Course Discipline and Number: ENGL 102  
Course Title: Approaches to Literature  
Year: 2019-2020  
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**

<table>
<thead>
<tr>
<th>Objective/Topic</th>
<th>% Course</th>
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<tbody>
<tr>
<td>Students will demonstrate through discussions and written essays their ability to analyze and interpret poetry, using appropriate vocabulary and a variety of critical perspectives.</td>
<td>33%</td>
</tr>
<tr>
<td>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.</td>
<td>33%</td>
</tr>
<tr>
<td>Students will demonstrate their knowledge of dramatic form and technique in discussions and written essays.</td>
<td>34%</td>
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### General Education Goals - Critical Thinking & Social/Global Awareness

#### CRITICAL THINKING OUTCOMES

<table>
<thead>
<tr>
<th>HOW DOES THE COURSE ADDRESS THE OUTCOMES</th>
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<tbody>
<tr>
<td>(Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)</td>
</tr>
</tbody>
</table>

- Students will be able to:
  - 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.

  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.

  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.

  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, and journals.

  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.

#### SOCIAL/GLOBAL AWARENESS OUTCOMES

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</tbody>
</table>

- 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.

  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.

  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.

### 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

<table>
<thead>
<tr>
<th>Method</th>
<th>% Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>0-45%</td>
</tr>
<tr>
<td>Essays</td>
<td>0-65%</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>0-20%</td>
</tr>
</tbody>
</table>

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Written exercises in genre & craft | 0-30%

Bibliography
Teaching Literature in Practice and Theory


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
teaching literature published by the Modern Language Association.

Personal Explorations of Teaching College English


Critical Pedagogy


Guides to College Teaching


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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

<table>
<thead>
<tr>
<th>Audiovisual</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic</td>
<td>The TC3 library maintains subject-specific links for literature. Access these through the college’s home page. <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a></td>
</tr>
<tr>
<td>Other</td>
<td>No resources specified</td>
</tr>
</tbody>
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