

**Eastern WV Community & Technical College
Master Course Record**

Course Prefix and Number: ENL 161
Course Title: Introduction to Literature
Recommended Transcript Title: Intro to Literature
Date Approved/Revised:
Credit Hours: 3 Contact hours per week (Based on 15 week term): 3 Lecture: 3 Lab:
Prerequisite: Grade of C or better in ENL 101 Corequisite: None Pre/Corequisite: None
Grading Mode: Letter
Catalog Description: An analytical rather than historical approach to literature intended to deepen the student’s insight into the nature and purpose of literature and to develop literary taste and judgment. This course uses a genre approach with an emphasis on the development of critical reading and writing skills through the definition, analysis, and personal experience of the poetry and drama.
Course Outcomes (The numbering of learning outcomes does not in any reflect hierarchal importance): Literary Objectives -- At the conclusion of English 161, a student should be able to define, identify, and apply the following concepts to the written analysis of: 1. a poetry text through the following elements: tone, persona, situation, diction, syntax, denotation and connotation, imagery, figures of speech, symbolism, sound, rhythm, and poetic forms; 2. a dramatic text through the following elements: dramatic structure and form, character, setting and staging, irony, theme, and context. Critical Thinking Skills – At the conclusion of English 161, a student should be able to read, discuss, and write, using the following critical thinking skills: 1. to differentiate between facts and inferences; 2. to apply elements of literature to an active reading of poetry and drama; 3. to read inferences out of the literature, rather than into literature; 4. to draw valid inferences based on consistent evidence from the literature; 5. to acknowledge and respect valid opposing viewpoints; 6. to synthesize information from the literature, class discussion, and secondary readings; 7. to connect personal experience and literature, but not to confuse the two. Critical Writing Skills – At the conclusion of English 161, a student should be able write essay responses that demonstrate the following criteria: 1. each “inference” within an essay should be clearly defined and supported by consistent

evidence; 2. ideas should be presented in a coherent and logical order; 3. the essay responses should use precise vocabulary and be relatively free of mechanical errors; 4. superior (A) responses must demonstrate exactness of expression and some depth of insight into the literature being discussed.
Implementation Cycle: Fall 2015
Role in College Curriculum: (Check all that apply) <input checked="" type="checkbox"/> General Education Core Humanities <input type="checkbox"/> Technical Core (Specify Program) <input type="checkbox"/> Restricted Elective (Specify Program) <input type="checkbox"/> General Elective <input type="checkbox"/> Workforce Education <input type="checkbox"/> Other (Please specify)
Course Fee: None
Instructor's Qualifications: Master's Degree plus 18 graduate level English credits.
Expanded Course Description (provides details regarding major course concepts, target audience, delivery format, etc)

Prepared by: Curtis Hakala 5-21-2015

Name, Title Date

Approved Per LOT Minutes

Dean, Academic and Student Services Date

Attachment A
General Education Criteria Checklist

Course Number and Title:	ENL 161: Introduction to Literature
Credit Hours:	3
Proposed General Education Designation:	Humanities & Art

Criteria	Yes	No	Comments
Does the course support one or more of the general education goals defined in BP 3.6 (Specify which goals in comment section)	X		Critical Thinking Oral and Written Communication
Does the course match one of the defined general education designations (Specify which designation in comment section)	X		Humanities
Is the course currently listed in the College Catalog	X		
Is the course listed at the 100 level or higher	X		
Is the course broad in scope providing an overview of the subject	X		
Do the course outcomes address theoretical foundations of the discipline	X		
Does the course provide students with the opportunity to develop and apply critical thinking and problem solving skills as identified through MCRF or syllabus	X		
Do course outcomes go beyond teaching technique and application	X		
Are course outcomes applicable to multiple professions	X		
Does the course have prerequisites (If, yes, please note specifics in comment section)	X		Grade of C or better in ENL 101

(Attach Master Course Record Form)

Uniform Course Syllabus for ENL 161: Introduction to Literature

Credit Hours: 3

Semester and Year: *(To be added by Instructor)*

Instructor's Name:

Instructor's Contact Information and Availability *(To be added by Instructor)*

Day and Time of Class Meeting: *(To be added by Instructor)*

Course Index Number (CRN number listed in schedule) *(To be added by Instructor)*

Course Materials:

Required Text Book (s): *(To be added by Instructor)*

Supplemental Course Materials including software and/or other equipment: *(To be added by Instructor)*

Scheduled Hours per week:

Lecture: 3

Lab: NA

Other: NA

Catalog Course Description:

An analytical rather than historical approach to literature intended to deepen the student's insight into the nature and purpose of literature and to develop literary taste and judgment. This course uses a genre approach with an emphasis on the development of critical reading and writing skills through the definition, analysis, and personal experience of the poetry and drama.

Prerequisites: Grade of C or better in ENL 101

Corequisites: NA

Course Learning Outcomes:

(Literature objectives): At the conclusion of English 161, a student should be able to define, identify, and apply the following concepts to the written analysis of:

1. a poetry text through the following elements: tone, persona, situation, diction, syntax, denotation and connotation, imagery, figures of speech, symbolism, sound, rhythm, and poetic forms;
2. a dramatic text through the following elements: dramatic structure and form, character, setting and staging, irony, theme, and context.

(Critical Thinking skills) read, discuss, and write, using the following critical thinking skills:

1. to differentiate between facts and inferences;
2. to apply elements of literature to an active reading of poetry and drama;
3. to read inferences out of the literature, rather than into literature;
4. to draw valid inferences based on consistent evidence from the literature;
5. to acknowledge and respect valid opposing viewpoints;
6. to synthesize information from the literature, class discussion, and secondary readings;
7. to connect personal experience and literature, but not to confuse the two.

(Critical Writing skills) write essay responses that demonstrate the following criteria:

1. each “inference” within an essay should be clearly defined and supported by consistent evidence;
2. ideas should be presented in a coherent and logical order;
3. the essay responses should use precise vocabulary and be relatively free of mechanical errors;
4. superior (A) responses must demonstrate exactness of expression and some depth of insight into the literature being discussed.

Topics to be studied:

1. **Poetry:** tone, persona, situation, diction, syntax, denotation and connotation, imagery, figures of speech, symbolism, sound, and rhythm, and poetic forms;
2. **Drama:** dramatic structure and form, character, setting and staging, irony, theme, and context.

Special Projects to Be Included in Course: NA

Additional information: *Faculty may elect to assign readings from a global perspective.

II. Course Policies

- A. Attendance/Tardiness policy: *(To be added by the Instructor)*
- B. Grading (Including assignments and scale): *(To be added by the Instructor)*
- C. Acceptable style/format of assignments: *(To be added by the Instructor)*
- D. Policy on missed deadlines: *(To be added by the Instructor)*
- E. Exams (Scheduled and make-up): *(To be added by the Instructor)*
- F. *Policy on Academic Dishonesty

Academic dishonesty is any practice which gives one student a dishonorable advantage over another student engaged in the same or similar course of study and which, if known by the instructor in such course of study, would be prohibited. This shall include, but is not limited to, the following: securing or giving assistance during examinations or on required work; the improper use of books, notes, or other sources of information; submitting as one's own work or creation of any kind that which is wholly or in part created by another; securing and/or distributing all or any part of examinations or assignments prior to their being submitted to the class as a whole; or the altering of any grade or academic record.

If an occurrence of Academic Dishonesty is observed on the part of a student, the case shall be handled in accordance with the procedures identified in the Student Handbook.

- G. *Americans with Disabilities Act (ADA) notice:

In accordance with the American With Disabilities Act, Eastern West Virginia Technical and Community College’s programs and courses will be accessible to the handicapped and disabled. If you have a disability which impairs your access

to this course or your ability to pursue the coursework as it is presented, notify the instructor. Eastern's ADA contact is the Student Services Specialist.

H. *Title VII notice:

Eastern West Virginia Technical and Community College is dedicated to ensuring a positive classroom environment. Discriminatory comments and actions based on age, race, religion, marital status, and gender are inappropriate classroom behaviors and will not be tolerated. Any further suggestions that would work to maintain such an environment should be directed to the instructor.

I. *Syllabus Change Statement:

This syllabus is subject to change as determined by the instructor. **Students will be provided a written notification of any changes in course requirements and assignments.**

III. *Course Schedule (*To be added by the Instructor*)

- A. Outline of course content.
- B. Schedule of course activities including testing dates, assignments and assignment due dates.
- C. Required readings with author, title of book, and page numbers
- D. Recommended readings
- E. Supplemental learning resources

Prepared by: English Department (Curtis Hakala)

Date: 21 April 2015