



ENGL 2600

Division: Humanities

Department: English

Course: ENGL 2600

Title: Introduction to Critical Literature / Theory

Catalog Description:

This course offers an introduction to literary genres, literary criticism, critical interpretation, and research.

General Education Requirements: N/A

Semesters Offered: Fall

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

Clock/Hour Requirements: 0

Offered for Non-Credit: No

Prerequisites: English 2010

Justification:

English 2600 is an introduction to the study of literature from critical perspectives. The course will acquaint students with ways to think about and respond to literature from a variety of theoretical approaches. An important component of the course is the use of critical theory in writing about literature. This course provides a solid foundation in the study of literature and is a required English major course at every institution in the state.

Student Learning Outcomes:

- Students will know and understand a variety of critical approaches to literature.
- Students will be able to read and respond to a text from a variety of critical perspectives.
- Students will know literary terms and their application in discussing literary works.
- Students will be able to make close readings of literature.
- Students will understand that theoretical awareness is an important aspect of responding to literature.

Content:

A general literature anthology and a literary theory anthology are used to present and illustrate some of the following ideas: Formalism, Moral Criticism, Historical Criticism, Mythic and Archetypal Criticism, Structuralism, Deconstruction, Poststructuralism, Psychoanalytic Criticism, Reader Response Criticism, Rhetorical Criticism, Marxist Criticism, Feminist Criticism, New Historicism, Cultural Poetics, Multiculturalism, and Pluralism.

General Education Outcomes:

1) Read effectively, constructively, and critically.

Students read a variety of primary texts and are quizzed on their content. Discussion questions, writing prompts, and writing assignments are designed to elicit constructive and critical responses (e.g. "How would a

feminist critic respond to the fence symbolism in "The Chrysanthemums" by John Steinbeck? How does the history of Puritanism impact "Young Goodman Brown" by Nathaniel Hawthorne?")

2) Write clearly, informatively, and persuasively.

Students write on a regular basis applying critical theories presented in the course to literary texts. Writing assignments are designed around the collaborative model and incorporate all elements of the writing process. Written assignments will be returned with suggestions for improving the student's writing skills.

5) Apply a cultural and historical awareness to a variety of phenomena.

Quizzes, writing assignments, examinations, special projects, and class discussions will ask students to consider readings in a variety of contexts. Theoretical approaches will be introduced within their philosophical contexts as well as their cultural and historical moments.

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:

Journals, quizzes, discussion questions: 10-20% of final grade.

Short papers: 20-40% of final grade.

Research paper: 20-30% of final grade.

Exams: 20-40% of final grade.

Presentation: 10-20% of final grade.

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.

Cowles, David. *The Critical Experience: Literary Reading, Writing, and Criticism*. Current edition.

Hall, Donald E. *Literary and Cultural Theory*. Current edition.

Optimum Class Size: 15

Maximum Class Size: 25

Signatures:

I hereby submit this course syllabus:

Ron Lamb, MS, Assistant 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)