Jefferson College

Course Syllabus

Eng 106

Literature Appreciation: Drama/Short Novel

3 Credit Hours

Prepared by:
Debra Sutton

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Revised by: Bryan Peters

Arts and Science Education
Dr. Mindy Selsor, Dean
ENG106  Literature Appreciation: Drama/Short Novel

I.  CATALOG DESCRIPTION

A.  Prerequisite: none

B.  3 semester hours credit

C.  This course examines the essential elements of drama and the short novel. Students will outline drama from Greek origins to modern times, placing emphasis on recognizing structure and theme. Students will study the author's technique and theme in the short novel. Literature Appreciation: Drama/Short Novel will partially fulfill the humanities requirement for an associate degree. (F,S)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

<table>
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<tr>
<th>Outcomes</th>
<th>Assessment Measures</th>
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<tr>
<td>Students will read and interpret a representative sample of plays and short novels.</td>
<td>Class discussion/participation Reading Journals Quizzes Essay(s) Exam(s)</td>
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<td>Students will identify and evaluate various techniques found in plays and short novels.</td>
<td>Class discussion/participation Reading Journal Essay(s) Exam(s) Scene interpretation and recitation</td>
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<td>Students will demonstrate an awareness of the historical, social, and/or political context surrounding the plays and short novels.</td>
<td>Essay(s) Class discussion/participation Group Presentation Exam(s)</td>
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<td>Students will demonstrate familiarity with the major genres and themes of plays and short novels.</td>
<td>Exam(s) Essay(s) Class discussion/participation</td>
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<td>Students will identify and explain key passages from representative plays and short novels.</td>
<td>Scene interpretation and recitation Class discussion/participation Exam(s) Essay(s)</td>
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III. OUTLINE OF TOPICS

A. Short Novel

1. Encourage analytical reading skills by following three steps: reading for content, marking structural and stylistic devices as well as familiar words, looking up these words, and re-reading marked passages.

2. Comprehend literary terms to analyze works and compose literary critiques.
   a. plot
   b. character
   c. setting
   d. point of view
   e. symbol
   f. theme
   g. style
   h. tone
   i. irony
      (1) verbal irony
      (2) situational irony
      (3) cosmic irony

3. Compose a literary analysis
   a. formulate some opinion (thesis statement) about some aspect of a work
   b. review the text, marking symbols, dialogue, and actions that support the thesis statement
   c. review the marked sections of the text with an eye to organizing these sections into paragraphs that support and develop the thesis statement
   d. compose an outline consisting of the thesis statement, topic sentences, with phrases and page numbers that refer to supporting material in the text
   e. write the literary analysis in standard essay form, quoting, paraphrasing, and summarizing symbols, dialogue, and actions from the text while interpreting these to exhibit support for the thesis
   f. provide a works cited page to document the literary work used

4. Read works of various time periods and from different ethnicities to encourage historical and multicultural understanding.
   a. 1798-1840 Romantic Period
   b. 1841-1880 Victorian Period
   c. 1881-1914 Realistic Period
   d. 1914-1965 Modernist Period
   e. 1965-present Postmodernist Period
5. Read works of various ethnic origins to encourage multicultural understanding.
   a. North American
      (1) Euro-American (United States)
          (a) Faulkner, William. *As I Lay Dying*
          (b) James, Henry. *Daisy Miller*
          (c) Porter, Katharine Anne. *Old Mortality*
          (d) Wharton, Edith. *Ethan Frome*
      (2) African-American (United States) - Toomer, Jean. *Cane*
      (3) Jewish-American (United States) - Roth, Phillip. *Good-bye Columbus*
      (4) Canadian - Munro, Alice. *The Love of a Good Woman*
   b. South American - Garcia Marquez, Gabriel. *The Incredible and Sad Tale of Innocent Erendira and Her Heartless Grandmother*
   c. European
      (1) British
          (a) Conrad, Joseph. *Heart of Darkness*
          (b) Lawrence, D. H. *The Fox*
          (c) Lessing, Doris. *The Antheap*
      (2) Russian - Tolstoy, Leo. *The Death of Ivan Ilyich*
      (3) Czechoslovakian - Kafka, Franz. *The Metamorphosis*

B. Drama
1. Review the three steps, adding that climactic passages ought to be read aloud.
2. Comprehend literary terms to analyze works and compose literary critiques.
   a. drama
   b. script
   c. stage directions
   d. act
   e. scene
   f. plot, subplot
   g. conflict
      (1) protagonist
      (2) antagonist
   h. closet drama
   i. setting
   j. exposition
   k. dialogue
   l. foil
   m. theme
3. Read works of various time periods and from different ethnicities to encourage historical and multicultural understanding.
   a. 500-400 B. C. E. Ancient Greece
   b. 1550-1660 Renaissance
   c. 1660-1798 Neo-Classical Period
   d. 1798-1840 Romantic Period
   e. 1840-1870 Victorian Period
   f. 1870-1914 Realistic Period
   g. 1914-1965 Modernist Period
   h. 1965-present Post-Modernist Period

IV. METHODS OF INSTRUCTION

A. Instructor and student presentation
B. Literature circles
C. Collaborative reading and writing
D. Reading critical articles
E. Class discussion
F. Computer composition of literary analysis in class and in the Writing Center

V. REQUIRED TEXTBOOKS


VI. REQUIRED MATERIALS (STUDENT)

Textbooks
Writing materials
Computer disk

VII. SUPPLEMENTAL REFERENCES

A. Videotaped versions of various plays and novels
   1. Antigone. VHS. Films for the Humanities and Sciences
   2. Apocalypse Now. VHS (a contemporary version of Heart of Darkness)
   3. Chekhov and the Moscow Art Theatre. VHS. IASTA
5. *Daisy Miller.* VHS.
7. *D. H. Lawrence as Son and Lover.* VHS. Films for the Humanities and Sciences
8. *A Day at the Globe.* VHS. Insight Media
9. *Death of a Salesman.* VHS. [television adaptation]
10. *A Doll House.* VHS. [original television production]
11. *Drama Comes of Age.* 16-mm. Indiana University Center for Teaching
12. *Drama: How it Began.* 16-mm. Indiana University Center for Teaching
13. *The Elizabethan Age.* VHS. Insight Media
15. *Good-bye Columbus.* VHS
17. *Hamlet.* VHS [Olivier version]
18. *Hamlet.* VHS [Zeffirelli version]
19. *Lorraine Hansberry: The Black Experience in the Creation of Drama.* VHS.
20. Films for the Humanities and Sciences
21. *A Midsummer Night's Dream.* VHS. Drama Classics Video
22. *A Raisin in the Sun.* VHS. American Playhouse
23. *Oedipus the King.* VHS. Crossroads Video
24. *Private Conversations on the Set of Death of a Salesman.* VHS. PBS documentary
25. *A Raisin in the Sun.* VHS. American Playhouse
26. *Tartuffe.* VHS. [directed by Gerard Depardieu]
27. *The Tempest.* VHS. Time-Life Video
28. *The Theatre in Ancient Greece.* VHS. Films for the Humanities and Sciences
30. *To Be Young, Gifted, and Black.* VHS. Indiana University Center for Teaching
31. *The Trials of Franz Kafka.* VHS. Films for the Humanities and Sciences
32. *Trifles.* VHS. Centre Productions
34. *William Faulkner's Mississippi.* VHS. Benchmark Films

B. Critical articles in journals or casebooks

VIII. METHODS OF EVALUATION

A. 2 short (3-5 pages) papers

B. A midterm and a final exam, each one half objective and half essay
C. One oral dramatic reading and analysis

D. Reading Journal

E. Group Presentation

F. Grading scale is as follows:
   90-100 A
   80-89 B
   70-79 C
   60-69 D
   0-59 F

IX. ADA COMPLIANCE

Students who have needs because of a learning disability or other kinds of disabilities should contact the Access/ABILITY Office at (636) 797-3000 extension 169 or 158 and discuss accommodations with the instructor.

X. ACADEMIC HONESTY STATEMENT

If a student plagiarizes writing or cheats on an assignment or test, he or she will fail that assignment and may fail the entire course. Dishonesty is a gross violation of the academic honesty policy as stated in the Jefferson College Student Handbook and indicates a failure to meet the standards of this course.