

I. CATALOG DESCRIPTION:

- A. Department Information:
Division: Humanities and Social Science
Department: English
Course ID: ENGL 151
Course Title: Freshman Composition and Literature
Units: 3
Lecture: 3 Hours
Prerequisite: ENGL 101
- B. Catalog and Schedule Description:
Study of fiction, poetry, and drama, with emphasis on the fundamental principles of literacy criticism and interpretation. Includes student writing based on critical reading.

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon completion of the course the student will be able to:

- A. Identify distinctive characteristics of the major literary genres.
- B. Explain the interrelatedness of plot, tone, setting, characterization and theme in works of drama and fiction.
- C. Identify and evaluate the effectiveness of literacy devices in poetry, fiction and drama.
- D. Identify three approaches to literary criticism.
- E. Analyze a particular piece of literature from the point of view of three approaches to literary criticism.

IV. COURSE CONTENT:

- A. Fiction
 1. Plot
 2. Introduction / Exposition
 3. Rising Action (including foreshadowing and flashback)
 4. Climax
 5. Falling Action
 6. Denouement
- B. Character
 1. Round
 2. Flat
 3. Foils
 4. Methods of Characterization
- C. Setting and Atmosphere
 1. Integral
 2. Backdrop
- D. Theme
 1. Implicit
 2. Explicit
 3. Primary and Secondary
- E. Symbolism
- F. Point of View
 1. Participant (First-Person Narrative)
 2. Narrator as major character
 3. Narrator as minor character
 4. Non-Participant (Third Person Narrative)

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5. Omniscient
6. Selective Omniscient
7. Objective
- G. Poetry
 1. Persona
 2. Imagery
 3. Figurative Language
 - a) Simile
 - b) Metaphor
 - c) Personification
 - d) Synecdoche
 - e) Metonymy
 - f) Apostrophe
 4. Symbolism
 5. Tone
 - a) Verbal Irony
 - b) Hyperbole
 - c) Understatement
 - d) Paradox
 6. Structure
 7. Rhythm and Versification
 - a) Meter
 - b) Rhyme
 - c) Stanzaic Patterns
 - d) Blank Verse and Free Verse
- H. Drama
 1. Types of Plays
 - a) Tragedy:
 - i) The Tragic Hero
 - ii) Hamartia
 - iii) Hubris
 - b) Comedy:
 - i) Satiric
 - ii) Romantic
 2. Elements of Drama
 - a) Theme
 - b) Plot
 - c) Gestures
 - d) Setting
 - e) Characterization
 - f) Motivation
 3. Elizabethan Theatre (Including William Shakespeare)
 4. Modern Theatre (Including Ibsen and Williams)
- I. An Introduction to Critical approaches to literature
 1. Objectivism
 - a) New Criticism
 - b) Deconstruction
 2. Subjectivism
 - a) Psychological
 - b) Reader response
 3. Historical Criticism
 - a) Marxist Criticism
 - b) Feminist Criticism
 - c) New Historicism

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Discussion (e.g. themes emerging from literary works)
- C. Audio-visual - video excerpts from plays, novels, short stories
- D. Role Play (e.g. handling moral dilemmas in skits)
- E. Independent inquiry (including library, Internet, etc.)
- F. Demonstration (e.g. dramatic readings)

VI. TYPICAL ASSIGNMENTS:

- A. Reading Assignment:
 1. Reading assignments will include one modern and one traditional play, poetry representative of various styles and approaches, short stories representative of various styles and approaches and at least one novel of recognized literary merit.
 2. Read Antigone and using Aristotle's criteria be prepared to discuss in class which character in the play best fits the profile of the tragic hero.
- B. Writing Assignment:
 1. Select one novel, such as J.D Salinger's A Catcher in the Rye, and write a three to five page essay describing and evaluating the development of one literary element, such as character, in that novel.
 2. Write an analysis of some aspect of Faulkner's "A Rose for Emily" from the viewpoint of two different schools of literary criticism.
 - a) Examples:
 - i) Participate in a dramatic production and prepare a report giving insight into drama from the actor's, rather than the spectator's point of view, with specific reference to motivation, gestures, and stage directions.
 - ii) Interview a practicing poet and inquire of his or her sources of inspiration and the process of poetry writing. Share your encounter in an oral report.

VII. EVALUATION(S):

- A. Methods of evaluation:
 1. Quizzes covering factual information on each of the genres studied, such as the elements of fiction and poetry, and Aristotle's terms describing the tragic hero.
 2. Class participation in the discussion of the relevance of literary themes to students' personal experience
 3. Essay and projects requiring analysis, synthesis and evaluation of literary works and experiences.
 4. Mid-term and final examinations written in essay format and addressing broad questions on the human condition and requiring a synthesis of ideas from fiction, poetry and drama.
- B. Frequency of evaluation:
 1. At least six quizzes. Sample test question: Identify the narrator of "A Rose for Emily" and explain how the narrator affects the telling of the story.
 2. At least three essay assignments. Although essay assignments may vary from instructor to instructor, students will be required to write three to six essays (approximately 4,000 words) outside of class. A project may be substituted for one of the papers.
 3. One mid-term examination.
 4. One final examination.

VIII. TYPICAL TEXT(S):

- Sylvan Baret et al. Literature for Composition, 4th Edition. Harper Collins, 1996.
Robert DiYanni. Literature - Reading Fiction, Poetry, Drama and the Essay, 4th Edition. McGraw Hill, 1998.
Douglas Hunt. The Riverside Anthology of Literature, 3rd Edition. Houghton Mifflin, 1997.

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IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None