This course surveys influential literary theories from the time of Aristotle until the mid-twentieth century. Students become familiar with the main concepts of each theory and with how these theories have been applied by their developers and by subsequent critics. Students learn to apply theories to particular texts, both past and present. Discussions often focus on what distinguishes literature from other uses of language, how literature should be written, what purposes literature should serve, and how to recognize quality in literature.

B. Course Effective Dates: 08/01/1998 - 09/05/1999 09/06/1999 - 08/16/2004 08/17/2004 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Articulate substantial and clearly presented responses to literary criticism, from its beginnings to 1950 at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of advanced-standing English majors at a comprehensive university.

2. Conduct critical analysis that is responsive to details and to complexities of text and theme in literary criticism, from its beginnings to 1950 at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of advanced-standing English majors at a comprehensive university.

3. Demonstrate familiarity with schools of thought and patterns of influence in literary criticism, from its beginnings to 1950 at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of advanced-standing English majors at a comprehensive university.

4. Interpret literary criticism, from its beginnings to 1950, applying biographical and/or cultural evidence as relevant at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of advanced-standing English majors at a comprehensive university.

5. Know the historical and aesthetic development of literary criticism, from its beginnings to 1950 at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of advanced-standing English majors at a comprehensive university.

6. Master the integration of critical theory into the student's own writing, including standard formatting and citation practices at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of advanced-standing English majors at a comprehensive university.

7. Read and respond to literary criticism, from its beginnings to 1950, with intelligence and sensitivity at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of advanced-standing English majors at a comprehensive university.

8. Understand and apply literary terms, theoretical concepts, reading strategies, and analytical methods to the study of literary criticism, from its beginnings to 1950 at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of advanced-standing English majors at a comprehensive university.

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.
G. Special Information

None