

**SYLLABUS**

**INTRODUCTION TO LITERATURE  
ENGL 2100**

**2008**

Prepared by the Nebraska Transfer Initiative Task Force on  
Humanities

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NCCA Instruction Chair



Date

1 December 2008

CIO chair:



5/1/09

## **I. CATALOGUE DESCRIPTION**

ENGL 2100

Introduction to Literature

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

This survey course introduces students to the major genres and conventions associated with literature including fiction, poetry, and drama. By employing critical reading/thinking skills and analytical and creative writing skills, students will understand literature more fully. The course exposes students to a range of authors representing a variety of cultural and ethnic backgrounds.

3.0 semester hours/4.5 quarter hours

## **II. COURSE GOALS/OBJECTIVES/COMPETENCIES**

A. **GOALS/OBJECTIVES:** Through reading the works of recognized authors from a variety of critical perspectives, (e.g., formalist, reader-response, biographical, feminist, historicist, postcolonial and deconstructionist), the student will:

1. Demonstrate knowledge of the forms and characteristics of literary genre.
2. Analyze literary selections on basis of narrator, setting, tone, organization, symbolism, figurative language, theme, point of view and diction.
3. Respond to questions raised by readings and discussion.
4. Identify similar themes in different selections and discuss how the respective authors relate their unique life views representing diverse backgrounds and traditions in literature.
5. Demonstrate the ability to use literary terminology to discuss selections and to cite source material to support a critical opinion about a selection.
6. Discuss how form affects the reader's response.
7. Realize the importance of literature as a mirror of human experience, reflecting human motives, conflicts, and values.
8. Develop habits that promote reading throughout life.

## B. COMPETENCIES

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

1. Define literature, its cultural importance and historical significance;
2. Recognize how literature can give new insights into life;
3. Appreciate and discuss literature on a mature level;
4. Identify the various genres of literature and their components;
5. Critically analyze and interpret technical aspects of literary works;
6. Produce oral and written analyses which demonstrate critical thinking, reading, writing;
7. Use appropriate manuscript and/or research conventions.

## III. INSTRUCTIONAL MATERIALS

### A. Suggested texts

1. Literature: the Evolving Canon
2. Literature: An Introduction to Fiction, Poetry, and Drama
3. Responding to Literature
4. Literature: Structure, Sound, and Sense
5. Literature – the Human Experience
6. Writing About Literature
7. Norton Introduction to Literature
8. Discovering Literature
9. Literature – Reading and Responding
10. The McGraw-Hill Introduction to Literature
11. Literature and Its Writers

B. Supplemental hand-outs, video materials, etc. – to be supplied by instructor.

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

#### **IV. COURSE OUTLINE** (chronology may vary):

##### **A. Genres**

1. Fiction
2. Poetry
3. Drama
4. Memoir (optional)

##### **B. Skills**

1. Written and oral critical analysis
2. Application of manuscript and research conventions
3. Usage of literary terminology

#### **V. SPECIFIC COURSE REQUIREMENTS**

Content and schedule determined by instructor.

#### **VI. METHOD 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, and field trips.

#### **VII. METHODS OF EVALUATION**

Course grades, at the determination of instructor will be based on class and group participation, daily work, exams, presentations, projects, papers, and/or a portfolio. Instructor will distribute and discuss evaluation and her/his grading policies with students at the beginning of each term.