

**California State University, San Marcos General Education Program  
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST  
• AREA C2: Humanities  
See GE Handbook for information on each section of this form**

**ABSTRACT**

<b>Course Abbreviation and Number:</b> LTWR 100	<b>Course Title:</b> Introduction to Literature	
<b>Number of Units:</b> 3 _____		
<b>College or Program:</b> X CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	<b>Desired term of implementation:</b> X Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year 2014	<b>Mode of Delivery:</b> X face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
<b>Course Proposer (please print):</b> Catherine Cucinella	<b>Email:</b> ccucinel@csusm.edu	<b>Submission Date:</b> 2/24/2014

**1. Course Catalog Description:** An inquiry into the basic nature of literature. We will consider some of the following questions: What prompts the creation of imaginative literature? What purpose does literature serve in the cultural life of a community? What are its social, philosophical, spiritual, and aesthetic values? Some consideration may be given to techniques and major critical theories, but the focus will be on critical reading for the nonspecialist. Specific works studied will be representative of several genres, cultures, and periods of literature.

**2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:**

X	Course description, course title and course number
X	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
X	Topics or subjects covered in the course
X	Registration conditions
X	Specifics relating to how assignments meet the writing requirement
X	Tentative course schedule including readings
X	Grading components including relative weight of assignments

**SIGNATURES**

Catherine Cucinella 2/14/2014  
Course Proposer Date

Salah Moukhlis 2/17/2014  
Department Chair date

*Please note that the department will be required to report assessment data to the GEC annually.* \_\_\_\_\_  
DC Initial

Judith A. Downes  
Library Faculty Date

Support Do not support\*

\_\_\_\_\_  
Impacted Discipline Chair Date

Support Do not support\*

\_\_\_\_\_  
Impacted Discipline Chair Date

Support Do not Support\*

\_\_\_\_\_  
GEC Chair Date

Approve Do not Approve

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**\* If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator:      Phone:      Email:

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**Part A: C2 Humanities General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]**

<b>Humanities GELOs this course will address:</b>	<b>Course content that addresses each GELO.</b>	<b>How will these GELOs be assessed?</b>
<p>C2.1: Analyze and interpret the ways in which the humanities engage issues of human existence and human diversity, such as race, ethnicity, gender, sexuality, and dis/ability.</p>	<p>The course generates from the assumption that literature tells us something about the human condition, and the readings reflect diversity. Class discussion and activities focus on what the various writers tell us about living in a world as gendered, racialized, human beings.</p> <p>For example, students read Rita Dove's collection of poems <i>Thomas and Beulah</i>, which chronicles the life an African American couple from 1921-1963. This poetic narrative cycle is valued as black history, as family memorial, and as a critique of racial and gender structures. In small groups and in whole-class discussions, students explicate the poems in order to understand the intersections of race, gender, sexuality, and power relations.</p>	<p>Students write an interpretation/literary analysis paper with an identifiable theoretical perspective.</p> <p>Midterm and final exam short answer and essay questions asking students to identify, explain, and then interpret <i>how</i> passages from literary works and/or individual writers/poets represent human diversity (a close reading).</p>
<p>C2.2: Explore how humanistic traditions, disciplines, and methods inform our understanding of the social world, fostering critical evaluation of social, political, economic and environmental influences on human life.</p>	<p>The poems, plays, and fiction reflect the social, political, economic, and environmental context of the writer and his or her real and imagined world, and these works endeavor to explain the human condition.</p> <p>All the texts (including the scholarly research used in class and by students in their papers) introduce students to the humanistic tradition of evaluating how these contexts influence the material reality of living in a world filled with human beings.</p>	<p>Students write a biographical "author paper" which involves a synthesis of the historical, political, and environmental influences on that writer.</p> <p>Students write an interpretation/literary analysis paper with an identifiable theoretical perspective, which addresses these issues.</p> <p>Midterm and final exam short answer and essay question asking students to identify, explain, and then interpret <i>how</i> passages from literary works and/or individual writers/poets represent social, political, economic, and/or environmental influences on the human condition (a close reading)</p>
<p>C2.3: Apply multiple theoretical, critical, and analytical perspectives to the study of history, the arts, and the humanities, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.</p>	<p>The literature itself presents multiple perspectives, represents various literary, aesthetic, and theoretical traditions generating from diverse cultural perspectives (white European and American, African American, Chicano/a Asian American) and as such, the lens, through which students read, discuss, interpret, and analyze, are also diverse.</p> <p>The lectures draw attention to these perspectives and the in-class activities ask students to identify and then explain, through a close reading of specific passages, the values,</p>	<p>Students write an interpretation/literary analysis paper with an identifiable theoretical perspective.</p> <p>Midterm and final exam short answer and essay questions asking students to identify, explain, and then interpret a theoretical or critical perspective in a passage from a literary work and/or individual writer/poet.</p>

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	aesthetics conventions, and stylistic devices in the assigned novels, stories, plays, or poems.	
C2.4: Articulate how theoretical approaches come to play in the creation and analysis of works in the humanities. <b>[Methods Courses]</b>	Assigned reading and class lectures introduce students to the various theoretical approaches of literary analysis—feminist, Marxist, deconstruction, psychoanalysis.  In-class activities involve summarizing and explaining main points of each theoretical approach.	Midterm and final exam short answer and essay questions asking students to explain the principles, assumptions, and applications of the various theoretical approaches of literary analysis.
C2.5: Use accepted research methods to analyze and interpret cultural formations, ranging from works in the humanities, to historical processes of development and change. <b>[Methods Courses]</b>	Assigned readings, in-class activities, and discussions introduce students to literary canons reflective of cultural formations and how these canons and formations form and reform.	Students write an interpretation/literary analysis paper with an identifiable theoretical perspective which reflect these issues.  Midterm and final exam short answer and essay questions asking students explain, analyze, and discuss the implications of literary canons as cultural formations.
C2.6: Students will sharpen their understanding of concepts and methods of criticism by creating works that demonstrate facility with the artistic or literary techniques in question. <b>[Creative Activity Courses]</b>	NA	NA

**Part B: General Education Learning Outcomes required of all GE courses related to course content:**

<b>GE Outcomes required of all Courses</b>	<b>Course content that addresses each GE outcome?</b>	<b>How will these GELOs be assessed?</b>
Students will communicate effectively in writing to various audiences. (writing)	In-class discussion and activities ask students to consider the choices the various writers make regarding audience, and in-class writing/analysis/discussions about literary techniques draw attention to audience awareness and effective strategies for writing for diverse audiences.	Three written assignments; each with different rhetorical situations, requiring different genre conventions and an awareness of various audiences.
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	The literature offers multiple perspectives on various issues, and through group work, whole-class discussions, and in-class activities, students analyze, evaluate, and synthesize these ideas, perspectives, and arguments in order to formulate their own positions and interpretations.	Interpretation/literary analysis paper an identifiable theoretical perspective; includes analysis, evaluation, synthesizes of information, diverse perspectives.  Midterm and final analysis/close reading section involving analysis, evaluation, and synthesis
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly	Scheduled information literacy/research session with librarian; in-class activity focusing on reader response, book reviews, and	Writing assignments requiring research and appropriate documentation, beginning with an annotated

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encouraged to collaborate with their library faculty.)	literary criticism/scholarship	bibliography
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**Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C2 courses must meet at least one of the LEAP Goals.**

<b>GE Programmatic Goals</b>	<b>Course addresses this LEAP goal:</b>
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes
<b>CSUSM Specific Programmatic Goals</b>	<b>Course content that addresses the following CSUSM goals. Please explain, if applicable.</b>
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (please describe): The literature itself presents multiple perspectives, evokes various traditions generating from diverse cultural perspectives such as African American, Chicano/a, Asian American. The literature also deals with issues of sexuality, gender, class, marginality, ethnicity, and race.  The lectures draw attention to these issues, and the in-class activities ask students to identify and then explain, through a close reading of specific passages, the values, aesthetics conventions, and stylistic devices in the assigned novels, stories, plays, or poems and to analyze, evaluate, synthesize the new and diverse ideas and perspectives they encounter in the literature. Students also develop their own positions in relation to these new ideas and perspectives.
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

**Part D: Course requirements to be met by the instructor.**

<b>Course Requirements:</b>	<b>How will this requirement be met by the instructor?</b>
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	3 major papers (min. 18 pages); annotated bibliography; midterm/final with essay questions
Assignments will provide instruction in discipline-specific conventions of writing, research, and reference citation.	The assignments in this course are sequenced to lead students to their final interpretation/literary analysis. They begin with an author paper which requires them to write about the biographical details of the author's life and the cultural/historical context in which he or she wrote and published. For this paper, students begin their research in reference works.  This research introduces students to the conventions of literary research, and the scholarship that they read models the conventions of discipline specific writing and reference citation.  The next assignment is an annotated bibliography

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	<p>focusing on a novel and dealing with literary criticism, thus introducing students to the specifics of writing and research in literary studies. Their next writing assignment allows students to explore an aspect of the novel on which they are writing that they find interesting, intriguing, moving, confusing, compelling, or challenging. Although not thesis-driven, this paper must contain a controlling idea.</p> <p>The interpretation/literary analysis pulls together the work students have done in the previous papers. In the final paper, students persuade the readers that their analysis and interpretation are probable, valid, and reasonable, and they do so supported by reasoned argument and discipline-specific research.</p>
<p>Students will gain practice in appropriate, general or discipline-specific research methods and/or critical techniques, to strengthen the quality of their interpretation and analysis of the cultural works or historical subject matters at hand.</p>	<p>This requirement is met through the ongoing research required for the writing assignment, in-class research sessions, and the library session with the humanities librarian.</p>
<p>Students will gain familiarity with information resources and technologies relevant to the discipline, subject matters, and topics of study in question.</p>	<p><b>See above.</b></p>
<p>Assessment of student learning will take various forms, through multiple kinds of assignments that are appropriate to the methods of the discipline and the topics being studied.</p>	<p>This requirement is met through the following assignments: literary analysis essays, annotated bibliographies, short answer/essay exams</p>

## Catherine Cucinella

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**From:** Salah Moukhlis  
**Sent:** Monday, February 17, 2014 2:02 PM  
**To:** Catherine Cucinella  
**Subject:** GE recertification forms  
**Attachments:** GEW 050.docx; GEW 101.docx; LTWR 100.docx; LTWR 208B.docx; LTWR 211.docx

Hi Catherine,

Please find attached the GE recertification forms (GEW 50, GEW 101, LTWR 100, LTWR 208B, and LTWR 211) with my signatures on them. I do approve all of them.

Best,  
Salah

Salah M. Moukhlis, Ph.D.  
Professor and Chair  
Literature and Writing Studies Department  
California State University San Marcos  
San Marcos, CA, 92096-0001  
Office: Markstein Hall 126K  
Tel. 760-750-8081  
E-mail. [smoukhli@csusm.edu](mailto:smoukhli@csusm.edu)

## LTWR 100: Introduction to Literature

**Dr. Cucinella****Email:** [ccucinell@csusm.edu](mailto:ccucinell@csusm.edu)**Phone:** 760.750.8169 (office)**Office:** MARK 259**Office Hours:****Required texts:***Reading and Writing about Literature*, Janet Gardner*A Doll's House*, Henrik Ibsen*Zoot Suit and Other Plays*, Luis Valdez*The Awakening*, Kate Chopin*The Grapes of Wrath*, John Steinbeck*Thomas and Beulah*, Rita Dove**\*\*\*Additional short stories and poetry found on Cougar Courses\*\*\***

**Course Description:** “An inquiry into the basic nature of literature. We will consider some of the following questions: What prompts the creation of imaginative literature? What purpose does literature serve in the cultural life of a community? What are its social, philosophical, spiritual, and aesthetic values? Some consideration may be given to techniques and major critical theories, but the focus will be on critical reading for the nonspecialist. Specific works studied will be representative of several genres, cultures, and periods of literature” (CSUSM Catalog Course Description).

The above description provides wide parameters for LTWR 100. Obviously, in one semester, we must narrow our focus. So what exactly will we cover this semester, and in what context will we read and discuss the assigned material? Because this course introduces you to literature, I want you to experience a variety of literary genres, so you will read short stories, individual poems, a volume of poetry, plays, and a novel. Although I have not designed this course to address one specific theme, you will see some commonalities among the stories we read. Each deals with issues of crafting as sense of self, a worldview, and a personal ethics or moral code from the margins of society. These works, however, present a wide-range of themes, and my hope is that as you read you will discover something about yourself and your world. I also hope that through these stories you will encounter experiences and worlds different from yours. I designed and will teach this course based on the following assumptions: stories and storytelling matter; literature helps us understand the human condition; analyzing literary texts strengthens our critical thinking.

**Course Student Learning Outcomes**

- Students will be able to identify and explain elements of fiction, poetry, and drama.
- Students will be able to explain the meaning of a specific passage of a literary work through a close reading.
- Students will be able to locate and identify the critical conversations about a specific literary work and incorporate that scholarly research into their papers.
- Students will be able to analyze a literary work.

**General Education Student Learning Outcomes**

- Students will be able to both analyze and interpret the ways in which the humanities engage issues of human existence and human diversity (race, ethnicity, gender, sexuality, and/or dis/ability).
- Students will explore how humanistic traditions and methods inform our understanding of the social world and foster critical evaluation of social, political, economic and/or environmental influences on human life.
- Students will apply a theoretical, critical, and analytical perspective to fiction, poetry, and drama, in order to interpret and appreciate the humanistic traditions of diverse cultures and peoples.



- Students will articulate how theoretical approaches come into play in the analysis of works in the humanities.
- Students will use accepted research methods to analyze and interpret cultural formations of literary works.

### **Less Tangible Outcomes (What I hope will happen!)**

- that an image, a story, an idea takes your breath away
- that a story, a character, an image touches something deep inside of you
- that for a moment you see the world from a position different than your own

**Course Requirements:** The success of this course depends upon active participation and lively engagement with the texts, with me, and with each other. Participation means that you share your ideas, ask and answer questions. Engagement means that you actively and critically read, that you bring your unique perspective to each reading, and that you appreciate the perspectives of your peers. Engagement also involves pushing beyond the expected, moving beyond the known, thinking beyond certainty.

**Quizzes:** There will be **10 in-class quizzes** throughout the semester. These quizzes generate from the assigned reading, and you will take the quiz at the beginning of class. You may use any notes that you take on the readings for these quizzes. **NOTE:** These quizzes account for **20%** of your grade, and you cannot make them up if you are absent.

**Papers and assignments:** Students will write three (3) papers, paper one 5-6 pages, paper two 5-6 pages, and paper three 8-10 pages. Each of these papers addresses a novel that you choose from the list that I have posted on Cougar Courses.

In the first paper, you will provide biographical information about the author, themes found in his or her body of work, and the cultural/historical context in which the author wrote and published. You will also create an annotated bibliography that will function as your preliminary research for your final paper, and you will include this bibliography with the first paper. The second paper, an exploration of your chosen novel, allows you to identify and investigate issues that you find challenging, significant, and/or compelling in the novel. For the final paper, you will write a literary interpretation and analysis of this novel in which you present an argument regarding your interpretation of the text and the significance of your interpretation.

**DO NOT PANIC AT THIS POINT:** I have provided more detailed instructions for these assignments on Cougar Courses.

**Exams:** You will take two exams in this class, a midterm and a final. Each exam consists of two parts. Part 1 contains passages from the poetry, stories, and plays assigned. You will identify the title and writer of the excerpt. Part 2 contains passages from three of the assigned readings. You will choose two of these passages to “close read.”

**Cougar Courses:** I have set up Cougar Course for this course. Please check it routinely. I have placed all assignments, the syllabus, an example of MLA style documentation and works cited page, grading criteria, some writing tips, and required reading in our course container.

**Late Papers:** Submit all work on time (at the beginning of the class period). I will lower the paper ½ grade for each class meeting it is late (arriving to class more than ten minutes late on the day paper are due constitutes one late day—thus losing ½ grade). I will not accept papers more than three class meetings late. **DO NOT SUBMIT PAPERS ELECTRONICALLY UNLESS I HAVE GIVEN YOU PERMISSION TO DO SO.**

**Grading:**

Quizzes	20% (200 points)	Author Paper/ Annotated Bibliography	20% (200 points)
Midterm	10% (100 points)	Exploration Paper	20% (200 points)
Final	10% (100 points)	Literary Analysis Paper	20% (200 points)

Grades will be distributed on a percentage basis from the final point total as follows:

94-100	A	87-89	B+	80-83	B-	74-76	C	67-69	D+	60-63	D-
90-93	A-	84-86	B	77-79	C+	70-73	C-	64-66	D	0-59	F

**Academic Honesty:** I hold all students to the highest standards of academic honesty thus I have a zero tolerance regarding plagiarism. A student guilty of plagiarism will receive the grade of F in this course. In addition, I will report all verified cases of plagiarism to the Dean of Students. The *MLA Handbook for Writers of Research Papers* (7<sup>th</sup> ed.) states, “Using another person’s ideas, information, or expressions without acknowledging that person’s work constitutes intellectual theft. Passing off another person’s ideas, information, or expressions as your own to get a better grade or gain some other advantage constitutes fraud” (52).

If you are at all uncertain about what constitutes academic dishonesty, see CSUSM’s official policy at: [http://www.csusm.edu/student\\_affairs/Policies/academic\\_honesty.htm](http://www.csusm.edu/student_affairs/Policies/academic_honesty.htm).

**Email and Classroom Etiquette:** When sending me an email, please write a formal email with a salutation, signature, and correct capitalization and indicate the class in which you are enrolled. I consider arriving to class late, leaving during class, or leaving class early as rude and unacceptable behaviors, and **these actions can, at my discretion, result in a reduction of your final grade, as can excessive absences.**

**Cell phones, Text Messaging, iPods, Laptops:** Please turn off and put away all electronic devices during class. You may not use these devices in class unless I give you prior permission. I can at my discretion ask anyone to leave class who fails to follow these requests.

**Students with Disabilities:** If you require academic accommodations, you must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive accommodations should meet with me during my office hours or in a more private setting in order to ensure your confidentiality.

**Confidentiality, Release of Grades and Graded Work:** Federal and state laws protect the confidentiality of your educational records. Your grades will be released directly to you only. **I do not release grades via email.** Your final exams and papers will be returned by mail if you provide a self-addressed, stamped envelope. Otherwise, you may pick them up at my office at the beginning of the next semester.

**Schedule (Subject to Change)**

**Read all material before class, and I expect you to bring the texts to class.**

Week 1

Introduction  
In-Class Writing Activity

Week 2

*Reading and Writing about Literature (RW)*: 72-89 “Writing about Stories”  

- Discussion of “The Yellow Wallpaper” (included in *RW*)

Week 3

Hawthorne “The Artist of the Beautiful” (found on CC)  
Jackson “The Lottery” (found on CC)

Week 4

**DUE: Reviews of All Optional Novels**

- Please bring a printed copy of each review.
  - Specific instructions on CC

**Library Research Session: Meet in KEL 3400**

- You will commit to the novel for your interpretation/analysis paper—be prepared!

Week 5

Dove: *Thomas and Beulah*: read all the poems in part 1: “Mandolin”  
*RW*: 96-106 “Writing about Poems”  
Dove: *Thomas and Beulah*: read all the poems in part 2: “Canary in Bloom”

Week 6

Dove continued

**DUE: Author Paper**

- Please bring *Reading and Writing about Literature* to class.

Week 7

Valdez: *Zoot Suit*

- Have the entire play read by Monday, Oct. 7<sup>th</sup>.

Week 8

Chin: “How I Got That Name” (found on CC)

**Have your novel read in its entirety (You will have a quiz on it).**

Week 9

**MIDTERM**

**DUE: Exploration Paper**

- Please bring your novel and *RW* to class.

Week 10

- Please bring *RW* to class.
- Please bring your novel to class.
  - In-Class Activity: Working with Exploration Papers

*RW*: 166-78 “Literary Criticism and Literary Theory”

Read article on CC that pertains to your novel (**hint**: you may have a quiz on the article!)

- Either print the article and bring to class or be able to access it electronically.
- Please bring your novel to class.
  - In-Class Activity: Working with Sources

Week 11

Steinbeck: *The Grapes of Wrath*

- Have the entire novel ready by Monday, Nov. 4<sup>th</sup>.

### Week 12

Conferences

### Week 13

Chopin: *The Awakening*

- Have the entire novel ready by Monday, Nov. 18<sup>th</sup>.

### Week 14

Conferences

Research Day

### Week 15

Ibsen: *A Doll's House*

- Draft of Final Paper upload to CC by 5 PM

### Finals Week

**Due: Interpretation/Analysis Paper**