

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

Adopt

Tom McDonnell

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

Chief Academic Officer, Metropolitan Community College

Decline

Jody Tomanek

[Jody Tomanek \(Apr 10, 2018\)](#)

Chief Academic Officer, Mid-Plains Community College

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Kristine Sudbeck

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

Chief Academic Officer, Nebraska Indian Community College

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Lyle Kathol

[Lyle Kathol \(Apr 10, 2018\)](#)

Chief Academic Officer, Northeast Community College

Adopt

Dennis Headrick

[Dennis Headrick \(Apr 10, 2018\)](#)

Chief Academic Officer, Southeast Community College

Adopt

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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