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

Adopt

Chief Academic Officer, Central Community College

Adopt

Chief Academic Officer, Little Priest Tribal College

Decline

Chief Academic Officer, Metropolitan Community College

Adopt

Chief Academic Officer, Mid-Plains Community College

Adopt

Chief Academic Officer, Nebraska Indian Community College

Adopt

Chief Academic Officer, Northeast Community College

Adopt

Chief Academic Officer, Southeast Community College

Not Offered

Chief Academic Officer, Western Nebraska Community College
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. 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).

4. Explore similar themes among texts from a variety of gender experiences, cultural traditions, and worldviews.

5. Model the application of literary terminology and source citation.


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. Examine and discuss literary texts from a variety of critical perspectives (e.g., formalist, reader-response, biographical, feminist, gender, historicist, postcolonial, and deconstructionist).

4. Recognize similar themes among texts and demonstrate an understanding of a variety of gender experiences, cultural traditions, and worldviews.

5. Use literary terminology and cite source material.

6. Apply critical theory to arguments about literature.

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

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.