GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 04/26/2022

GCCCD Governing Board Approval: 06/14/2022

ENGLISH 122 – INTRODUCTION TO LITERATURE

 1. Course Number Course Title Semester Units

ENGL 122 Introduction to Literature 3

 Semester Hours

3 hours lecture: 48-54 hours96-108 outside-of-class hours144-162 total hours

2. Course Prerequisites

 A “C” grade or higheror “Pass” in English 120 OR English as a Second Language 122 OR equivalent.

 Corequisite

 None

Recommended Preparation

None

 3. Catalog Description

 This course invites students to explore representative works from various literary genres and formats (such as myths, folktales, short stories, poems, plays, novels, essays, and creative nonfiction); develops students’ close reading and analytical writing skills; and promotes appreciation and critical understanding of the cultural, historical, and aesthetic qualities of literature.

 4. Course Objectives

 a. Define and apply common literary terms to the analysis of varied texts.

 b. Identify the key elements of major genres in order to analyze and interpret texts.

 c. Analyze the elements of fiction (plot, characterization, point of view, setting, etc.) as well as the development of the story-telling impulse.

 d. Explicate representative poems to demonstrate knowledge of the major elements of poetry (such as figurative language, rhythm and meter,imagery, diction, tone, and free verse).

 e. Analyze plays, both classical and modern, to demonstrate the evolution of theatre.

 f. Compose evidence-based analytical essays that demonstrate appropriate academic discourse as well as the conventions of literary analysis when exploring both primary and secondary sources.

 g.Relate the literary works and their themes to their historical, philosophical, social, political, regional, linguistic, theological, mythological, and/or aesthetic contexts.

h. Define and employ basics of literary criticism (e.g. Feminist/Gender Studies, Psychoanalytic, New Historical, Postcolonial/Multicultural Studies, LGBTQ/Queer Theory, etc.) to understand and critique different aspects of literary works.

 5. Instructional Facilities

Standard classroom

 6. Special Materials Required of Student

None

 7. Course Content

a. Major literary genres:fiction, drama, poetry (creative nonfiction, essays, myths, and folklore may be added).

b. Literature representing a wide range of time periods and diverse perspectives.

c. Basic literary terminology.

d. Contexts of literature: linguistic, historical, philosophical, social, political, and aesthetic.

e. A range of modern and multicultural critical/literary theories for the critique of literary texts.

8. Method of Instruction

 Lectures and presentations by the instructor and visiting writers and/or speakers.

 b. Facilitation of student analysis, interpretation, and discussion of the literature.

 c. Multi-modal texts (i.e. films, short video content, podcasts, social media, and audio clips), including modern and culturally diverse interpretations.

 d. Student-led inquiry into relevant literature and theoretical frameworks via discussion groups, presentations, and other projects.

 e. Whole class discussion of sample writing (student and/or professional), peer workshops, and instructor-student conferences to help students successfully complete assignments.

 9. Methods of Evaluating Student Performance

Formative Assessments:

a. In-class analysis, interpretation, and discussion of literature.

b. Reader responses/journals on assigned readings.

c. Contribution in small-group activities and/or peer workshops**.**

d. Reviews of/reflections on literary arts activities (i.e. poetry and prose readings, plays, etc.).

e**.** Quizzes on assigned readings.

 Summative Assessments:

 f. Student-facilitated presentations and projects.

 g. In-class essays and exams, including the final exam.

 h. Out-of-class evidenced-based analytical essays (prepared in standard MLA format) that may require research.

10. Outside Class Assignments

1. Read assigned texts and handouts.
2. Write evidence-based analytical essays and reading responses.
3. Watch and analyze films representative of assigned works of literature.

 d. Maintain journals or other types of informal writing.

e**.** Attend literary events and readings on campus, online, and in the greater literary community.

f. Create presentations and multimedia projects, individually or in groups.

11. Representative Texts

 a. Representativetext(s):

 (1) Arp, Thomas R., and Greg Johnson. *Perrine’s Literature: Structure, Sound, and Sense*. Thirteenth Edition. Cengage, 2017.

 (2) Gardner, Janet E., et al, eds. *Literature: A Portable Anthology*. Fifth Edition. Bedford/St. Martin’s, 2020.

 (3) Kennedy, X. J., et al. *Literature: An Introduction to Fiction, Poetry, Drama*  *and Writing*. Fourteenth Edition. Pearson, 2019**.**

 (4) Mays, Kelly K. *The Norton Introduction to Literature*. Portable Thirteenth Edition. W.W. Norton and Company, 2019.

 b. Supplementary texts:

 (1) **G**ardner, Janet E. and Joanne Diaz. *Reading and Writing about Literature: A Portable Guide*. Fifth Edition. Bedford/St. Martin’s, 2020.

 (2) *MLA Handbook.* Ninth Edition. Modern Language Association of America, 2021.

 Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

* 1. Use genre-specific terminology to discuss, analyze, synthesize, and interpret diverse literary texts.
	2. Write evidence-based literary analyses
	3. Apply a range of historical, modern, and multicultural critical/literary theories for the critique of literary texts.