English 1160

Course Description:

English 1160 uses a genre or theme within literature to introduce strategies for reading and interpretation. In reading across a variety of texts and authors, students will develop confidence in formulating questions, using evidence to make arguments, and perceiving connections among literary works.

Position within the English Curriculum:

English 1160 is designed to offer a range (across sections) of possible introductory literature courses for students fulfilling their general education humanities requirements. As this course will equip beginning students with the confidence and basic skills necessary to take more advanced literature courses, it is also the hope that these courses will interest some students to do so.

Course Goals/Learning Outcomes:

- To introduce interpretive strategies for approaching, reading, and studying literary works.
- To introduce appropriate literary terms that are useful for literary analysis and close reading.
- To help students learn to pose interesting, open-ended questions about literary works from which they can begin to develop independent interpretations and arguments.
- To help students learn to use textual citation and analysis as evidence to support interpretations and arguments.
- To help students identify themes, conventions, and ideas that recur across works of literature from different periods and by different authors, with the goal of comparing works of literature or perceiving how works may respond to their predecessors.

Assignments:

1. Major Writing Assignments

The course should include three short (3-4 page) writing assignments completed outside the classroom. They should be distributed throughout the semester. While these need not take a specific form, they should be designed to help students meet the learning outcomes listed above. These short papers may NOT be replaced by a single long paper or project.

2. Informal Writing Assignments

To ensure that students practice writing regularly, the course should also make use of multiple informal writing assignments (e.g. Canvas or blog posts, free writes, journals, response papers, or in-class writing).
3. Other Assignments and Grade Distribution

Courses may also make use of other graded assignments, such as quizzes or presentations. No single assignment or portion of the grade (such as participation) may count for more than 20% of the final grade.

Historical Breadth:

While instructors are strongly encouraged to design courses that consider their genres or topics in modern and contemporary contexts, there must also be a component of historical breadth, with at least four weeks of the course being dedicated to a work or works written before the twentieth century.

INFORMATION FOR THOSE PROPOSING AN 1160 COURSE

1. Remember that the point of these courses is not to teach a specific or narrow area of interest, but to offer an introductory course that will appeal to a broad range of students, attract them to the study of literature, and get them excited about it.

2. Courses may consider a genre (e.g. Horror, Detective Fiction, Science Fiction, Fantasy, Comedy) or a topic (e.g. Women in Literature, Literature of the American South, Disability in Literature, Global Literature).

3. These courses may have students of different levels enroll in them. Remember, however, that they are 1000-level courses with no prerequisite and should be designed with that in mind.

4. Because of general education restrictions set by other schools and departments, courses in children’s literature, young adult literature, adaptation, linguistics, and creative writing will not be considered.

TO SUBMIT A PROPOSAL, PLEASE SUBMIT:

1. A short, informative title for the course

This is important as it is what students and advisors will see when they scroll down the list of courses. Titles should not be overly academic or include words that will be unfamiliar to many students.

2. A description of your topic designed for students.

This is also very important, as the description is how advisors will know what to tell students about your course. It is also a way to get students excited about the course. Your description should be one paragraph of 4-5 sentences and should address your topic, main questions and a sampling of your texts (not a complete list). [On the website, this paragraph would precede the general course description paragraph under “Course Description” above.]
3. A list of proposed texts for the course. *You do not need to include a complete syllabus or course calendar.*

4. A one paragraph description of a major writing assignment that would help students meet the learning goals listed above.

5. A one paragraph description of an informal writing assignment or class activity that would help students meet the learning goals listed above.