



# ILLINOIS VALLEY COMMUNITY COLLEGE

## COURSE OUTLINE

**DIVISION:** Humanities, Fine Arts Social Sciences

**COURSE:** LIT 2013: Fiction

**Date:** 20 October 2018

**Credit Hours:** 3.0

**Prerequisite(s):** English 1001 and English1002. (Course can be taken concurrently with 1002 with consent of the dean).

**Delivery Method:**

<input checked="" type="checkbox"/> <b>Lecture</b>	<b>3.0 Contact Hours (1 contact = 1 credit hour)</b>
<input type="checkbox"/> <b>Seminar</b>	<b>0 Contact Hours (1 contact = 1 credit hour)</b>
<input type="checkbox"/> <b>Lab</b>	<b>0 Contact Hours (2-3 contact = 1 credit hour)</b>
<input type="checkbox"/> <b>Clinical</b>	<b>0 Contact Hours (3 contact = 1 credit hour)</b>
<input checked="" type="checkbox"/> <b>Online</b>	
<input checked="" type="checkbox"/> <b>Blended</b>	

**Offered:**  **Fall**     **Spring**     **Summer**

**IAI Equivalent –*Only for Transfer Courses***-go to <http://www.itransfer.org>: H3 901

**CATALOG DESCRIPTION:** Designed to acquaint the student with a selection of masterpieces of fiction. The emphasis will be on the pleasures and subtlety of the details and narrative artistry contained in the novels and short stories. The course is less an historical survey than an intense appreciation of individual works of art.

## GENERAL EDUCATION GOALS ADDRESSED

*[See last page for Course Competency/Assessment Methods Matrix.]*

### Upon completion of the course, the student will be able:

*[Choose up to three goals that will be formally assessed in this course.]*

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciation for diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

*[Outcomes related to course specific goals. See last page for more information.]*

#### Upon completion of the course, the student will be able to:

- 1: Read and understand fiction by the selected authors, appreciating the contributions and influences of those writers.
  - 1.1 React to texts through verbal and written responses
  - 1.2 Generate valid ideas from texts
  - 1.3 Demonstrate understanding of an author's meaning and purpose
  - 1.4 Identify the work of various authors, recognizing how the writers convey meanings and develop ideas
  
- 2: Analyze and discuss fiction, understanding and appreciating important themes and concerns of the writers and understanding how earlier pieces affect the later writings.
  - 2.1 Describe and define the major themes and concerns of the fiction presented
  - 2.2 Identify major themes in specific works of literature
  - 2.3 Explain how major themes are presented and developed through the specific details of a text.
  - 2.4 Compare/contrast selected works to those that follow
  
- 3: Appreciate the range, quality, and diversity of style in fiction.
  - 3.1 Identify, define, and describe the elements of fiction, such as narrator, setting, plot, etc.
  - 3.2 Demonstrate knowledge of the quality of fiction, perhaps by discussing the use of literary elements in a work, such as the use of metaphor, personification, symbolism, etc..
  - 3.3 Evaluate a piece based on its ability to effectively communicate its theme through the use of stylistic elements, such as metaphor, narration, etc.

3.4 Discuss the differences that race, gender, ethnicity, geographical location, economic position, and philosophical/theological background makes in a writer's texts.

4: Examine the interrelation between society and fiction, understanding how cultural, political, and philosophical movements affected and were affected by fiction, and vice versa, especially explaining the relevance, importance, and relation of major themes to the literary, social, historical, and philosophical forces that influence/d the production and reading of literature.

4.1 Identify and summarize fictional forces that influence literature and explain how these forces are relevant to specific fictional texts.

4.2 Identify and summarize cultural forces--including the development and improvement of various technologies--that influence literature and explain how these forces are relevant to specific fictional texts.

4.3 Identify and summarize political forces that influence literature and explain how these forces are relevant to specific fictional texts.

4.4 Identify and summarize philosophical forces that influence literature and explain how these forces are relevant to specific fictional texts

4.5 Demonstrate an understanding of continuing literary traditions, the changes within those traditions, and the ways in which specific fictional texts and writers contribute to the traditions and changes.

4.6 Demonstrate an understanding of the social milieu of specific fictional texts and writers and the impact of those texts and writers on that milieu.

4.7 Demonstrate an understanding of the impact that specific fictional texts and writers have had on historical and cultural development

4.8 Demonstrate an understanding of the philosophical ideas presented in specific fictional texts and the impact of those ideas upon the changing philosophical trends of society.

5: Become familiar with various critical approaches to fiction and understand how various critical approaches enhance the ability to analyze and interpret fiction.

5.1 Demonstrate a familiarity and understanding of various critical approaches to literature, such as formalist, historical, new historical, feminist, etc.

5.2 Identify and explain a specific critical approach or approaches that are used in a critical commentary on a text.

5.3 Demonstrate an ability to analyze a text with various critical approaches.

5.4 Demonstrate an understanding of how and why various critical approaches lead to different but equally valid interpretations of the same text.

6: Continue to develop their ability to write thoughtful, well -written college-level essays that respond to and analyze works of fiction, integrating their own thoughts with those of others.

6.1 Formulate and develop a thesis appropriate for specific writing assignments.

- 6.2 Conduct significant research relevant to specific assignments.
- 6.3 Develop the ability to recognize and judge the creditability of secondary sources.
- 6.4 Use material from both primary and secondary sources to develop and support interpretations of literary texts.
- 6.5 Demonstrate the ability to formulate, support, and develop original interpretations of literary texts.
- 6.6 Express ideas in writing characterized by full development, clear organization, appropriate sense of audience, correct MLA citation and documentation of sources, and adherence to rules of English syntax, grammar, and mechanics.

### **MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS**

*[For each of the goals selected above, indicate which outcomes align with the goal.]*

<b>Goals</b>	<b>Outcomes</b>
<b>First Goal</b>	
Goal #1: To apply analytical and problem solving skills to personal, social, and professional issues and situations.	<p>2: Analyze and discuss fiction, understanding and appreciating important themes and concerns of the writers and understanding how earlier pieces affect the later writings.</p> <p>3: Appreciate the range, quality, and diversity of style in fiction.</p> <p>4: Examine the interrelation between society and fiction, understanding how cultural, political, and philosophical movements affected and were affected by fiction, and vice versa, especially explaining the relevance, importance, and relation of major themes to the literary, social, historical, and philosophical forces that influence/d the production and reading of literature.</p> <p>5: Become familiar with various critical approaches to fiction and understand how various critical approaches enhance the ability to analyze and interpret fiction.</p>
<b>Second Goal</b>	
Goal #6: To recognize what it means to act ethically and responsibly as an individual and as a member of society.	<p>2: Analyze and discuss fiction, understanding and appreciating important themes and concerns of the writers and understanding how earlier pieces affect the later writings.</p> <p>4: Examine the interrelation between society and fiction, understanding how cultural, political, and philosophical movements affected and were affected by fiction, and vice versa, especially explaining the relevance, importance, and relation of major themes to the literary, social, historical, and philosophical</p>

	<p>forces that influence/ d the production and reading of literature.</p> <p>5: Become familiar with various critical approaches to fiction and understand how various critical approaches enhance the ability to analyze and interpret fiction.</p>
<p>Third Goal</p>	
<p>Goal #2: To communicate successfully, both orally and in writing, to a variety of audiences.</p>	<p>1: Read and understand fiction by the selected authors, appreciating the contributions and influences of those writers.</p> <p>2: Analyze and discuss fiction, understanding and appreciating important themes and concerns of the writers and understanding how earlier pieces affect the later writings.</p> <p>3: Appreciate the range, quality, and diversity of style in fiction.</p> <p>4: Examine the interrelation between society and fiction, understanding how cultural, political, and philosophical movements affected and were affected by fiction, and vice versa, especially explaining the relevance, importance, and relation of major themes to the literary, social, historical, and philosophical forces that influence/ d the production and reading of literature.</p> <p>5: Become familiar with various critical approaches to fiction and understand how various critical approaches enhance the ability to analyze and interpret fiction.</p> <p>6: Continue to develop their ability to write thoughtful, well -written college-level essays that respond to and analyze works of fiction, integrating their own thoughts with those of others.</p>

## **COURSE TOPICS AND CONTENT REQUIREMENTS:**

1. Assigned readings of fictional texts to be drawn from the works of assigned writers (at the discretion of the instructor), so as to include three novels and a novella and/or a collection of short stories. The intent is to offer cultural diversity and yet remain within the bounds of first-rate fictions, intensively read and analyzed.
2. Material may be covered chronologically or thematically and/or structurally, depending on the instructor's preferences and specialties.
3. Lectures, discussions, or other assignments that pertain to the above material.
4. Lectures on the history of ideas; literary devices; literary, political, and social movements; and relevant biographical data.
5. Opportunities to practice skills in reading, writing, thinking, and speaking

## **INSTRUCTIONAL METHODS:**

1. Analysis of literary texts through reading, discussion, and lectures.
2. Synthesis and analysis of fiction with philosophical, political, and social movements and figures through reading, discussion, and lectures.
3. Examinations, papers, and presentations--intended not only to measure recall but to promote "new" critical thinking and analytical skills, as well.
4. Lectures can be used to introduce the texts, place them in their historical context, briefly touch on relevant biographical information, and explain the principal aesthetic values and approaches used by the authors.

## **INSTRUCTIONAL MATERIALS:**

Podium/Lectern  
Whiteboard  
Classroom  
Desks for students  
TV/VCR  
Slide projector and slide  
Videos  
Overhead projector and transparencies  
Photocopies of instructional materials  
Textbooks  
Computers/SMART classrooms  
Web page

## **STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

Grading scale as determined by the instructor.

1. Students must read assigned readings from primary and secondary sources.

2. Students must pass mid-term and final examinations.
3. Students must submit a paper, papers, and/or journal writings to a combined minimum total of fifteen (15) pages.
4. Students may give an oral presentation (either individual or group).
5. Students must attend and participate in class lecture and discussion sessions.

## OTHER REFERENCES

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# Course Competency/Assessment Methods Matrix

HFASS LIT 2013: Fiction		Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment	
	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
1: Read and understand fiction by the selected authors, appreciating the contributions and influences of those writers.																																	
1.1 React to texts through verbal and written responses				X		X	X	X	X			X	X	X	X	X	X		X	X	x							X		X	X	X	
1.2 Generate valid ideas from texts				X		X	X	X	X			X	X	X	X	X	X		X	X	x							X		X	X	X	
1.3 Demonstrate understanding of an author's meaning and purpose				X		X	X	X	X			X	X	X	X	X	X		X	X	x							X		X	X	X	
1.4 Identify the work of various authors, recognizing how the writers convey meanings and develop ideas				X		X	X	X	X			X	X	X	X	X	X		X	X	x						X		X	X	X	X	



2: Analyze and discuss fiction, understanding and appreciating important themes and concerns of the writers and understanding how earlier pieces affect the later writings.																									
2.1 Describe and define the major themes and concerns of the fiction presented																									
2.2 Identify major themes in specific works of literature																									
2.3 Explain how major themes are presented and developed through the specific details of a text.																									
2.4 Compare/contrast selected works to those that follow																									
3: Appreciate the range, quality, and diversity of style in fiction.																									
3.1 Identify, define, and describe the elements of fiction, such as narrator, setting, plot, etc.																									
3.2 Demonstrate knowledge of the quality of fiction, perhaps by discussing the use of literary elements in a work, such as the use of metaphor, personification, symbolism, etc..																									
3.3 Evaluate a piece based on its ability to effectively communicate its theme through the use of stylistic elements, such as metaphor, narration, etc.																									

<p>3.4 Discuss the differences that race, gender, ethnicity, geographical location, economic position, and philosophical/theological background makes in a writer's texts.</p>					X		X	X	X	X			X	X	X	X	X			X		X	X	X
<p>4: Examine the interrelation between society and fiction, understanding how cultural, political, and philosophical movements affected and were affected by fiction, and vice versa, especially explaining the relevance, importance, and relation of major themes to the literary, social, historical, and philosophical forces that influence/d the production and reading of literature.</p>																								
<p>4.1 Identify and summarize fictional forces that influence literature and explain how these forces are relevant to specific fictional texts.</p>					X		X	X	X	X			X	X	X	X	X			X		X	X	X
<p>4.2 Identify and summarize cultural forces--including the development and improvement of various technologies--that influence literature and explain how these forces are relevant to specific fictional texts.</p>					X		X	X	X	X			X	X	X	X	X			X		X	X	X
<p>4.3 Identify and summarize political forces that influence literature and explain how these forces are relevant to specific fictional texts.</p>					X		X	X	X	X			X	X	X	X	X			X		X	X	X

4.4 Identify and summarize philosophical forces that influence literature and explain how these forces are relevant to specific fictional texts.					X		X	X	X	X			X	X	X	X	X			X		X	X	X
4.5 Demonstrate an understanding of continuing literary traditions, the changes within those traditions, and the ways in which specific fictional texts and writers contribute to the traditions and changes.					X		X	X	X	X			X	X	X	X	X			X		X	X	X
4.6 Demonstrate an understanding of the social milieu of specific fictional texts and writers and the impact of those texts and writers on that milieu.					X		X	X	X	X			X	X	X	X	X			X		X	X	X
4.7 Demonstrate an understanding of the impact that specific fictional texts and writers have had on historical and cultural development.					X		X	X	X	X			X	X	X	X	X			X		X	X	X
4.8 Demonstrate an understanding of the philosophical ideas.					X		X	X	X	X			X	X	X	X	X			X		X	X	X
5: Become familiar with various critical approaches to fiction and understand how various critical approaches enhance the ability to analyze and interpret fiction.																								
5.1 Demonstrate a familiarity and understanding of various critical approaches to literature, such as formalist, historical, new historical, feminist, etc.					X		X	X	X	X			X	X	X	X	X			X		X	X	X



