



## ENGL 2200

**Division:** Humanities

**Department:** English

**Course:** ENGL 2200

**Title:** Introduction to Literature

**Catalog Description:**

This course is an introduction to literary forms, to close reading of literature, and to the terminology of literature. The emphasis is on fiction, poetry, and drama.

**General Education Requirements:** Humanities

**Semesters Offered:** TBA

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Corequisites:** None

**Justification:**

English 2200 is an introduction to the study of literary genres, specifically fiction, poetry, and drama. The course acquaints students with ways to think about and respond to literature. The course introduces students to literary terms, including their use and importance in discussing literary works. This course provides a solid foundation for the study of literature.

This course offers a General Education opportunity to students who would like to come to a greater intellectual and visceral appreciation of written works.

This course provides a good introduction to literature for English and education majors.

**Student Learning Outcomes:**

- Students will identify and discuss a sample of major authors, works, and themes of literature written in English.
- Students will know the difference between fiction, poetry, and drama as literary genres.
- Students will be able to make close readings of literature.
- Students will know literary terms and how to apply them in discussing literary works.
- Students will understand that the informed study of literature is an important aspect of contemporary and traditional culture.

**Content:**

A general literature anthology and additional readings of the instructor's choice are used to present and illustrate some of the following literary terms and ideas as well as others: novel, short story, fiction, poetry, drama, plot, point of view, character, setting, tone, style, irony, theme, symbol, lyric poetry, narrative poetry, dramatic poetry, diction, imagery, figures of speech, ballad, rhyme, meter, closed forms, open forms, tragedy, comedy.

### **General Education Outcomes:**

#### 1) Read effectively, constructively, and critically.

Students read a variety of primary texts and are quizzed on their basic content. Discussion questions are designed to elicit more constructive and critical responses (e.g., "Why might the use of first person narration in Edgar Allan Poe's "The Tell-Tale Heart," be more effective than third person narration? In Arthur Miller's *Death of a Salesman*, what legacy does Willy Loman leave to his sons?")

#### 2) Write clearly, informatively, and persuasively.

Students write on a regular basis applying literary terms and ideas presented in the course to literary texts. Written assignments will be returned with suggestions for improving the student's writing skills.

#### 9) Respond with informed sensitivity to an artistic work or experience.

An important goal of this course is to foster an appreciation of literature in general. After completing this course, students are prepared to recognize and enjoy literary works for intellectual as well as visceral reasons.

### **Key Performance Indicators:**

At the instructor's discretion, regular content quizzes (25%), exams (35%), special projects and/or writing assignments (10-20 pages, 40%) will be assigned for the purpose of assessment. Percentages are approximate.

Students will be expected to be prepared for and participate in ongoing classroom discussions of course material.

### **Representative Text and/or Supplies:**

The texts will vary according to departmental decisions and instructors' wishes. See the following recommended texts:

Kennedy, X.J. and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, and Drama*. Current edition.

Roberts, Edgar V. and Henry E. Jacobs. *Literature: An Introduction to Reading and Writing*. Current edition.

**Optimum Class Size:** 20

**Maximum Class Size:** 30

**Signatures:**

I hereby submit this course syllabus:

---

Melanie Jenkins, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the English Department:

---

Melanie Jenkins, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

---

Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

---

Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

---

Michelle Olsen, MLS, Campus Librarian (Richfield Campus)