

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	LIT 2000
COURSE TITLE:	Introduction to Literature: Writing About Fiction
PREREQUISITE(S):	ENC 1101 with a grade of "C" or better
COREQUISITE(S):	None
CREDIT HOURS:	3
CONTACT HOURS/WEEK:	3
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	3
Laboratory:	
Other _____:	
FACULTY WORKLOAD POINTS:	3
STANDARDIZED CLASS SIZE ALLOCATION:	25

## CATALOG COURSE DESCRIPTION:

This course is designed to enhance personal appreciation of literature, hone critical thinking skills, and provide instruction in the MLA research paper. Introduction to Literature: Writing About Fiction presents the major literary forms, skills in reading and writing about literature, their distinctive characteristics and conventions, principal literary themes, and different critical approaches. This introductory course prepares students for further literary study. This course includes reading, speaking and writing competencies.

SUGGESTED TEXT(S):	Meyer, Michael, <u>The Compact Bedford Introduction to Literature</u> , 6 <sup>th</sup> ed., Boston: Bedford, latest edition
	Roberts, Edgar V. and Henry E. Jacobs, <u>Literature: An Introduction to Reading and Writing</u> , Second compact edition, New Jersey: Prentice Hall, latest edition
	Gwynn, R. S., <u>Literature: A Pocket Anthology</u> . Second Edition. New York: Pearson Longman, latest edition.

Schmidt, Jan Zlotnick, Carley Rees Bogarad and Lynne Crockett. Legacies. Boston: Thomson Wadsworth, latest edition.

IMPLEMENTATION DATE:

November 14, 1987

REVIEW OR MODIFICATION DATE:

Fall Term, 2003 (20041)

Fall Term, 2006 (20071)

Spring Term, 2007 (20072) - Gordon Rule

Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS	<u>CONTACT HOURS PER TOPIC</u>
I. An Overview of Writing About Literature	6
A. Appreciation	
B. Analysis	
C. Interpretation	
D. Genres	
E. Themes	
F. Literary Elements	
G. Literary Criticism	
II. The Short Story	10
A. Content	
B. Form	
C. Literary Elements	
D. Interpretation	
E. Evaluation	
III. Poetry	10
A. Content	
B. Form	
C. Types	
D. Literary Elements	
E. Interpretation	
F. Evaluation	
IV. Drama	8
A. Content	
B. Form	
C. Types	
D. Literary Elements	
E. Interpretation	
F. Evaluation	
V. The Research Process	11
A. Narrowing a Topic	
B. Using the Library and the Computer for Research	
1. Locating Books, Journals, Reference Materials, and Multimedia Resources	
2. Accessing Computer Databases	
3. Evaluating Web Sites	
C. Recognizing Types of Sources	
1. Primary	
2. Secondary	
D. Taking Notes	
1. Types	
2. Format	
3. Organization	

COURSE TOPICS (Continued)

CONTACT HOURS  
PER TOPIC

4. Computerized Options
- E. Using MLA Format and Documentation
  1. MLA Format course as appropriate for each assignment
  2. In-text citations for research writing
  3. Works cited for research writing

Note: The suggested contact hours allocation is only a guideline and may be modified.

## **MULTIPLE ASSIGNMENTS**

"Multiple assignments" is defined as the students' ability to demonstrate mastery of college level writing skills through successful completion of substantial writing assignments integrated within the curriculum of the designated Gordon courses.

## **TYPES OF ASSIGNMENTS**

### **COMMUNICATIONS**

#### **LITERATURE 2000**

Precis/Summary  
Synthesis Essay  
Argument Essay  
Research Paper  
Critical Analysis Essay  
At least two in-class timed essays

## **RUBRIC**

### **COMMUNICATIONS**

#### **LITERATURE 2000**

Evaluation of competency in college-level writing skills shall be based on students' ability to complete a writing assignment that demonstrates a proficiency in:

- Quoting and paraphrasing sources
- Summarizing material
- Arguing a point of view persuasively using written materials to substantiate points
- Writing using correct grammar, word usage, and diction
- Using researched sources following correct APA and/or MLA style documentation guidelines for research papers
- Analyzing and evaluating various genres of fiction and nonfiction
- Writing grammatically correct, proofread essays under timed and proctored conditions

STUDENT OUTCOMES: (for all AA courses)

Upon completing LIT 2000, students should be able to do the following:

1. Understand and identify the basic literary elements of specified genres: short story, poetry, drama
2. Identify major literary figures and trends
3. Students will analyze and evaluate selected works of literature in classroom or online settings.
4. Recognize major critical approaches to works of literature.
5. Analyze selected texts from one or more critical perspectives.
6. Use MLA format and documentation effectively in written assignments and researched literary analyses.
7. Students will write MLA-style research papers based on literature.
8. Read literature for personal enrichment; appreciate literature both intellectually and aesthetically.



Course Prefix and Number: LIT 2000			Semester Credit Hours: 3									
Course Title: Introduction to Literature: Writing About Fiction												
Discipline Area for the Course:												
<input checked="" type="checkbox"/> <b>Communication</b> <input type="checkbox"/> <b>Humanities &amp; Visual/Performing Arts</b>			<input type="checkbox"/> <b>Mathematics</b> <input type="checkbox"/> <b>Natural Sciences</b>			<input type="checkbox"/> <b>Social &amp; Behavioral Sciences</b> <input type="checkbox"/> <b>Other-Designated Option</b>						
INTELLECTUAL COMPETENCIES:												
<input checked="" type="checkbox"/> <b>Reading</b> <input checked="" type="checkbox"/> <b>Writing</b>		<input type="checkbox"/> <b>Speaking</b> <input checked="" type="checkbox"/> <b>Listening</b>		<input checked="" type="checkbox"/> <b>Critical Analysis</b> <input checked="" type="checkbox"/> <b>Information Literacy</b>		<input type="checkbox"/> <b>Quantitative Skills</b> <input checked="" type="checkbox"/> <b>Ethical Judgment</b>		<input type="checkbox"/> <b>Scientific Method of Inquiry</b> <input checked="" type="checkbox"/> <b>Working Collaboratively</b>				
KNOWLEDGE				Primary	Secondary	N/A	VALUE			Primary	Secondary	N/A
A. Global and Historical Knowledge & Understanding							Intellectual honesty			<input checked="" type="checkbox"/>		
• Comprehends a general knowledge of the nature, origins and contributions of major civilizations					<input checked="" type="checkbox"/>		Curiosity and openness to new ideas			<input checked="" type="checkbox"/>		
• Comprehends the workings and interrelations of personal, business and government economies					<input checked="" type="checkbox"/>		Recognition of one's own creative potential			<input checked="" type="checkbox"/>		
• Comprehends political, social and economic systems and their effects upon society					<input checked="" type="checkbox"/>		Acceptance of and respect for differences among people and cultures			<input checked="" type="checkbox"/>		
B. Cultural and Aesthetic Knowledge and Understanding							Civic Engagement				<input checked="" type="checkbox"/>	
• Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level				<input checked="" type="checkbox"/>			Lifelong Learning			<input checked="" type="checkbox"/>		
• Comprehends the historical development of the arts and sciences				<input checked="" type="checkbox"/>								
• Comprehends religious and cultural systems and their effects upon society				<input checked="" type="checkbox"/>								
C. Human Awareness and Understanding												
• Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development				<input checked="" type="checkbox"/>								
• Comprehends the stages of human development and the dynamics of human relationships in diverse cultures				<input checked="" type="checkbox"/>								
• Comprehends the factors that promote physical, mental and social well-being				<input checked="" type="checkbox"/>								
D. Mathematics, Science and Technology												
• Comprehends the basic concepts and investigative processes of the natural sciences						<input checked="" type="checkbox"/>						
• Comprehends the breadth, significance and development of the mathematical sciences						<input checked="" type="checkbox"/>						
• Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment						<input checked="" type="checkbox"/>						

Name of Person Completing This Form: Nancy Richard-Lany

Signature: \_\_\_\_\_ Date: 10/31/2007



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Course Title: <b><u>Introduction to Literature: Writing About Fiction</u></b>	

Discipline Area for the Course:

<input checked="" type="checkbox"/> <b>Communication</b>	<input type="checkbox"/> <b>Mathematics</b>	<input type="checkbox"/> <b>Social &amp; Behavioral Sciences</b>
<input type="checkbox"/> <b>Humanities &amp; Visual/Performing Arts</b>	<input type="checkbox"/> <b>Natural Sciences</b>	<input type="checkbox"/> <b>Other-Designated Option</b>

INTELLECTUAL COMPETENCIES:

<input checked="" type="checkbox"/> <b>Reading</b>	<input checked="" type="checkbox"/> <b>Speaking</b>	<input checked="" type="checkbox"/> <b>Critical Analysis</b>	<input type="checkbox"/> <b>Quantitative Skills</b>	<input type="checkbox"/> <b>Scientific Method of Inquiry</b>
<input checked="" type="checkbox"/> <b>Writing</b>	<input checked="" type="checkbox"/> <b>Listening</b>	<input checked="" type="checkbox"/> <b>Information Literacy</b>	<input checked="" type="checkbox"/> <b>Ethical Judgment</b>	<input checked="" type="checkbox"/> <b>Working Collaboratively</b>

**Learning Outcomes**

**Method Of Assessment**

1	Students will understand basic literary elements of specific genres: short story, poetry, and drama.	At minimum, students will compose a precise summary, two literacy critical analysis essays, a formal MLA research paper and one or two times in-class essays.
2	Students will analyze and evaluate selected works of literature in classroom or online settings.	Assessment options should be considered: journals, examinations, cooperative projects, oral presentations, electronic discussions, web-based research and exploration of learning objects.
3	Students will analyze and evaluate both in class discussions (whether face-to-face or electronic) and in writing, selected works of literature.	
4	Students will recognize selected major critical approaches to works of literature.	
5	Students will analyze selected text from one or more critical perspectives.	
6	Students will use MLA format and documentation effectively in written assignments.	
7	Students will write MLA-style research papers based on literature.	
8		
9		
10		

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