Course Information

Division: Communicative Arts
Course Number: ENG 218
Title: Writing About Literature
Credits: 3
Developed by: Margaret Simonton
Lecture/Lab Ratio: 3 Lecture/0 Lab

Transfer Status

<table>
<thead>
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<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<td>ENG 218, Literacy &amp; Critical Inquiry (L), Humanities, Arts &amp; Design (HU)</td>
<td>ENG 230 also satisfies: Aesthetic &amp; Humanistic Inquiry [AHI]</td>
<td>ENGL 280 also satisfies: Tier 2 Humanities (HUM)</td>
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Activity Course: No
CIP Code: 23.1301
Assessment Mode: Portfolio
Semester Taught: Fall
GE Category: Humanities
Separate Lab: No
Awareness Course: No
Intensive Writing Course: Yes

Prerequisites
ENG 102 with a grade of “C” or higher

Educational Value

This course further develops genre and critical writing skills taught in ENG 102 and introduces students to various critical approaches to literature; terminology, critical methods and objectives of literary study; and explication, analysis and evaluation of poetry, fiction, and drama.

As an Intensive Writing course, the instructional content of the course will include at least one formal writing assignment of not less than 1,500 words and a minimum of two additional writing assignments totaling 1,000 words or more. The instructor must provide students with feedback on selected writing assignments, addressing issues including but not limited to, development, style, grammar, sentence and organizational structure, use of sources, and logical consistency. The assignments must be designed to include feedback from peers, professionals, or the EAC Writing Center. These writing assignments will account for a minimum of 10% of the student’s final grade.
Description
Critical reading and analytical writing on poetry, fiction, and drama. Students generate a minimum of 2,500 words including revisions throughout the semester.

Supplies
None

Competencies and Performance Standards
1. Use the vocabulary and conventions of literary criticism.
   Learning Objectives
   What you will learn as you master the competency:
   a. Define terms used to identify the elements of fiction, poetry, and drama.
   b. Identify the elements of fiction, poetry, and drama contained in works read and discussed.
   c. Explain significant differences between fiction, poetry, and drama.
   d. Demonstrate conventional tone, references to sources, and documentation for critical writing.
   Performance Standards
   Competence will be demonstrated:
   o in class discussion
   o in essay exams
   o in written assignments
   Criteria - Performance will be satisfactory when:
   o learner uses literary terms precisely
   o learner demonstrates correct usage of literary vocabulary
   o learner conforms to conventions of literary criticism

2. Apply critical strategies.
   Learning objectives
   What you will learn as you master the competency:
   a. Eight contemporary critical approaches to literature. Students will apply eight different strategies to literary analysis as outlined in the following categories:
      1. Psychological Criticism (two from this category): Freudian, Jungian, Lacanian, clinical-disorders in DSM.
      2. Gender Criticism (one from this category): feminist, sexual-orientation based.
      3. Historical Criticism (three from this category): biographical, Marxist, reader-response, new historicist, postcolonial.
      4. Mythological Criticism (two from categories 4, 5, and 6): cross cultural archetypes, specific cultural allusions (Greco-Roman, Judaeo-Christian).
      5. Text-based or Formalist Criticism: close reading/explication de texte, genre studies.
   b. Explain the salient characteristics of eight critical strategies from the above list.
c. Associate relevant critical strategies with a variety of themes and issues.

**Performance Standards**

*Competence will be demonstrated:*
- in class discussion and small group work
- in essay exams
- in written assignments

*Criteria - Performance will be satisfactory when:*
- learner selects appropriate strategies for particular critical problems
- learner shows facility with multiple strategies

3. **Analyze works of poetry, fiction, and drama.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Discuss works of literature in a group setting.

b. Identify elements of a work which are distinctive, present a critical problem, or are relevant to theme.

**Performance Standards**

*Competence will be demonstrated:*
- in class discussion and small group work
- in essay exams
- in written assignments

*Criteria - Performance will be satisfactory when:*
- learner identifies salient elements of works
- learner shows complete study of relevant literary elements

4. **Analyze cultural values, including those regarding gender and ethnicity, as they are depicted in literature.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Identify critical approaches most likely to lead to analysis of cultural/social issues.

b. Explain relationship between literature, criticism, and social change.

c. Discuss gender issues as depicted in literature.

d. Discuss ethnicity issues as depicted in literature.

e. Compare cultural values exhibited in texts from differing cultures and/or historical periods.

**Performance Standards**

*Competence will be demonstrated:*
- in class discussion and small group work
- in essay exams
- in written assignments

*Criteria - Performance will be satisfactory when:*
- learner associates texts with relevant cultural issues
5. **Generalize statements of theme for various works of literature.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Identify elements of a work which have thematic relevance.
b. Infer any changes depicted in a work which may have thematic relevance.
c. Integrate elements into unifying statements.

**Performance Standards**

*Competence will be demonstrated:*

- in class discussion and small group work
- in essay exams
- in written assignments

*Criteria - Performance will be satisfactory when:*

- learner includes well-developed analyses culminating in unifying statement of theme

6. **Write critical essays about poetry, fiction, and drama.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Select critical strategy related topics for critical essays.
b. Apply the steps in the essay writing process.
c. Summarize aspects of a fiction, poem, or drama relevant to critical strategy chosen.
d. Use documentation.
e. Integrate references to work.
f. Demonstrate other conventions of critical essays.

**Performance Standards**

*Competence will be demonstrated:*

- in essay exams
- in written assignments

*Criteria - Performance will be satisfactory when:*

- learner shows complete analyses of literary texts which culminate in significant conclusion about the work

7. **Discriminate between works of high aesthetic quality and lesser works.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Contrast works generally accepted as "literature" with those which are not.
b. Develop aesthetic criteria.
c. Rank a number of works according to aesthetic value.
d. Defend criteria and selections.
**Performance Standards**

*Competence will be demonstrated:*
- in class discussion
- in essay exams
- in written assignments

*Criteria - Performance will be satisfactory when:*
- learner formulates criteria to judge aesthetic quality

**Types of Instruction**
- Classroom presentation
- Video/audio presentation
- Small and large group discussion

**Grading Information**

**Grading Rationale**
Writing About Literature focuses primarily on written analysis and criticism. Therefore, critical essays account for most of the course grade. Components are weighted as follows:

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<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Critical essays</td>
<td>80%</td>
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<tr>
<td>Unit exams</td>
<td>10%</td>
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<tr>
<td>Other assignments and quizzes</td>
<td>10%</td>
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**Grading Scale**

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90%-100%</td>
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<tr>
<td>B</td>
<td>80%-89%</td>
</tr>
<tr>
<td>C</td>
<td>70%-79%</td>
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<tr>
<td>D</td>
<td>60%-69%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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