Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: ENGL 102 **Year: 2025-2026**

Course Title: Approaches to Literature **Credit Hours: 3**

I. Course Description:

This course provides a comprehensive introduction to the major aspects of three genres of literary expression: short fiction, drama, and poetry. Students will respond critically to readings of different historical and cultural contexts through class discussion, various projects, and written evidence-based literary analysis. These contexts will include different worldviews, politics, classes, ethnicities, races, ability, genders, or sexual orientations. Special attention will also be given to the power of voice in literature, in relation to issues of sustainability. ENGL 102 fulfills the SUNY General Education. Diversity: Equity, Inclusion, and Social Justice and Humanities Knowledge and Skills Areas. An honors section is offered. Prerequisites: ENGL 101. 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

1. Specific class sections may be offered as Honors. Students granted instructor permission to enroll in ENGL 102 Honors will be assigned enrichment activities that build toward a final literary research essay.
2. ENGL 102 can also be used as a Liberal Arts, Humanities, or Unrestricted Elective in any program.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Analyze literature through critical essays and/or exercises of the various genres, employing appropriate vocabulary and conventions.
2. Interpret a piece of literature and connect its themes to identity and the United Nations sustainability goals.
3. Identify how literature has responded to inequity and issues of sustainability

IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas

Tompkins Cortland ILOs

Complete this section for “service” courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☒ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

SLO 1: Analyze literature through critical essays and/or exercises of the various genres, employing appropriate vocabulary and conventions.

☐ Use technology appropriate to their discipline.

☒ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

SLO 2: Interpret a piece of literature in order to connect literature to marginalized identities and issues of sustainability.

Program Learning Outcomes – N/A

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

SUNY General Education Competencies

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

a. clearly articulate an issue or problem;
b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

☐ INFORMATION LITERACY - Students will:

a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s)

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

Humanities

SUNY SLO:

Students will: demonstrate knowledge of the conventions and methods of at least one of the humanities; and

Course SLO

1. Analyze literature through critical essays and/or exercises of the various genres, employing appropriate vocabulary and conventions.

SUNY SLO:

Students will recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.

Course SLO

2. Interpret a piece of literature and connect its themes to identity and the United Nations sustainability goals.

Diversity: Equity, Inclusion, and Social Justice

SUNY SLOs:

Students will describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender

Course SLO
2. Interpret a piece of literature and connect its themes to identity and the United Nations sustainability goals

SUNY SLO:
Students will analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity

Course SLO
2. Interpret a piece of literature and connect its themes to identity and the United Nations sustainability goals

SUNY SLO:
Students will apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action.

Course SLO
3. Identify how literature has responded to inequity and issues of sustainability

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

V. Essential Topics/Themes

1. Poetry, including analysis and interpretation.
2. Short fiction, including analysis and interpretation.
3. Drama, including analysis and interpretation.
4. Critical perspectives.
5. The connection between identity and voice to sustainability issues.

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Essays	30-50%
2. Short Responses	0-20%
3. Projects/Presentations	0-20%
4. Attendance and Active Participation	0-20%
5. Quizzes/Tests	0-20%

VII. Texts - None

VIII. Bibliography of Supplemental Materials

1. Kahn, Andrew. *The Short Story: A Very Short Introduction*. Oxford University Press, 2021.
2. Carlson, Marvin. *Theatre: A Very Short Introduction*. Oxford University Press, 2014.
3. O'Donoghue, Bernard. *Poetry: A Very Short Introduction*. Oxford University Press, 2019.
4. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford University Press, 2011.
5. "The Danger of a Single Story." Chimamanda Adichie. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story
6. "The United Nations Sustainability Goals" https://sdgs.un.org/goals
7. Damai, Puspa. "Teaching Diversity and Global Citizenship through Post-Colonial Literature." *Atrium: A Journal of Academic Community Voices*, 2018, pp. 1–17. https://tc3.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=mlf&AN=EIS143272293&site=ehost-live&scope=site
8. Cherne, Beth. "Empathy as a Diversity Teaching Tool: A Performance-Based Class in Multicultural Dramatic Literature." *Theatre Topics*, vol. 23, no. 1, Mar. 2013, pp. 69–81. https://tc3.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=mlf&AN=2013441019&site=ehost-live&scope=site
9. "You don't have to be complicit in our culture of destruction." https://www.nytimes.com/interactive/2023/01/30/magazine/robin-wall-kimmerer-interview.html (To activate your TC3-library-provided NYT subscription: https://tc3.libanswers.com/faq/381669)
10. Thomas, Sheree R. *Dark Matter : a Century of Speculative Fiction from the African Diaspora*. Warner Books, 2000.

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: None specified

Electronic: None specified

Other: None specified

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 academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in*

performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.