

COURSE OUTLINE
ENGLISH 102: Literature and Composition

SECTION I

SUBJECT AREA AND COURSE NUMBER: English 102

COURSE TITLE: Literature and Composition

COURSE CATALOG DESCRIPTION: Study of Literature and the writing process necessary for responding critically to reading in written compositions. Students read multiple works of Literature in three literary genres: including fiction (short stories and/or novels), poetry, and drama. Students use secondary sources pertaining to the Literature (short pieces of literary criticism, book reviews, and/or author interviews, etc.) to read the Literature itself more deeply and write about it through a particular lens. Students prepare written Compositions about the Literature they read according to such approaches as reader's response, inter-textual analysis, beginner's literary criticism, or other appropriate methods, including rhetorical and evaluative analysis. Students learn common literary terms and apply them in writing. Students write with attention to audience and purpose, organization and development, language and conventions, and use MLA documentation. Though some sections of this course may be thematically focused, selections must represent a diversity of writers and literary traditions from American, British, and World Literature so that the reading is as diverse as the student population, so that the reading showcases variety in the English language, and so that the reading represents the breadth of human experience while expounding certain universals. This course introduces students to Literature, but it emphasizes writing about Literature in written compositions; it is a course in writing about reading, not creative writing.

LECTURE HOURS PER WEEK: 3 CREDIT HOURS: 3

PREREQUISITES: ENG 101

SECTION II

A. SCOPE Students in English 102 read works of Literature including fiction (short stories and/or novels), poetry, and drama, and they write essays about the Literature ranging in length from 3 to 5 pages. Subject matter for these essays is focused on the Literature itself and its themes, with an emphasis on employing literary terms, critical perspectives, and different methods of analysis. Activities include, but are not limited, to the following:

- frequent reading of literature in varied forms
- frequent writing about literature in varied forms (*formal essays cannot be creative writing*)
- analysis of language structures as applied to students' challenges with grammar and style

B. REQUIRED WORK: Throughout the semester, students will complete all assigned reading and submit essays on time. They will write at least one formal essay for each literary genre: a fiction paper, a poetry paper, and a drama paper. At least one formal essay should incorporate at least one outside source; all formal essays should include quotes from the Literature and use MLA documentation. In keeping with the principles of a Composition course, students may employ the use of pedagogical rubrics for all formal essays; they may participate in peer-review; and they may complete metacognitive exercises to reflect on their writing. Students may keep a reader's response journal or double entry notebook; they may engage in daily free-writing or other kinds of in-class writing. Students may take a midterm exam, but they will be required to take a final exam to demonstrate fluency in in-class timed writing about Literature. For such literature exams, students may complete the reading beforehand and they may be allowed to use their books and notebooks during testing. Although students may be asked to write short pieces creatively, these exercises cannot be counted as required formal essays.

C. ATTENDANCE AND PARTICIPATION: Students must be present in class to earn participation grades by collaborating in activities such as class discussion, group work, and peer review. They may be asked to confer with the instructor during arranged conference times. In addition, the instructor will be available for individual consultation during scheduled office hours.

D. METHODS OF INSTRUCTION: Will vary according to instructor, but may include lectures, discussions, peer work, small group tasks, collaborative learning, and the use of technology.

E. OBJECTIVES, OUTCOMES, AND ASSESSMENT:

ENG 102 will meet the following **Designated General Education Core Competency:**

Written Communication (WC)

ENG 102 will meet the following **Embedded General Education Core Competencies:**

Aesthetic Dimensions (AD), Critical Analysis/Logical Thinking (CA) & Continuing Learning/Information Literacy (CL)

LEARNING OBJECTIVES	LEARNING OUTCOMES	ASSESSMENT METHODS
To demonstrate an understanding of	Student will	As measured by
Responsibility for one's own learning.	a) attend regularly and on time b) participate fully in class activities c) demonstrate responsibility for knowing, completing, and when necessary, making up assignments	a) attendance records b) class records c) assignment records, including timely drafts
Skills in the writing process that result in effective Written Communication, an appreciation of Aesthetic Dimensions of Humankind, and mastery of principles of Critical Analysis/Logical Thinking in composing formal essays about Literature	a) adapt to different purposes for each writing task according to the critical lens or analytic method used in responding to Literature b) develop writing around specific themes from Literature employing appropriate literary terms c) apply techniques of prewriting, outlining, drafting, peer-review, proofreading, editing, and revising d) recognize Literature as Art WC 1, 4, 5; AD 1, 4	a) evidence in written work demonstrating students' use of a critical lens and an analytic method b) evidence in written work demonstrating students' understanding of Literary themes and use of literary terms c) evidence in written work from drafts and revisions demonstrating the incorporation of information from learned techniques or in response to peer review and instructor feedback d) evidence in written work demonstrating students' knowledge and appreciation of Literature as Art
Methods for analysis, interpretation, and evaluation of literary works that result in effective Written Communication, an appreciation of Aesthetic Dimensions of Humankind, and mastery of principles of Critical Analysis/Logical Thinking	a) compose essays with clear central ideas expressed in a thesis statement within an organized structure developed with unified paragraphs and appropriate language and conventions b) employ structural elements such as introductions, topic sentences, signal phrases, transitions, and conclusions c) quote and cite from Literature and its secondary sources to support one's thesis, synthesize new ideas, and develop one's writing d) edit for standard English, avoiding major errors WC 2, 3, 4, 5; AD 2, 3, 4; CL 2	a) four or more fully revised written assignments of approximately 4 pages in length that have clear focus and development b) cohesively written essays that progress according to standard structural elements from beginning to middle to end c) evidence in written work of well-understood and well-utilized primary and secondary sources d) clear, readable prose without major errors that interfere with the reader's understanding of the writing
Methods of research documentation that result in mastery of principles of Continuing Learning/Information Literacy	a) evaluate and incorporate outside sources from library databases in written work and use MLA documentation. CL 2	a) evidence in written work of MLA documentation in parenthetical citations and Works Cited page
Methods for critical reading of literary works that result in an Appreciation of Aesthetic Dimensions of Humankind, and the mastery of Critical Analysis/Logical Thinking.	a) infer and clarify distinctions and relationships among texts b) explore controversies and multiple perspectives constructed from literary texts through reader's response c) analyze tone, reliability, ambiguity, and evidence in texts AD 2, 4; CA 3, 4	a) evidence from heuristics employed in classwork and homework b) participation in class discussion c) evidence in written work of successful grappling with texts that results in appreciation of Literature as Art

Core Competency Assessment Artifact(s)

Assignments from this course that address learning outcomes noted above may be collected to assess student learning across the school.

F. TEXT(S) AND MATERIALS: Determined by instructor

G: INFORMATION TECHNOLOGY: Use of Blackboard Learn, Electronic mail, internet, online databases.