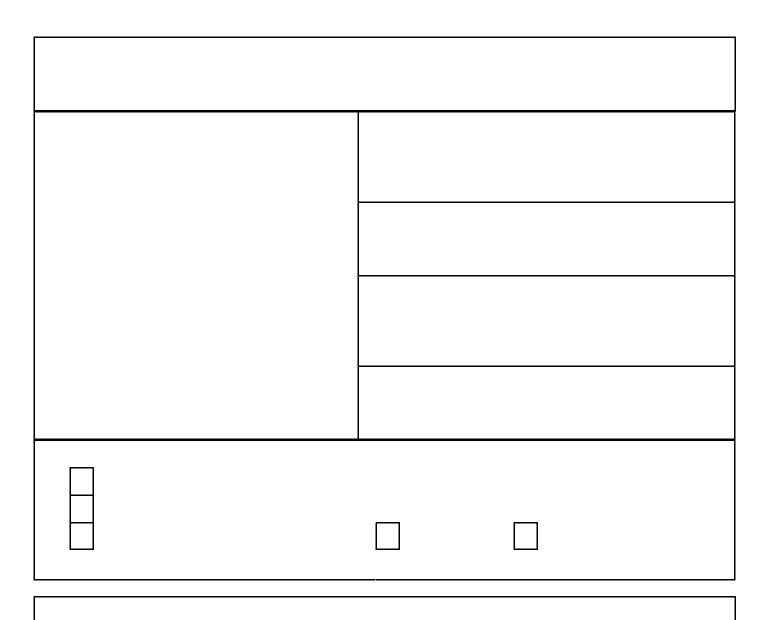
Coller



M: Course Objectives/Learning Outcomes <u>Reading</u>

The successful student should be able to

1) read attentively and receptively;

2) read with a sensitivity to language, including a recognition and understanding of the difference between denotation and connotation;

3) recognize and understand the device of irony;

- 4) recognize and understand
 - A) in reading fiction, analytical concepts such as

a) the nature of character, including major and minor characters, round and flat

characters, protagonist and antagonist, developing and static characters, and stock and stereotyped characters;

- b) narrative structure, including various points of view; and
- c) setting.
- B) in reading poetry, elements such as
 - a) figurative language, including metaphor, simile, imagery, and symbolism;
 - b) sonnet structure;
 - c) prosody, including sentence rhythms, voice accent, and rhyme;
 - d) sentence level details;
 - e) persona; and
 - f) allusion
- C) in reading drama, elements such as
 - a) dialogue, monologue, and soliloquy;
 - b) character; and
 - c) structure, including plot, multiple plot, conflict, and exposition.

Writing

The successful student should be able to

1) pre-write by using devices such as informal and formal outlines;

2) develop an essay through multiple drafts and respond effectively to commentary on his or her written work;

3) develop and use a thesis;

4) develop a unified and coherent essay;

5) comprehend the nature of literary evidence and use this type of evidence effectively and correctly; and

6) write a critical essay, with a thematic focus, on a portion of a work, a whole work, or more than one work of literature.

N: Course Content

Selected literary texts (see sample list)

A significant portion of the course will be devoted to instruction in writing critical essays on literary subjects.

| 0: | Methods of Instruction |
|----|--|
| | Some or all of the following methods will be used |
| | • lecture/discussion |
| | • interviews |
| | • group work and peer editing |
| | • instructor feedback on students' written work |
| | |
| P: | Textbooks and Materials to be Purchased by Students |
| | Sample reading list: |
| | Beckett, <u>Waiting for Godot</u> |
| | Geddes (ed.), Twentieth Century Poetry and Poetics |
| | Hardy, Tess of the d'Urbervilles |
| | Munro, The Progress of Love |
| | Shaw, <u>Saint Joan</u> |
| | _ |
| | |
| Q: | Means of Assessment |
| | • A minimum of two academic essays, with a combined value of at least 40% of the course grade. |
| | • At least three other evaluations, such as writing assignments, tests, and oral reports. |
| | • At least 15% of the course grade will be based on in-class writing. |
| | |
| | A student must achieve a grade of C- or better (on first submission) on at least one of the academic essays in order to achieve a grade of better than P for the course. |
| R: | Prior Learning Assessment and Recognition: specify whether course is open for PLAR |
| | No. |
| | |
| | |
| | |
| | |

Course