COURSE OUTLINE

COURSE NO.: 52-08-52  
REVISED: April/2005

TITLE: LITERATURE, FOR OLDER ADULTS

DEPARTMENT: Programs for Older Adults

CREDITS: 0*  
HOURS: 60

APPORTIONMENT NO.: 08.083.302

COURSE DESCRIPTION:
This competency-based course encourages students to experience literature and participate in discussion of literary works in order to deepen comprehension, interpretation, and appreciation. Instruction includes analysis of literary elements and genres, recognition of personal and historical perspectives of a work, and evaluation of a work’s insight into human nature and psychology. Students utilize a variety of modalities including reading printed material, listening to audio-cassettes, and watching video cassettes and live performance.

PREREQUISITES:
None

*This is a non-credit course and may be repeated to learn specific competencies.
ACKNOWLEDGMENTS

Thanks go to LILLIAN BURTON, MARILYN LEVITON, SUSAN MAHLER and BILL SMITH for their contribution to the development of this course outline.

Thanks also to BARBARA LEVIN for her guidance.

Thanks to TOM CALDERON for editing and preparing this outline as competency based.

BARBARA LEVIN
Specialist
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ED MORRIS
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APPROVED:

SANTIAGO JACKSON
Assistant Superintendent
Division of Adult and Career Education

(52-08-52)
CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Literature/for Older Adults Course

<table>
<thead>
<tr>
<th>COMPETENCY AREAS AND STATEMENTS</th>
<th>MINIMAL COMPETENCIES</th>
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<tbody>
<tr>
<td><strong>A. EXPERIENCING LITERATURE</strong></td>
<td>1. Describe literal level of the selection’s accessibility or difficulty.</td>
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<tr>
<td>Introduce literature that facilitates and deepens appreciation and comprehension.</td>
<td>2. Describe story language, imagery, and dialogue: formal, regional, slang, spare, lyric, lush.</td>
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<td>3. Analyze literary devices such as simile, metaphor, and symbolism.</td>
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<td>4. Describe plot or action.</td>
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<td>5. Describe characters and character development.</td>
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<td>6. Describe theme, message, author’s purpose, and central ideas, incorporating story title and opening and closing paragraphs.</td>
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<td>7. Introduce point of view and how it impacts a story’s meaning and action.</td>
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<td>8. Describe story structure and setting.</td>
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<td>9. Discuss an author’s style.</td>
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(3 hours)

| **B. ELEMENTS OF LITERATURE** | 1. Describe narration and/or point of view. |
| Recognize elements of literature from the analysis of literary selections. | 2. Describe description and/or setting. |
| | 3. Describe characters and characterization. |
| | 4. Describe plot or action. |
| | 5. Describe theme, meaning, or central idea. |
| | 6. Describe an author’s style. |

(9 hours)
### C. LITERARY GENRES

Survey literary genres of fiction, theater, film and poetry.

1. Define fiction to include short stories, novellas, and novels.
2. Introduce other genres of a writer’s work.
3. Differentiate and contrast a writer’s use of several genres.
4. Evaluate movie dramatizations of literary works.
5. Compare and contrast dramatic elements of theater and film with those of fiction.
6. Encourage students to bring in poetry as it relates to the author being discussed.
7. Appreciate the use of language, imagery, and literary techniques in a poem.

(12 hours)

### D. PERSONAL AND HISTORICAL PERSPECTIVES

Appreciate literature from the perspective of personal experiences and historical contexts.

1. Introduce biographical information and author interviews to broaden and deepen perspective.
2. Relate a selection of literature to experiences of oneself, one’s friends or associates, or one’s family.
3. Relate a selection of literature to other works, persons, ideas, and events of the same period in history.
4. Use a literary selection to understand and enhance one’s appreciation for multicultural diversity and changing demographics.
5. Relate a literary work to social relationships, current affairs, contemporary mores, ethical and moral values and the challenges presented by transition and changing times.

(6 hours)

### E. ANALYSIS AND INTERPRETATION

Experience a range of literature, participating in group discussion.

1. Discuss selections of literature, analyzing literary elements.
2. Discuss selections of literature to comprehend the author’s intent.
3. Discuss selections of literature to appreciate literary techniques.
4. Relate selections of literature to other works, events, or life experiences.
5. Evaluate selections of literature as to their insight into human nature and psychology.

(30 hours)
## SAMPLE LESSON PLAN
for the Literature for Older Adults Course

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2. Discuss selections of literature to comprehend the author’s intent.  
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4. Relate selections of literature to other works, events, or life experiences.  
5. Evaluate selections of literature as to their insight into human nature and psychology |

### SAMPLE LESSON PLAN

**LESSON GOAL:**
- Read and discuss literature through the short story genre
- Learn about the life and work of authors worldwide, both past and present
- Develop an approach to reading and story analysis that facilitates comprehension, interpretation, and appreciation of the weekly selections
- Relate literature to the universal as well as to individual experience
- Create a class environment that encourages class discussion for both intellectual stimulation and social interaction

**PERFORMANCE OBJECTIVES:** Upon completion of the weekly activity, students will be able to:
- Increase their knowledge and understanding of authors, their lives and their stories
- Discuss literary devices such as point of view, plot, character, meaning, story structure, and author’s style
- Understand the story’s significance in relation to its place in history, past and present.
- Share ideas and listen to one another’s story analysis in a non-judgmental way
- Discuss a story’s relationship to contemporary life and the community
FOUNDATION
Basic Skills:
Reading, Writing,
Listening, Speaking

Thinking Skills: Decision
Creative Thinking,
Decision Making, Problem
Solving, Seeing Thing in
the Mind's Eye, Knowing
How to Learn, Reasoning

Personal Qualities:
Responsibility, Self-
Esteem, Social, Self-
Management, Integrity,
Honesty
## SAMPLE LESSON PLAN

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<td>MOTIVATION</td>
<td>1. Using the story as a starting point, the students will use their analytic skills, personal perspectives, and knowledge of historical events to participate in a group interactive experience.</td>
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</table>
| PRESENTATION    | 1. Select a short story anthology for students to purchase or obtain from the Los Angeles Public Library.  
2. Present short biographies of weekly authors.  
3. Lead discussion of weekly story incorporating author’s message, literary elements, personal and historical perspectives.  
4. Facilitate discussion encouraging all members’ participation in a non-critical manner. |
| APPLICATION     | 1. Through discussion and analysis, students will have a better comprehension and enjoyment of the stories. (Students’ mental fitness and social interaction will also be enhanced) |
| EVALUATION      | 1. Informal assessment of the students’ understanding and appreciation of literature will be made through their level of participation, questions asked, and enthusiasm for story selections. |
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| D. PERSONAL AND HISTORICAL PERSPECTIVE | 1. Introduce biographical information and author interviews to broaden and deepen perspective.  
2. Relate a selection of literature to experiences of oneself, one’s friends or associates, or one’s family.  
3. Relate a selection of literature to other works, persons, ideas, and events of the same period in history.  
4. Use a literary selection to understand and enhance one’s appreciation for multicultural diversity and changing demographics.  
5. Relate a literary work to social relationships, current affairs, contemporary mores, ethical and moral values and the challenges presented by transition and changing times. |

### SAMPLE LESSON PLAN

**LESSON GOAL:**  
- Read and discuss the short story, The Circuit. Story is to be read before class.  
- Learn about the life and writing of the story’s author, Francisco Jimenez.  
- Develop an approach to reading and analyzing the story that enhances student comprehension and appreciation.  
- Recognize both universal themes as well as distinctive cultural traditions.  
- Create an environment that encourages class participation.  
- Welcome a diversity of opinions, ideas, and student reaction to the story.

**PERFORMANCE OBJECTIVES:** Upon completion of class, students will be able to:  
- Know about the life of Francisco Jimenez and what inspired him to write The Circuit.  
- Understand the use of literary devices such as Point of View and discuss how the story would change if told from a different perspective.  
- Discuss the plot of the story.  
- Identify the principal characters and discuss whether they change during the course of the story and if so, how and why.

### SCANS FOCUS

**COMPETENCIES**  
- Interpersonal: Teaches Others/Negotiates to Arrive at a Decision/Participates as a Member of a Team/Exercises Leadership

**Resources:** Allocates Time
• Discuss the theme of the story, the moral proposition the author wishes to convey.
• Discuss the setting of the story and what role it plays.
• Discuss both contemporary and historical significance of this story.
• Share memories of the Great Depression and contrast the plight of today’s migrant workers with the plight of those who migrated to California from the Midwest during the Depression.
• Compare the present story with past history.

Information: Acquires and Evaluates Information/Organizes and Maintains Information/Interprets and Communicates Information

Systems: Understands Systems

Technology: Applies Technology to Task
## SAMPLE LESSON PLAN

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<td>MOTIVATION</td>
<td>1. Using the story, the Circuit, as a starting point, the students will use their analytic skills, personal perspectives to critique the story and reflect on what it means to be an immigrant. Through group discussion, the students will gain knowledge of historical events and a better understanding of the life of the migrant worker in California today. This will enable them to participate in a meaningful group discussion.</td>
</tr>
</tbody>
</table>
| PRESENTATION    | 1. Teacher selects a short story anthology, in this case, Points of View, which students can purchase or can obtain from the local library.  
2. Teacher assigns the story, The Circuit, to be read prior to class.  
3. Teacher prepares a short biography of the author to be presented before story discussion. The Internet is an excellent source for information, especially the Los Angeles Public Library’s website.  
4. Teacher leads discussion of story focusing on story’s title, author’s message, and literary elements such as point of view, dialogue, writing style, visual imagery.  
5. Teacher and students discuss the story’s relationship to the past and to contemporary life.  
6. Teacher and students discuss Select a short story anthology for students to purchase or obtain from the Los Angeles Public Library.  

Consider the following questions to encourage class discussion:  

- Have you ever seen a migrant picker?  
- What crosses your mind when you see migrant pickers in the fields?  
- Do you remember the 1930s and the Great Depression?  
- Why did your parents come to the United States or if you are an immigrant, why did you leave your native country?  
- Did you or your parents come for a different reason than today’s immigrants?  
- What obstacles are faced in trying to assimilate to a new culture?  
- What is the impact of education?  
- Did you ever have a teacher who changed your life?  
- What role did family loyalty play in this story?  
- The title of the story is The Circuit. Why did the author use it? What image does the title create in your mind? What does it symbolize?  
- How did the author’s point of view, that of an adult looking back on a childhood experience, affect the events described and the story being told?  

- Do you think a child’s perspective adds power to the telling of this story?
- The author’s style of writing is simple and direct. How does this affect the story’s meaning?

| APPLICATION | 1. Through discussion and analysis, students will have a better understanding of the lives of migrant workers, what it means to be an immigrant, and how a teacher can transform a child’s life.  
2. Students will also have an appreciation for the author’s use of language and imagery to capture the characters and setting presented in the story.  
3. The teacher facilitated class discussion will add to student enjoyment of the story, understanding of the issues raised, and appreciation of literary techniques.  
4. Students’ mental fitness and social interaction will also be enhanced. |
| EVALUATION | 1. Informal assessment of the students’ understanding and appreciation of the story, The Circuit, will be made through their level of participation, questions asked, and personal memories shared. |
The following is an example of an assessment technique for this course. Students received a copy of the story to be discussed at the last class meeting. The “quiz” is to be filled out by the students during the class’ discussion of the story. The questions may be adapted to fit other story selections.

Quiz on “A Slander”, by Anton Chekhov

1. For which character do we have a physical description? How does that description function in the story?

2. Who is the central character?

3. Ahineev has a plan to avoid scandal. What term is used to describe the difference between his expectations of the outcome and the actual outcome?

4. Does Ahineev’s encounter with the headmaster contain the story’s climax? If you think so, what are your reasons?

5. Identify one crisis in the story.

6. What is Ahineev’s primary motive?

7. One element ordinarily associated with the climax is missing in the story. What term is used to describe that missing element?

8. Identify a primary motif in the story.
The following is an example of a lesson format that is specifically for “The Fat Women of Antibes” by Somerset Mauham, but may easily be adapted for other pieces of literature.

**Character:** (virtues & vices; attitudes; state of mind; values; education; background)
Compare and contrast the three women. Are they more alike than different? Is the reader sympathetic to their “plight”? If not, why?

**Character Personality:** (traits, mannerisms, gestures, expressions, facial and physical features, gait) Compare and contrast the three women, each to the other, and the three to Lena Finch.

**Character Motives:** (to do, achieve, accomplish, perform what? To play what kind of role?) Again, are they more alike than dissimilar? (e.g. they are alike in that all want to lose weight while pleasing themselves; but, each has a different role she plays, a way in which she wishes to be regarded by the other two. How are their motives gradually changed with the arrival of Lena Finch? What **evidence** in the story supports any particular judgement of motive?

**Character Conflict:** (interior and exterior) Before and after the arrival of Lena Finch? (e.g. before: their relative mild “gentle chafing” of each other.

**Foreshadowing:** (as related to Irony, Plot, Character Motive) e.g. Frank’s notion that Lena might make a decent fourth for bridge and be good company, as well.

**Irony:** (as related to Plot, Motifs, Motives, Tone, Humor) How are humor and the motifs of self-deception and pretense related throughout the story. Discuss the behavior and attitudes of the three women before Lena Finch’s arrival, during her stay and after her departure. Upbraiding doctors for suggesting weight gain was their won fault.

**Mood:** (as related to setting and character of women)

**Motifs:** (the pattern of familiar reoccurring elements and their development that contribute to the feeling of unity and completeness in the story; and as these elements function as Plot Complications, Character traits and conflict, Setting, etc. (e.g. Dieting, Dining, food and the women’s attitudes toward it, the advent of Lena Finch and its effect on the three women’s relationship, the sumptuous setting)

**Plot Complications:** Use of montage for establishing nature of relationship between women. (e.g. “They drank their waters together…”)

**Crisis:**

**Climax:** (?) Eating binge, forgiveness

**Recognition:** None. Pretense and self-deception intact to the end, with the claim that Lena Finch played rotten bridge. Are the reader’s feelings toward the women simple or complex? Amusement? Scorn? Revulsion? Pity?

**Reversal of Fortune** (?)! Will they ever change, or will stone continue to be pile on stone?

**Denouement:** None

**POV (point of view):** Total omniscience

- 14 -

(52-08-52)
Setting: Antibes resorts.

Diction:

Metaphor:

Hyperbole: (Humor) p. 542 “…the doctor’s famous vegetable soup…” p. 551 “In her black bathing dress…”

Understatement/Euphemism: p. 541, “comfortable” forties, humorous connotations because of deliberate ambiguity: comfortable because plump? Comfortable because rich, pampered, complacent? Comfortable because of attained sophistication and leisure?

Personification:

Allusion:

Pun:

Oxymoron:

Alliteration:

General statement and specific examples, incidents, etc.

Symbol:

Theme:

Philosophical:

Psychological:

Sociological:

Mythic:

Religious:

Tone: (Author’s attitude toward subject: satirical, amused? Sympathetic?)
SUGGESTED INSTRUCTIONAL MATERIALS and RESOURCES

TEXTBOOKS AND OTHER MATERIALS FOR STUDENT USE

Short story anthologies:


Great Books Foundation series (includes novels, short stories, drama, and essays with questions for discussion). Chicago, IL: Great Books Foundation.

A World of Great Stories edited by Hiram Haydn and John Cournos under American short stories.

Great American Short Stories from Hawthorne to Hemingway edited by Corinne Demas.

The Anchor Book of New American Short Stories edited by Ben Marcus.


Unabridged literary and dramatic works on audio tape, available from the Braille Institute.

Videotaped literary and dramatic works, available from public libraries.

RESOURCE PERSON

Subject area consultant

WEB SITES

www.bedfordstmartins.com (click on #8 LitLinks, click on Fiction; at bottom of page, click on Reading Fiction)

www.lapl.org (Los Angeles Public Library Database)
TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

Lecture and discussion

Multimedia presentations

Student-led discussion

Guest speakers

EVALUATION

Self evaluation

Class participation

Statement for Civil Rights

All education and vocational opportunities are offered without regard to race, color, national origin, gender, or handicap.