

COURSE OUTLINE
LT201 – Introduction To Literature I

Course Description:

LT201*. Introduction To Literature I. 3 hours credit. Prerequisite: English Composition I. Introduction To Literature I provides students with reading and learning experiences allowing them to improve their knowledge, skills, and understanding literature. This introductory course enables students to apply their study of literary terminology and criticism to various texts of poetry, fiction (short story), and drama. This course is recommended for General Education requirements or as an elective.

Course Relevance:

We read to learn a body of knowledge, find facts and information, take direction, and find enjoyment. Literature helps us respond to and feed our emotions. It helps us see the world. It helps us see all aspects of humanity. It helps us see life; not school. It shows us philosophies at work. It shows us people dealing with issues that often are struggles for us as well. It helps us interpret our own world. Literature is relevant to understanding the human experience

Required Materials:

Text & other materials:

Kennedy, X.J. and Dana Gioia. Literature: An Introduction to Fiction, Poetry, and Drama. 9th Interactive Ed. New York: Longman, 2004.

TELECOURSES:

Independent study of audio/video materials augmented by text and study guide; collaboration and participation with class members and faculty via available means. Faculty role is facilitator of learning experiences.

Text:

Kennedy, Literature: An Introduction to Fiction, Poetry, Drama. Interactive edition, 8th edition, Longman Publishing, 2002.

Study Guide:

Study Guide for Literary Visions by Penfield. 2nd Edition. Englewood Cliffs, NJ: Prentice Hall, 1994.

Videos:

Literary Visions, 26 30-minute lessons.

Miscellaneous:

Students with impaired sensory, manual or speaking skills are encouraged and have the responsibility to contact their instructor, in a timely fashion, regarding

reasonable accommodation needs.

Learning Outcomes:

The intention is for the student to be able to:

1. understand and to appreciate the genres and the differentia of poetry, fiction, and drama
2. utilize literary concepts in developing understanding and appreciation of literature through discussion and compositions.
3. use literary concepts and skills in constructive, meaningful leisure time activities and in solving individual problems through vicarious experiences.

Learning PACT

Through the student involvement in this course, he/she will develop and document his/her achievement of the following PACT skills:

Primary skills (developed and documented):

1. Reading
 - Students will read various literary genres.
2. Critical thinking
 - Through reading assignments and classroom discussion activities, the student will develop critical thinking and analytical skills.
3. Historical interpretation
 - Students will read about and interpret human behavior and events in the historical context of the past, present and future.
3. Aesthetic Response
 - Students will articulate an informed personal response to works of literature.

Secondary skills (developed but not documented):

Self-concept
Teamwork
Valuing Diversity
Listening
Speaking
Computer Literacy
Internet Use

Assessment Tasks:

These learning outcomes and primary Learning PACT skills will be demonstrated by:

1. Writing a “common” response essay during the 10th and 11th weeks of the class.

Course Content:

- I. Themes - Key recurring concepts that run throughout this course:
 - A. Fiction
 - B. Poetry
 - C. Drama
- II. Issues - Key issues that will be addressed in this course: areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Fiction – plot, character, setting, narration, symbolism, tone, theme, style, tone, and irony
 - B. Poetry – reading poetry, word choice, word order, tone, imagery, figures of speech, sound, patterns of rhythm, poetic form
 - C. Drama – reading drama, types of drama
- III. Concepts – Key concepts that must be understood to address the issues:
 - D. Fiction – elements of plot, character types, setting to create atmosphere, points of view (types of narration), types symbolism, tone, common themes, style, tone, and types of irony
 - E. Poetry – how to read a poem, diction, denotation, connotation, types of imagery, metaphor, simile, symbol, allegory, irony, patterns of rhyme, alliteration, patterns of rhythm and meter, various poetic forms
 - F. Drama – how to read a drama, elements of drama, ancient drama, Shakespearean drama, Naturalism, and Modernism
- IV. Skills - Actions that are essential to achieve the course outcomes:
 - A. Develop an awareness of literary concepts as used in various texts
 - B. Develop an awareness and appreciation of the genres and the differentia of poetry, fiction, and drama
 - C. Understand and utilize literary concepts to develop greater understanding and appreciation of literature through discussion and compositions.

Learning Units:

- I. Poetry
 - A. To identify differences in poetic style: poetic devices and symbolism
 - B. To evidence through discussion and composition perception of poetic style and symbolism in individual poems
 - C. To use the differentia of poetry to determine types
 - D. To construct through reading, reflective thinking, discussion, and composition the great themes and universal truths embodied in the poems studied
- II. Drama
 - A. To identify the dramatic elements of character, plot, theme, setting, dialogue, symbolism, style, and conventions, such as the chorus, the aside, the soliloquy, and the curtain
 - B. To evidence through discussion and composition perception of dramatic elements and conventions in individual dramas studied
 - C. compare and contrast the genres and differentia of drama types and drama periods

- D. To construct through reading, reflective thinking, discussion, and composition the universality of human experiences, basic truths, and great themes embodied in the drama studied

III. Fiction

- A. To identify the elements of fiction: theme, plot, character, setting, point of view, symbolism, and style
- B. To evidence through discussion and composition perception of these elements in the study of representative fiction
- C. To construct through reading, reflective thinking, discussion, and composition the imaginative truth in fiction

Learning Activities:

Classroom:

Methods of class instruction will include class discussion/notes, open lecture, exams, tests (including quizzes and chapter or unit tests), handouts, audio-visual aids, study guides, writing assignments (included in a portfolio), panel discussions, reports, and individual conferences. All instructors may use these methods individually or in combination. The Center for Independent Study (CIS) tutors are available for those students having difficulty in a particular area to seek additional assistance in course work.

Grade Determination:

Evaluations are based on the following: attendance/participation, exercises and exams, and the portfolio. Grades are determined by total points and are distributed in the following fashion: 90% and above - A, 80% - B, 70% - C, 60% - D. Any questions about grades should be directed toward the instructor.