INTRODUCTION TO FICTION
ELIT 10.01Y (CRN 44165)

SPRING 2025
CLASS TIME: WEDNESDAY IN PERSON 11:30AM-12:20PM
HYBRID MODALITY/ONLINE REQUIREMENTS
CLASS: MLC 109

Instructor: Verónica Acevedo Ávila
Contact Info: avilaveronica@fhda.edu
Office: F1, 11b
Office Hours:
Tuesdays 11:30am-12:30pm (Zoom office hours)
Wednesdays 10:30am to 11:30am *and* 12:30pm to 2:30pm, F1-11b
Wednesday office hours will be held in my office, but students may opt to meet me in Zoom

COURSE DESCRIPTION

This course is designed to introduce students to an array of varied fictional texts. Through an intimate examination of these texts, we will closely analyze and discuss culturally diverse voices and perspectives to gain a deeper understanding of human consciousness and culture. We will practice a variety of rhetorical strategies that will include a grace for nuance, subtlety, and the art of descriptive writing used in iconic texts. We will discuss, interpret, analyze, synthesize, and compare a broad range of fictional styles, conventions, and techniques.

Successful completion of ELIT 10 will culminate in satisfying the Humanities general education (GE) requirement for the following GE patterns: IGTEC Area 3B,/IG3B, CSU Area C2, and De Anza Area 2GC2. To satisfy the aforementioned general education requirement, students must earn a grade of C or higher.

INSTRUCTOR'S GOAL

This particular ELIT 10 class is structured on reading, writing, and discussing human consciousness and how these stories translate to contemporary culture and society. We will begin by reading about belonging and the art of science through the lens of Mary Shelley's iconic and

classic *Frankenstein*. Week three we will move toward a more contemporary text, Percival Everett's 2024 National Book Award winning novel *James*, followed by Junot Díaz's Pulitzer Prize novel *The Wondrous Life of Oscar Wao*, and we will end the quarter with Barbara Kingsolver's Pulitzer Prize novel *Demon Copperhead*. As you will note, all of the aforementioned novels are literary acclaimed texts and well worth the examination into what novelist Chimananda Ngozi Adichie states as "the deep terrain of the human heart."

The class will be founded on intimate reading, which includes using a variety of strategies to help comprehend collegiate works of fiction. These reading strategies will also improve your writing; the more you understand the text, the better you will be able to articulate and craft a well written response both through formal and informal essays as well as short written responses.

I intend to provide an environment of trust and mutual support that fosters intellectual thought and personal growth. Literature creates empathy; reading and learning about fictional characters allows you to see beyond yourself and to experience feelings, emotions, situations you would never personally encounter. Reading allows you to intimately delve into the mind and soul of a character, explore strange and different places, understand historical settings outside of contemporary society. Texts shift your perspective and allow you to think about possibilities and ways of living you never thought possible. Reading alters you, and this evolution lends to self-awareness and personal growth that inevitably supports society.

REQUIRED READING MATERIALS
(BEGINNING WITH THE FIRST NOVEL WE WILL READ)

Shelley, Mary. *Frankenstein*. Doubleday Press. Original publication 1818. 2023 edition.

Everett, Percival. *James*. New York: Doubleday. 2024

Díaz, Junot. *The Brief and Wondrous Life of Oscar Wao*. New York: Riverhead Books. 2007.

Kingsolver, Barbara. *Demon Copperhead*. New York: Harper Collins. 2022.

RECOMMENDED READING MATERIAL

Thurman, Susan. *The Only Grammar Book You'll Ever Need: Your One-Stop Source for Mastering Engligh Grammar*. MA: Adams Media. 2025. Updated Edition.

MAJOR ASSIGNMENTS AND GRADING PERCENTAGES

%	Assignment
35	Participation including in-person class attendance in-class writing, journaling, annotations, reading responses, online writing activities and discussions*
65	Essays; includes short, long, informal, and formal essay responses **
	In-class participation cannot be made up outside of class time.
	****To pass this course, you must submit essays as well as participant; failure to participate in class and write essay responses will result in a no pass for the 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

THE CLASS FRAMEWORK: HABITS OF THE MIND

Habits of mind—ways of approaching learning that are both intellectual and practical—are crucial for all college-level learners. Beyond knowing particular facts or completing mandatory readings, students who develop these habits of mind approach learning from an active stance. These habits help students succeed in a variety of fields and disciplines. They are cultivated both inside and outside school. Teachers can do much to develop activities and assignments that foster the kind of thinking that lies behind these habits and prepare students for the learning they will experience in college and beyond.

These habits include:
Curiosity
– the desire to know more about the world.
Curiosity is fostered when writers are encouraged to
• use inquiry as a process to develop questions relevant for authentic audiences within a variety of disciplines;
• seek relevant authoritative information and recognize the meaning and value of that information;
• conduct research using methods for investigating questions appropriate to the discipline; and
• communicate their findings in writing to multiple audiences inside and outside school using discipline-appropriate conventions.

Openness
– the willingness to consider new ways of being and thinking in the world.
Openness is fostered when writers are encouraged to
• examine their own perspectives to find connections with the perspectives of others;
• practice different ways of gathering, investigating, developing, and presenting information; and
• listen to and reflect on the ideas and responses of others—both peers and instructors—to their writing.

Engagement
– a sense of investment and involvement in learning.
Engagement is fostered when writers are encouraged to
• make connections between their own ideas and those of others;

• find meanings new to them or build on existing meanings as a result of new connections; and
• act upon the new knowledge that they have discovered.

Creativity
– the ability to use novel approaches for generating, investigating, and representing ideas.
Creativity is fostered when writers are encouraged to
• take risks by exploring questions, topics, and ideas that are new to them;
• use methods that are new to them to investigate questions, topics, and ideas;
• represent what they have learned in a variety of ways; and
• evaluate the effects or consequences of their creative choices.

Persistence
– the ability to sustain interest in and attention to short- and long-term projects.
Persistence is fostered when writers are encouraged to
• commit to exploring, in writing, a topic, idea, or demanding task;
• grapple with challenging ideas, texts, processes, or projects;
• follow through, over time, to complete tasks, processes, or projects; and
• consistently take advantage of in-class (peer and instructor responses) and out-of-class (writing or learning center support) opportunities to improve and refine their work.

Responsibility
– the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.
Responsibility is fostered when writers are encouraged to
• recognize their own role in learning;
• act on the understanding that learning is shared among the writer and others—students, instructors, and the institution, as well as those engaged in the questions and/or fields in which the writer is interested; and
• engage and incorporate the ideas of others, giving credit to those ideas by using appropriate attribution.

Flexibility
– the ability to adapt to situations, expectations, or demands.
Flexibility is fostered when writers are encouraged to
• approach writing assignments in multiple ways, depending on the task and the writer's purpose and audience;
• recognize that conventions (such as formal and informal rules of content, organization, style, evidence, citation, mechanics, usage, register, and dialect) are dependent on discipline and context; and
• reflect on the choices they make in light of context, purpose, and audience.

Metacognition
– the ability to reflect on one's own thinking as well as on the individual and cultural processes and systems used to structure knowledge.
Metacognition is fostered when writers are encouraged to
• examine processes they use to think and write in a variety of disciplines and contexts;
• reflect on the texts that they have produced in a variety of contexts;

• connect choices they have made in texts to audiences and purposes for which texts are intended; and
• use what they learn from reflections on one writing project to improve writing on subsequent projects.

(Framework For Success in Postsecondary Writing, Published January 2011 by College of Writing Program Administrators, National Council of Teachers of English, National Writing Project.)*

PLAGIARISM AND ACADEMIC DISHONESTY POLICY

Plagiarism is when you use the ideas or work of another person, persons, or AI bot as if they were your own; by formal definition it is "To steal and pass off (the ideas or words of another as one's own: use (another's production) without crediting the source [includes AI tools]"(Merriam Webster Dictionary). Proper citation and sourcing, which we will learn in this class, is a necessary way to avoid plagiarism.

AI detection above 20% will be returned with a grade of zero. Consequences of using AI or any other form of plagiarizing will be at the discretion of the instructor.
Students found plagiarizing may be dropped from the course or may be expelled from De Anza College. Some will argue that AI is not plagiarizing and the AI detector is inaccurate. But if a student uses an AI tool to write the essay, for example, by providing it with a prompt, or a student uses an AI tool to refine and revise the essay, the AI tool will provide the student with work that has been heavily manipulated and therefore it becomes the voice of AI while losing the authentic work of the original writer.
Finally, using AI or plagiarizing of any sort, may suggest **students do not understand key components of the college essay writing process and/or of basic grammar, punctuation, and college writing**. If you are concerned about the writing process including how to begin writing an essay, then I would highly encourage you to meet with me and/or a writing tutor. We are here to support you without judgement or criticism.

For more information about the De Anza College policy including potential consequences please visit https://www.deanza.edu/policies/academic_integrity.html

STUDENT SUPPORT SERVICES

Below is a list of various services De Anza College offers students *free* of cost. Students with documented special needs can obtain assistance from the Disability Support Services listed below. You may also visit me anytime during the quarter if you are interested in any of the services below.

The Student Success Center:
https://www.deanza.edu/services/

Academic Support:
http://www.deanza.edu/academicsupport/

Counseling information**:**
http://www.deanza.edu/counseling/

Disability Support:

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. Disability Support Services (DSS) are available to facilitate the reasonable accommodations process. The DSS is located in the Student Service Building and can be reached by telephone (voice/408-864-8753, video phone/408-864-5650) or you can email Patricia Whelan at **whelanpatti@fhda.edu**. For more information, please visit: http://www.deanza.edu/dsps/

Financial Aid:
http://www.deanza.edu/financialaid/

Reading and Writing tutorial lab and Student Center:
http://www.deanza.edu/studentsuccess/wrc/

Food Pantry:
http://deanza.edu/outreach/food_pantry.html

Writing and Online Tutoring Websites
- https://writingcenter.unc.edu/tips-and-tools/
- grammarly.com

ESL Websites
- http://www.eslcafe.com
- http://www.englishclub.net/grammar

On Campus:
Writing and Reading Center ATC 309 ext. 5860
www.deanza.edu/studentsuccess/writing-reading-center/

STUDENT DISCLOSURES OF SEXUAL VIOLENCE

De Anza College fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. Should you experience any of the above, you may contact the dean of Student Development and EOPS at 408.864.8218 or the vice president of Student Services at 408.864.8330 for support and guidance.

A few tips to pass EWRT 10 with at least a grade of "B" –
- Attend 90% all classes and actively contribute (participation points add up!)
- Submit all essays, which means you've submitted a Revised and well-structured organized essay and thoroughly understand its components
- Do all other assigned work.

A few tips towards getting an excellent grade at or above 90%–
- Same as above AND
- Attend all classes
- Submit work on time
- Receive a 90% average on all essays; establish a practice of revising essays prior to submitting them for a formal grade
- Meet with me, a writing tutor, a counselor, and anyone offering support