Course: ENGL 019 Introduction to Literary Analysis

1. Date of Application: 11/29/2011
2. Name, Dept of Proposer: Sandra Grayson, English
3. Name of Dept/Program housing course: English
4. Name of Chair/PD: Sandra Grayson
5. How often is the course taught: semesterly
6. Course Prerequisites:
7. Unit value of course: 1
8. Normal Class Size: 22
9. Number of sections expected Fall 2012: 3
10. Number of sections expected Spring 2013: 2
11. Is the course appropriate for first-year students: Yes
12. Relevant Learning Goal(s): Artistic Understanding
13. Chair will oversee submission of student work: Yes
14. Chair will oversee instructor participation in norming/asst: Yes
15. Teaching: "English 19 perfectly fulfills the first learning goal established for Artistic Understanding, to "analyze and interpret the form and meaning of works of art by applying discipline-based critical vocabulary and theory to explore the work's significance within appropriate contexts. . . ." The context we apply in this course is aesthetic; we are teaching students how to analyze and interpret literature.

The learning outcomes we've established for English 19 include the following, which address the issue of analysis:
-- Understand that in literary analysis, close reading is crucial;
-- Read with attention to such features of texts as point of view, tone, structure, characterization, plot, imagery, metaphor, and sound;
-- Possess a basic vocabulary of terms useful for literary analysis.

Other official learning goals for the course address the issue of interpretation:
-- Distinguish among literary genres (poetry, fiction, drama) and forms within genres (such as the sonnet) and understand why they matter in interpretation;
-- Know how to discover meaningful patterns within texts.

The course guides students to analyze and interpret literary texts through its structure and day-to-day practice. The course is divided into sections on poetry, fiction, and drama. Within each section, we focus on textual elements appropriate to the form being studied: for example, characterization in fiction, rising and falling action in drama, metaphor and imagery in every form. Readings are chosen to facilitate the study of specific textual elements and the patterns these elements create within texts. As the course proceeds, students learn to employ the terms necessary to describe literary works with precision, terms such as "iambic pentameter," "dramatic monologue," "persona," and "point of view."

16. Learning: "Requirements include brief writing assignments, designed to focus attention on each textual element studied; essays in which students demonstrate their ability to read closely, attend to textual elements important in the genre under study, and discover patterns of meaning within texts; and exams which test students' ability to practice literary analysis, including their mastery of a vocabulary appropriate to that task."