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Course Outline for ENG 3

COMPOSITION AND ANALYSIS OF LITERATURE

Effective: Fall 2008

I. CATALOG DESCRIPTION:

ENG 3 — COMPOSITION AND ANALYSIS OF LITERATURE — 0 units

Continues instruction in the composing and revision process. Develops critical and analytical reading and writing skills based on the study of fiction, drama, and poetry; emphasizes characteristics of both the genre and the individual work; explores the variety of literary approaches to human experience. Prerequisite: English 1A (completed with a grade of "C" or higher). 3 hours lecture.

Grading Methods:

Letter Grade

Discipline:

	MIN
Total Hours:	0.00

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

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

Upon completion of this course, the student should be able to:

1. write essays that build on instruction in English 1A, showing more sophisticated organization, style, and diction
2. respond to critical evaluations by instructor through revision or improved performance on subsequent assignments
3. demonstrate an understanding of terms appropriate to the analysis of literature
4. reason logically about the evidence presented in a literary work
5. summarize, analyze and interpret a work of literature and express in writing an understanding of the facts and a reasoned interpretation of their relationship
6. respond to the human experiences expressed in literary genres and relate them to his/her own world

V. CONTENT:

- A. Students will write 6,000 words (not counting revisions), in compositions of varying lengths, that demonstrate further refinement of rhetorical skills developed in English 1A. Students will practice:
 1. developing ideas from free writing, journal writing, and collaborative discussion processes;
 2. asking and answering questions about voice, audience and purpose;
 3. formulating rough drafts and develop thesis statements;
 4. developing paragraphs that present detailed, relevant observations and that demonstrate inductive and deductive reasoning skills;
 5. refining the shape of their essays with reference to unity, coherence and emphasis;
 6. participating in peer editing activities;
 7. proofreading for errors of all kinds;
 8. revising, based upon the instructor's evaluation of the overall effect of each paper, voice, command of idiom and the conventions of written English, sentence correctness and style, quality of the thesis statement, relation of the paragraphs to the thesis statement, unity coherence and emphasis, and the potential for continued development.
- B. Students will read at least two full-length individual works (including at least one full-length novel and one play), fiction, drama, and poetry, studied as distinctive genres. Students will also read at least five short works.

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. Oral reading
- D. Journals
- E. Writing – 6,000 words read and evaluated by instructor
- F. Student Writing Conferences
- G. **Audio-visual Activity** - Audio-visual aids
- H. Reading of two full-length works, five shorter works
- I. Group Work

VII. TYPICAL ASSIGNMENTS:

- A. Write a well-developed essay of four pages (1,000 words) responding to one of the topics below: 1. Topic #1: Several of Flannery O'Connor's short stories present characters who are outsiders or misfits in their social milieus. Choose two or three characters from these stories and explain how they are estranged from others and what efforts they make, if any, to

reconnect with society. 2. Topic #2: It has been observed that in many of O'Connor's stories, the central action takes the form of some kind of "baptism" that tests or purifies character. Demonstrate how "Good Country People" and "A Good Man is Hard to Find" illustrate this generalization. 3. Your paper will follow MLA format and will be typed, with double-spacing and one-inch margins. To help support your thesis, you will include at least four quotes. B. Write a four-page essay examining the way women—Hippolyta, Titania, Hermia, and Helena—are presented in Shakespeare's *A Midsummer Night's Dream*. What characteristics do they share? How do they relate to the men in their lives? C. This essay will be written in response to Leslie Marmon Silko's "The Man to Send Rainclouds" (Barnet pp. 475-478). You will create an original thesis about the story's meaning and/or significance and then discuss how Silko's use of at least four elements of fiction (plot, character, point of view, setting, symbolism, style, and theme) support your idea of the story's meaning.

VIII. EVALUATION:

A. **Methods**

1. Exams/Tests
2. Quizzes
3. Class Participation
4. Other:
 - a. Reading Logs
 - b. Essays
 - c. Quizzes
 - d. Examination
 - e. Participation in class discussion.

B. **Frequency**

1. Keep frequent reading logs, often in response to each reading assignment.
2. Approximately one essay every few weeks.
3. Quizzes may vary
4. If the instructor chooses to give an examination, it would usually be a midterm and/or a final.
5. Ongoing participation in class discussions

IX. TYPICAL TEXTS:

1. Barnet, Sylvan, William Burto, and William E. Cain *Literature for Composition.*, Pearson/Longman, 2008.
2. Bronte, Charlotte *Jane Eyre.*, Penguin Classics, 2006.
3. Castillo, Ana *So Far from God.*, Norton, 2005.
4. Dry, Richard *Leaving: A Novel.*, St. Martin's-Griffin, 2003.
5. Forster, E.M. *A Passage to India.*, Harcourt Brace, 1952.
6. Gilman, Rebecca *Spinning Into Butter.*, Faber and Faber, 2000.
7. Hacker, Diana *A Writer's Reference.* 6th ed., Bedford/St. Martin's, 2007.
8. Kennedy, X.J., and Dana Gioia *Literature: An Introduction to Fiction, Poetry, and Drama, Compact Edition.* 5th ed., Longman, 2006.
9. Morrison, Toni *The Bluest Eye.*, Penguin-Plume, 2005.
10. Roberts, Edgar V. *Writing About Literature.* 10th ed., Prentice Hall, 2003.
11. Shakespeare, William *The Tempest.*, The Folger Shakespeare Library, 1994.

X. OTHER MATERIALS REQUIRED OF STUDENTS: