



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	ENGL
Course Number:	C1002H
Descriptive Title:	Introduction to Literature - Honors
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. This is an honors course. Notes: Students may take either English 1002 or English 1002H. Duplicate credit will not be awarded for English 1002 and English 1002H.
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:	fall 2015
Transfer UC:	Yes
Effective Date:	fall 2015
General Education: ECC	Area 3 - Humanities, Area 4B - Language and Rationality: Communication and Analytical Thinking
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 Write an out-of-class, thesis-driven essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.). SLO #2 Demonstrate the ability to effectively incorporate quotes from a primary text. SLO #3 Demonstrate the ability to effectively utilize scholarly sources as secondary support. SLO #4 Present an original literary interpretation of a text based on independent research, evaluating and synthesizing sources, that approaches the text from at least one literary critical perspective.
Course Objectives:	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.

Students in the honors course will be expected to compose at least 6,000 words of writing. This course is enriched through rigorous reading, writing, and research assignments.

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. Students in the honors course will be expected to compose at least 6,000 words of writing. This course is enriched through rigorous reading, writing, and research assignments.
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 5-7 page essay, present a clear thesis that makes an interpretive 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 biographies, cultural and historical contexts, or literary criticism should be used as supplemental support. At least one scholarly source should also be used for support. All sources should be suitable for an academic assignment, such as articles from ECC library databases, books, or credible websites. The essay should use MLA format, and smoothly integrate quotations and paraphrases using signal phrases and analysis, interpretation, or commentary. The paper should be logically organized and focused, and should sustain the interpretive argument, utilize transitions effectively, and use correct grammar, spelling, and punctuation.

Critical Thinking Assignment 1:	In a 4 - 6 page essay, examine how several characters in Toni Morrison's novel <i>The Bluest Eye</i> respond to society's racist beauty ideal; as support for an argumentative, interpretive thesis, provide a close reading of the novel through analysis of theme and character, as well as at least one other element of fiction: plot, point of view, setting, symbolism, or style. Support your argument with a scholarly source. As a final step, write an abstract of your essay, providing a concise summary of your main points and argument.
Critical Thinking Assignment 2:	Throughout <i>Southland</i> , Nina Revoyr develops narratives about characters who are not central to the novel's plot: Kenji Hirano, Victor Conway, James Lanier's father, Angela Broadnax, etc. Choose one or two of these characters and explore how Revoyr's careful development of secondary characters emphasizes one of the novel's broader themes by writing a 3-4 page essay or creating a multimedia or multimodal presentation.
Other Evaluation Methods:	Completion, Essay Exams, Matching Items, Multiple Choice, Other (specify), Presentation, Quizzes, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Demonstration, Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations, Other
If other:	writing workshops, author readings, and plays
Work Outside of Class:	Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
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. <i>The Norton Introduction to Literature</i>. W.W. Norton. 15th, 2024. • Meyer, Michael. <i>The Bedford Introduction to Literature: Reading, Writing, Thinking</i>. Bedford/St. Martins. • Barnet, Sylvan, et al. <i>An Introduction to Literature</i>. Longman. • DiYanni, Robert. <i>Literature, Approaches to Fiction, Poetry, and Drama</i>. McGraw-Hill. Representative Writing Handbooks and/or Other Support Materials: • Gardner, Janet E. <i>Writing About Literature: A Portable Guide</i>. Boston: Bedford/St. Martins (also available with MLA insert), 6th, 2025. • Harmon, William, and C. Hugh Holman. <i>A Handbook to Literature</i>. 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:	
Required Supplementary Readings:	On Earth We're Briefly Gorgeous, Ocean Vuong, Penguin, 2018. (Discipline Standard) The French Lieutenant's Woman, John Fowles, Signet, 1981. (Discipline Standard)

	Palace of Desire, Naguib Mahfouz, Anchor, 1991. (Discipline Standard) Stray Birds, Rabindranath Tagore, Wilder, 2008. (Discipline Standard) Jude the Obscure, Thomas Hardy, Norton, 1978. (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) Ragtime, E.L. Doctorow, Random House, 2007. (Discipline Standard) The Sound of Waves, Yukio Mishima, Vintage, 1994. (Discipline Standard) Four Major Plays of Chikamatsu, Chikamatsu Monzaemon, Columbia UP, 1997. (Discipline Standard) The Scarlet Letter, Nathaniel Hawthorne, Penguin, 2002. (Discipline Standard) Southland, Nina Revoyr, Akashic Books, 2003. (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>
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 C1000 - Utilize MLA guidelines to format essays, cite sources in the texts of essays, and compile Works Cited lists. ENGL C1000H - 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. 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. Interpret short stories, plays, poems, and novels with sophistication. 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 - 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. ENGL C1000 - Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence. ENGL C1000H - 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 C1000 - Demonstrate ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites. ENGL C1000H - Demonstrate ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites. Emphasis will be on ability to conduct scholarly research independently. Synthesize, apply, and evaluate critical studies of literature that approach texts from one or more of the following literary critical perspectives: New Historicist, Post-colonial, Poststructuralist, Feminist, Gender Studies, Reader Response, and Psychoanalytic. 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 - 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.
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. 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. Interpret short stories, plays, poems, and novels with sophistication. 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. Compare and contrast handling of theme and subject between two authors. Demonstrate ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites. Emphasis will be on ability to conduct scholarly research independently. Synthesize, apply, and evaluate critical studies of literature that approach texts from one or more of the following literary critical perspectives: New Historicist, Post-colonial, Poststructuralist, Feminist, Gender Studies, Reader Response, and Psychoanalytic. 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.
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:	Rachel Williams
Date:	12/15/2014

Original Board Approval Date:	12/15/2014
Last Reviewed and/or Revised by:	Rachel Williams, Christopher Page
Date:	09/26/2025
Last Board Approval Date:	12/16/2025
Effective Term:	FA 2026