



BROWARD COLLEGE COURSE OUTLINE

LAST REVIEW: 2010-2011 **NEXT REVIEW:** 2015-2016 **STATUS:** A

COURSE TITLE: Introduction to the Short Story

COMMON COURSE NUMBER: LIT2020

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

CLOCK HOURS:

Lecture: 48

Lab:

Clinic:

Other:

PREREQUISITE(S): Eligibility for ENC1101

COREQUISITE(S):

PRE/COREQUISITE(S):

COURSE DESCRIPTION: A survey of the development of the short story, to include analysis of short stories by authors that reflect a diversity of cultural perspectives. This course may include a wide variety of authors such as Baldwin, Borges, Bellow, Camus, Carver, Cather, Chekhov, Chopin, Crane, De Maupassant, Faulkner, Fuentes, Hawthorne, Hemingway, Hurston, Kafka, Marquez, O'Connor, Oates, Poe, and Walker, among others. A student must earn a grade of "C" or higher to meet the requirements of the Gordon rule.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): Area 2

General Education Requirements – Associate in Science Degree (AS), meets Area(s): Area 2

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): Area 2

UNIT TITLES

1. Elements of the Short Story
2. The Short Story before 1900
3. The Short Story from 1900 to 1950
4. The Short Story since 1950
5. Writing about the Short Story

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 3.1, 4.1, 4.5
2. Write clearly and coherently**	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 2.2, 3.2, 4.2
3. Demonstrate literacy as appropriate within a given discipline**	2.3 (d), 3.3 (d), 4.3 (d), 5.4 (a), 5.5 (a), 5.6 (a)
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	2.2, 3.2, 4.2, 2.4, 3.4, 4.4, 5.4, 5.5, 5.6
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	5.6
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	
7. Demonstrate an understanding of and appreciation for human diversities and commonalities.	2.3, 3.3, 4.3
8. Speak and listen effectively.	

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	
2. Short essays	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.2, 3.2, 4.2, 2.1, 3.1, 4.1, 2.3, 3.3, 4.3, 2.4, 3.4, 4.4
3. Research Papers	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 2.2, 2.3, 2.4, 3.2, 3.3, 3.4, 4.2, 4.3, 4.4
4. Group projects	
5. Discussions (In class and online)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 3.1, 4.1, 2.3, 3.3, 4.3, 2.4, 3.4, 4.4, 4.5
6. Multiple Choice tests	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 3.1, 4.1,
7. Presentations	
8. Service Learning Projects	
9. Quizzes (pop, announced, etc.)	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 3.1, 4.1
10. Take-home tests	
11. Summaries, critiques, and analyses	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3
12. Reaction papers	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3
13. Surveys	
14. Performance	
15. Short answer tests	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 3.1, 4.1, 2.4, 3.4, 4.4, 4.5
16. Classroom debates and colloquia	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 3.1, 4.1, 2.3, 3.3, 4.3, 2.4, 3.4, 4.4, 4.5
17. Blogs, wikis, web pages	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 3.1, 4.1, 2.3, 3.3, 4.3, 2.4, 3.4, 4.4, 4.5
18. Other (Please explain)	

Common Course Number: LIT2020

UNITS

Unit 1: Elements of the Short Story

General Outcome:

- 1.0 The student shall:** be able to identify and distinguish key elements of fiction, including, plot, structure, character, point of view, theme, symbolism, setting, and tone, including irony and satire.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1** Define plot structures.
- 1.2** Distinguish ways in which short story structures contribute to the thematic contents of short stories read within this course.
- 1.3** Distinguish character types (round, flat, static, dynamic, archetype, and stock characters) and be able to discuss the significance of these in the development of short stories read within this course.
- 1.4** Interpret the significance of point of view and setting in the development of short stories read within this course.
- 1.5** Define tone, irony, and satire and discuss their effect on the development of theme in short stories read within this course.
- 1.6** Identify and interpret key themes within selected short stories read within this course.
- 1.7** Identify and interpret the use of symbols within selected short stories read within this course.
- 1.8** Identify the early roots of the short story in myth, folklore, and legend.

Common Course Number: LIT2020

Unit 2: The Short Story Before 1900

General Outcome:

- 2.0 The student shall:** be able to analyze short stories written before 1900 by authors such as Kate Chopin, Stephen Crane, Nathaniel Hawthorne, Edgar Allan Poe, and others to recognize the use of key literary devices and interpret major themes or use of symbols.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1** Recognize and discuss the use of plot, structure, character, point of view, theme, symbolism, setting, tone, irony, satire, and other literary devices within short stories from this period.
- 2.2** Develop an original written analysis of a short story from this period which incorporates textual evidence and thoughtful interpretation of major themes.
- 2.3** Demonstrate understanding of how diversity in cultural heritage, race, ethnicity, gender, religion, and/or sexual orientation may influence the perspectives, imagery, or themes employed in a short story.
- 2.4** Identify and discuss the development of this genre before 1900, including the influence of Gothicism, Romanticism, and Early Realism as employed in short stories before 1900.

Common Course Number: LIT2020

Unit 3: The Short Story from 1900 to 1950

General Outcome:

- 3.0 The student shall:** be able to analyze short stories written between 1900 and 1950 by authors such as William Faulkner, Ernest Hemingway, Zora Neale Hurston, Flannery O'Connor, and others to recognize the use of key literary devices and interpret major themes or use of symbols.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1** Recognize and discuss the use of plot, structure, character, point of view, theme, symbolism, setting, tone, irony, satire, and other literary devices within short stories from this period.
- 3.2** Develop an original written analysis of a short story from this period which incorporates textual evidence and thoughtful interpretation of major themes.
- 3.3** Demonstrate understanding of how diversity in cultural heritage, race, ethnicity, gender, religion, and/or sexual orientation may influence the perspectives, imagery, or themes employed in a short story.
- 3.4** Identify and discuss the development of the short story between 1900 and 1950, including the influence of Realism and Naturalism as employed in short stories written during this period.

Common Course Number: LIT2020

Unit 4: The Short Story Since 1950

General Outcome:

- 4 **The student shall:** be able to analyze short stories written since 1950 by authors such as Margaret Atwood, James Baldwin, Saul Bellow, Raymond Carver, Gabriel Garcia Marquez, Joyce Carol Oates, Alice Walker, and others to recognize use of key literary devices and interpret major themes or use of symbols.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1 Recognize and discuss the use of plot, structure, character, point of view, theme, symbolism, setting, tone, irony, satire, and other literary devices within short stories from this period.
- 4.2 Develop an original written analysis of a short story from this period which incorporates textual evidence and thoughtful interpretation of major themes.
- 4.3 Demonstrate understanding of how diversity in cultural heritage, race, ethnicity, gender, religion, and/or sexual orientation may influence the perspectives, imagery, or themes employed in a short story.
- 4.4 Identify and discuss the development of the short story since 1950, including the influence of Magic Realism, Modernism, and Minimalism as employed in short stories written since 1950.
- 4.5 Analyze the development of the short story as a genre from before 1900 to present.

Common Course Number: LIT2020

Unit 5: Writing about the Short Story

General Outcome:

- 5 **The student shall:** be able to write a structured paper in which he or she engages in an analysis of the use of a key literary device or important theme within a short story or series of short stories.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1** Compose a limited thesis statement that demonstrates a thoughtful interpretation based on textual evidence and informed response to scholarly criticism of the selected text.
- 5.2** Utilize an appropriate essay structure to support the student's original thesis statement.
- 5.3** Demonstrate the appropriate use of Standard American English in adherence with the conventions of spelling, grammar, syntax, vocabulary, capitalization, and punctuation.
- 5.4** Identify and locate appropriate research sources for legitimate academic use.
- 5.5** Incorporate primary and secondary research sources appropriately.
- 5.6** Cite primary and secondary research sources via in-text citations and a Works Cited Page using MLA Format so as to properly credit sources and demonstrate academic integrity by avoiding any form of plagiarism.