

**ENGL 2 Course Outline as of Fall 2017****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:**

Through reading and discussion of outstanding novels students will analyze the elements of the novel form: narration, point of view, structure, plot, character, theme, style, diction, and metaphorical language.

**Prerequisites/Corequisites:**

Completion of ENGL 1A or higher (V8)

**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: Through reading and discussion of outstanding novels students will analyze the elements of the novel form: narration, point of view, structure, plot, character, theme, style, diction, and metaphorical language. (Grade or P/NP)

Prerequisites/Corequisites: Completion of ENGL 1A or higher (V8)

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

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

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

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

**CID:**

**Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

**Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Describe the principles of literary analysis related to the study of the novel.
2. Apply principles of literary analysis to novels.
3. Write critical analysis and response papers about novels.

**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 narrative 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. Use secondary and critical material in the study of literary texts.

**Topics and Scope:**

- I. Precursors to the novel
  - A. The oral tradition
  - B. Narrative and epic poetry
  - C. Short fiction
- II. The early novel
- III. The rise of the novel
  - A. The eighteenth century

- B. The early nineteenth century
- IV. The victorian novel and the flowering of the novel as genre
  - A. The rise of the middle class and the novel as a cultural medium
  - B. Changing mores and manners
- V. The modern novel
  - A. The novel in the age of film
  - B. The novel in the age of technology
  - C. The novel in world culture
  - D. The novel as a means for social/political change
- VI. The elements of fiction
  - A. Plot vs. story
    - 1. Exposition
    - 2. Description
    - 3. Narration
    - 4. Action
    - 5. Conflict
  - B. Characters
    - 1. Round or dynamic
    - 2. Flat or static
    - 3. Protagonist vs. antagonist
  - C. Point of view
    - 1. First person
    - 2. Third person omnipotent
    - 3. Third person limited
    - 4. Experimental second person
  - D. Style
    - 1. Realism, psychological realism, magical realism
    - 2. Other uses of the novel as form
  - E. Diction
  - F. Symbolism
  - G. Theme
- VII. Schools of criticism
  - A. Reader-response
  - B. Marxist
  - C. Feminist
  - D. New historicist
  - E. Psychoanalytical
  - F. Queer theory
  - G. Gender studies
  - H. Post-colonial
  - I. Ecocriticism
- VIII. Literary research
  - A. Secondary sources
  - B. MLA documentation

**Assignment:**

Assignments may include:

1. Detailed summaries
2. Reading response journal
3. One to two short critical response papers (500-1,000 words)
4. One paper including extensive library research with complete and correct MLA

- documentation (1500 to 2000 words)
5. Two to four short library research assignments
  6. One to two personal response papers in reaction to readings, videos, lectures, novels, and literary criticism
  7. One group or individual presentation about particular works, authors, schools of criticism, time periods, or literary styles
  8. Readings of varying lengths, including novels and literary criticism (50 to 100 pages per week)
  9. Viewing videos outside the classroom setting
  10. Essay examination
  11. Objective examination and quizzes
  12. 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.

Summaries; Reading Journals; Analysis/Response Essays; Research/Analysis Essay; Research Exercises

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.

Objective examinations and quizzes; essay exams

Exams  
5 - 15%

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

Participation in class discussion; individual or group presentation

Other Category  
10 - 25%

### Representative Textbooks and Materials:

- The Theory of the Novel. McKeon, Michael. Johns Hopkins: 2000 (classic)
- The Novel: History, Geography, Culture, Vol. 1. Moretti, Franco. Princeton: 2007 (classic)
- The Novel: Forms and Themes, Vol. 2. Moretti, Franco. Princeton: 2007 (classic)
- Emma. Austen, Jane. Bedford/St.Martin's: 2001 (classic)
- Jane Eyre. Bronte, Charlotte. W. W. Norton: 2016

Waiting for the Barbarians. Coetzee, J.M. Penguin: 2010 (classic)  
Maggie: A Girl of the Streets. Crane, Stephen. Penguin: 2000 (classic)  
Madame Bovary. Flaubert, Gustave. Dover: 1996 (classic)  
The Portrait of a Lady. James, Henry. Oxford: 2009 (classic)  
Mrs. Dalloway. Woolf, Virginia. Harvest: 1990 (classic)  
White Noise. DeLillo, Don. Penguin Classics: 2009 (classic)  
Beloved. Morrison, Toni. Vintage: 2004 (classic)  
The Things They Carried. O'Brien, Tim. Mariner Books: 2009 (classic)  
Things Fall Apart. Achebe, Chinua. Anchor: 1994 (classic)  
Kindred. Butler, Octavia E. Beacon: 2014  
The House on Mango Street. Cisneros, Sandra. Vintage: 1991 (classic)  
A Gesture Life. Lee, Chang-rae. Riverhead Books: 2000 (classic)  
Instructor prepared materials