



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	ENGL
Course Number:	C1002
Descriptive Title:	Introduction to Literature
Division:	Humanities
Department:	English
Course Disciplines:	English
Catalog Description:	In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical, and aesthetic qualities of literature.
Prerequisite:	Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	prior to fall 1992
Transfer UC:	Yes
Effective Date:	prior to fall 1992
General Education:	Area 3 - Humanities, Area 4B - Language and Rationality: Communication and Analytical Thinking
ECC	
Term:	
Other:	
CSU GE:	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English
Term:	

	Other:	
	IGETC:	Area 3B - Humanities
	Term:	
	Other:	
	CalGETC:	
	Term:	
	Other:	
Student Learning Outcomes:	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.). SLO #2 Use of Primary Sources Effectively incorporate quotations from a primary text. SLO #3 Use of Secondary Sources Effectively utilize scholarly sources as secondary support.	
Course Objectives:	At the conclusion of this course, the student should be able to: 1. Interpret and analyze a variety of diverse texts. 2. Identify key elements of major literary genres (including poetry, drama, fiction) in order to analyze and interpret texts. 3. Define common literary terms and apply them to the analysis of specific texts. 4. Compose formal written analyses of texts by diverse authors that demonstrate appropriate academic discourse and the conventions of literary analysis. 5. Integrate research, including primary and secondary sources, applying documentation skills responsibly and effectively.	
Major Topics:	• A minimum of 3 literary genres, including poetry, drama, and short fiction from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Other genres may include but are not limited to the novel, creative nonfiction, and essays. • Literary terminology, devices, and critical approaches. • Active and critical reading strategies. • Writing and thinking critically about literature, including literary analysis. • Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing. Part 2:	

Major Genres

I. Poetry (9 hours, lecture)

1. Formal elements and conventions
2. Specialized vocabulary
3. Active reading and annotation
4. Application of critical lenses

ii. Major Writing Assignment 1(9 hours, student work)

1. Drafting and feedback
2. Writing literary analysis essay

II. Drama (9 hours, lecture)

1. Formal elements and conventions
2. Specialized vocabulary
3. Active reading and annotation
4. Application of critical lenses

ii. Major Writing Assignment 2 (9 hours, student work)

1. Drafting and feedback
2. Writing literary analysis essay

III. Short Fiction (9 hours, lecture)

1. Formal elements and conventions
2. Specialized vocabulary
3. Active reading and annotation
4. Application of critical lenses

ii. Major Writing Assignment 1(9 hours, student work)

1. Drafting and feedback
2. Writing literary analysis essay

IV. Additional genres (instructor discretion)

	1. Formal elements and conventions 2. Specialized vocabulary 3. Active reading and annotation 4. Application of critical lenses ii. Major Writing Assignment 1 1. Drafting and feedback 2. Writing literary analysis essay
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty. Formal writing, including essays. Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions). Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing. Other evaluation methods may include assignments such as quizzes, projects, presentations, and portfolios.
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	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 cultural and historical contexts, literary criticism, and primary literary theory should be used as supplemental support. These sources can include 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 organized and focused, should sustain the interpretive argument, utilize transitions effectively, and consider the role of the reader.
Critical Thinking Assignment 1:	In a 4-6 page essay, name where race and gender intersect in Toni Morrison's <i>Beloved</i> , and examine the implications within the novel and beyond. Use and analyze direct quotations from the novel to support your argument.
Critical Thinking Assignment 2:	In a 4-6 page essay, apply a feminist lens to Sandra Cisneros' "One Holy Night" along with one poem of your choosing from our unit on family. How does such a reading problematize family constructs and illuminate its connection to patriarchy?
Other Evaluation Methods:	
Instructional Methods:	Lectures, group activities, discussion, multimedia presentations

	Demonstration Discussion Group Activities Socratic Seminars Guest Speakers Lecture Multimedia presentations Other (please specify) writing workshops, author readings, and plays
Work Outside of Class:	Other
	Study Required reading Written work
Up-To-Date Representative Texts:	Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text. Representative Literature Textbooks (most recent edition): • Mays, Kelly. The Norton Introduction to Literature. W.W. Norton. 15th, 2024. • Meyer, Michael. The Bedford Introduction to Literature: Reading, Writing, Thinking. Bedford/St. Martins. • Barnet, Sylvan, et al. An Introduction to Literature. Longman. • DiYanni, Robert. Literature, Approaches to Fiction, Poetry, and Drama. McGraw-Hill. Full-length novels or other separately published works. Representative Writing Handbooks and/or Other Support Materials: • Gardner, Janet E. Writing About Literature: A Portable Guide. Boston: Bedford/St. Martins (also available with MLA insert), 6th, 2025. • Harmon, William, and C. Hugh Holman. A Handbook to Literature. Prentice Hall. Textbooks older than 7 years must be clearly labeled as classic or legacy. Texts used by individual institutions and even individual sections will vary.
Alternative Texts:	The French Lieutenant's Woman, John Fowles, Signet, 1981. (Discipline Standard) On Earth We're Briefly Gorgeous, Ocean Vuong, Penguin, 2018. (Discipline Standard) Stray Birds, Rabindranath Tagore, Wilder, 2008. (Discipline Standard) Jude the Obscure, Thomas Hardy, Norton, 1978. (Discipline Standard) Fun Home: a Family Tragicomic, Alison Bechdel, First Mariner Books, 2007. (Discipline Standard) The Woman Warrior, Maxine Hong Kingston, Vintage, 1989. (Discipline Standard)

	Brother, Yu Hua, Pantheon, 2009. (Discipline Standard) The Awakening, Kate Chopin, Avon, 1982. (Discipline Standard) Purple Hibiscus, Chimamanda Ngozi Adichie, Anchor, 2004. (Discipline Standard) Beloved, Toni Morrison, Vintage, 2004. (Discipline Standard) The Sound of Waves, Yukio Mishima, Vintage, 1994. (Discipline Standard) Ragtime, E. L. Doctorow, Random House, 2007. (Discipline Standard) Four Major Plays of Chikamatsu, Chikamatsu Monzaemon, Columbia UP, 1997. (Discipline Standard) The Scarlet Letter, Nathaniel Hawthorne, Penguin, 2002. (Discipline Standard) Palace of Desire, Naguib Mahfouz, Anchor, 1991. (Discipline Standard) Rules for Writers, ECC Edition, Hacker, Bedford/St. Martin's, 2011. (Discipline Standard) <i>Instructors should include works from a multiplicity of voices when assigning course readings/texts that reflect the demographics of ECC's student population.</i>
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100)
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	Identify and describe the genres of fiction, drama, and poetry. ENGL C1000H - 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 C1000 - Utilize MLA guidelines to format essays, cite sources in the texts of essays, and compile Works Cited lists. Analyze the elements of literature (theme, plot, character, point of view, symbol setting, tone, imagery, figures of speech, and style). ENGL C1000 - Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion.

	Interpret short stories, plays, poems, and novels. ENGL C1000 - Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion. Organize and compose essays analyzing literature. ENGL C1000 - Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence. Compare and contrast handling of theme and subject between two authors. ENGL C1000H - 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 C1000 - Demonstrate ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites. Synthesize, apply, and evaluate critical studies of literature. ENGL C1000 - 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 C1000H - Conduct scholarly research independently to enrich multiple, rigorous reading and writing tasks.
Requisite Skill:	or equivalent.
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	Identify and describe the genres of fiction, drama, and poetry. Analyze the elements of literature (theme, plot, character, point of view, symbol setting, tone, imagery, figures of speech, and style). Interpret short stories, plays, poems, and novels. Compare and contrast handling of theme and subject between two authors. 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. Organize and compose essays analyzing literature. Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence. Utilize MLA guidelines to format essays, cite sources in the texts of essays, and compile Works Cited lists. Synthesize, apply, and evaluate critical studies of literature.

	Demonstrate ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites. Conduct scholarly research independently to enrich multiple, rigorous reading and writing tasks.
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under 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:	Christopher Page
Date:	09/26/2025
Last Board Approval Date:	12/16/2025
Effective Term:	FA 2026