

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ENGL 102
Course Title: Approaches to Literature

Year: 2018-2019
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

Provides a comprehensive introduction to the major aspects of literature. Extensive writing, using various rhetorical modes, helps students appreciate and understand fiction, drama, and poetry as forms of literary expression. ENGL 102 fulfills the SUNY General Education Humanities requirement. An honors section is offered. ENGL 102 satisfies the SUNY General Education Humanities requirement. Prerequisites: ENGL 101; RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

Course Context/Audience

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.
Math: M0 Course requires very little or no math.
Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

Students will develop an understanding and appreciation of fiction, drama, and poetry as forms of literary expression. They will also learn to express their understanding in critical essays and/or exercises of the various genres employing appropriate vocabulary and conventions of the genres.

Course Objectives/Topics

Objective/Topic	% Course
Students will demonstrate through discussions and written essays their ability to analyze and interpret poetry, using appropriate vocabulary and a variety of critical perspectives.	33%
Students will demonstrate through discussions and written essays their ability to analyze and interpret short fiction, using appropriate vocabulary and a variety of critical perspectives.	33%
Students will demonstrate their knowledge of dramatic form and technique in discussions and written essays.	34%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Students are expected to interpret and evaluate poetry, fiction and drama based on the elements of the genre, style and thematic content. Through reflective journaling, writing critical analysis essays, written exercises in the genres and focused group discussions, students will be able to develop meaningful questions to address issues relevant to the works of literature studied.</p> <p>Students are expected to find, comprehend, and integrate informed sources into their writing and discussions. This will be done through their literary research, focused discussions, critical analysis essays, and journals.</p> <p>Through peer collaboration and academic research, students are expected to reach informed conclusions in their interpretations and analysis of any given work of literature. This will be done through their literary research, focused discussions, critical analysis essays, written exercises in the genres and journals.</p> <p>Through focused discussions of the theoretical approaches to literature, students will be able to analytically consider the viewpoints of themselves and others. This outcome will be addressed through collaborative peer discussions and reflective journaling.</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Through the study of common recurring themes in literature, students will begin to understand how their lives are shaped by the complex world in which they live. This outcome will be addressed through reading and writing assignments and through focused group discussions.</p> <p>Through the study of works of literature, students will learn – second hand – that their actions (like the actions of the protagonists they have studied) have these consequences. This outcome will be addressed through reflective journaling and peer collaboration.</p>

Instructional Methods

Class participation, either in small groups or in the larger class, is critical to this course. Individual and group presentations are also appropriate, as are audio and video recordings. Although not essential, the course is usually broken up into three distinct parts: short fiction, poetry, and drama.

Methods of Assessment/Evaluation

Method	% Course Grade
Exams	0-45%
Essays	0-65%
Attendance and participation	0-20%

Text(s)

The McGraw-Hill Introduction to Literature, Muller & Williams, 2nd Edition, © 1995 McGraw-Hill.

Literature: An Introduction to Reading and Writing, Roberts and Jacobs, 6th Edition, © 2001 Prentice Hall.

Written exercises in genre & craft	0-30%
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Bibliography

Teaching Literature in Practice and Theory

Alberti, John, ed. *The Canon in the Classroom: the Pedagogical Implications of Canon Revision in American Literature*. New York: Garland, © 1995.

Brannon, Lil, and Brenda M. Greene, eds. *Rethinking American Literature*. Urbana: NCTE, © 1997.

Cain, Kathleen Shine, Albert C. DeCiccio, and Michael J. Rossi. *Exploring Literature: A Collaborative Approach*. Boston: Allyn and Bacon, © 1993.

Cain, William E., ed. *Teaching the Conflicts: Gerald Graff, Curricular Reform, and the Culture Wars*. New York: Garland, © 1994.

Cahalan, James M., and David B. Browning, eds. *Practicing Theory in Introductory College Literature Courses*. Urbana: NCTE, © 1991.

Fleishman, Avrom. *The Condition of English: Literary Studies in a Changing Culture*. Westport, CT: Greenwood, © 1998.

Goebel, Bruce A., and James C. Hall, eds. *Teaching a "New Canon?": Students, Teachers, and Texts in the College Literature Classroom*. Urbana: NCTE, © 1995.

Graff, Gerald. *Beyond the Culture Wars: How Teaching the Conflicts Can Revitalize American Education*. New York: Norton, © 1992.

Gribble, James. *Literary Education: A Reevaluation*. Cambridge: Cambridge UP, © 1983.

Henrickson, Bruce, and Thais E. Morgan, eds. *Reorientations: Critical Theories and Pedagogies*. Urbana: U of Illinois P, © 1990.

Herrington, Anne, and Charles Moran, eds. *Writing, Teaching, and Learning in the Disciplines*. New York: MLA, © 1992.

Maitino, John R., and David R. Peck, eds. *Teaching American Ethnic Literatures*. Albuquerque: U of New Mexico P, © 1996.

Milner, Joseph O'Beirne, and Lucy Floyd Morcock Milner, eds. *Passages to Literature: Essays on Teaching in Australia, Canada, England, the United States, and Wales*. Urbana: NCTE, © 1989.

Moran, Charles, and Elizabeth F. Penfield. *Conversations: Contemporary Critical Theory and the Teaching of Literature*. Urbana: NCTE, © 1990.

Phelan, Patricia, and the Committee on Classroom Practices. *Talking to Learn*. Urbana: NCTE, © 1989.

Rabinowitz, Peter, and Michael W. Smith. *Authorizing Readers: Resistance and Respect in the Teaching of Literature*. New York: Teachers College Press, © 1998.

Rosenblatt, Louise M. *Literature as Exploration*. 5th edition. New York: MLA, © 1995.

Selden, Raman. *Practicing Theory and Reading Literature*. Lexington: UP of Kentucky, © 1989.

Volumes in the MLA Teaching Literature Series

There are now 70+ volumes in the series titled *Approaches to Teaching World Literature*, as well as other titles on

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teaching literature published by the Modern Language Association.

Personal Explorations of Teaching College English

Bishop, Wendy. *Teaching Lives: Essays and Stories*. Logan: Utah State UP, © 1997.

Felman, Jyl L. *Never a Dull Moment: Teaching and the Art of Performance*. New York: Routledge, © 2001.

Murphy, Richard J. *The Calculus of Intimacy: A Teaching Life*. Columbus: Ohio State UP, © 1993.

Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass, © 1998.

Tompkins, Jane P. *A Life in School: What the Teacher Learned*. Reading, MA: Addison-Wesley, © 1996.

Trimmer, Joseph F., ed. *Narration as Knowledge: Tales of the Teaching Life*. Portsmouth, NH: Boynton-Cook, © 1997.

Critical Pedagogy

Culley, Margo, and Catherine Portuges, eds. *Gendered Subjects: The Dynamics of Feminist Teaching*. London: Routledge and Kegan Paul, © 1985.

Freire, Paulo. *Pedagogy of the Oppressed*. New York: Seabury P, © 1968.

Gabriel, Susan L., and Isaiah Smithson, eds. *Gender in the Classroom: Power and Pedagogy*. Urbana: U of Illinois P, © 1990.

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Gore, Jennifer M. *The Struggle for Pedagogies: Critical and Feminist Discourses as Regimes of Truth*. New York: Routledge, © 1993.

hooks, bell. *Teaching to Transgress*. New York: Routledge, © 1994.

Kumar, Amitava, ed. *Class Issues: Pedagogy, Cultural Studies, and the Public Sphere*. New York: New York UP, © 1997.

Shor, Ira. *When Students Have Power: Negotiating Authority in a Critical Pedagogy*. Chicago: U of Chicago P, © 1996.

Shor, Ira, and Caroline Pari, eds. *Education Is Politics: Critical Teaching Across Differences, Postsecondary*. Portsmouth, NH: Boynton-Cook, © 2000.

Guides to College Teaching

Angelo, Thomas A., and K. Patricia Cross. *Classroom Assessment Techniques*. 2nd edition. San Francisco: Jossey-Bass, © 1993.

Baiocco, Sharon A., and Jamie N. DeWaters. *Successful College Teaching: Problem-Solving Strategies of Distinguished Professors*. Boston: Allyn and Bacon, © 1998.

Barnes, Louis B., C. Roland Christensen, and Abby J. Hansen. *Teaching and the Case Method: Text, Cases, and Readings*. 3rd edition. Boston: Harvard Business School Press, © 1994.

Brinkley, Alan, et al., eds. *The Chicago Handbook for Teachers: A Practical Guide to the College Classroom*. Chicago: U of Chicago P, © 1999.

Brookfield, Stephen D. *The Skillful Teacher*. San Francisco: Jossey-Bass, © 1990.

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David, Barbara Gross. Tools for Teaching. San Francisco: Jossey-Bass, © 1993.

Duffy, Donna K., and Janet W. Jones. Teaching Within the Rhythms of the Semester. San Francisco: Jossey-Bass, © 1995.

Eble, Kenneth E. The Craft of Teaching: A Guide to Mastering the Professor's Art. 2nd edition. San Francisco: Jossey-Bass, © 1988.

Feldman, Kenneth A., and Michael B. Paulsen, eds. Teaching and Learning in the College Classroom. 2nd edition. Needham Heights, MA: Simon and Schuster Custom Publishing, © 1998.

Grubb, W. Norton, ed. Honored But Invisible: An Inside Look at Teaching in Community Colleges. New York: Routledge, © 1999.

Halpern, Diane F., et al., eds. Changing College Classrooms: New Teaching and Learning Strategies for an Increasingly Complex World. San Francisco: Jossey-Bass, © 1994.

Lowman, Joseph. Mastering the Techniques of Teaching. 2nd edition. San Francisco: Jossey-Bass, © 1995.

McKeachie, Wilbert J. Teaching Tips. 9th edition. Lexington, MA: D.C. Heath, © 1994.

Markie, Peter J. A Professor's Duties: Ethical Issues in College Teaching. Lanham, MD: Rowman and Littlefield, © 1994.

Prichard, Keith W., and R. McLaren Sawyer, eds. Handbook of College Teaching: Theory and Applications. Westport, CT: Greenwood Press, © 1994.

Sutherland, Tracey E., and Charles C. Bonwell, eds. Using Active Learning in College Classes: A Range of Options for Faculty. New Directions for Teaching and Learning 67. San Francisco: Jossey-Bass, © 1996.

Journals related to College Teaching and Teaching Literature

College English

College Teaching

Liberal Education

Pedagogy

List compiled by Purdue University; Direct questions/comments to njp@purdue.edu.

Other Learning Resources

Audiovisual
The TC3 AV department has a number of audio and video recordings suitable for this course, ranging from movies to poets reading their own works.
Electronic
The TC3 library maintains subject-specific links for literature. Access these through the college's home page. https://owl.english.purdue.edu/owl/
Other
No resources specified