

## **Eng 104: Introduction to Literature Fiction**

### **1. Build Knowledge of a Major Literary Genre**

- a. Situate works of fiction within their contexts (e.g. literary historical periods and influences, cultural and biographical background of authors, authorial intentions and critical reception).
- b. 2. Explain and illustrate how works of fiction reflect and shape significant aspects of their contexts.
- c. 3. Define and explicate key literary elements of narrative fiction, such as plot, character, theme, point of view, setting, symbol, and style.

### **2. Develop Skills in Literary Analysis & Evaluation**

- a. Apply close reading, contextual background information, literary concepts and approaches, and multiple perspectives to the analysis and interpretation of works of fiction.
- b. Use comparative analysis to demonstrate significant differences and similarities among works of narrative fiction (e.g., between short stories by the same or different authors; between short story and novel or film; between works of fiction from different literary-historical periods).
- c. Formulate and apply persuasive criteria to the evaluation of works of fiction-- appropriate to the context and genre of the literary text, and distinguishing between personal responses and literary-critical judgment.

### **3. Exercise Effective Communication Skills**

- a. Use effective written communication to express literary interpretations and evaluations-- developed both independently and collaboratively.
- b. Use well-selected evidence from the literary text(s) to support one's literary interpretations, analyses, and evaluations.

## **Eng 105: Introduction to Literature Drama**

### **1. Build Knowledge of a Major Literary Genre**

- a. Situate works of drama within their contexts (e.g., literary historical periods and influences, cultural and biographical background of authors, authorial intentions and critical reception).
- b. Explain and illustrate how works of drama reflect and shape significant aspects of their contexts.
- c. Define and explicate key literary and theatrical elements of drama, such as plot, character, theme, cast, stage, scene, symbol, and style.

### **2. Develop Skills in Literary Analysis and Evaluation**

- a. Apply close reading, contextual background information, dramatic and theatrical concepts and approaches, and multiple perspectives to the analysis and interpretation of works of drama.
- b. Use comparative analysis to demonstrate significant differences and similarities among works of drama (e.g. between plays by the same or different authors; between one-act to full length; between works of drama from different literary-historical periods).
- c. Formulate and apply persuasive criteria to the evaluation of works of drama—appropriate to the context and genre of the literary text, and distinguishing between personal responses and literary-critical judgment.

### 3. Exercise Effective Communication Skills

- a. Use effective oral and written communication to express interpretations and evaluations of dramatic works.
- b. Use well-selected evidence from the assigned texts to support one's literary interpretations, analyses, and evaluations.

## English 106: Introduction to Literature Poetry

Course instruction, activities, and assignments are designed to help students develop skills essential to successful college-level study of poetry.

**Outcome 1:** Define and illustrate principal literary elements of poetry including tone, imagery, theme, irony, language images, sounds, rhythms, symbols, in a variety of poetic forms.

**Outcome 2:** Analyze relationships among selected elements of literary form and thematic content within a poetic work and explain how these elements interact to shape the meaning and impact of the work.

**Outcome 3:** Apply background information by and about authors such as their lives, cultural identities, socio-economic circumstances, reputation, literary influences, creative practices, to analyze and interpret their works.

**Outcome 4:** Analyze existing literary criticism and apply relevant critical opinions to one's own analysis and interpretation of poetry.

**Outcome 5:** Use comparison/contrast analysis to demonstrate significant differences and similarities between selected works of poetry such as poems by the same or different authors; in poetry from different literary-historical periods.

**Outcome 6:** Evaluate selected works of poetry based on defensible evaluation criteria appropriate to context.

**Outcome 7:** Demonstrate effective writing skills when communicating and supporting literary analysis, interpretation, and evaluation, in graded writing assignments.

**Outcome 8:** Select and interpret specific examples from primary works of poetry as well as from relevant secondary sources in order to illustrate, support, and demonstrate learning.

**Outcome 9:** Avoid plagiarism by using MLA documentation to cite direct quotations, paraphrases and summaries taken from primary and secondary sources.

## Eng 108: Western World Literature Middle Ages

### 1. Knowledge of Western World Literature

- a. Define and explain typical genres (such as epic poetry, lyric poetry, drama, and novels) and other significant characteristics of the Western Medieval, Renaissance and Enlightenment literary-historical periods.

- b. Explain and illustrate defining cultural values and intellectual trends incorporated into and informing literature from these literary-historical periods.
- c. Identify major writers and their works from Medieval, Renaissance and Enlightenment Western World literature.
- d. Trace major developments in Western literature over time, by identifying elements of continuing and change in representative works from different Western literary-historical periods.

## **2. Literary Analysis and Interpretation**

- a. Develop persuasive individual interpretations of literature from the Medieval, Renaissance and Enlightenment periods based on close reading, using pertinent evidence from the literary texts.
- b. Apply knowledge of Medieval, Renaissance and Enlightenment literary history and cultures—literary genres and their features, cultural values and intellectual trends typical of these periods—to literary analysis of representative individual texts.

## **Eng 109: Western World Literature Modern**

### **1. Knowledge of Western World Literature**

- a. Identify the timeframes, significant intellectual trends and cultural values, and favored literary genres of major Western literary-historical periods of the late 18<sup>th</sup> to the early 21<sup>st</sup> centuries (for example, Romanticism, Realism, Symbolism, Aestheticism, Modernism, Absurdist and Existential literature, Magical Realism, Post-Modernism, Feminism, Colonialism and Post-Colonialism, and/or contemporary global trends).
- b. Identify major writers and their works representative of Modern Western literary-historical periods.
- c. Explain and illustrate how these writers and works embody significant characteristics of these literary-historical periods.
- d. Trace major developments in Western literature over time, by identifying significant elements of continuity and change in representative works from different Western literary-historical periods.

### **2. Literary Analysis and Interpretation**

- a. Develop persuasive individual interpretations of literature from literary-historical periods of Modern Western literature based on close reading, using pertinent evidence from the literary texts.
- b. Apply knowledge of Modern Western literary history, cultures, genres, and authors, as well as different literary critical approaches, to individual and comparative analysis of literary texts.
- c. Use effective oral and written communication to express literary analyses and interpretations, developed both independently and collaboratively.
- d. Avoid plagiarism by citing course and any outside primary and secondary sources using an acceptable academic documentation style [i.e. MLA].

## **ENG 201: Shakespeare**

### **1. Build Knowledge of a Major Literary Author/Genre**

- a. Situate the plays/texts of William Shakespeare within their contexts (e.g. literary historical periods and influences, cultural and biographical background of authors, authorial intentions and critical reception).

- b. Explain and illustrate how works of Shakespeare reflect or shape significant aspects of their contexts.
- c. Define and explicate key literary and theatrical elements in Shakespeare's works, such as plot, character, theme, cast, stage, scene, symbol, and style.

## 2. Develop Skills in Literary Analysis & Evaluation

- a. Apply close reading, contextual background information, dramatic and theatrical concepts and approaches, and multiple perspectives to the analysis and interpretation of works of drama.
- b. Use comparative analysis to demonstrate significant differences and similarities among works of drama (e.g. between works of the same or different genres; between works of the same or different periods of Shakespeare's literary/dramatic activity).
- c. Formulate and apply persuasive criteria to the evaluation of works and/or viewed—appropriate to the context and genre of the example, and distinguishing between personal responses and literary-critical judgment.

## 3. Exercise Effective Communication Skills

- a. Use effective oral and written communication to express interpretations and evaluations of literary works.
- b. Use well-selected evidence from the assigned works to support one's interpretations, analyses, and evaluations.

# Eng 202: Shakespeare

Eng 202 builds upon fundamental elements of literary analysis applied to the works of Shakespeare's later period. The course is designed to allow students to refine skills learned in ENG 201.

**Outcome 1:** Define and illustrate principal literary elements of later Shakespearean drama: plot, character, diction, theme, actions and special effects, applying ENG 201-level criteria for literary analysis.

**Outcome 2:** Analyze relationships among selected elements of dramatic forms of comedy, tragedy, history, and romance to determine how genre shapes the development of individual plays. Know variations within the genre, such as stock vs. complex character, or subtypes of the genre, such as Roman comedy, farce, and romantic or festive comedy. For later plays, practice comparative analysis in Shakespeare's development of the later festive-comic and romance genre.

**Outcome 3:** Identify key historical, social, and intellectual issues of the Renaissance, Reformation, and Tudor-Elizabethan England in relation to the plays. Analyze the plays by comparing dramatic elements with selected historical issues. For later plays, apply comparative analysis to show development of dramatic issues in relation to contemporary issues.

**Outcome 4:** Apply biographical information recognized by scholars about Shakespeare and his fellow dramatists--their lives, cultural identities, socio-economic circumstances, reputations, literary influences, creative practices--to analysis and interpretation of his plays.

**Outcome 5:** Practice more in-depth formal literary criticism, applying relevant critical opinions to one's own analysis and interpretation of narrative fiction. Illustrate in longer writing assignments using appropriately selected examples from scholars.

**Outcome 6:** Demonstrate effective writing skills when communicating and supporting literary analysis, interpretation, and evaluation, in graded writing assignments, building upon ENG-201 level analysis. For later plays in ENG 202, practice comparative analysis of applicable literary approaches and "schools" of literary analysis.

**Outcome 7:** Select and interpret persuasive specific examples from Shakespearean drama in order to illustrate and support one's thesis in graded writing assignments. Apply correct format and select representative content, building upon ENG 201-level skills.

## Eng 204: Survey British Literature I

**Outcome 1:** Identify and explain significant characteristics of major British literary/historical periods within the time period of this course (such as Old English, Middle English, Elizabethan, Restoration, Enlightenment).

**Outcome 2:** Trace developments in British Literature over time, including being able to identify elements of continuity and change through periods within the overall time period of this course.

**Outcome 3:** Demonstrate factual knowledge of significant authors and works of British literature from the time period covered by this course.

**Outcome 4:** Situate individual works of British literature from this period within their larger literary/historical/biographical contexts and explain significant ways that these texts reflect or represent those contexts (for example, a student would be able to identify and explain features of *Canterbury Tales* that make this work typical of Middle English Literature and of work written by Chaucer).

**Outcome 5:** Define and be able to use to support their individual interpretations of the literature basic literary terminology and approaches for discussing and analyzing literature including key literary terms, critical theories, genre conventions, and themes.

**Outcome 6:** Be able to support individual interpretations of the literature, in oral discussions, informal, and formal writing, with well-selected evidence from literary works and their contexts (e.g, relevant cultural, literary, historical, biographical backgrounds)

## Eng 205: Survey British Literature II

**Outcome 1:** Identify and explain significant characteristics of major British literary/historical periods within the time period of this course (such as Romanticism, Victorian, Modernism, Twentieth-Century & Contemporary).

**Outcome 2:** Trace developments in British Literature over time, including being able to identify elements of continuity and change through periods within the overall time period of this course.

**Outcome 3:** Demonstrate factual knowledge of significant authors and works of British literature from the time period covered by this course.

**Outcome 4:** Situate individual works of British literature from this period within their larger literary/historical/biographical contexts and explain significant ways that these texts reflect or represent those contexts.

**Outcome 5:** Define and be able to use to support their individual interpretations of the literature, basic literary terminology and approaches for discussing and analyzing literature including key literary terms, critical theories, genre conventions, and themes.

**Outcome 6:** Support individual interpretations of the literature, in [virtual] oral discussions, informal, and formal writing, with well-selected evidence from literary works and their contexts (e.g, relevant cultural, literary, historical, biographical backgrounds).

**Outcome 7:** Avoid plagiarism by citing quotations, paraphrases, and summaries taken from course and outside sources, using MLA (Modern Language Association) documentation style.

## English 221: Introduction to Children's Literature

1. Build knowledge of major literary genres of children's literature

- a. Situate works within their context (period, influences, cultural and biographical influences, authorial intentions, and critical receptions).
- b. Explain and illustrate how children's works reflect and shape significant aspects of their contexts.
- c. Define and explicate key elements of specific genres of children's literature.

## **2. Develop literary evaluation skills of children's literature**

- a. Apply close reading, contextual background information and literary concepts and approaches to the analysis and evaluation of works of children's literature.
- b. Formulate and apply persuasive criteria to the evaluation of works within specific genres of children's literature, distinguishing between personal response and literary/critical judgment.

## **3. Exercise effective communication skills**

- a. Use effective oral and written communication to express literary interpretations and evaluations.
- b. Use well-selected evidence from texts to support one's literary interpretations, analyses, and evaluations.

## **4. Apply class concepts to theoretical classroom and/or life situations involving children's literacy**

- a. Evaluate various learning activities designed to bring children and young adults together with books.
- b. Demonstrate an ability to match children with appropriate reading and guide their choices, utilizing knowledge of reading levels and interests in our multi-cultural society.

# **ENG 253: Survey American Literature I**

Given a selection of significant literary works representing a variety of forms of discourse from Pre-Colonial, Colonial, Revolutionary, through mid-Nineteenth Century America, the student will:

**Outcome 1:** Explain the features of the early American literary-historical periods (such as Pre-Colonial, Colonial, Federal, Romantic) and analyze individual texts from these periods in relation to their historical, social, and cultural contexts.

**Outcome 2:** Explain how the values, beliefs, and traditions of particular cultures (such as Native American, Conquistador, Puritan, New England, Frontier) are represented in these texts.

**Outcome 3:** Apply specific and defensible criteria, appropriate to the cultural context, to analyze, interpret, and evaluate these texts.

**Outcome 4:** Define key period and genre terms, such as romance, autobiography, sermon, transcendentalism, Southwest humor, allegory.

**Outcome 5:** Analyze the effects of education, gender roles, printing and publication practices, religious beliefs and political ideologies on the development and reputation of authors in this period of American literature.

**Outcome 6:** Explain the relationships, within these selections, among purpose, audience, organization, form, voice, diction, style, and use of conventions.

**Outcome 7:** Use formal and informal writing to develop and express interpretations and analysis, distinguishing between personal and critical responses.

**Outcome 8:** Use evidence from the texts to support the student's interpretations, evaluations, and comparative analysis.

**Outcome 9:** Explain how the literary treatment of an event, issue, or idea differs from the approach of another academic discipline.

## **Eng 254: Survey American Literature II**

**Outcome 1:** Explain the features of twentieth century American literary-historical periods (such as literary realism, naturalism, modernism, Harlem Renaissance, postmodernism) and analyze individual texts from these periods in relation to their historical, social, and cultural contexts.

**Outcome 2:** Explain how the values, beliefs, and traditions of particular regions, cultures, and ideologies (such as Native American, African-American, Jewish, feminist) are represented in these texts.

**Outcome 3:** Apply specific and defensible criteria, appropriate to the cultural context, to analyze, interpret, and evaluate these texts.

**Outcome 4:** Define key period and genre terms, such as naturalism, modernism, beat poets, and the blues poem.

**Outcome 5:** Analyze the effects of gender expectations, marginalization, publication practices, and political ideologies on the development and reputation of authors in this period of American literature.

**Outcome 6:** Explain the relationships, within these selections, among purpose, audience, organization, form, voice, diction, style, and use of conventions.

**Outcome 7:** Use formal and informal writing to develop and express interpretations and analysis, distinguishing between personal and critical responses.

**Outcome 8:** Use evidence from the texts to support the student's interpretations, evaluations, and comparative analysis.