Section I

SUBJECT AREA AND COURSE NUMBER: English 278
COURSE TITLE: Contemporary Literature
COURSE CATALOG DESCRIPTION: An examination of contemporary literature in a variety of genres. Students will read, discuss, and write about literature by authors who have significantly influenced contemporary literature and analyze formal features/developments and historical contexts to inform their understanding of these literary works.
LECTURE HOURS PER WEEK: 3 CREDIT PER COURSE: 3
PREREQUISITE: English 102

Section II

A. SCOPE
Students in ENG 278 read, discuss, write about, and present on a variety of literature by authors who have significantly influenced contemporary literature in a variety of genres (novels, stories, poetry, drama, creative nonfiction). Analysis of formal features/developments and historical contexts inform the students’ understanding of literary works. Thematic approaches may be employed to emphasize social and philosophic underpinnings of the literature. The contemporary era is roughly defined as post-WWII, but can be alternatively defined by the individual instructor. Works from prior eras that inform contemporary literature may also be included.

B. REQUIRED WORK
Students must complete readings as assigned. Students will participate in classroom discussions, write short essays, give presentations, and complete other projects as assigned.

C. ATTENDANCE and PARTICIPATION
Students are expected to be prepared for each class meeting and to participate in class discussions, and may be asked to confer with the professor during prearranged conference times. The professor is also available for individual consultation during scheduled office hours.

D. METHODS OF INSTRUCTION
This will vary according to the instructor and may include discussion, lectures, peer work, field trips, films, and project-oriented, collaborative learning activities.

E. OBJECTIVES, OUTCOMES, and ASSESSMENT
The following objectives and outcomes represent the department’s core requirements for student achievement.
**ENG* 278** meets the following **Designated General Education Core Competencies:**
- Aesthetic Dimensions (AD)
- Critical Analysis/Logical Thinking (CA)
- Oral Communication in English (OC)
- Written Communication (WC)

**ENG* 278** meets the Following **Embedded General Education Core Competencies:**
- Historical Knowledge (HK)

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<th>LEARNING OBJECTIVES</th>
<th>LEARNING OUTCOMES</th>
<th>ASSESSMENT METHODS</th>
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<td>To demonstrate an understanding of</td>
<td>Student will</td>
<td>As measured by</td>
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| 1. Responsibility for his or her own learning | • attend regularly and on time  
• complete all individual and class projects  
• read all assigned material  
• initiate and complete make-up work (if permitted) | • attendance records  
• quizzes/in class writings, journals  
• assignment records, including timely drafts |
| 2. Aesthetic Dimensions | • Apply key concepts, terminology and methodologies in the analysis of contemporary works  
• Identify contemporary literary works in historical, social, political, cultural and aesthetic contexts.  
• Articulate how literary works respond to and influence societies and cultures, ethically, politically and historically  
• Engage with literary works through other media: e.g. film, drama, concerts, lectures or readings  
(AD 1-4) (HK 3, 5) | • Class discussion  
• Oral reports  
• Written assignments  
• Examinations  
• Indications in Research Essays and literary analysis essays that students have related the works to literary trends, cultural/socio-political events, historical conditions in a meaningful way |

**Critical Analysis and Logical Thinking**
- Demonstrate competence in argumentation, assessing different viewpoints and compiling well-reasoned analysis of selected works
- Examine, analyze, interpret and evaluate a variety of literary themes or a specific theme in depth – using comparisons between works and/or particular authors

Evidence in Research Essay and Literary Analysis Essays of students applying sound written argument strategies.

Demonstration in the papers that students have
| Written and Oral Communication | • Compose unified, effectively developed, coherent essays and oral presentations that respond to rhetorical situations by identifying audience and purpose
• Effectively respond and adapt to audience verbal and non-verbal feedback during oral presentations
• Draft essays and presentations in order to understand the writing process from generating ideas to editing
• Formulate effective communication strategies to present arguments on appropriate literary subjects in both written and oral formats
• Craft logical literary arguments, apply standard language conventions, effective writing and presentation strategies, appropriate sources, and MLA research systems of documentation.
• Apply sound principles for creating effective support material for oral presentations (e.g. poster, PowerPoint, Prezi)

(WC 1-5; OC 1-5) | Essays and oral presentation material will show student understanding of MLA documentation formatting
Evidence in the Essays and oral presentations that students understand thesis, support, and documentation.
Essays and oral presentations show understanding of conventional grammar structures
Drafts of essays/presentations indicate a knowledge of the writing process – prewriting/writing/editing |

| Historical and Global Perspectives | • Explain and recognize issues of diversity and ethics raised in works, including issues of ethnic heritage and religion
• Examine the complex transnational character of contemporary literature
• Critically survey various forms of historical documents (maps, primary documents, film, photos newspapers) relating to selected literature
• Analyze major historical and political issues and events that influence the selected writers and their works by examining various types of historical sources such as newspapers, primary documents, both popular and academic

(HK 3, 4, 5) | Indications in Research Essays and Literary Analysis Essays that students have related the works to socio-political events or conditions in a meaningful way
Where relevant students have demonstrated in the papers a knowledge of racial/ethnic/gender/class factors important to the works read. |
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<th>Participation in Class Activities and Discussions</th>
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<td>(AD 5)</td>
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**Core Competency Assessment Artifact(s):**
Assignments from this course that address learning outcomes noted above may be collected to assess student learning across the college.

**F. TEXT(S) AND MATERIALS:** As chosen by the instructor.

**G. INFORMATION TECHNOLOGY:** Basic knowledge of the use of computers to write papers as well as on-line search and use of library databases and internet resources, and familiarity with electronic course instruction platform. Extent of use of information technology will vary by instructor.