

ELIT 10: Introduction to Fiction

4 Units, Spring Quarter 2021

Instructor: Jill Quigley

Live Online Instruction:

Mondays 11:30-1:20 via Zoom (***Recurring Meeting ID: 910 7742 6994*** and Passcode: ***33***)

Office Hours:

Wednesday 2:00-3:00 and Thursdays 11:00-12:00 and Fridays 12:00-1:00 via Zoom (***Recurring Meeting ID 227 088 6794*** and Passcode: ***33*** in my Zoom Personal Meeting Room), or message me anytime via Canvas for an appointment. :)

Contact Info: Canvas message is my preferred form of contact, but if you have an urgent matter text is fastest.

Email: quigleyjill@fhda.edu

Phone/Text: 650-703-3307

Course Description: ELIT 10 is a 4 unit course focused on the intensive study of literary works diverse in subject, form, and structure by writers from multiple perspectives. The readings will represent numerous literary genres and styles and will be synthesized with varying approaches to critical analysis—feminist, psychoanalytic, queer, deconstructionist, post-colonial. This course will track the socio-political/historical influence of American fiction from post-WW1 to present day.

Suggested Prerequisite:

Eligibility is recommended through successful completion of EWRT 1A.

Course Objectives:

1. Interpret a variety of literary texts (novels, short stories, prose poetry) from different historical and literary periods.
2. Understand and appreciate the distinctive qualities of plot, character development, theme, structure, setting, allegory, symbolism, tone, point of view, and irony.
3. Acknowledge and account for alternate textual interpretations.

4. Distinguish the influences of race, class, culture, and sexuality on writers, characters, subjects, and readers of literary texts.
5. Analyze, evaluate, and employ current approaches in literary criticism.
6. Develop literary and social historical awareness—a recognition of the way in which the past has shaped the present.
7. Relate various literary and social movements to yourself and your surroundings, and explore the contribution of texts to the human experience: culture and consciousness.
8. Examine the changing perspectives of writers and the current discussions and debates over the social construction of literary values.

Course Student Learning Outcomes:

- Identify, articulate and evaluate the nature and variety of fictional texts, styles, conventions and techniques.
- Analyze fiction in writing from multiple critical perspectives.

Required Texts:

1. All course text will be provided on our Canvas page *except* for the following 2 works of fiction:

2. *Their Eyes Were Watching God* by Zora Neale Hurston

3. *Franny and Zooey* by J.D. Salinger

*we'll read the texts in the above order

Assignments: (600 Points Total)

1. Discussion Posts: 100 Points
2. Quizzes: 100 Points
3. Mid-Term Exam: 100 Points
4. Attendance/Participation: 100 Points
5. Final Exam: 100 Points

Attendance and Participation:

Attendance is required for our weekly Zoom meeting and Canvas course engagement is required each week via discussion and assignment. Your class presence is essential to your success. Please don't disappear: literally or figuratively. **If you DON'T attend our first Zoom class or complete the assignment due Week 1, I will assume you are NOT in the course and give your spot to a waitlisted student by the end of the first week of instruction.** In order to succeed, you must remain engaged in the classroom community—individually or collectively, but always consistently. I take attendance and call on students because I want them to know I see them and their presence is valuable. In our Zoom classes: use the chat, emojis, and speak up with your voice! Even though it's a terrible cliché: the eyes are the window to the soul. Ugh, I can't believe I just wrote that! Still, with Zoom, please keep your camera ON as much as possible. I will invite you to turn your camera on every class so you don't get locked into an archetypal rut. Extra credit for shy eyes;); research shows that in order to learn, one must be visible to self and other. Your attendance/participation grade is almost 20% of your final grade for the course.

Student Centered Classroom:

Be prepared for every class Zoom by reading the assigned content and reviewing the Canvas module because class will involve sharing your ideas within the classroom discussion space and with your peers in breakout rooms. This doesn't work if you haven't done the reading and don't know what's going on. Since ELIT 10 is a student-centered class, it will be really obvious if you haven't done the reading. Plus the reading is cool and class is more fun (and productive) when everyone can share individual ideas against the backdrop of the lectures and curriculum. The good news about fiction is there's rarely "one right answer" so we can play, debate, and figure out how we feel within the academic atmosphere of exciting learning.

Classroom Environment:

Consider this online classroom a safe space, and please do your part to keep it safe. My job is to create a container for deep intellectual inquiry and emotional expansion—none of which happens without safety. I am both the bouncer and the hostess of this space. :) You are invited to share your ideas and express yourself--from the heart and mind--without judgment, and I will do my part to keep the inspiration flowing with fresh content and ideas. If anything is unclear, feel free to ask. Probably other students have the same question. In this course we will discuss many sensitive topics regarding race, gender, and sexuality—and basically the cumulative Now-ness of 2021 vision. Everybody in this class has a right to be heard. Please be mindful that each person brings a different perspective based on their own

experience. If you wish to counter a specific argument or claim, you must do so intelligently and respectfully. When your classmates are talking online during discussion, you are asked to respect them with your focused attention and encourage them—if you feel moved—in the chat and discussion spaces. Vulnerability and courage are synonymous and key to learning. Remember that our course goal is to learn from each other. With that in mind, be aware whether you tend to dominate classroom conversations. Although I encourage active participation, it is important to remember to leave space for others to participate as well. *** During the first week of instruction, we will create a course **Community Agreements** for our online spaces throughout the quarter.

[De Ana's Policy on Academic Integrity:](#)

I am here to help you overcome the difficulties each of you may face as readers and writers and turn those challenges into gifts. Please contact me well ahead of time if you are having any difficulties with an assignment, and I will do my best to assist you. Resorting to cheating should NEVER be an option. I am happy to spend time outside of class to help you in any way that I can. I reserve the right to fail a student if caught plagiarizing an assignment.

Spring Schedule of Important Dates [De Anza Academic Calendar](#)

4/5/21: First day of Classes

4/17/21: Last day to Add Classes

5/28/21: Last day to Drop **with** a W

6/21-25/21: Final Exams

Additional Notes and Resources:

1. This is an adult level course; therefore, the language and subject matter of readings, film clips, and discussions will contain adult material and will not be censored. Trigger warnings will be given for any explicit content.

2. If grades are important to you, make sure to do all the reading, attend every Zoom class and participate actively, expand, research, and synthesize your thinking about the texts in connection to historical and theoretical contexts, ask questions of me/your classmates/the world around you, study for the exams, turn in all assignments on-time, and be engaged in the community and inquiry of the class. *NOTE: when calculating your grade in Canvas, makes sure to INCLUDE *ungraded* assignments in order to get an accurate scope of your

final grade. Please adjust in your Canvas student preferences. *You can speak to me about your grade at any point during the quarter.*

Academic Support: Tutors and Directed Learning Activities at the Writing and Reading Center (WRC) <http://www.deanza.edu/studentsuccess/wrc/>

- The WRC has both drop-in tutoring and weekly peer tutors via Zoom--and workshops and other online tools
- There are also **Directed Learning Activities** (DLAs) on the WRC website that offer additional practice on reading and writing strategies we'll cover in class
- In accordance with this class (quiz grades) you'll complete 4 hours of the **Customized Support Activities** during the quarter <http://www.deanza.edu/studentsuccess/wrc/csa.html>

Disabilities Services: (<http://www.deanza.edu/dsps/index.html>)

De Anza College views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. Disability Support Services (DSS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact DSS to arrange a confidential discussion regarding equitable access and accommodations.
- If you are registered with DSS and have accommodations set by a DSS counselor, please be sure that your instructor has received your accommodation letter from **Clockwork** early in the quarter to review how the accommodations will be applied in the course.
- If you have a disability, we will create a learning environment that works for you. :)

I look forward to continue working with and learning from all of you! My goal is to challenge, support, and inspire you. Please ask me any questions you have about our work.
Jill

