

Course Overview: ENG 125

Course title: Introduction to Literature
Pre-requisites: None
Number of credits: 3
Catalog course description: Introduction to literature as both verbal art form and cultural force. Readings in a variety of forms and from different periods and traditions all focused on a common theme (themes vary by instructor). Emphasis is on reading complex texts carefully and responding to them through discussion and in writing. <i>Note:</i> On your syllabus, please indicate the theme you have selected for your section.
Required instructor qualifications: Master's in English preferred. Candidates with a Master's in Education and experience teaching and studying literature will be considered.
Course's audience and role in Eastern's curriculum: This course is a part of Eastern's liberal arts core curriculum, so it is taken by students across the university, usually in their first or second year. This course fulfills the liberal arts learning outcome of ethical reasoning as well as the Arts and Humanities requirement. This course is not required for English majors, who take a different, major-specific 100-level course as their introduction to critical reading, but it can be used as an elective within the English major or minor.
Learning outcomes: All courses in the liberal arts core that meet the ethical reasoning requirement focus on the following learning outcomes, which you should include on your syllabus. Students will be able to demonstrate ethical reasoning by: <ul style="list-style-type: none">• Recognizing ethical issues• Identifying their own ethical positions• Analyzing other ethical positions• Considering the impact of decisions and actions on other individuals, society and the environment In addition to these ELAC learning outcomes, your syllabus should also include outcomes related to literary analysis. The precise phrasing is up to you, but the principal disciplinary objectives for this course, as articulated on sample syllabus A, are <ul style="list-style-type: none">• To become more careful and sensitive readers of complex literary works, acquiring the tools needed to read literature not only with greater understanding, but also with more pleasure, both in college and for a lifetime• To develop strategies to discussing literary texts with precision, both orally and in writing

Primary modes of instruction: Each course in Eastern's liberal arts core includes at least one high impact practice. The high impact practice you must include in this course is collaborative assignments and projects, following the [AAC&U definition](#). Instructors on campus frequently use mini-lectures to present background on the readings, clarify points of confusion, and highlight key elements of the text students are reading. Much class time is devoted to discussion, sometimes inspired by informal writing exercises.

Primary modes of assessment: Instructors vary considerably in how they weigh each of the following components, but in general, assessment in this course includes:

- Attendance and participation
- Homework, including informal writing, composing discussion questions, or online quizzes
- In-class writing
- Formal, polished papers
- A collaborative project/paper/presentation

Detailed description of one potential collaborative assignment, which involves groups of students conducting research and teaching their classmates, can be found on sample syllabus B.

Other notes for instructors: The literature taught in this course is centered around a theme of the instructor's choosing. As the catalog description articulates, however, variety is key, in terms of forms, genres, periods, and traditions: our department employs a capacious definition of literature. For example, your class may extend beyond poetry, drama, novels, and short stories to include texts such as films, creative nonfiction, or picture books. Instructors are strongly encouraged to think beyond the literary canon and develop inclusive reading lists. We expect our students to engage with writers from a range of backgrounds and worldviews, and articulate an understanding of how cultural, historical, and ideological contexts can shape both the creation and the reception of texts across time and now.

Approved by the Department of English on 05/13/2025

Signature of department chair or faculty liaison: *Kenneth McNeil*