH-produce a research paper, demonstrating familiarity with research techniques, note-taking, organization, and documentation using current MLA guidelines.

ENGL M01BH-HONORS: arrange and present the results of their semester's work in various forms, such as oral presentations, multimedia formats, written essays, creative interpretations, and Internet postings to the general public.

ENGL M01BH-HONORS: demonstrate independent and creative thought in the successful completion of assigned projects and written work.

ENGL M01BH-HONORS: produce writing assignments that total a minimum 10,000 words during the course of the semester.

ENGL M01BH-HONORS: demonstrate in-depth insight and analysis in their written work, reflecting an advanced understanding of the subject.

Requisite Justification

Requisite Type

Prerequisite

Requisite

ENGL M01A or ENGL M01AH

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Required by 4 year institution

Requisite Type

Recommended Preparation

Requisite

ENGL M01B or ENGL M01BH

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Closely related lecture/laboratory course

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | compare and contrast different authors' treatments of theme, character, and subject matter. |
| 2 | define several critical approaches to literature (Marxist, feminist, etc.) and apply them to specific works of fiction. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|----|--|
| 1 | identify and analyze elements of fiction, including plot, character, setting, tone, point of view, theme, style, symbol, metaphor, irony, and imagery. |
| 2 | compare and contrast different authors' treatments of theme, character, and subject matter. |
| 3 | examine literary criticism of assigned works and incorporate the criticism in writing assignments. |
| 4 | apply different critical approaches to a particular author or work. |
| 5 | reconstruct the historical development of the short story and the novel. |
| 6 | differentiate the conventions of sub-genres of fiction (e.g., romance, detective, horror, western, and science fiction). |
| 7 | compare and contrast different works of fiction, authors, and/or literary periods. |
| 8 | discuss social, historical, philosophical, cultural, psychological and aesthetic themes in fiction. |
| 9 | define several critical approaches to literature (Marxist, feminist, etc.) and apply them to specific works of fiction. |
| 10 | explain the significance of the works to the life of their respective periods and to contemporary life. |
| 11 | demonstrate understanding of the works and a mastery of composition and critical thinking skills by writing approximately four essays totaling at least 8,000 words. |

Course Content**Lecture/Course Content****(10%) Overview:**

- the history of fiction
- elements of fiction (i.e., plot, theme, etc.)

(20%) The short story and novella:

- history and scope
- sub-genres
- literary versus popular fiction
- historical, religious, social, linguistic and literary milieus

(20%) The novel:

- history and scope
- sub-genres
- literary vs. popular fiction
- styles of novels (picaresque, Bildungsroman, epistolary), historical, religious, social, linguistic and literary milieus

(25%) Biography and criticism:

- biographical research

–various schools of literary criticism (historical, feminist, deconstructionist, Marxist)

(25%) Analysis and comparison of short stories and novels (by author, theme, stylistic approach, or cultural significance) and how they connect with their historical, religious, social, linguistic and literary milieus

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Classroom Discussion

Essay exams

Objective exams

Projects

Participation

Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations

Class activities

Class discussions

Distance Education

Group discussions

Instructor-guided interpretation and analysis

Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor-guided, theory-based interpretation and textual analysis followed by small group activities analyzing assigned portions of the texts.
2. Instructor-led comments on assigned readings to share and compare arguments in response to theme-based prompts.
3. Collaborative group work involving the distribution of themes and social theories in preparation for a seminar.

Representative Course Assignments

Writing Assignments

In-class essay exams which identify and analyze elements of fiction, including plot, character, setting, tone, point of view, theme, style, symbol, metaphor, irony, and imagery.

Multiple revisions of drafts.

Critical Thinking Assignments

Finding, evaluating, and appropriately incorporating research sources.

Revising essays for focus, support, clarity, and style.

Critiquing peers' arguments and writing.

In-class discussions of readings.

Recognizing forms and techniques of fiction, such as metaphor, symbolism, etc.

Identifying themes of stories and novels that explain the significance of the works to the life of their respective periods and to contemporary life.

Reading Assignments

Read scholarly articles which analyze a short story through the lens of a specific critical theory (such as postcolonialism).

Study the biography of an author, focusing on how life experiences shape one's artistic work.

Skills Demonstrations

N/A

Outside Assignments

Representative Outside Assignments

Preparation of oral presentations.

Research and preparation of essays which apply different critical approaches to a particular author or work.

Out-of-class writing assignments which discuss social, historical, philosophical, cultural, psychological, and aesthetic themes in fiction.

Readings of literary works and secondary sources.

Articulation

Equivalent Courses at 4 year institutions

| University | Course ID | Course Title | Units |
|-----------------|------------|--------------------------------|-------|
| UC Davis | ENGLISH 44 | Introductory Topics in Fiction | 4 |
| CSU Fresno | ENGL 43 | Fiction Writing | 3 |
| UC Davis | ENGLISH 5F | Writing: Fiction | 4 |
| Cal Poly Pomona | ENG 2885 | Introduction to Fiction | 3 |

Comparable Courses within the VCCCD

ENGL V16 - Introduction to Fiction

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

C2. Humanities

Approved

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F2012

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

C2 Humanities: Literature, Philosophy, Languages Other than English

Approved

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA
Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 3B: Humanities
Approved

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Textbook

Description
Kennedy, X.J., and Dana Gioia. *An Introduction to Fiction*. 11th ed., Pearson, 2010.

Resource Type
Textbook

Description
Hurstun, Zora Neale. *Their Eyes Were Watching God*. Harper, 2006.

Resource Type
Textbook

Description
O'Brien, Tim. *The Things They Carried*. Mariner, 2009.

Resource Type
Textbook

Description
Bressler, Charles. *Literary Criticism: An Introduction to Theory and Practice*. 5th ed., Pearson, 2011.

Resource Type
Textbook

Description

Kershner, R. Brandon. *The Twentieth-Century Novel: An Introduction*. Bedford/St. Martin's, 1997.

Resource Type

Textbook

Description

Charters, Ann. *The Story and Its Writer: An Introduction to Short Fiction*. Compact Edition. 9th ed., Bedford/St. Martin's, 2014.

Resource Type

Textbook

Description

Bausch, Richard, ed. *The Norton Anthology of Short Fiction*. 8th ed., Norton, 2015.

Resource Type

Other Resource Type

Description

The current selection for One Campus, One Book

Resource Type

Other Resource Type

Description

Novel selections may be made to match a selected theme or genre..

Library Resources**Assignments requiring library resources**

Research, using the Library's print and online resources, on topics concerning how particular schools of literary criticism provide contrasting approaches to works studied.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research and write a paper in which two types of literary criticism are investigated such as: Contrast Marxist Criticism with Feminist Criticism in Margaret Atwood's *A Handmaid's Tale*.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

| Method of Instruction | Document typical activities or assignments for each method of instruction |
|---|---|
| Asynchronous Dialog (e.g., discussion board) | Discussions will provide overviews of the important time periods of Literature. |
| E-mail | Individual interaction between student and instructor. |
| Face to Face (by student request; cannot be required) | Student will have partial course time that is face to face. |
| Other DE (e.g., recorded lectures) | Recorded lectures will highlight key elements of Literature. |
| Synchronous Dialog (e.g., online chat) | Synchronous interaction will allow use of the Socratic Method in discussing literature. |
| Video Conferencing | Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted. |

Hybrid (51%–99% online) Modality:

| Method of Instruction | Document typical activities or assignments for each method of instruction |
|---|---|
| Asynchronous Dialog (e.g., discussion board) | Discussions will provide overviews of the important time periods of Literature. |
| E-mail | Individual interaction between student and instructor. |
| Face to Face (by student request; cannot be required) | Student will have partial course time that is face to face. |
| Other DE (e.g., recorded lectures) | Recorded lectures will highlight key elements of Literature. |
| Synchronous Dialog (e.g., online chat) | Synchronous interaction will allow use of the Socratic Method in discussing literature. |
| Video Conferencing | Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted. |

100% online Modality:

| Method of Instruction | Document typical activities or assignments for each method of instruction |
|--|---|
| Asynchronous Dialog (e.g., discussion board) | Discussions will provide overviews of the important time periods of Literature. |
| E-mail | Individual interaction between student and instructor. |
| Other DE (e.g., recorded lectures) | Recorded lectures will highlight key elements of Literature. |
| Synchronous Dialog (e.g., online chat) | Synchronous interaction will allow use of the Socratic Method in discussing literature. |
| Video Conferencing | Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted. |

Examinations

Hybrid (1%–50% online) Modality

Online
On campus

Hybrid (51%–99% online) Modality

Online
On campus

Primary Minimum Qualification

ENGLISH

Review and Approval Dates**Department Chair**

9/18/2020

Dean

9/21/2020

Technical Review

10/1/2020

Curriculum Committee

10/6/2020

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

11/09/2020

Control Number

CCC000598804

DOE/accreditation approval date

MM/DD/YYYY