Modesto Junior College
Course Outline of Record
ENGL 112

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

ENGL 112 Introduction to the Novel and Short Story 3 Units
Formerly listed as: ENGL - 112: Introduction to Novel and Short Story
Prerequisite: Satisfactory completion of ENGL 50 .
Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

An introduction to the novel and short story with emphasis on intelligent reading, analysis, and discussion of a range of fiction representing various types and traditions. Field trips might be required. Course is applicable to the associate degree. General Education: C., C2, B:

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   a. Historical development of prose fiction

      1. Ancient texts from Mesopotamia, Greece, Rome, Japan, the Hebrew and Greek Bibles
      2. Early ancillary forms: journal, fable, satire
      3. Late 18th century rise of the novel
      4. 19th century rise of the short story form

   B. Elements of fiction
      1. Setting
      2. Plot: conflict, pacing, resolution
      3. Characterization
      4. Point of view
      5. Theme

   C. Methods of analyzing fiction
      1. Interrelationship of elements (e.g., effect of point of view on character, setting used as metaphor, symbolism to communicate theme, etc.)
      2. Recognition of symbol and metaphor
      3. Recognition of recurring themes and motifs
      4. Means of establishing character and showing change of character (e.g., dialogue, description, character implied by action)
      5. Recognizing theme or idea: implicitly and explicitly stated themes
      6. Authorial stamp: biographical, historical, and cultural influences on fiction

   D. Technique, convention, and form of academic writing about literature
      1. Response papers
      2. Literary analysis

B. ENROLLMENT RESTRICTIONS
1. **Prerequisites**
   Satisfactory completion of ENGL 50.

2. **Advisories**
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. **Requisite Skills**
   Before entering the course, the student will be able to:
   
   a. Comment on and analyze reading selections in directed class discussions.
   
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   
   d. Use a variety of academic sentence structures.
   
   e. Adhere to the conventions of standard edited English.
   
   f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tr>
<td>Lect</td>
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D. **METHODS OF INSTRUCTION (TYPICAL)**
   Instructors of the course might conduct the course using the following method:
   
   1. Assign reading: texts of prose fiction and selections, supplementary reading in literary criticism or history
   
   2. Lecture on literary works, history of the development of prose fiction and academic writing about literature
   
   3. Direct class discussion of works of prose fiction
   
   
   5. Present recordings, films, and videos
   
   6. Assign essay examinations to test comprehension, retention, understanding, and ability to apply ideas presented in lecture and reading

E. **ASSIGNMENTS (TYPICAL)**

   1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
      
      Time spent on coursework in addition to hours of instruction (lecture hours)
      
      Students typically will be assigned
      
      1. Weekly reading assignments of primary literature (short stories and novels), as well as supplementary reading in literary criticism or history.
      
      2. Out-of-class writing assignments, which could include essays, response papers, journal writing,
blogging, class projects, and preparation for oral reports.
3. Preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. **EVIDENCE OF CRITICAL THINKING**
   Assignments require the appropriate level of critical thinking
   1. A typical in-class writing quiz to test students’ ability to demonstrate critical thinking skills would be the following: Having read the assigned short story, identify a crucial decision the main character made and how that reveals what this character values."
   2. A typical in-class essay exam question to test students’ ability to demonstrate critical thinking skills would be the following: With reference to the novel recently read, explain how a given passage relates to the larger work and exemplifies the novel's theme.
   3. A typical out-of-class essay assignment to test students' ability to demonstrate critical thinking skills would be the following: In a five-page paper, compare and contrast two main characters from the two novels we have just read, focusing on their approaches to adversity in life and what we can learn from their choices.

F. **TEXTS AND OTHER READINGS (TYPICAL)**

III. **DESIRED LEARNING**

A. **COURSE GOAL**
   As a result of satisfactory completion of this course, the student should be prepared to:
   Choose, critically read, analyze, discuss, and write about literary novels and short stories.

B. **STUDENT LEARNING GOALS**
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. **Required Learning Goals**
   Upon satisfactory completion of this course, the student will be able to:
   a. Identify and define the major elements of fiction according to the terminology commonly used in the analysis of fiction (e.g. setting, plot, characterization, point of view, theme)
   b. Summarize the historical development of the modern short story and novel.
   c. Identify and define the names of the most common types of novels.
   d. Read assigned works of fiction with the ability to identify the literal and implied meanings of the text.
   e. Analyze and discuss works of prose fiction applying the appropriate methods and terminology.
f. Write analytically and critically about assigned reading.

g. Develop criteria for choosing literary novels and short stories for personal reading.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT
   1. Evaluation of homework assignments.
   2. Evaluation of reading quizzes.
   3. Evaluation of written essays.
   4. Evaluation of midterm exam.

B. SUMMATIVE ASSESSMENT
   1. Evaluation of final essay.
   2. Evaluation of final exam.