



HOUSATONIC COMMUNITY COLLEGE

**COURSE NAME:** COMPOSITION AND LITERATURE

**COURSE NUMBER:** ENG\* 102

**CREDITS:** 3

**CATALOG DESCRIPTION:** A continuation of English 101 including analyses of works of fiction, poetry, and drama to introduce techniques such as irony, satire, point of view, and figurative language. Assignments encourage analytical reading and writing. The course also focuses on research techniques to be applied to a documented paper.

**PREREQUISITE(S):** grade of "C" or higher in ENG\* 101

### **General Education Competencies Satisfied:**

**HCC General Education Requirement Designated Competency Attribute Code(s):**

**WRIX**                      **Written Communication in English II**

**Additional CSCU General Education Requirements for CSCU Transfer Degree Programs:**

None

**Embedded Competency(ies):**

**CRIX**                      **Critical Analysis & Logical Thinking (Outcomes  1  2  3  4  5)**

**Discipline-Specific Attribute Code(s):**

None

### **Course objectives:**

**General Education Goals and Outcomes:**

**Written Communication in English I and II:** Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

**Embedded Critical Analysis & Logical Thinking:** Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

1.  Demonstrate competence in argumentation by identifying issues, evidence and reasoning processes; distinguishing facts from opinion; recognizing various types of arguments.
2.  Demonstrate competence in formulating arguments by formulating good arguments, including a significant focus on inductive reasoning.

3.  Demonstrate competence in analysis by breaking subject matter into components and identifying their interrelations to ascertain the defining features of the work and their contributions to the whole.
4.  Demonstrate competence in evaluation by identifying assumptions, assessing the quality and reliability of sources of evidence, and demonstrating knowledge of the criteria for evaluating the success of each kind of inference.
5.  Demonstrate competence in synthesis, drawing together disparate claims into a coherent whole in order to arrive at well-reasoned and well-supported inferences that can be justified as a conclusion

**Course Specific Outcomes:**

1. Demonstrate knowledge of the elements of fiction, such as plot, character, conflict, setting, point of view, and theme in writing.
2. Demonstrate knowledge of the basic principles of poetry, such as imagery, speaker, symbol, figures of speech, stanzas, and meter in writing.
3. Demonstrate knowledge of the elements of drama, such as tragedy, comedy, dialogue, catharsis, soliloquy, and dramatic irony in writing.
4. Interpret and evaluate individual works of literature from one or more critical perspectives, such as formalist, historical, biographical, psychological, sociological, feminist, reader-response, and deconstructionalist.
5. Identify and evaluate the specific audience and purpose in writing about fiction, poetry and drama, and adapt own writing appropriately to those situations in critical essays using effective and appropriate diction and tone, and demonstrating a mastery of the conventions of Standard English.
6. Demonstrate written ability to influence attitudes and beliefs about works of literature, and to generate critical literary dialogue through appropriate logical, ethical, and emotional appeals
7. Locate and evaluate sources appropriate to study of literature
8. Read, comprehend, and summarize an argument from complex writing about literature
9. Analyze, evaluate, and respond to an argument from complex writing about literature
10. Summarize, paraphrase, and quote accurately the ideas of others, clearly differentiating them from the students' own ideas.
11. Synthesize and integrate others' ideas purposefully and ethically with correct and appropriate documentation.
12. Develop flexible strategies for generating, revising, editing, and proofreading their writing.
13. Reflect on and explain the effectiveness of their writing choices regarding the audience, purpose, and situation.
14. Write a documented essay in the MLA parenthetical documentation style in which the following skills are demonstrated:
  - Crafting Logical Arguments
  - Generating a controlling idea or thesis.
  - Using clear and logical evidence, support, or illustration for their assertions.

- Choosing appropriate and effective organizing methods, employing effective transitions and signposts.

**COURSE CONTENT:**

- I. Introduction to EN 102
- II. Reading, discussing, and writing about fiction
  - A. Discussion of selected representative stories and short novels
  - B. Introduction to writing about literature, including such elements as the structure of a critical essay, quoting from a literary work, and citing secondary sources
  - C. Writing on a work of fiction
- III. Reading, discussing, and writing about poetry
  - A. Discussion of selected representative poems
  - B. Writing on a work of poetry
- IV. Reading, discussing, and writing about drama
  - A. Discussion of selected representative plays
  - B. Writing on a work of drama
- V. The documented paper (which may be a critical essay on one of the genres)
  - A. MLA format for research papers
  - B. Introduction to literary research.