

General Education Course Proposal

Proposed Course: Engl 20 Introduction to Literature Units 4
Prefix No. Title

Department: English School: Arts and Humanities

GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2 X; D___; E___
Integration: B___; C___; D___; International/Multicultural___

Existing Course___; Revised Course X; New Course___

Course Included in Current GE Program X

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Prerequisite: English 1. Introduction to literary appreciation and criticism through reading and close written analyses of short stories, novels, drama, and poetry from diverse Western and non-Western cultures.

Enrollment limit per section: 30

Expected number of sections per semester – Year 1 3-4; Year 3 4-5

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

Andrew Sui 2/25/99
Department Chair Date

School Curriculum Committee

Date

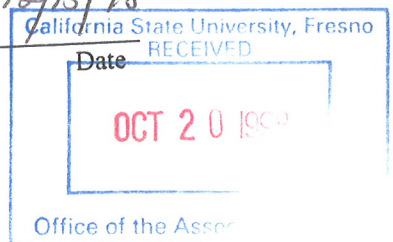
Peds. Arnold
General Education Subcommittee

12/15/98

School Dean

Date

Brandt Kehoe 12/22/98
Associate Provost Date



Attachment # 2: Statement of elements common to all sections of course
Proposed Course: English 20 Introduction to Literature

English 20 Introduction to Literature 4 units

Prerequisite: English 1 Composition

Catalog description: Introduction to literary appreciation and criticism through reading and close written analyses of short stories, novels, drama, and poetry from diverse Western and non-Western cultures.

Content: The course will focus on reading and discussion of traditional genres of literature: short story, novel, poetry, drama. Discussion will include students' subjective response to the literature as well as more analytical approaches. Students will explore specific texts from the perspectives of content and form as well as historical and cultural contexts and the beliefs and values reflected in the texts. Readings will be selected from diverse Western and non-Western cultures. Students will be introduced to techniques of literary criticism through learning literary terms, through close reading and analysis of individual texts, through introduction to genres, and through discussion of various critical approaches to reading literature.

Objectives:

Students will:

- explore the reasons for the creation of literature and the reading of literature
- make connections between the literature they read and their own lives, between the works of various literary periods and contemporary civilization
- be introduced to the concept of "genre" and the literary traditions of those genres
- practice close reading and analysis of texts to understand and reflect upon the ideas, beliefs, and values in those texts
- gain an understanding of the inter-relationship between content and form in a work of literature
- gain experience in responding to literature, both subjectively and objectively, and through discussion and writing
- acquire a vocabulary of literary terms and some awareness of critical approaches
- become aware of literature from a variety of cultural backgrounds and acquire an understanding of the connection between a literary text and its cultural background

Required student activities:

- close reading of texts as homework assignments for every class period
- participation in discussion of literature (as a class or in small groups)
- final exam (according to CSUF policy and schedule)

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Attachment # 2: Statement of elements common to all section of course
Proposed Course: Engl. 20 Introduction to Literature

.Required student activities (cont):

- a combination of three or more of the following activities (with writing assignments totaling at least 2,000 words):
 - regular entries in a reading response journal
 - in-class written reading responses and/or quizzes
 - in-class essays
 - midterm exam
 - practice in writing fiction, poetry, and drama
 - out-of-class essays
 - group discussions and presentations/individual presentations
- required attendance

Grading policy: The grade for the course is based on a combination of grades on written assignments (both in-class and out-of-class), presentations, exams, and participation in class discussion. Each syllabus will contain a grading policy.

Representative texts: Instructors generally use a literature anthology such as Literature: Reading Fiction, Poetry, Drama, and the Essay (McGraw-Hill), supplemented with at least one novel and, in some cases, one or two plays. In some cases, instructors choose to use separate anthologies of poetry and fiction along with one or two novels and one or two plays. (Example: A Pocketful of Poems (Harcourt Brace); A Pocketful of Prose (Harcourt Brace); Charles Dickens' Hard Times; Mary Shelley's Frankenstein; and David Mamet's Oleanna) Some instructors choose a play or plays for the course based on the University theater schedule.

Approximate schedule for the course:

The course is organized in one of two ways:

Organization by genre: 4-5 weeks each on short story, poetry, and drama, and 1-2 weeks on the novel (not necessarily in that order) with appropriate writing assignments and other activities during each section.

Organization by theme: 2-4 weeks each on a particular theme with reading assignments, writing assignments, and other activities tied to each theme. Within each theme, reading assignments to include at least two genres.

Attachment # 3: Typical Syllabus
Proposed Course: English 20 Introduction to Literature

English 20: Introduction to Literature
Spring 1998
MWF 10:50-11:55
PB 101

Professor R. Jenkins
PB 448, 278-4922
Office hours:
M 2:50-4:15
T 2:00-4:15
F 2:50-4:15

“Literature is simply language charged with meaning to the utmost possible degree.”

--Ezra Pound, How to Read

REQUIRED TEXTS:

Dickens, Charles. Hard Times. Signet Classic (Penguin). [HT]
Madden, David, ed. A Pocketful of Poems. Harcourt Brace . [P]
----. A Pocketful of Prose. Harcourt Brace. [Pr]
Mamet, David. Oleanna. Vintage. [O]
Shelley, Mary. Frankenstein. Signet Classic (Penguin). [F]

COURSE DESCRIPTION: English 20 is designed to sharpen students' critical thinking and reading skills, as well as give students broad exposure to the genres of fiction, poetry, and drama. Through extensive reading, discussion, and writing, we will consider issues central to the study of literature: why read literature? what is literature? what relationship exists between literature and the culture in which it is produced? what does literature have to say regarding human experience? how does one read and respond meaningfully and intelligently to literature? The readings for the course are divided into five thematic groups, each group an expression of ideas about power or powerlessness. As we read and discuss the works in each groups, we will be thinking and talking about the ideas expressed in the works and the inter-relationship between the content and form. We will also be reflecting on the parallels and differences between the beliefs and values in the the works.

COURSE REQUIREMENTS:

1. Attendance. Because this course is built upon group discussions, shared reactions, and your participation, being absent will hinder both your learning and the progress of the class. After 6 absences, your semester grade will be lowered one grade for each additional absence.
2. Timely and careful readings of the materials assigned.

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3. Reading Response Journal. In your journal, you will respond to all the literature that we will be reading using a three-part format.

Before class, you must enter the following in your journal:

1. List any words that you are not sure of the meaning AND write out the definition you feel best applies.
2. Record your emerging understanding of the piece of literature.
(We will discuss this in more detail in class.)

After our class discussion:

3. Choose the passage or phrase that you feel is most significant, interesting or troublesome, transcribe it into your journal, and then reflect on how you believe that passage connects to the whole piece of literature.

ALWAYS bring your journal to class: I will often ask you to refer to it for discussions and will collect it occasionally to review and assess and provide written feedback.

4. In-Class Writings. We will often begin class with brief writings about the material read; your reading response journal (done thoughtfully and in a timely fashion) will prepare you for these writings. There will also be three in-class essays (at least 750 words each- Total of at least 2250 words) for which you will need bluebooks. You will receive written critique on each of these essays.
5. Group performance of scene from Oleanna and written commentary on that play (at least 600 words). (More on this later.)
6. Exams. There will be occasional, unannounced quizzes to reward you for timely and careful reading. There will also be a midterm and a comprehensive final. (The final is Monday, May 18, 11:00-1:00).

7. Grading: Your semester grade will be determined by the following:

Reading Response Journal and participation	10%
In-Class Essay # 1	15%
In-Class Essays # 2 & 3	40%
<u>Oleanna</u> Commentary	5%
Midterm:	15%
Final	15%

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Attachment # 3: Typical syllabus
Proposed Course: Engl. 20 Introduction to Literature

TENTATIVE SCHEDULE OF READINGS AND ASSIGNMENTS.

1/26: Introduction to course

1/28: Arnold. "Dover Beach" (P x-xii)

Thematic Group # 1: Loss of Power

1/30: Auden. "Musee des Beaux Arts" (P 5)

2/2: Mansfield. "Miss Brill" (Pr 17-22)

2/4: Porter. "The Jilting of Granny Weatherall" (Pr 240-248)

2/6: Eliot. "Love Song of J. Alfred Prufrock" (P 33)

2/9: Glaspell. "A Jury of Her Peers" (Pr 176-92)

2/11: Glaspell. "Trifles" (Pr 192-98)

Thematic group # 2: Powerlessness

2/13: Hardy. "Convergence of the Twain" (P 46)

2/16: Presidents' Day

2/18: Randall. "Ballad of Birmingham" (P 92)

2/20: Jarrell. "The Death of the Ball Turret Gunner" (P 56); Reed. "Naming of Parts (P 94)

2/23: Dickens. Hard Times ("Book the First: Sowing," 43-143)

2/25: HT ("Book the Second: Reaping," 145-242)

2/27: HT ("Book the Third: Garnering," 243-end)

3/2: writing literary analysis

3/4: writing literary analysis

3/6: **in-class essay (bring blue book)**

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Thematic group # 3: Familial Power

3/9: Walker. "Everyday Use" (Pr 43-49)

3/11: Olsen. "I Stand Here Ironing" (Pr 50-58)

3/13: Shelley. Frankenstein. (1-86)

3/16: F (870144)

3/18: F (145-end)

3/20: **in-class essay (bring blue book)**

3/23: **MIDTERM EXAMINATION (bring blue book)**

Thematic group # 4: Creative Power

3/25: Coleridge. "Kubla Khan" (P 19)

3/27: Keats. "Ode to a Nightingale" (P 60)

3/30: Dove. "Daystar" (P 30); Rich. "Aunt Jennifer's Tigers" (P 96)

4/1: Garcia Marquez. "The Handsomest Drowned Man in the World: A Tale for Children"
(Pr 120-24)

4/3: **in-class essay (bring blue book)**

4/6-4/10: SPRING BREAK

Thematic group # 5: Interpreting Power

4/13: view Looking for Richard (Pacino, 1996)

4/15: Looking for Richard, cont.

4/17: Browning, "My Last Duchess" (P 12)

4/20: Hughes. "Negro" (P 55)

4/24: Faulkner. "Barn Burning" (Pr, 226-39)

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4/24: Mamet. Oleanna (Part One)

4/27: Q (Part Two)

4/29: Q (Part Three)

5/1: Q: group work

5/4: Q: group work

5/6: Q: perform scenes; commentary due

5/8: view Oleanna (Mamet, 1994)

5/11: Q, cont.

5/13: semester review

FINAL: Monday, May 18 - 11:00-1:00

Notes:

The University has a written policy statement concerning cheating and plagiarism which specifies the disciplinary action that can be taken regarding such matters.

Students with disabilities have the responsibility to identify themselves to the instructor so that reasonable accommodations for learning and evaluation can be made.

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