

EL CAMINO COLLEGE
COURSE OUTLINE OF RECORD – Approved

Course Acronym:	ENGL
Course Number:	1BH
Descriptive Title:	Honors Literature and Composition
Division:	Humanities
Department:	English
Course Disciplines:	English
Catalog Description:	<p>This honors course, intended for students in the Honors Transfer Program, is designed to stimulate an enjoyment of literature and to develop interpretive, critical, and analytical reading skills. Students will also receive extensive instruction on writing critically about short stories, full-length works (such as novellas, novels, plays, or biographies), and poems. This course will include critical analysis and research involving one or more literary genres. This course is enriched through extensive, rigorous reading, writing, and research assignments.</p> <p><i>Notes: Students may take either English 1B or English 1BH. Duplicate credit will not be awarded for English 1B and English 1BH.</i></p>
Prerequisite:	Prerequisite English 1A or English 1AH with a minimum grade of C in prerequisite
Co-requisite:	
Recommended Preparation:	
Course Length:	Full Term
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:	12/15/2014
Transfer UC:	Yes
Effective Date:	
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:	
Student Learning Outcomes:	<p>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.).</p> <p>SLO #2 Demonstrate the ability to effectively incorporate quotes from a primary text.</p> <p>SLO #3 Demonstrate the ability to effectively utilize scholarly sources as secondary support.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Identify and describe the genres of fiction, drama, and poetry. 2. Analyze the elements of literature (theme, plot, character, point of view, symbol, setting, tone, imagery, figures of speech, and style). 3. Interpret short stories, plays, poems, and novels with sophistication. 4. Organize and compose essays analyzing literature. 5. Compare and contrast handling of theme and subject between two authors. 6. 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.
Major Topics:	<p>I. Short Stories and Full-Length Novels (18 hours, lecture)</p> <p>A. Elements of Fiction</p> <ol style="list-style-type: none"> 1. Plot 2. Character 3. Setting 4. Point of view 5. Theme 6. Style 7. Symbolism <p>B. Writing About Fiction</p> <ol style="list-style-type: none"> 1. Review of Essay Form 2. Analysis 3. Comparison/Contrast 4. Argument 5. Interpretation 6. Research and Criticism <p>II. Drama (18 hours, lecture)</p> <p>A. Elements of Drama</p> <ol style="list-style-type: none"> 1. Plot 2. Character 3. Setting 4. Theme

	<ul style="list-style-type: none"> 5. Style 6. Staging 7. Conventions <p>B. Writing About Drama</p> <ul style="list-style-type: none"> 1. Interpretation 2. Analysis 3. Evaluation/Criticism 4. Research and Criticism <p>III. Poetry (18 hours, lecture)</p> <p>A. Elements of Poetry</p> <ul style="list-style-type: none"> 1. Meter and rhythm 2. Imagery 3. Figurative language 4. Rhyme and rhyme scheme 5. Symbol 6. Character/speaker 7. Tone and mood 8. Theme <p>B. Forms of Poetry</p> <p>C. Writing about Poetry</p> <ul style="list-style-type: none"> 1. Explication 2. Interpretation 3. Evaluation 4. Research and Criticism <p>NOTE: Students will write about 36 pages in all, usually divided among a minimum of five essays. Revisions should be emphasized, so pages written in revision do count, but not as separate essays. Student will produce a minimum of 7,000 words for all final written products combined. English 1B stresses fewer, but longer, essays, and more sustained argument than English 1A. Diagnostic essays, essay exams, and annotated bibliographies may be counted as essays. Reaction papers, portfolio revisions, and focused journal writing count toward the 36-page total. Students will also read a minimum of seven works, at least two of which should be book-length.</p>
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
Primary Method of Evaluation:	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 biography, cultural and historical contexts, or literary criticism should be used as supplemental support. In addition, at least one scholarly source should be used for supplemental 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:	Analyze in a 5-page written essay either Henrik Ibsen's <i>A Doll's House</i> or William Shakespeare's <i>Othello</i> ; support an argumentative, interpretive thesis through close reading of several of the following elements of the play: theme, plot and conflict, characterization and motivation, tragedy, comedy, gestures and nonverbal language, setting, imagery, and performance.
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. In a 4-6 page essay, 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. Support your argument with a scholarly source.
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
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 Textbooks:	McMahan, Day, Funk. <u>Literature and the Writing Process</u> . Longman, 2013. Kennedy and Gioia. <u>Literature: An Introduction to Fiction, Poetry, and Drama</u> . Longman, 2012. Mays. <u>The Norton Introduction to Literature</u> . Norton, 2013. Meyer. <u>Literature to Go</u> . Bedford/St. Martin's, 2013. Roberts and Zweig. <u>Literature: An Introduction to Reading and Writing</u> . Longman, 2011.
Alternative Textbooks:	
Required Supplementary Readings:	This Is How You Lose Her, Junot Diaz, Riverhead Trade, 2013. The French Lieutenant's Woman, John Fowles, Signet, 1981. Palace of Desire, Naguib Mahfouz, Anchor, 1991. Stray Birds, Rabindranath Tagore, Wilder, 2008. Jude the Obscure, Thomas Hardy, Norton, 1978. The Woman Warrior, Maxine Hong Kingston, Vintage, 1989. Brother, Yu Hua, Pantheon, 2009. The Awakening, Kate Chopin, Avon, 1982. Purple Hibiscus, Chimamanda Ngozi Adichie, Anchor, 2004. Beloved, Toni Morrison, Vintage, 2004. Ragtime, E.L. Doctorow, Random House, 2007. The Sound of Waves, Yukio Mishima, Vintage, 1994. Four Major Plays of Chikamatsu, Chikamatsu Monzaemon, Columbia UP, 1997. The Scarlet Letter, Nathaniel Hawthorne, Penguin, 2002. Southland, Nina Revoyr, Akashic Books, 2003. Rules for Writers, ECC Edition, Hacker, Bedford/St. Martin's, 2011.

Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	English-1A or English-1AH
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Identify and describe the genres of fiction, drama, and poetry. ENGL 1A -Utilize MLA guidelines to format essays, cite sources in the texts of essays, and compile Works Cited lists. ENGL 1AH -Utilize MLA guidelines to format essays, cite sources in the texts of essays, and compile Works Cited lists.</p> <p>Analyze the elements of literature (theme, plot, character, point of view, symbol, setting, tone, imagery, figures of speech, and style. ENGL 1A - 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 1AH -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.</p> <p>Interpret short stories, plays, poems, and novels with sophistication. ENGL 1A -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 1AH -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.</p> <p>Organize and compose essays analyzing literature. ENGL 1A -Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence. ENGL 1AH -Compose multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, and with unity and coherence.</p> <p>Compare and contrast handling of theme and subject between two authors. ENGL 1A -Demonstrate ability to locate and utilize a variety of academic databases, peer-reviewed journals, and scholarly websites. ENGL 1AH -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.</p> <p>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 1A -Read and apply critical-thinking skills to numerous published</p>

	<p>articles and to college-level, book-length works for the purpose of writing and discussion.</p> <p>ENGL 1AH - 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.</p>
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s):Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
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
Date:	09/29/2014
Last Board Approval Date:	5/11/2021