

ENGL 0815 - SELECTED TOPICS IN LITERATURE

Catalog Description

Hours: 8 to 54 lecture as scheduled

Description: Course for older adults interested in exploring literature. Study of selected styles of work and/or authors in literature. Examination of theme and impact of work on society. Includes discussion of the influences of the geographic, economic, cultural, and physical setting at the time of writing. May be repeated. (noncredit)

Course Student Learning Outcomes

- CSLO #1: Recognize and explain multiple styles and genres of literature and authors.

Effective Term

Fall 2018

Course Type

Noncredit

Contact Hours

8-54

Outside of Class Hours

16-108

Total Student Learning Hours

24-162

Course Objectives

1. Identify the theme of the series of works
2. Determine the context of the series of work
 - a. geographic
 - b. economic
 - c. cultural
 - d. physical setting
3. Compare and contrast the works with current ideas on the topics
4. Compare the experiences of older adults to literary themes
5. Compare and discuss the written reactions of older adults to the literary topic
6. Grow in understanding of literature through course repetition and examination of different pieces of literature.

General Education Information

- Approved College Associate Degree GE Applicability
- CSU GE Applicability (Recommended-requires CSU approval)
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- Not Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: 1. Through discussion, instructor will assess students' ability to critique literary works based upon literary criticism schools of thought (psychological, historical, formalist, etc.). 2. Through discussion, instructor will assess students' ability to compare styles among various authors.

Repeatable

Yes

Methods of Instruction

- Lecture/Discussion

Lecture:

1. Instructor will lead large group discussions about how to analyze/ identify/apply concepts of literary interpretation to readings such as Kate Chopin's *The Awakening*. In small groups, students will make these interpretations to the specific work(s).
2. Instructor will lecture on Steinbeck's novels showing students how they may be critiqued within historical and cultural contexts. Students will make critiques based upon these concepts.

Typical Out of Class Assignments Reading Assignments

1. Read "A Good Man Is Hard to Find" and "Good Country People," as well as the critical and biographical material accompanying the section on Flannery O'Connor. Write a brief answer to the following questions: What characteristics are shared by these stories? How did you respond to them? What would you describe as the "themes" of each story, based on your understanding of character, action, and tone? 2. "My Last Duchess," is a dramatic monologue, a poem which takes place in a dramatic context, like a scene from a play; in this case, the Duke (the speaker) is addressing an emissary from a "Count," concerning negotiations over the dowry for the Count's daughter (whom the Duke plans to marry). What do you make in this light of the Duke's monologue? What do we learn about the Duke? Is it what he wants us to learn? How does he regard his actions, so far as you can tell? Does the tone of his discourse change at any point in the monologue?

Writing, Problem Solving or Performance

Write a brief essay on one of the following topics: 1. Read Aristotle's commentary on tragedy, again, and explore the following question: How does Hamlet compare to Oedipus as a tragedy? You may want to consider a) How it is like or unlike the type of tragedy Aristotle determined was ideal (Oedipus is Aristotle's prime example) b) Why Shakespeare may have changed or transformed the pattern of tragedy, or if he maintained parts of the pattern, why he did c) How the tragic action is related to theme in each play. 2. Write out three questions about "In the Lake of the Woods" up to Chapter 17. Your questions should concentrate on plot, character, and symbol/image, all connected to theme. Then, respond briefly to your questions. Then determine how your answer to one of these questions might form the basis for a thesis for your next essay.

Other (Term projects, research papers, portfolios, etc.)

1. Students will be presented examples of various literature and asked to identify the theme, cultural influences, setting, and context of the work, and to compare and contrast with other works.

Required Materials

Other materials and-or supplies required of students that contribute to the cost of the course.

Instructor supplied handouts.