

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

SUBJECT AREA AND COURSE NUMBER

ENGL 545

COURSE TITLE

LITERATURE SURVEY - OA

TYPE COURSE

NON-FEE

OLDER ADULT

CATALOG COURSE DESCRIPTION

This course provides an introduction to writing and literature with an emphasis on creating original work and exploring a variety of literature genres, themes and styles. This course is intended to encourage and guide students who are starting to explore the many creative possibilities literature offers and will provide creative activities for older adults with cultural, therapeutic and developmental values through reading assignments, dialogue, point-of-view, self-expression and story development. (FT)

LECTURE/LABORATORY HOURS

108

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility

SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

2. Effective Communication

SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (continued)

3. Critical Thinking

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Achievement of the course objectives will enable the student to:

1. Acquire the basic knowledge of proper writing techniques and literary devices, themes and styles.
2. Write a short autobiographical essay, literary analysis or book review.
3. Identify and explore important literary works representative of various cultures and literary eras.
4. Critique assigned pieces of literature and/or class writing assignments. Distinguish between descriptive writing that attempts to describe and interpret our real environment, and literary writing that creates its own universe.
5. Develop skills for self-expression, critical thinking and character building Improve communication skills in collaboration with book group community
6. Gain better understanding of life values, cultural diversities and diversity competence

COURSE OBJECTIVES

Upon successful completion of the course the student will be able to:

1. Identify basic types, forms, devices and techniques in literature.
2. Identify literary works and styles representative of various cultures and eras in literature.
3. Describe, analyze and implement the elements in the literary creative process.
4. Demonstrate a knowledge of basic writing techniques through the analysis of an autobiographical essay or other writing assignments.
5. Demonstrate knowledge of an effective critiquing process.
6. Demonstrate knowledge of effective critiquing process.
7. Participate in group evaluations of literary works.
8. Recognize good ideas of developing stories, the literary structure
9. Develop skill of honing one's own unique voice.
10. Learn to listen for own or other's writing voice
11. Identify literary devices unique to current works

## **SECTION II**

### **COURSE CONTENT AND SCOPE**

1. The Creative Process of Writing
  - 1.1. Basic elements in the creative process
  - 1.2. Basic techniques in the literary process
    - 1.2.1. Analyze a story based on a premise that sets forth the story's setting, major character(s), motivation, and conflict
    - 1.2.2. Read poems which demonstrate thematic ("organic") unity among elements
    - 1.2.3. Compose engaging, cohesive, memorable creative non-fiction essays, supported with descriptive and vivid details and articulated with an original voice, which convey specific, thoughtful insights.
  - 1.3. Self-expression through Writing
    - 1.3.1. Exercises that help it emerge own voice, style and story
  - 1.4. Basic types of literature (fiction, creative non-fiction, poetry, drama; contemporary and classical)
    - 1.4.1. Autobiography
    - 1.4.2. Biography and Memoirs
    - 1.4.3. Poetry
    - 1.4.4. Drama
    - 1.4.5. Novel
    - 1.4.6. Essays
    - 1.4.7. Short stories
    - 1.4.8. Fairy Tales
    - 1.4.9. Mystery
    - 1.4.10. Survival Stories
    - 1.4.11. Documentary Reports and newspaper articles
    - 1.4.12. Science Fiction
    - 1.4.13. Screenplay
    - 1.4.14. Literary magazine and stages of the production process.
2. Writing assignments
  - 2.1. Creating an Autobiographical Essay/Outline
  - 2.2. Writing a Book Review and/or Report
  - 2.3. Writing a Plan/Schedule for Reading and Writing Assignments
3. Examination of World Literature
  - 3.1. Types of literature
  - 3.2. Literary themes and styles
  - 3.3. Important works representative of various cultures
  - 3.4. Important works representative of different literary eras
  - 3.5. An analysis of themes, styles and forms
  - 3.6. The critiquing process and the evaluation of literature\_

### APPROPRIATE READINGS

Reading assignments may include, but are not limited to, instructor prepared materials, instructor selected websites, and/or books as related to the course objectives.

### WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, creating a reading plan, a book list and writing book reviews, reports, essays, etc.; may include participation in online discussions via discussion board, blogs, social media and/or other media.

### OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, reading books, identifying and making adjustments in reading /writing skills and writing an original text.

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments may include but are not be limited to evaluating the current status of authors, books, formulating a list of goals to improve reading and writing skills, and developing an action plan toward the achievement of desired goals.

### EVALUATION

The student will be evaluated on the basis of pre and post-test on the course objective as well as on the completed writing assignment.

### METHOD OF INSTRUCTION

The primary methods of instruction will include lectures, group and individual writing projects, class discussions and reading assignments. Field trips may be appropriate.

This course, or sections of this course, may be offered through distance education.

### TEXTS AND SUPPLIES

A course syllabus and handouts will be provided by the instructor. The text will be selected by the instructor at a later date.

*How to Read a Book*, by Charles Van Doren & Mortimer J. Adler, Touchstone; current edition  
*How to Read Literature Like a Professor Revised: A Lively and Entertaining Guide to Reading Between the Lines*, Thomas C. Foster, HarperCollins Publishers, current edition  
*How To Write a Simple Book Review: It's easier than you think!*,  
Allyson R. Abbott, CreateSpace Independent Publishing Platform; current edition  
*Reading Comprehension: Ultimate Reading Comprehension Guide! - Beginners Techniques For How To Improve Your Reading Comprehension, Reading Skills, And ... Learning, Brain*

*Training, Neuroplasticity) Kindle Edition*, Ryan Cooper, Amazon.com Services LLC, current edition

*The Only Skill that Matters: The Proven Methodology to Read Faster, Remember More, and Become a SuperLearner*, Jonathan A. Levi, Lioncrest Publishing, current edition

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DATE March 29, 1985

REVISED BY Instructional Services/SLO's Added

DATE May 7, 2015

REVISED BY Claudia. Tornsäufer, Emily Nye,

Esteban Alvarado

DATE June 3, 2020

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog