

**Syllabus**  
**ENGL2100**  
**Introduction to Literature**  
**2018**

**Committee Members:**

Kathy Ewers, Central Community College  
No Representative, Little Priest Tribal College  
Kym Snelling, Metropolitan Community College  
Kristi Leibhart, Mid-Plains Community College  
No Representative, Nebraska Indian Community College  
Jason Elznic, Northeast Community College  
Eric Sack, Southeast Community College  
No Representative, Western Community College

**Facilitator: Jason Elznic**

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

*Deb Brennan*

[Deb Brennan \(Apr 10, 2018\)](#)

Chief Academic Officer, Central Community College

Adopt

*Janyce L. Woodard*

[Janyce L. Woodard \(Apr 10, 2018\)](#)

Chief Academic Officer, Little Priest Tribal College

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*Tom McDonnell*

[Tom McDonnell \(Apr 24, 2018\)](#)

Chief Academic Officer, Metropolitan Community College

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*Jody Tomanek*

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*Kristine Sudbeck*

[Kristine Sudbeck \(May 1, 2018\)](#)

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*Dennis Headrick*

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Chief Academic Officer, Southeast Community College

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*Kim Kuster Dale*

[Kim Kuster Dale \(Apr 11, 2018\)](#)

Chief Academic Officer, Western Nebraska Community College

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. 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.
6. Encourage argumentation of critical opinion.
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.*

# ENGL2100 - Intro to Literature - 2018

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