

**FRESNO CITY COLLEGE  
COURSE OUTLINE OF RECORD**

<p>Course Subject and Number <u>English 1BH</u></p> <hr/> <p>Course Title <u>Honors Introduction to the</u> <u>Study of Literature</u> <u>(Formerly Honors 1F)</u></p>	<p>Discipline(s) <u>Honors</u></p> <hr/> <p>Term Effective: <u>Fall 2001</u></p>																				
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Catalog Description</td> <td><input checked="" type="checkbox"/> no change</td> <td><input type="checkbox"/> revised/clarified</td> <td><input type="checkbox"/> new (check one)</td> </tr> <tr> <td>Prerequisite</td> <td><input type="checkbox"/> no change</td> <td><input checked="" type="checkbox"/> revised/clarified</td> <td><input type="checkbox"/> new (check one)</td> </tr> <tr> <td>Corequisite</td> <td><input checked="" type="checkbox"/> no change</td> <td><input type="checkbox"/> revised/clarified</td> <td><input type="checkbox"/> new (check one)</td> </tr> <tr> <td>Advisory</td> <td><input checked="" type="checkbox"/> no change</td> <td><input type="checkbox"/> revised/clarified</td> <td><input type="checkbox"/> new (check one)</td> </tr> <tr> <td>Units, hours, repeatability, credit/no credit, number of weeks (If revised is checked, underline item(s) revised above)</td> <td><input checked="" type="checkbox"/> no change</td> <td><input type="checkbox"/> revised</td> <td><input type="checkbox"/> new (check one)</td> </tr> </table> <p><u>3</u> unit(s)   <u>3</u> lecture hour(s)   <u>0</u> laboratory hour(s)   <u>0</u> number of repeats (maximum = 3)</p> <p><u>      </u> credit/no credit only   <u>18</u> number of weeks</p> <p>Prerequisite:   English 1A or the equivalent.</p> <p>Corequisite:   None</p> <p>Advisory:   None</p> <p>Description:   Reading and critical analysis of short stories, novels, poems, and plays. (CAN ENGL 4)</p>		Catalog Description	<input checked="" type="checkbox"/> no change	<input type="checkbox"/> revised/clarified	<input type="checkbox"/> new (check one)	Prerequisite	<input type="checkbox"/> no change	<input checked="" type="checkbox"/> revised/clarified	<input type="checkbox"/> new (check one)	Corequisite	<input checked="" type="checkbox"/> no change	<input type="checkbox"/> revised/clarified	<input type="checkbox"/> new (check one)	Advisory	<input checked="" type="checkbox"/> no change	<input type="checkbox"/> revised/clarified	<input type="checkbox"/> new (check one)	Units, hours, repeatability, credit/no credit, number of weeks (If revised is checked, underline item(s) revised above)	<input checked="" type="checkbox"/> no change	<input type="checkbox"/> revised	<input type="checkbox"/> new (check one)
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<p>Entry Level Skills: Upon entering the course, the student should be able to:</p> <ol style="list-style-type: none"> <li>1. write Standard American English appropriate to the university and workplace;</li> <li>2. plan and write coherent paragraphs and essays that incorporate effective thesis statements, topic sentences, transitions, supporting sentences, and various patterns of introduction, development, and conclusion;</li> <li>3. analyze and discuss college-level reading material;</li> <li>4. distinguish between purpose, audience, voice, and style;</li> <li>5. write summaries, paraphrases, and critiques that accurately reflect and/or criticize the subject matter;</li> <li>6. organize in different analytical modes (e.g., process analysis, classification analysis, comparison contrast);</li> <li>7. construct argument papers that demonstrate familiarity with the topic, state a position clearly, provide substantiating evidence and avoid logical fallacies; and</li> <li>8. write an effective research paper that demonstrates utilization of library and other resources states and effectively supports a thesis, and documents evidence according to MLA and/or APA guidelines.</li> </ol>																					
<p>Requested Credit Classification (check all that apply)</p> <p><input checked="" type="checkbox"/> Degree Applicable                      <input type="checkbox"/> Noncredit</p> <p><input type="checkbox"/> Nondegree Applicable                      <input checked="" type="checkbox"/> Transfer Level</p>	<p><input type="checkbox"/> Course contains an international component.</p> <p><input type="checkbox"/> Course contains American pluralism and identity content.</p>																				

Expected Outcomes/Objectives: Upon successful completion of the course, the student will be able to:

1. read a wide variety of short stories, novels, poems, and plays;
2. demonstrate in class discussion and in writing that he/she understands the basic characteristics of the various genre;
3. write with critical understanding about selected works;
4. read works other than those assigned in class;
5. respond with understanding to questions about the assigned reading selections that the teacher might pose in classroom discussions; and
6. relate the ideas found in literature to his/her life.

Texts, Other Readings, and Materials:

Text(s)

Texts will be selected by one of the two approaches: Instructors could select an anthology published for this course, such as Perrine's Literature Structure and Sense, augmenting it with paperbacks and handouts, or they could select texts and handouts. In this case, instructors must choose readings appropriate to an introductory survey of the genre.

Honors sections may select form among the following suggested texts:

Flaubert, Gustave, Madame Bovary Norton Critical Edition. Ed. Paul de Man; W.W. Norton: New York, NY, 1965.

Kennedy, X.J., ed., Literature: An Introduction to Fiction, Poetry, and Drama, Harper Collins: New York, NY, 1991.

Vesterman, William, ed., Literature: An Introduction to Critical Thinking, Harcourt, Brace, Jovanovich: Fort Worth, TX, 1993.

Wofford, Suzanne L., ed., Shakespeare's Hamlet: Case Studies in American Criticism, St. Martin's: New York, NY, 1994.

Recommended materials: A college dictionary

Primarily College Level

Primarily Not College Level

Professional Judgment  
(How Determined)

Out-of-Class Assignments

6

hours per week (or equivalent)

Permissible exceptions to the common interpretation as stated are as follows: (AR 7200) 1 2 3 4 (circle one)

List types:

1. The student will read a wide selection of short stories, novels, poems and plays. Honors sections will be expected to do more extensive reading than non-Honors sections.
2. The student will write at least one critical paper on each genre.
3. The student will prepare for, and take part in, class discussions based on the reading assignments.
4. The student will take at least one essay exam on each of the four genre. Honors sections will be expected to write in greater depth and detail, making use of the library resources not usually available to non-Honors sections.

Class participation and assignments require and develop critical thinking (see Expected Outcomes/Objectives). Describe how:

Students will develop critical thinking by analyzing assigned readings for detail of subject and tone, by synthesizing those details in the direction of thematic meaning, and by evaluating the works under scrutiny according to aesthetic standards implied by the kind of literary form examined. Such critical thinking will be carried forward through discussions and through writing.

Primarily College Level

Not Primarily College Level

2 hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit.

Ratio of amount of work per unit of credit required by curriculum committee for a nondegree credit course is met.

Assessment:

Grades will be based upon:

ESSAY\*

The final grade will be based primarily on essay exams and papers. Honors students will be expected to write in greater depth and detail.

COMPUTATION\*

NONCOMPUTATIONAL PROBLEM SOLVING\*  
Examples:

SKILL DEMONSTRATION  
Kind:

MULTIPLE CHOICE

OTHER: Describe. (Examples: tests, quizzes, homework)

Honors sections may also be assessed on presentations researched and delivered to class.

\*For degree credit: At least one of the first three boxes above must be checked, and if "essay" is not checked, it must be explained why essays are an inappropriate basis for at least 25% of the grade in the course.

**Expanded Description of Content and Methods:**

**Content:**

Content may consist of, but not be limited to, the following emphases: the styles, contents, and forms of poetry, drama, and fiction in its longer and shorter appearances. Honors sections may cover additional subject matter content such as formal literary criticism. Also, Honors sections provide unique experiences beyond those provided in the non-Honors sections such as opportunities to make presentations, hear guest speakers, or take field trips to see, for example, staged dramas.

**Methods:**

The teacher will assign appropriate reading selections. These readings will be supplemented with lectures that illuminate definitions of key terms, the historical context of the assigned selections, the kinds of literary forms and their effects, the particular features of particular works, and the unique contribution of particular authors. Class discussions will attempt to elicit thoughtful student response to the reading selections. Reading, lectures, and discussions may be supplemented with appropriate film, video and/or audio materials. Oral reports, either individual or as part of a group, may also be considered.