Master Course Outline
ENG104 Introduction to Literature
3 Credit Hours (Lecture)
Prerequisites: Assessment
Lead Instructor: Mary Bryant
Revision Date: 01/28/2020

HIGHLAND COMMUNITY COLLEGE

Department:

English

Course Description:

This course will enable the student to discuss and interpret representative English-language literary works in a variety of genres. The student will identify the use of literary elements; recognize relationships between writers, works, and socio-cultural contexts; and arrive at informed personal and critical interpretations. Various thematic approaches may be offered.

Course Competencies:

The learning outcomes and competencies detailed in this outline meet, or exceed the learning outcomes and competencies specified by the Kansas Core outcomes Project for this course, as approved by the Kansas Board of Regents. (Kansas Regents Shared Number Course and Title:
KRSN Course ENG 1030 - Introduction to Literature).

Upon completion of the course, the student should be able to:

1. Demonstrate an awareness of the range and complexity of human experience as expressed through literature.
2. Examine the interactions of reader and writer in the creation of meaning.
3. Articulate the distinctive features of various genres.
4. Apply modes of critical inquiry specific to the discipline.
5. Write thoughtful literary analysis using appropriate terminology and conventions.

Course Content:

A. Fiction, Poetry, Drama, and Nonfiction
   1. Critical reading and understanding the text
   2. Responding and understanding themes
   3. Writing critically and applying critical vocabulary
B. Synthesis
   1. Situate works and writers within relevant cultural trends.
   2. Use literary analysis to engage with and reflect on cultural relationships
   3. Develop awareness and appreciation for the thematic concerns of contemporary literary scholarship.

Course Map:

Include only the assignment(s) for each course competency that are explicitly used to assess student knowledge or skills related to the competency. You do not need to connect an SPE or Program/Gen Ed Division Learning Goal to each course competency. (Legend of Learning Goal Codes)

(Course Competency) This is what students will learn how to do	(Learning Activity) This is how students will learn how to do it	(Insert Assignment Option from list below) This is how students will show that they have learned how to do it	(Aligned Program/Gen Ed Division Goals and/or SPEs) And this learning will help students learn how to…
1. Demonstrate an awareness of the range and complexity of human experience as expressed through literature.	Lecture, and/or Discussion, and/or Active Learning Activity, and/or Group Work	Written Assignment or Debate/Discussion	SPE 3
2. Examine the interactions of reader and writer in the creation of meaning.	Lecture, and/or Discussion, and/or Active Learning Activity, and/or Group Work	Written Assignment or Debate/Discussion	SPE 1
3. Articulate the distinctive features of various genres.	Lecture, and/or Discussion, and/or Active Learning Activity, and/or Group Work	Quiz/Test/Exam or Debate/Discussion	SPE 1
4. Apply modes of critical inquiry specific to the discipline.	Lecture, and/or Discussion, and/or Active Learning Activity, and/or Group Work	Written Assignment or Debate/Discussion	SPE 1
5. Write thoughtful literary analysis using appropriate terminology and conventions.	Lecture, and/or Discussion, and/or Active Learning Activity, and/or Group Work	Written Assignment	SPE 2, HFA GEDG 1

Course-level Benchmark Assignment:

This course has a Course-level Benchmark Assignment: ___ Yes _X_ No

If yes, please contact the Lead Instructor listed at the top of this document for the Course-level Benchmark Assignment.

Program/Gen Ed-level Benchmark Assignment:

This course has a Program/Gen Ed-level Benchmark Assignment: _X_ Yes ___ No

If yes, please contact the Lead Instructor listed at the top of this document for the Program/Gen Ed-level Benchmark Assignment.

Assignment Options to Choose From:

- Abstract or executive summary
- Advertisement or commercial
- Annotated bibliography
- Applied Skills Test
- Article/Textbook Review
- Biography or realistic fictional diary from a historical period
- Briefing paper
- Brochure or pamphlet
- Campaign speech
- Case Studies
- Case study/analysis
- Client report
- Collaborative group activity
- Database
- Debate or discussion
- Debriefing interview preparation
- Dramatization of an event or scenario, in writing or a presentation
- Editing and revision of a poorly written paper
- E-Portfolio/Portfolio
- Evaluation of opposing points of view or the pros and cons of alternative solutions to a problem
- Experiment or other lab experience
- Field notes
- Game invention
- Graph, chart, diagram, flowchart, or other visual aid
- Graphic organizer, taxonomy, or classification scheme
- Group Project
- Handbook or instructional manual
- Instructional Game
- Journal or blog
- Journals/Blog Entries
- Laboratory Work/Virtual Labs
- Letter to an editor or business
- Model, simulation, or illustration
- Narrative
- News report on a concept or from a historical period
- Online Threaded Discussion
- Oral history recording of an event
- Peer Review
- Plan to conduct a project or provide a service
- Plan to research and solve a problem
- Podcast
- Portfolio
- Poster, display, or exhibit
- Pre/Post Tests
- Presentation
- Presentation, demonstration, or slideshow
- Proposal for and justification of a solution to a problem
- Quiz/Test/Exam
- Reflection on what and how one has learned
- Regular Assignment/Homework
- Report
- Research Project
- Review and critique of one's own work or that of a peer, a performance, an exhibit, a work of art, a writer's arguments, or how something could have been done better
- Selected portions of a research paper (problem statement and lit review for example)
- Simulation/Demonstration/Instructor Observation
- Speech/Oral Interpretation
- Survey including analysis of the results
- Teaching a concept to a peer or child
- Video Project
- Video recording
- Website
- Written Assignment