I. Catalog Information

EWRT 1C  Literature and Composition  5 Unit(s)

(See general education pages for the requirement this course meets.)

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Prerequisites: English Writing 1B.

Five hours lecture, one additional hour to be arranged working in Cross Cultural Partners and/or use of the English Writing Laboratory and/or working in the Writing and Reading Center and/or civic engagement and/or community service.

Applies the analytical, critical, and synthesis skills developed in English 1A and 1B to the ways meaning can be made in diverse cultural, social, and historical contexts in prose, poetry, and drama by reading and analyzing texts and critical interpretations and by composing critical responses, analyses, and arguments.

II. Course Objectives

A. Analyze literary texts from a variety of cultural, social and historical contexts to develop a growing awareness of what defines literature

B. Examine and respond to a variety of literary texts in clear, analytical and original writing

III. Essential Student Materials

None

IV. Essential College Facilities

None

V. Expanded Description: Content and Form

A. Analyze literary texts from a variety of cultural, social and historical contexts to develop a growing awareness of what defines literature

1. Recognize literary elements such as plot, conflict, crisis, character development, resolution, setting, point of view, imagery, symbol, diction, tone, and theme

2. Distinguish the genres of fiction, poetry and drama as well as more experimental forms
   a. Distinguish features that define genres
   b. Identify elements shared among genres
   c. Compare and criticize the role of tradition and innovation in literary subjects and genres

3. Explore common textual strategies and appraise alternate textual interpretations
   a. Observe recurring patterns in literary texts
   b. Question diverse responses and readings from critics and classmates
   c. Distinguish narrator from author, irony from sarcasm and parody, symbol from metaphor, and ambiguity from paradox.
   d. Examine contextual and textual features that make an author's style distinctive
   e. Develop a systematic approach to reading, responding to and interpreting literary texts

4. Examine cultural variables such as age, gender, ethnicity, class, and religion as features of authors, texts and readers, explaining how such intersections create meanings

5. Construct a set of critical criteria that allows a reader to recognize such literary values as identification, resistance, transformation, affirmation in the context of humane values related to life, death, conflict, joy and sadness.

B. Examine and respond to a variety of literary texts in clear, analytical and original writing

1. Recognize the interrelatedness of reading and writing
a. Read texts as both inspiration and modeling for writing
b. Practice the recursive processes of reading to writing to rereading to rewriting to reconsidering to revising

2. Employ common critical terminology such as stock character, foil, metaphor, dramatic irony, protagonist/antagonist

3. Formulate and support a distinctive thesis
   a. Use reading responses and logs as invention tools for developing and clarifying ideas
   b. Use outside sources, including libraries, electronic databases, and websites to develop contextual and biographical material related to course reading
   c. Demonstrate a balanced command of analysis and argument, using quotation, paraphrase and summary appropriately

4. Develop consciously a personal style and voice in writing
   a. Develop topics reflective of student's interests and values
   b. Seek out fresh approaches in both topic and form, including experiments in language choices

5. Engage in exercises that use classroom diversity and outside materials to encourage multiple readings and culturally diverse responses in assigned writing.

VI. Assignments

A. Reading
   1. Challenging literary texts from diverse social, cultural, and historical contexts (fiction, poetry, drama, literary non-fiction) that provoke critical consideration of important human values, including the power of the individual voice, the importance of community, and the richness of appreciating diversity and difference.
   2. At least one book-length work by a single author
   3. Emphasis on a range of literary and imaginative texts

B. Writing (a minimum of 6000 formally evaluated words in individual assignments or portfolio)
   1. Informal writing such as journals and logs, reading responses and writing exercises, such as producing quatrains or sonnets
   2. In-class assessment of readings through quizzes, exams and essays
   3. A sequence of essays showing students increasing command over subject, purpose, audience, tone, and style, including one longer work of at least 1500 words grounded in extensive searches outside of the course readings. The longer work might be web-based and/or part of a class publication. Total of 4 papers, at least 4000 words.
   4. Written final exam

VII. Methods of Instruction

None

VIII. Methods of Evaluating Objectives

A. Journals, quizzes, informal response writing
B. Formal essays, including longer work grounded in outside searches
C. Conferences, class participation, collaborative tasks
D. Final exam

IX. Texts and Supporting References

A. Examples of Primary Texts and References
   1. "Homer, "The Odyssey".

B. Examples of Supporting Texts and References
   1. Aristophanes. "Lysistrata".
5. Chang, June. "Wild Swans".
7. Fitzgerald, F. Scott, "The Great Gatsby".
10. Hwang, David H. M. "Butterfly".
13. ______. "A Midsummer Night's Dream".
14. ______. Twelfth Night.
15. Young, Al. "Heaven: Collected Poems".