

CUYAMACA COLLEGE
COURSE OUTLINE OF RECORD

English C1002 – Introduction to Literature

3 hours lecture, 3 units

Catalog Description

In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical, and aesthetic qualities of literature.

Open to students with credit in ENGL C1000 (formerly ENGL 120) or ESL 122 or equivalent. Formerly ENGL 122 Introduction to Literature. Not open to students with credit in ENGL 122.

Prerequisite

Successful completion of college-level composition (ENGL C1000/C-ID ENGL 100) or equivalent.

Entrance Skills

Without the following skills, competencies and/or knowledge, students entering this course will be highly unlikely to succeed:

- 1) Critically read and analyze a text at the college level.
- 2) Write college level essays which include an introduction, conclusion, thesis statement, support and include information taken from sources; MLA format.

Course Content**Part 1:**

- 1) A minimum of 3 literary genres, including poetry, drama, and short fiction from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Other genres may include but are not limited to the novel, creative nonfiction, and essays.
- 2) Literary terminology, devices, and critical approaches.
- 3) Active and critical reading strategies.
- 4) Writing and thinking critically about literature, including literary analysis.
- 5) Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.

Part 2:

- 1) Genre and Form, such as:
 - a. Definition and distinction of major literary genres
 - b. Exploration of subgenres and hybrid forms
 - c. Analysis of genre conventions and innovations
- 2) Literary Elements and Devices, such as:
 - a. Examination of plot, character, setting, tone, voice, and theme
 - b. Identification of figurative language, including metaphor, symbolism, and irony
 - c. Analysis of point of view, narrative structure, diction, and syntax
- 3) Reading Strategies, such as:
 - a. Use of active and critical reading practices, including explication of poetry
 - b. Application of annotation, explication, questioning, and inference
 - c. Contextualization of texts within historical, social, and cultural frameworks

- 4) Literary Theory and Criticism, such as:
 - a. Introduction to major theoretical frameworks (e.g., Formalism, Feminist Criticism, Critical Race Theory)
 - b. Application of theoretical approaches to literary texts
 - c. Development of critical perspectives through diverse interpretive lenses
- 5) Historical and Cultural Contexts, such as:
 - a. Study of literary periods and movements
 - b. Analysis of historical and political influences on literature
 - c. Exploration of marginalized voices and counter-narratives
- 6) Writing About Literature, such as:
 - a. Practice in literary analysis and interpretation
 - b. Integration of textual evidence and close reading
 - c. Engagement in revision, peer response, and reflection
 - d. Inclusion of creative and critical written responses
- 7) Equity-Centered and Inclusive Literary Engagement, such as:
 - a. Examination of literature through the lens of identity, power, and privilege
 - b. Analysis of representation and voice in relation to race, gender, sexuality, class, ability, and/or nationality
 - c. Reflection on reader positionality and interpretive frameworks
 - d. Practice of cultural humility and inclusive dialogue
 - e. Consideration of literature as a site for social critique and collective imagination

Course Objectives

Students will be able to:

Part 1:

- 1) Interpret and analyze a variety of diverse texts.
- 2) Identify key elements of major literary genres (including poetry, drama, fiction) in order to analyze and interpret texts.
- 3) Define common literary terms and apply them to the analysis of specific texts.
- 4) Compose formal written analyses of texts by diverse authors that demonstrate appropriate academic discourse and the conventions of literary analysis.
- 5) Integrate research, including primary and secondary sources, applying documentation skills responsibly and effectively.

Part 2:

- 1) Differentiate among major literary genres and subgenres.
- 2) Analyze the conventions and formal features of various literary genres.
- 3) Evaluate how writers innovate within and across traditional genre boundaries.
- 4) Identify key literary elements such as plot, character, setting, tone, and theme.
- 5) Interpret the function of figurative language and stylistic devices in literary texts.
- 6) Analyze how point of view, narrative structure, and diction contribute to meaning.
- 7) Apply active and critical reading strategies, including annotation and explication.
- 8) Contextualize texts within relevant cultural, historical, and social frameworks.
- 9) Summarize key principles of major literary theories and critical approaches.
- 10) Apply selected critical frameworks to the analysis of literary texts.
- 11) Develop interpretive claims grounded in theoretical and textual evidence.
Describe the defining features of major literary periods and movements.
- 12) Analyze the impact of historical and political contexts on literary production.
- 13) Explore the contributions of marginalized voices and counter-narratives.
- 14) Support written arguments with textual evidence and close reading.

- 15) Revise written work based on peer and instructor feedback.
- 16) Experiment with creative and reflective responses to literature.
- 17) Examine literature through the lenses of identity, power, and privilege.
- 18) Analyze representation and voice with attention to race, gender, class, sexuality, ability, and nationality.
- 19) Reflect on how personal identity and positionality influence interpretation.
- 20) Engage in inclusive and respectful dialogue about diverse perspectives.
- 21) Critique literary texts as tools for social commentary and cultural transformation.

Method of Evaluation

Part 1:

Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty.

Formal writing, including essays.

Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).

Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.

Other evaluation methods may include assignments such as quizzes, projects, presentations, and portfolios.

Part 2:

Grades are based on demonstrated proficiency in the subject matter determined by multiple measurements for evaluation. Assessment frameworks may include alternative, equity-minded approaches to evaluation, such as ungrading, labor-based grading, contract grading, etc. The instructor continually evaluates students' work and provides regular and timely feedback so that students can improve their skills. Feedback is strengths-based and supportive. The instructor also proactively addresses concerns with attendance and assignment outcomes before the student is in danger of failing the course.

Methods of evaluation may include:

- 1) Students' awareness of their own difficulties, methods of overcoming difficulties, and improvement.
- 2) Written exercises, class discussion, participation, in-class presentations, quizzes, examinations, reflection activities, peer review work, journals, reading responses.
- 3) Essays that require students to respond to assigned reading materials.
- 4) Written assignments that require students to produce prewriting and preliminary drafts before completing a final draft.
- 5) Revision which demonstrates students' ability to utilize peer and instructor feedback, as well as individual reflection to improve draft(s).

Special Materials Required of Student

None

Minimum Instructional Facilities

Smart classroom

Method of Instruction

Instructors use culturally relevant and equity-minded approaches to teaching and learning. These approaches center student identities, values, experiences, and goals; use strengths-based approaches to learning; convey growth-minded faculty mindsets about student potential; offer just-in-time remediation strategies to boost reading, writing, and language skills; are attentive to student affective domains; and individualize support so that students may have equitable learning experiences.

On writing assignments, the instructor will include comments to indicate strengths and areas for improvement, enabling students to revise their work. Class time is also devoted to explaining and discussing various analytical and interpretive techniques. A variety of teaching methods may be used:

- 1) Lecture and discussion
- 2) Small and large group discussion
- 3) Structured, in-class activities
- 4) Multimedia presentations
- 5) Guest speakers
- 6) Individual and/or group projects
- 7) Oral presentations
- 8) Self-assessment
- 9) Auxiliary use of study groups and peer tutoring

Out-of-Class Assignments

- 1) **Reading:** reading, viewing, and/or listening to texts, course materials, digital references, and more.
- 2) **Writing:** various assignments, such as essay drafts, discussion posts, responses, notes, etc.
- 3) **Other:** analysis of texts, research for essays and/or other project, group, and/or unit work as applicable.

Texts and References

Part 1:

Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.

Representative Literature Textbooks (most recent edition):

- Mays, Kelly. *The Norton Introduction to Literature*. W.W. Norton. 15th, 2024.
- Meyer, Michael. *The Bedford Introduction to Literature: Reading, Writing, Thinking*. Bedford/St. Martins.
- Barnett, Sylvan, et al. *An Introduction to Literature*. Longman.
- DiYanni, Robert. *Literature, Approaches to Fiction, Poetry, and Drama*. McGraw-Hill.

Full-length novels or other separately published works.

Representative Writing Handbooks and/or Other Support Materials:

- Gardner, Janet E. *Writing About Literature: A Portable Guide*. Boston: Bedford/St. Martins (also available with MLA insert), 6th, 2025.
- Harmon, William, and C. Hugh Holman. *A Handbook to Literature*. Prentice Hall.

Textbooks older than 7 years must be clearly labeled as classic or legacy.

Texts used by individual institutions and even individual sections will vary.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1) Use literary terminology and basic critical theory to discuss, analyze, synthesize, and interpret literary works in various genres.
- 2) Write evidence-based analyses of literature, which demonstrate skills in close reading, interpretation, analysis, logical reasoning, and argumentation.
- 3) Evaluate how literary texts challenge, expand upon, and/or reinforce ideas about real world social/cultural issues, particularly those related to identity, power, opportunity, privilege, justice, and representation.