

Syllabus

ENGL2100 INTRODUCTION TO LITERATURE

2015

Committee Members:

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Facilitator

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Jody Tomaneck

NCCA Council of Chief Academic Officers Chair

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I. CATALOG DESCRIPTION

ENGL 2100

Introduction to Literature

Prerequisite: Reading/writing skills at ENGL 1010 level or its equivalent.

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

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, historicist, postcolonial, and deconstructionist),
4. Explore similar themes among texts from a variety of cultural traditions and worldviews.
5. Model the application of literary terminology and source citation,
6. Encourage argumentation of critical opinion, both oral and in written.
7. Illuminate literature as a mirror of human experience, reflecting motives, conflicts, and values.
8. Promote lifelong literary appreciation.

III. STUDENT LEARNING OUTCOMES

At the end of the term, the student will be able to:

1. Recognize forms and characteristics of literary genres.
2. Analyze 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, historicist, postcolonial, and deconstructionist),
4. Recognize similar themes among texts and demonstrate an understanding of a variety of cultural traditions and worldviews.
5. Use literary terminology and cite source material
6. Argue a critical opinion, both orally and in writing.
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. Written and oral critical analysis
2. Usage of literary terminology
3. Application of research conventions

V. INSTRUCTIONAL MATERIALS

A. Suggested texts

Approaching Literature: Reading and Thinking and Writing

Literature: An Introduction to Reading and Writing

Literature: An Introduction to Fiction, Poetry, and Drama

Literature: An Introduction to Fiction, Poetry, Drama, and Writing

Literature: Approaches to Fiction, Poetry, and Drama

Literature: Craft and Voice

Literature: Reading to Write

Portable Legacies: Fiction, Poetry, Drama, and Nonfiction

Any other texts that support the outcomes of the course

B. Supplemental hand-outs, 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.