ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts & Social Sciences

COURSE: LIT 2003 Introduction to Literature

Date: Spring 2023

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:
    Prerequisite(s): ENG 1001 with C or better.

    Enrollment by assessment or other measure? ☐ Yes ☒ No
    If yes, please describe:

    Corequisite(s): None

    Pre- or Corequisite(s): None

    Consent of Instructor: ☐ Yes ☒ No

Delivery Method: ☒ **Lecture**   3 **Contact Hours** (1 contact = 1 credit hour)
                  ☐ **Seminar**   0 **Contact Hours** (1 contact = 1 credit hour)
                  ☐ **Lab**   0 **Contact Hours** (2-3 contact = 1 credit hour)
                  ☐ **Clinical**   0 **Contact Hours** (3 contact = 1 credit hour)

Offered: ☒ **Fall**   ☒ **Spring**   ☒ **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):
Introduction to Literature introduces students to a range of literary genres, primarily short fiction, drama, and poetry, and perhaps including (but not limited to) novels, creative non-fiction, film scripts, graphic novels, and hypertexts, while promoting close reading and analytical skills. The course considers representative major writers for each genre and the significance of these texts' influence, especially as the academic, social, economic, and political milieu are influenced by and influence the literature. **IAI Equivalent: H3900**

ACCREDITATION STATEMENTS AND COURSE NOTES:
Course requires a minimum total of fifteen (15) pages of formal writing.

COURSE TOPICS AND CONTENT REQUIREMENTS:
1. Assigned readings of literary texts drawn from the works of significant writers covered chronologically, thematically, and/or generically (all at the discretion of the instructor)
2. Lectures, discussions, or other assignments that pertain to the above material
3. Lectures on genre, form, interpretation, and purpose, supplemented with material on the history of ideas; literary, political, and social movements; and relevant biographical data
5. Assignments that promote and afford practice in improving reading, writing, thinking, and speaking skills

INSTRUCTIONAL METHODS: Instructional methods may include but are not limited to:
1. Reading, discussion, and lectures that emphasize analysis of assigned literary texts, particularly analysis of literary elements and themes
2. Reading, discussion, and lectures that ask students to—or demonstrate to students how to—synthesize ideas in literature with those of aesthetic, philosophical, political, and social movements
3. Reading and discussion of secondary materials, including a discussion of the validity and utility of critical approaches to texts
4. Examinations, quizzes, group work, papers, and presentations papers, and presentations--intended not only to measure recall but to promote critical thinking
5. Writing as a learning tool (In-class and out-of-class writing assignments)
6. Student Conferences/Group Work

EVALUATION OF STUDENT ACHIEVEMENT:
Grading scale at the discretion of the instructor.
1. Work such as but not limited to quizzes, essays, formal writing assignments, discussions, oral presentations, and other projects based on assigned texts and secondary sources.
2. Unit examinations, of which essay responses must comprise the majority of the grade.
3. A paper, papers, and/or formal writings for a combined minimum total of fifteen (15) pages is required.

INSTRUCTIONAL MATERIALS:
Textbooks
To be determined by instructor with a literary anthology highly recommended

Resources
Open Educational Resources
Podium/Lectern
Black/Whiteboard
Dry Erase Markers
Classroom and Desks and/or LMS
TV/VCR, Videos, projector

Guest Lectures
Photocopies of/links to instructional materials
Computers/SMART classrooms
Webpages
Library resources, etc.

The use of these materials will vary by delivery method.

LEARNING OUTCOMES AND GOALS:
Institutional Learning Outcomes
☒ 1) Communication – to communicate effectively;
☒ 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical
    reasoning to formulate a judgement or conclusion;
☒ 3) Social Consciousness – to understand what it means to be a socially conscious
    person, locally and globally;
☐ 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies
Upon completion of the course, the student will be able to:
Outcome 1. Demonstrate comprehension of literature and describing the contributions, characteristics, and influences of writers and texts.
    Competency 1.1 React to texts through verbal and written response
    Competency 1.2 Generate valid ideas from texts
    Competency 1.3 Analyze and support an author's meaning and purpose
    Competency 1.4 Identify the work of various authors and the work within literary
           genres, describing their stylistic features

Outcome 2. Utilize close reading skills to analyze and discuss literature, specifically aspects of theme, purpose, genre, and literary devices
    Competency 2.1 Describe and define the major themes and concerns of a text
    Competency 2.2 Identify major themes across specific works of literature
    Competency 2.3 Explain how major themes are presented and developed through
           the specific details of a text, especially in consideration of the
           elements of literature: plot, setting, voice, rhythm, symbolism, etc.
    Competency 2.4 Identify, define, and describe the major genres of literature, such as
           but not limited to fiction, drama, and poetry, and the types of
           literature within those genres, such as letters, essays, sermons,
           poems, etc.
    Competency 2.5 Compare/contrast selected works early in the class to those that
           follow.

Outcome 3. Explore the range, quality, and diversity of style in literature.
    Competency 3.1 Demonstrate knowledge of the various genres of literature, such as
           short stories, poems, letters, memoirs, plays, essays, etc.
    Competency 3.2 Demonstrate knowledge of the quality of literature, by discussing
           the use of literary elements, such as metaphor, personification,
           typology, etc.

Competency 3.3 Evaluate a piece based on its ability to effectively communicate its theme through the use of stylistic elements, such as metaphor, narration, etc.

Competency 3.4 Discuss the differences that race, gender, ethnicity, geographical location, economic position, and philosophical/ theological background makes in a writer's texts.

Outcome 4. Examine the interrelationship between society and literature, describing how cultural, political, and philosophical movements affected and were affected by literature, and vice versa.

Competency 4.1 Identify and summarize literary forces that influence literature and explain how these forces are relevant to specific literary texts.

Competency 4.2 Identify and summarize cultural forces—such as technological, scientific, and philosophical movements—that influence literature and explain how these forces are relevant to specific literary texts.

Competency 4.3 Identify and summarize political forces that influence literature and explain how these forces are relevant to specific literary texts.

Competency 4.4 Identify and summarize philosophical forces that influence literature and explain how these forces are relevant to specific literary texts.

Competency 4.5 Describe the characteristics of continuing literary traditions, the changes within those traditions, and the ways in which specific literary texts and writers contribute to the traditions and changes.

Competency 4.6 Demonstrate an understanding of the cultural contexts of specific literary texts and writers and the impact of those texts and writers on that culture.

Competency 4.7 Demonstrate an understanding of the impact that specific literary texts and writers have had on historical and cultural development.

Competency 4.8 Demonstrate an understanding of the philosophical ideas presented in specific literary texts and the impact of those ideas upon the changing philosophical trends of society

Competency 4.9 Describe how social constructions (such as components of identity (such as gender, race, sexuality) are presented in and influence a literary text.

Outcome 5. Become familiar with various critical approaches to literature and demonstrate critical approaches to analyze and interpret literature.

Competency 5.1 Describe critical approaches to literature, such as formalist, historical, new historical, feminist, etc.

Competency 5.2 Identify and explain a specific critical approach or approaches that are used in a critical commentary on a text.

Competency 5.3 Demonstrate an ability to analyze a text with various critical approaches.

Competency 5.4 Demonstrate how and why various critical approaches can lead to different but equally valid interpretations of the same text.

Outcome 6. Continue to develop the ability to write thoughtful, well-written college-level essays that respond to and analyze literary works, integrating their own thoughts with those of others.

Competency 6.1 Formulate and develop a thesis appropriate for specific writing assignments.

Competency 6.2 Conduct significant research relevant to specific assignments.

Competency 6.3 Develop the ability to recognize and judge the credibility of secondary sources

Competency 6.4 Use material from both primary and secondary sources to develop and support interpretations of literary texts.

Competency 6.5 Demonstrate the ability to formulate, support, and develop original interpretations of literary texts.

Competency 6.6 Express ideas in writing characterized by full development, clear organization, appropriate sense of audience, correct MLA citation and documentation of sources, and adherence to rules of English syntax, grammar, and mechanics.