

ENGL 2 Course Outline as of Fall 2003

CATALOG INFORMATION

Dept and Nbr: ENGL 2

Title: INTRO TO THE NOVEL

Full Title: Introduction to the Novel

Last Reviewed: 3/13/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**  
Elements of the novel form: narration, point of view, structure, plot, character, and metaphorical language, as well as themes introduced through reading and discussion of outstanding novels.

**Prerequisites/Corequisites:**  
ENGL 1A or higher English Course.

**Recommended Preparation:**

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Elements of the novel form-narration; reading & discussion of outstanding novels.  
(Grade or P/NP)  
Prerequisites/Corequisites: ENGL 1A or higher English Course.  
Recommended:  
Limits on Enrollment:  
Transfer Credit: CSU;UC. (CAN ENGL18)  
Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>			<b>Effective:</b>	<b>Inactive:</b>
	E	Humanities		Fall 1981	
<b>CSU GE:</b>	<b>Transfer Area</b>			<b>Effective:</b>	<b>Inactive:</b>
	C2	Humanities		Fall 1981	
<b>IGETC:</b>	<b>Transfer Area</b>			<b>Effective:</b>	<b>Inactive:</b>
	3B	Humanities		Fall 1981	
<b>CSU Transfer:</b>	Transferable		<b>Effective:</b>	Fall 1981	<b>Inactive:</b>
<b>UC Transfer:</b>	Transferable		<b>Effective:</b>	Fall 1981	<b>Inactive:</b>

### **CID:**

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of this course, students will be able to:

1. Read, analyze, and interpret novels that represent the history, diversity, and evolution of the novel as a literary and cultural form,
2. Identify and apply several methods for reading and interpreting novels,
3. Distinguish the literary and cultural inheritance drawn from the works studied and from the novel as a genre,
4. Recognize and critique the elements that allow for interpretation and evaluation of any novel,
5. Interpret the connection between an individual novel and the particular time and place from which it arises,
6. Effectively use secondary and critical material in the study of literary texts.

### **Topics and Scope:**

#### **History:**

1. Precursors to the novel, including short fiction, narrative poetry, the oral tradition,
2. The early novel,
3. The rise of the novel; the 18th and early 19th Centuries,
4. The Victorian novel and the flowering of the novel as genre,
5. The modern novel; the novel in the age of film,
6. The novel in the age of technology.

#### **Themes:**

1. The growth of the middle class and the novel as a middle class form,
2. The "house of fiction": the possibilities of narrative perspective,
3. Realism, psychological realism, magical realism, and other uses of the novel as form,
4. Aspects of the novel: plot vs. story, flat vs. round characters, etc.,

5. Craftmanship: style in the novel,
6. The major schools of criticism on the novel, including reader-response criticism, Marxist criticism, feminist criticism, new historicist criticism, and psychoanalytical criticism.

### Assignment:

Assignments may include:

1. Detailed summaries;
2. Reading response journals;
3. Short critical response papers (500-1,000 words);
4. Term papers including extensive library research with complete and correct MLA documentation;
5. Short library research assignments;
6. Personal response papers in reaction to readings, videos, lectures, plays, novels, and literary criticism;
7. Group or individual presentations about particular works, authors, schools of criticism, time periods, or literary styles;
8. Readings of varying lengths, including poetry, short stories, plays, novels, and literary criticism;
9. Viewing videos outside the classroom setting;
10. Essay examination;
11. Objective examination and quizzes;
12. Field trips to see plays, poetry readings, music or dance performances;
13. Participation in class discussions;

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Term papers

Writing  
60 - 80%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Identification; essay exams

Exams  
5 - 15%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Participation in class discussion
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Other Category 10 - 25%
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**Representative Textbooks and Materials:**

Jane Austen, EMMA, Bedford/St.Martin's, 2002.

Charlotte Bronte, JANE EYRE, W. W. Norton, 2000.

Henry James, THE PORTRAIT OF A LADY, Oxford, 1998.

Stephen Crane, MAGGIE: A GIRL OF THE STREET, Penguin, 2000.

J.M. Coetzee, WAITING FOR THE BARBARIANS, Penguin, 1999.

Gustave Flaubert, MADAME BOVARY, Dover, 1996.

Virginia Woolf, MRS. DALLOWAY, Harvest, 1990.