

**Skyline College  
Official Course Outline**

**Date:** March 2007

**1. TITLE:**

Literature 113: Introduction to the Novel  
3.0 units, 3 lecture hours per week  
Prerequisite: English 100 or English 105 or equivalent

**2. COURSE CLASSIFICATION:**

Credit course applicable to the Associate Degree  
Credit/No credit or letter grade

**3. COURSE DESCRIPTIONS:**

**Catalog Description:**

Three lecture hours per week. Prerequisite English 100, 105 or equivalent. Reading, discussing and writing about novels, classic and contemporary. The novel form provides in-depth exploration of characters and ideas and the entry into elaborate imaginative and intellectual worlds. Students will experience a variety of voices, writing styles and cultural perspectives while studying the literary techniques employed by novelists. Transfer: UC, CSU (C2).

**Schedule of Classes Description:**

Reading, discussing and writing about novels, classic and contemporary. Students experience a variety of voices, styles and cultural perspectives while studying the literary techniques employed by novelists. Transfer: UC, CSU (C2).

**4. COURSE JUSTIFICATION:**

Credit course applicable to the Associate Degree in two areas: 1) Specific Area/English; 2) Specific Area/Ethnic Diversity; and 3) General Education/Humanities. Transferable to CSU in Areas C2 and IGETC applicable in Area 3B.

**5. STUDENT LEARNING OUTCOMES (SLOs):**

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

- Identify, analyze and evaluate major themes in a diverse sampling of novels
- Apply critical thinking skills to each novel in order to analyze an author's strategy and purpose, style and specific techniques utilized
- Formulate original ideas and perceive themselves as accomplished thinkers and writers

**6. SPECIFIC INSTRUCTIONAL OBJECTIVES:**

During the course, students will be asked to

- Write coherent, well organized and analytical responses to novels
- Employ historical, sociological, political and biographical contexts as well as literary conventions such as character, imagery, symbols, point of view and theme in the study of novels
- Utilize collaborative learning as a way to formulate new ideas and explore themes
- Evaluate novels in terms of their chronological, cultural and stylistic range

## 7. **COURSE CONTENT:**

Units can include:

- Classic examples of the novel -- 19th century
- Modern and postmodern novels -- 20th & 21st centuries
- American authors
- International authors
- Novels grouped by type: science fiction/fantasy, magic realism, historical, satirical, etc.
- Survey of all of the above

Reading materials can include:

- Critical and scholarly writing about novels
- Biographical and autobiographical writing about authors studied
- Contemporary reviews in publications such as *The New Yorker*, *The New York Times Book Review*, *The New York Review of Books*, etc

## 8. **REPRESENTATIVE METHODS OF INSTRUCTION:**

Methods of instruction can include but are not limited to lecture, demonstration/modeling, reading, focused discussion, small group discussion and activities, written assignments from spontaneous in-class writing to reading response journals and analytical essays, oral presentations and seminars, quizzes, collaborative/creative projects and library and on-line research.

## 9. **ASSIGNMENTS:**

Typical assignments might include the following:

- **Readings** -- Five to six full-length novels as well as background reading and research when required.
- **Writing Assignments** -- Reading Response Journals or other types of evaluative written responses, at least one analytical and/or research-based essay as well as opportunities for creative/original written responses.

- **Projects/Seminar Presentations** -- Oral and/or written presentations of individual and collaborative research as well as creative responses to texts and authors presented in seminar format.

**Typical assignments might include the following:**

<b>Student Learning Outcome</b>	<b>Typical Assignment</b>	<b>Method of Evaluation</b>
Identify, analyze, and evaluate major themes in a diverse sampling of novels.	Students will write Reading Response Journals for each novel focusing on identifying, analyzing and evaluating themes.	Instructor will read Journals, dialogue on paper with students and assess ability to identify, analyze and evaluate themes.

<b>Student Learning Outcome</b>	<b>Typical Assignment</b>	<b>Method of Evaluation</b>
Apply critical thinking skills to each novel in order to analyze an author's strategy and purpose, writing style and specific techniques utilized.	Students will answer a series of discussion questions written by instructor which will be used as stimulus for class discussions and in-class writing activities	Instructor will read students' answers to discussion questions and assess their ability to analyze author's strategy, purpose, style and techniques resulting in a grade on the assignment.

<b>Student Learning Outcome</b>	<b>Typical Assignment</b>	<b>Method of Evaluation</b>
Formulate original ideas and perceive themselves as accomplished thinkers and writers.	Students will write an analytical essay in which they will discuss and support an original interpretation of a text.	Instructor will read and grade student essays to assess ability to formulate original ideas.

#### 10. **EVALUATION OF STUDENT PERFORMANCE:**

Letter grade or Credit/No credit will typically be based on:

- Written assignments -- Organized, coherent and developed writing demonstrating understanding of the material and presenting original analysis supported by references to the texts

- Participation -- Active participation in class discussions, small group work and all reading assignments and related activities
- Homework -- Completion of Reading Response Journals and/or other types of evaluative writing as well as research-based and creative/collaborative assignments
- Quizzes -- Quizzes may be used to test comprehension and participation
- Final Exam/Final Project -- A final exam and/or project to assess students' overall understanding and to offer an opportunity to synthesize learning

#### 11. RECOMMENDED TEXTS and/or AUTHORS:

Instructors are encouraged to select texts appropriate to the course, to consult with other faculty for text recommendations, to review lists of past texts used, and to visit the bookstore to see current text selections in comparable courses. Here is a list of some suggestions:

##### Classic novels (19th century)

- *Gulliver's Travels*, Jonathan Swift
- *Wuthering Heights*, Emily Bronte
- *The Return of the Native or Jude the Obscure*, Thomas Hardy
- *Moby Dick*, Herman Melville
- *The Scarlet Letter*, Nathaniel Hawthorne
- *Pride and Prejudice*, Jane Austin

##### Modern & postmodern novels (20th & 21st centuries)

- *Howard's End or Passage to India*, E.M. Forster
- *To The Lighthouse or Mrs. Dalloway*, Virginia Woolf
- *A Farewell to Arms*, Ernest Hemingway
- *Portrait of the Artist as a Young Man or Ulysses*, James Joyce
- *The Penal Colony or America*, Franz Kafka
- *Heart of Darkness*, Joseph Conrad
- *Sons & Lovers*, D.H. Lawrence
- *The Sound & The Fury or Light in August*, William Faulkner
- *Oh Pioneers*, Willa Cather
- *Invisible Man*, Ralph Ellison
- *Lolita*, Vladimir Nabokov
- *Grapes of Wrath*, John Steinbeck
- *Beloved or The Bluest Eye*, Toni Morrison
- *One Hundred Years of Solitude*, Gabriel Garcia Marquez

- *The Color Purple*, Alice Walker
- *In The Lake of the Woods*, Tim O'Brien
- *The History of Love*, Nicole Krauss