

Syllabus
ENGL 2100
Introduction to Literature
2021

Committee Members:

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Facilitator: Dr Renee Krusemark

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	03/30/2021	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/26/2021	Adopt
 Chief Academic Officer, Metropolitan Community College	03/29/2021	Decline
 Chief Academic Officer, Mid-Plains Community College	03/26/2021	Adopt
 Chief Academic Officer, Nebraska Indian Community College	03/27/2021	Adopt
 Chief Academic Officer, Northeast Community College	03/26/2021	Adopt
 Chief Academic Officer, Southeast Community College	03/29/2021	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/30/2021	Adopt



I. CATALOG DESCRIPTION

ENGL 2100

Introduction to Literature

Prerequisite: ENGL1010

This course offers a critical analysis of culturally diverse works of poetry, drama, and fiction. Students employ various techniques for discussing, evaluating, and writing about literature.

3.0 semester hours/4.5 quarter hours/45 contact hours

II. COURSE OBJECTIVES/COMPETENCIES

The course will:

1. Introduce forms and characteristics of literary genres, including foundational and contemporary texts.
2. Offer literary selections for analysis of characters, setting, tone, structure, symbolism, figurative language, theme, point of view, and diction.
3. Explore similar themes among texts from a variety of gender experiences, cultural traditions, and world views.
4. Model the application of literary terminology and source citation.
5. Raise questions about and facilitate discussion of texts from a variety of critical perspectives (e.g., formalist, reader-response, biographical, feminist, gender, historicist, postcolonial, and deconstructionist).
6. Encourage argumentation of critical perspectives in literary texts.
7. Illuminate literature as a mirror of human experience, reflecting motives, conflicts, and values.
8. Promote lifelong literary appreciation.

III. STUDENT LEARNING OUTCOMES

Students will be able to:

1. Recognize forms and characteristics of literary genres.
2. Analyze elements of literature, including but not limited to the character, setting, tone, structure, symbolism, figurative language, theme, point of view, and diction.
3. Recognize similar themes among texts and demonstrate an understanding of a variety of gender experiences, cultural traditions, and world views.
4. Use literary terminology and cite source material.
5. Examine and discuss literary texts from a variety of critical perspectives (e.g., formalist, reader-response, biographical, feminist, gender, historicist, postcolonial, and deconstructionist).
6. Apply argumentation of critical perspectives to literary texts.
7. Evaluate literature as a mirror of human experience, reflecting motives, conflicts, and values.

IV. COURSE CONTENT/TOPICAL OUTLINE

(sequence may vary)

A. Genres

1. Fiction
2. Poetry
3. Drama
4. Other literary genres (optional)

B. Skills

1. Usage of literary terminology
2. Written and oral critical analysis
3. Integration and citation of textual evidence

V. INSTRUCTIONAL MATERIALS

A. Suggested texts

The Norton Introduction to Literature Mays

Approaching Literature: Reading and Thinking and Writing Schakel & Ridl

Literature: An Introduction to Fiction, Poetry, and Drama Kennedy & Gioia

Literature: An Introduction to Fiction, Poetry, Drama, and Writing Kennedy & Gioia

Literature: Craft and Voice Delbanco & Chuese

Reading and Writing about Literature Gardner & Diaz

Literature and Its Writers Charters & Charters

Perrine's Literature: Structure, Sound, and Sense Arp & Johnson

The Seagull Reader: Literature (Plays, Poems, & Stories) Kelly

Literature: The Human Experience: Richard Abcarian; Marvin Klotz; Samuel Cohen

B. Supplemental handouts, video materials, etc.: supplied by instructor.

C. Outside reading/research required: determined by instructor.

VI. METHODS OF PRESENTATION

Instructors should make use of varied pedagogical techniques, including several of the following: lectures, small and large discussion groups, collaborative projects, research, peer response, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multi-media, or field trips.

VII. METHODS OF EVALUATION

Instructors will distribute and discuss evaluation and grading policies with students at the beginning of each term. Course grades, at the determination of instructors, can be based on the following options: class and group participation, daily work, quizzes, exams, presentations, projects, papers, and/or portfolios.

VIII. INSTITUTIONAL DEFINED SECTION

To be used at the discretion of each community college as deemed necessary.