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English (ENGL) C1002 Introduction to Literature (3 Units) CSU:UC
[formerly ENGL 1650]

Prerequisite: Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.

Prerequisite knowledge and skills: Before entering the course, the student should be able to:

1. read prose intelligently,
2. demonstrate techniques in library research and in writing a term paper,
3. show competency in writing within the four modes of discourse: narration, description, exposition, persuasion,
4. exhibit an understanding of connotation and denotation of meaning in context, and
5. demonstrate understanding of grammar and mechanics.

Hours and Unit Calculations: 48 hours lecture. 96 Outside-of-class Hours. (144 Total Student Learning Hours)

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.

Type of Class/Course: Degree credit

Representative Texts:

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.
 - Barnet, 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.

Carlson, Kamala. *Increasing Metacognitive Active Learning Strategies*. 2nd ed., Kamala Carlson, 2025.

Carlson, Kamala and Jessica Grimes. *Supersonic Writing Tips: Grammar Cards*. 6th ed., Kamala Carlson and Jessica Grimes, 2025.

- George, Jean C. *Julie and the Wolves*. HarperCollins, 2016.
- Wilder, Laura I. *Little House on the Prairie*. HarperCollins, 2008.
- Dahi, Roahl. *Charlie and The Chocolate Factory*. Puffin, 2005.
- London, Jack. *White Fang*. Scholastic Paperbacks, 2001.
- Lowrey, Lois. *Number the Stars*. Dell Yearling, 1998.
- Pfeffer, Susan B. *Life as We Knew It*. HMH Books for Young Readers, 2006.
- Stanley, Jerry. *Children of the Dustbowl: The True Story of the School at Weedpatch Camp*. 1st ed., Crown, Random House, 1992.
- Naylor, Phyllis R. *Shiloh*. Aladdin Paperbacks, 2003.
- O'Dell, Scott. *Island of the Blue Dolphins*. HMH Books for Young Readers, 2010.
- Hesse, Karen. *Out of the Dust*. Scholastic Inc, 2005.
- Clearly, Beverly. *Mouse & the Motorcycle*. HarperCollins, 2014.
- Lewis, C. S. *The Lion, the Witch, and the Wardrobe*. HarperCollins, 2005.
- Webb, E. B. *Charlotte's Webb*. HarperCollins Publishers, 2001.
- Collins, Suzanne. *The Hunger Games*. Scholastic Press, 2008.
- Fa, Lu C., and W. Becky. *Double Luck: Memoirs of a Chinese Orphan*. Holiday House, Inc., 2001.
- Taffa, Debora Jackson. *Whiskey Tender*. Harper Perennial, 2024.
- Chung, Nicole. *All You Can Ever Know*. Catapult, 2018.
- 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

Additional Required Materials: None

Course Objectives:

At the conclusion of this course, the student should be able to (Identical and Required):

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.

SLOS:

1. Recognize the key elements of major genres to effectively analyze and interpret their purpose and themes.
2. Critically analyze and interpret a range of multi-genre texts, effectively identifying and applying the key elements specific to each genre.
3. Evaluate and synthesize credible primary and secondary sources into an essay without plagiarism.

Course Level Learning Outcomes

Local General Education Student Learning Outcomes

1. Develop an awareness of ways in which people through the ages and in different cultures respond to the world around them through artistic and cultural creations.
2. Demonstrate an understanding of human diversity and tolerance for different perspectives, ideas, and values.
3. Describe how through the arts, literature, philosophy, foreign languages, or religion reflect the historical, intellectual context and aesthetic tastes of various cultures using value judgments.

Course Content:

- 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.
- Literary terminology, devices, and critical approaches.
- Active and critical reading strategies.
- Writing and thinking critically about literature, including literary analysis.
- Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.

Unit I Elements of Fiction

- A. Plot
- B. Character
- C. Setting
- D. Point of view
- E. Theme
- F. Style
- G. Symbolism

Unit II Writing about Fiction

- A. Review of essay form
- B. Literary Analysis
- C. Comparison/Contrast
- D. Argument
- E. Interpretation
- F. Research and criticism

Unit III Elements of Non-Fiction

- A. Plot
- B. Character
- C. Setting
- D. Theme
- E. Style
- F. Symbolism

Unit IV Writing about Non-Fiction

- A. Review of essay form

- B. Literary Analysis
- C. Comparison/Contrast
- D. Argument
- E. Interpretation

Unit V Elements of Poetry

- A. Meter and rhythm
- B. Imagery
- C. Figurative language
- D. Rhyme and rhyme scheme
- E. Symbol
- F. Character/speaker
- G. Tone and mood
- H. Theme

Unit VI Forms of Poetry

- A. Fiction
- B. Non-fiction

Unit VII Writing about Poetry

- A. Explication
- B. Interpretation
- C. Evaluation
- D. Research and Criticism

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Reading,
2. Homework,
3. Research, and
4. Writing

Methods of Instruction

1. Lecture,
2. Class discussions based on reading assignments, and/or
3. Discussion boards via Canvas
4. Group and individual panels and presentations,
5. Role play
6. Guest speaker
7. Library

Examples of Assignments

Reading: Student will be reading a variety of literary texts, including poetry, drama and short fiction from diverse authors; learn how to read actively by submitting annotations or journals/reactions on the reading.

Writing: Journaling on their reading; discussing themes of the text; writing analysis of the text in an essay.

Methods of Evaluation

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.

Supplemental Data:

TOP Code:	150100: English
SAM Priority Code:	E: Non-Occupational
Distance Education:	Not Applicable
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	Y
Eligible for Credit by Exam:	NO
Eligible for Pass/No Pass:	NO
Taft College General Education:	Yes

Discipline	English
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