



## ENGL 102 - Literature and Composition

### Catalog Entry

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**Discipline** English

**Course Number** 102

**Course Title** Literature and Composition

**Units:** 4.000

**Lecture Hours:** 72.000

**Scheduled Laboratory Hours:**

**TBA:**

**Total Contact Hours:** 72.000

**Additional Outside-of-Class Hours:** 0.000

**Total Outside Class Hours:** 144.000

**Total Student Learning Hours:** 216.000

**COURSE IDENTIFICATION NUMBER(S) (C-ID)** C-ID ENGL 105, C-ID ENGL 110, C-ID ENGL 120

### Requisites

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Prerequisite: Completion with a grade of "C" or better or a Passing grade in ENGL 101 Completion with a grade of "C" or better in, or ENGL 101H

### Catalog Description

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A second semester course in composition and literature that uses literature to develop critical thinking skills with extensive readings selected from the four major genres.

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**Classification Code** Y - Credit Course

**Transfer Code** A - Transferable to both UC and CSU.

**SAM Priority Code** E - Non-Occupational

**TOPS Code** 1501.00 - English

**Repeatability Code** NR - Non-Repeatable

**Open Entry/Exit** No

**Grading Options** Letter Grade or P/NP

### CIC Approval

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## Student Learning Outcomes

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### Outcome

1. **identify literary devices and use various critical theories to analyze and respond to literature from each of the four major genres: short story, poetry, drama, and the novel.**
2. **formulate sophisticated arguments and defend them with logical, persuasive evidence.**
3. **demonstrate proficiency in using standard written English.**
4. **demonstrate proficiency in integrating and documenting appropriately-chosen sources, in MLA format, in an academic research essay.**

## Course Objectives

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At the conclusion of this course, the student should be able to

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1. Critically read, analyze, compare, and evaluate complex literary texts
2. Demonstrate understanding of formal and informal fallacies in language and thought
3. Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts
4. Analyze and employ logical and structural methods such as inductive and deductive reasoning, cause and effect, and logos, ethos, pathos, and kairos appeals.
5. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis, supporting them with a variety of appropriate textual evidence and examples and demonstrating appropriate academic discourse and the conventions of literary analysis.
6. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written work using appropriate documentation format without plagiarism
7. Use style, diction, and tone appropriate to the academic community and the purpose of the specific writing task; proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation
8. Identify key elements of major genres in order to analyze and interpret texts
9. Define common literary terms and apply these to analyses of specific texts

## Course Content

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(Include major topics of the course, time required, and what the student is expected to learn.)

### Course Lecture Content

Writing segments are recursive and ongoing. Students will write 8000 words minimum.

I. Critical Reading—The student will use critical reading strategies to understand literary works at both the literal and symbolic level in the following genres: short story, novel, drama, and poetry. Students will be introduced to literary schools of literary criticism/theoretical paradigms such as psychoanalytical theory, post-colonial criticism, gender theory, and Marxist/socio-economic theories. Critical reading strategies include the ability to distinguish between inferences, opinion, fact, prejudice, and belief. The student will use induction and deduction to make conclusions about the text, drawing inferences and recognizing premises.

The student will identify questionable assumptions and fallacious reasoning. Furthermore, the student will identify syllogisms, example arguments for soundness, assess authoritative testimony, draw sound inferences, and recognize rhetorical devices, such as sarcasm, irony, satire, and the use of pathos, ethos, logos, and kairos appeals, both in the literary texts as well as in the secondary source material written about the texts or about the issues with which the primary literary texts engage.

II. Purpose, Audience, Strategies—The student will understand various rhetorical purposes, will recognize the needs of various audiences, and will use a variety of strategies to develop a text for a specific purpose and to appeal to a specific audience.

III. The Writing Process—The student will build upon the knowledge he or she gained in English 101 and continue to generate ideas for a draft through pre-writing techniques. In preparing a completed draft for evaluation, the student will generate ideas through pre-writing and pre-reading-reading techniques, plan and organize those ideas, write a rough draft, revise it for content, form, and appropriateness of expression, and edit it for correctness.

IV. Finding and Limiting Topics and Methods of Framing Thesis Statements—The student will find and limit a topic and use sentence patterns to frame an effective thesis statement with clear, logical support for literary analysis, evaluation, and/or explication.

V. Basic Structure of the Essay—The student will build upon the knowledge he or she gained in English 101 while integrating newly developed skills of literary analysis to produce effective introductions that include significant, clearly defined claims, unified and coherent developmental paragraphs, and conclusions that reframe the essential elements of the essay and provide the paper with an effective sense of closure.

VI. Sentence Structure, Diction, and Mechanics—The student will develop style, sentence variety, and correctness by observing, analyzing, and imitating written models, through sentence combining and by applying customary rules of grammar, punctuation, and spelling. The student will understand and demonstrate the impact of connotative language in his or her writing.

VII. Sources and the Researched and Documented Paper—The student will use the library and other resources such as the Internet to gather information for the documented paper. In addition, the student will choose a critical literary analysis topic and an argumentative topic in which he or she will research and synthesize material, avoid plagiarism and document sources.

VIII. Literary Elements - The student will be able to name, define, identify and apply selected literary terminology to the critical content and analysis of the short story, the novel, poetry and drama.

IX. Diversity - The student will identify how specific literary works reflect or challenge cultural, historical, or political contexts.

X. Discussion and Writing - The student will advocate literary analysis based on critical thinking strategies such as the Toulmin method. In doing so, the student will develop a claim, construct sound arguments, avoid fallacies, evaluate supporting evidence, supply sufficient support for claims, and write argumentative and persuasive essays on critical positions and problems, not merely literary analysis.

XI. Exploring Enduring Questions - The student will analyze timeless and universal questions that are reflected in literary themes.

## Course Materials

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### Textbook

Kennedy, X.J. and Dana Gioia Literature, An Introduction to Fiction, Poetry, Drama, and Writing COMPACT edition 8 Pearson 978-0134586458 2016

Arp, Thomas R., and Greg Johnson Perrine's Literature: Structure, Sound, and Sense 13 Cengage Learning 978-1305971035 2017

Schlibb, J. and Clifford, J. Making Literature Matter 7 Bedford St Martins 978-1319054724 2017

### Other Required Materials

\*Instructors will choose either a literature and critical thinking text, such as Making Literature Matter, OR select a literary anthology and a required critical thinking/writing text such as the Portable Guide From Critical Thinking to Argument, by Sylvan Barnet, Hugo Bedau, and John O'Hara, 5th Ed. ISBN: 978-1319123246 Bedford/StMartin's, 2016.

\*At least three of the four genres: novel, short story, plays, and poetry MUST be covered in the course. Note: instructors may also choose to include single-text options, particularly novels, for inclusion, to be approved by the department chair.

## What methods will be employed to help students learn?

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Check all that apply:

- **Class Discussions**
- **Directed Learning Activities**
- **Electronic Delivery**
- **Group Study & Exercises**
- **Handouts**
- **Instructor Demonstrations**
- **Lecture**
- **Media Presentations**

#### Description

Filmed versions of dramas are good options to use when available; there are also many media versions of poets' reading their own poems, such as Sylvia Plath reading "Daddy."

- **Oral Presentations**

#### Description

Oral presentations of analyses of literary works and fallacies, rhetorical appeals, syllogisms, and/or other devices in literary and secondary texts or media.

- **Reading Assignments**

## **Description**

Reading from the four genres of poetry, short story, novel, drama as well as secondary sources that criticize and analyze the literary works; academic sources on contemporary and enduring argumentative topics such as immigration and gun control; textbook lessons on the Literary Critical Theoretical Paradigms.

- **Visual Aids**
- **Writing Projects & Reports**

## **Description**

*Original final drafts of essays (including exam essays) and research project to be graded must total at least 8000 words.*

\*Prepare argumentative and persuasive essays addressing critical positions.

\*Must include a research project and/or several documented papers that utilize primary and secondary academic sources and involve analysis and evaluation of a controversial issue and display sound, logical, persuasive reasoning. Assignments will range from short, concise responses to more extensive and sustained arguments, culminating in a research project.

\*Other writing tasks may include take-home quizzes, journals, reading responses, written preparation of oral presentations, study guides for examinations, and evaluations.

- **Other**

## **Description**

Creative assignments such as collages, meme-creation, vlogs, blogs, wikis, character facebook profiles or making a play out of a poem allows students to use different skill sets and engage various learning styles.

## **What learning activities or assignments are required outside of class?**

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### **Reading Assignments**

\*Literature from the four genres (short story, novel, drama, and poetry) relevant to the course's objectives.

\*Literary critical theory/analyses of the literature; reviews and other secondary sources related to the primary texts studied.

\*Various secondary sources and media (TV, radio, films, speeches, public presentations, and art) examined for fallacious reasoning and rhetorical strategies and to apply to argumentative topics the literature evokes/discusses.

\*Students will be encouraged to look beyond a text to observe examples of rhetoric and persuasion in various forms and media.

## Writing Assignments

*Original final drafts of essays (including exam essays) and research project to be graded must total at least 8000 words.*

\*Prepare argumentative and persuasive essays addressing critical positions.

\*Must include a research project and/or several documented papers that utilize primary and secondary academic sources and involve analysis and evaluation of a controversial issue and display sound, logical, persuasive reasoning. Assignments will range from short, concise responses to more extensive and sustained arguments, culminating in a research project.

\*Other writing tasks may include take-home quizzes, journals, reading responses, written preparation of oral presentations, study guides for examinations, and evaluations.

## Other Assignments

### Writing at least 8000 words minimum

Prepare argumentative and persuasive essays addressing critical positions. Should include a research project involving analysis and evaluation of a controversial issue and displaying analytical and logical deduction. Assignments will range from short, concise responses to more extensive and sustained arguments, culminating in a research project.

Out-of-class assignments will relate to all four of the literary genres: the novel, the short story, the drama, poetry. Because instructors may differ one from another in emphasizing genres, students' time in performing out-of-class activities may vary from genre to genre. What should not vary is the commitment to two hours of reading and writing out-of-class for each hour in class. The following is a sample of how this commitment may be realized.

#### I. The short story:

- A. Elements of plot in fiction
- B. Character and characterization in fiction
- C. Devices of prose literature: point of view, theme, irony, symbolism

Outside assignments: of reading fiction, -hours writing in personal journals and out-of-class essays to be graded.

#### II. The drama:

- A. Tragedy and comedy
- B. Historical sketch of the theater
- C. Conventions of the modern stage

Outside assignments: of reading plays; of writing out-of-class essays to be graded.

#### III. Poetry:

- A. The nature of poetry
- B. Imagery
- C. Figurative language
- D. Various types of poems
- E. Technical aspects: rhyme, meter, etc.

Outside assignments: of reading poems; of writing out-of-class to be graded.

#### IV. The novel:

- A. Elements of structure in the novel
- B. Character and characterization in fiction
- C. Devices of prose literature: point of view, theme, irony, symbolism
- D. Historical background of the development of the novel and its historical and social significance

Outside assignments: of reading novels; of out-of-class essays to be graded.

## V. Argument and Rhetoric

Total: 144 hours

### Standards of Achievement

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#### **How will learning be assessed? (Multiple measures must be used)**

Assignments may include the following:

1. Quizzes and exams that include material from assigned readings.
2. In-class essays analyzing and/or evaluating assigned readings.
3. Out-of-class essays analyzing and/or evaluating assigned readings.
4. Library assignments requiring students to analyze and/or evaluate the work of critics interpreting the assigned readings.
5. Documented paper or papers using current MLA parenthetical citations/works cited format.
6. Paragraphs and journals.
7. Oral participation and presentations.
8. Multiple drafts of summaries and argumentative and persuasive essays completed outside of class.
9. Summary and argumentative essays written in class.
10. Group exercises.
11. Creative homework assignments.
12. A final written examination that may be either essay or a combination of objective/essay.

NOTE: Essay and exam assignments must account for 70% of the student's final grade for the semester. Final drafts of essays and documented paper will total at least 8,000 words.

All papers written out of class must be typewritten and follow the MLA format.

The analysis and interpretation of literature require a variety of critical thinking skills. Students must:

1. Identify and respond to the writer's central purpose;
2. Determine the philosophical/artistic assumptions implicit in the content and structure of literary works;
3. Apply criteria of literary/artistic excellence developed by the various "schools" of interpretation;
4. Discover the importance and utility of his/her own experience in the world as a tool for criticizing literature;
5. Distinguish between his/her own responses to a work and the work itself;
6. Identify levels and shades of meaning in figurative language and in literary symbols;
7. Predict probable consequences within the plot line by recognizing foreshadowing and then justify those assumptions;
8. Recognize the close relationship or identity of form and content in literature.

All essay assignments will be graded according to the departmental grading standards for English 101.

Assessment tools may include:

1. Writing assignment assessed by instructor.
2. Reading comprehension assessments.
3. Peer evaluation through the writing process.
4. Self-assessment through the writing process.
5. Responses to reading through journals assessed by instructor for content.
6. Research paper evaluated by instructor.
7. Oral presentations assessed by self, peers, and instructor.

## Grading Scale

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90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

Below 60% = F