Description
This course of study outlines the sequence of learning activities to help you develop competence in the subject area of LCC1 and LCT1 - Literature. Your competence will be assessed as you complete Survey of Literature (LCC1) and Survey of Literature: Analysis and Interpretation (LCT1). This course of study may take up to twelve weeks to complete depending on your educational background, work experience, and hours that you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate your progress through this course of study. It is important that you follow the activities sequentially as you prepare for your assessment. This tool is also designed to help you become an independent learner by providing multiple learning methods.

Introduction
Welcome to the Literature domain in the Liberal Arts. This domain is designed to help you better understand literature. What is the difference between Renaissance and Medieval Literature? What are the characteristics of classical literature? Who was Geoffrey Chaucer? These are only some of the questions you will be answering as you work through this domain. Throughout this course of study, you will be completing activities designed to help you understand literature including issues between fiction and nonfiction, recognizing various genres and interpreting literature. For a more detailed explanation of the concepts you will be expected to demonstrate your competence in, please see the competency list below.

If at any time you require additional assistance or have any questions during your progress through this course of study, please feel free to contact the mentor for this area, Alison Walker.

Course Mentor ..................... Alison Walker
Email ........................................... literature@wgu.edu
Telephone ............................. 1-866-895-9660, x5429
Office Hours ....................... Monday, 8:00am – 4:00pm, Pacific Time
                                 Tuesday, 8:00am – 4:00pm, Pacific Time
                                 Wednesday, 8:00am – 4:00pm, Pacific Time
                                 Thursday, 8:00am – 4:00pm, Pacific Time
                                 Friday, 8:00am – 4:00pm, Pacific Time

Competencies Covered:

Competency 108.1.1: Terms, Elements, and Conventions
The graduate recognizes basic literary terms, concepts, elements and conventions and examines

Competency 108.1.2: Fiction
The graduate identifies the elements of fiction and examines those elements as they relate to the genre.

Competency 108.1.3: Nonfiction
The graduate identifies and examines the unique issues associated to nonfiction, including issues related to the creation of the work and attempts to depict reality or truth through the work, and explores those issues through the genre.
Competency 108.1.4: Poetry
The graduate identifies and examines the elements of poetry and explores those elements through the genre.

Competency 108.1.5: Drama
The graduate identifies and examines the elements of poetry and explores those elements through the genre.

Competency 108.2.1: Literary History, Interpretation, and Analysis
The graduate recognizes and examines the classical, medieval, and Renaissance literary periods, their characteristics, and works.

Competency 108.2.2: Literary History, Interpretation, and Analysis
The graduate recognizes and examines the restoration, colonial, revolutionary, literary periods, their characteristics, and works. The graduate also recognizes and examines the romantic, realist, modern, postmodern literary periods, and their characteristics.

Competency 108.2.3: Reading Critically and Interpreting Literature
The graduate critically reads, analyzes, and interprets specified works of literature and evaluates how identity is established and represented in literary works.

Competency 108.2.4: Establishing Identity Through Literature
The graduate evaluates how identity is established and represented in literary works.

Assessments:
There are two assessments associated with Literature: Survey of Literature (LCC1) and Survey of Literature: Analysis and Interpretation (LCT1).

Survey of Literature (LCC1)
The Survey of Literature Assessment (LCC1) is a proctored objective assessment. You will take this assessment at a proctored testing center. You will have 2 hours to complete 120 questions covering topics associated with Literature. A passing score on the LCC1 is 57% or above.

Survey of Literature: Analysis and Interpretation (LCT1)
The Survey of Literature: Analysis and Interpretation (LCT1) performance assessment consists of one (1) summative task and is completed in TaskStream. This task is found at the end of this course of study and should be completed after you complete the LCC1 objective assessment. This content area covers the following topics:

- Literary Terms and Conventions
- Literary Ethics
- Elements of Poetry
- Elements of Fiction
- Elements of Drama
- Literary History and Movements
- Major Authors and Works
- Critical Reading and Interpretation

In general you should take no longer than twelve weeks to complete the modules associated with the Literature domain. You may, of course, accelerate this pace.
Week 1
Preparing for Success
In this subject you will be introduced to the learning resources that you will need in order to achieve success in this area of study. Below you will find instructions on how to order and access the resources that are available to you.

The Learning Resources
The following activities will guide you through acquiring and accessing the Learning resources required for this area of study.

☐ Acquiring your Learning Resources and Textbooks.

Textbook to Purchase:

*Note: Having copies of these texts will make your preparation much easier. Even if you have considerable expertise in the content area, these texts can help you quickly identify what you need to review in order gain competency in Literature.*

Please visit the learning community and online bookseller websites like [www.amazon.com](http://www.amazon.com) and [www.chegg.com](http://www.chegg.com) for best prices and ordering information.

MyLiteratureLab:

*Note: A Handbook to Literature is accessible through MyLiteratureLab.*

MyLiteratureLab is an online interactive learning resource arranged in week module format corresponding with the week topics in this Course of Study. MyLiteratureLab allows you to work through the topics at your own pace and see specific examples of the literary elements and how they are used in works of Poetry, Fiction, and Drama. MyLiteratureLab can be found at: [http://www.coursecompass.com](http://www.coursecompass.com)

*To Enroll in MyLiteratureLab:*
You will enroll in MyLiteratureLab through your AAP. Once you have enrolled in MyLiteratureLab, you will receive an email from Learning Resources confirming your enrollment. This email includes information about the course, an access code, and specifics about setting up your account. Please retain this email as it will answer many of your questions and includes contact information for Pearson Technical Support if you encounter problems.

Once you have created your account you can go to the CourseCompass site ([http://www.coursecompass.com](http://www.coursecompass.com)) and log in using your created log-in name and password. Click on the course titled *NEWWG108MyLiteratureLab with Literature: An Intro to Fiction, Poetry, and Drama*. On the left-side menu click on the tab that says “Week 1” and work your way through the learning modules in the order they appear on the website.

*Note: The “Why Literature Matters” section in Week 1 of MyLiteratureLab provides a thorough overview of the types of literature you will be covering in this course. Please*
watch the video from your textbook’s editors that appears in the middle of the screen. Additionally, click through the links to acquire a general overview of the material; come back to this section when you reach the specific modules on Fiction, Poetry, and Drama to review each genre in detail.

Take special care to retain all emails and materials you receive regarding your learning resources. The information contained in these materials is very helpful. Save copies of all log-in information from your mentor and all course learning resources.

Readings on WGU Library E-Reserves:
- “Definitions of Othering,” by Melanie Ulrich; This article provides an overview of “othering” and is required reading for your Course of Study Task 2, which is described later in this Course of Study.

You can access the Dokutech e-reserves from the WGU student portal.

To access the e-reserves from the portal:
- Login to the WGU portal.
- Go to the “Resources” tab.
- Click on “Library.” (Make note of the username and password for the Dokutech e-reserves.)
- Click “Enter the Library.”
- Click on “E-Reserves.”
- Select "Liberal Arts" from the drop-down menu.
- Click on "LibArt_LCC1/LCT1_Literature.”

☐ Take the Student Self-Assessment for the Literature Domain
Before you begin your preparations for the LCC1 assessment, you should complete the Student Self-Assessment (SSA) for this area. You can access the SSA by following the instructions below.

To take the Student Self-Assessment:
1. Look at your AAP.
2. Find LCC1. Click on Learning Resources
3. Under “Additional Learning Resources” click on the “Student Self-Assessment” link.
4. Follow the directions to complete the Student Self-Assessment.
5. Forward your results to your mentor.

This Student Self-Assessment can be taken on your computer at home or any other convenient location. Do not use your notes or texts when completing the Student Self-Assessment. This will help indicate areas you will need to study before taking the PLLC pre-assessment and LCC1 assessment.

Depending on how you score on the self-assessment, you may be able to take the pre-assessment sooner. This should only be done in consultation with your mentor.

☐ Create a Study Notebook
Students who wish to succeed in the literature course of study find it is useful to create a binder or notebook for the placement of all key documents and information associated with this course.
In your study notebook, you might want to place sectional dividers. Suggested divisions include:

- Literature Course of Study
- Passwords and Usernames applicable to various accounts
- Vocabulary
- Assignment Instructions and Grading Rubric
- Performance Projects In-Progress
- Work Submitted
- Essay Assessments
- Study Notes

The Learning Space
The WGU Learning Space for the LCC1 and LCT1 domain is led by subject matter expert (SME) Alison Walker. The learning space is available for additional support as you prepare for the LCC1 and LCT1 assessments. Should you need further assistance during or after your use of the learning resources, post a question in the learning space or contact the subject matter expert directly at literature@wgu.edu.

The Literary Lexicon
Each discipline has a distinct lexicon to help define specific terms and phrases unique to that area of study. You will learn the literary terms and conventions to help you understand, analyze and interpret works of literature.

Competency 108.1.1: Terms, Elements, and Conventions
The graduate recognizes basic literary terms, concepts, elements and conventions and examines how they are used across the genres.

Literary Terms, Elements, and Conventions
In this section you will learn the meaning of general literary terms, elements, and conventions and how they are used to suggest meaning and advance plot. How do these elements and terms help to aid in reading comprehension and critical thinking?

Read Chapter 1 in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:

- What are the differences between forms of fiction?
- What are the different methods of storytelling?
- What is the importance of plot to fictional works?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

Read Chapter 8 in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:

- How do literary conventions help to create meaning in literary works?
- What is literary appreciation, and how does it affect the enjoyment of literary works?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.
Define Key Literary Terms and Concepts

Look up these terms in the glossary of your Literature textbook or in A Handbook to Literature, and learn their definitions. (Those marked with a * can be found in A Handbook to Literature.) Some of these general literary terms, elements of literature and conventions apply to the areas of poetry, fiction, and drama. Create a visual schematic of these terms using concept maps, notes, or flash cards. Enter these key terms, definitions, concepts and vocabulary into your notebook or computer file. In your notebook, group these terms conceptually by putting all of each type together. One example of a group would be “Literary Conventions.”

### General Literary Terms
- Alliteration
- Assonance
- Connotation
- Denotation
- Epic
- Epiphany
- Genre
- Lyric
- Monologue
- Motivation
- Motif
- Narrative
- Onomatopoeia
- Persona
- Setting
- Subgenres
- Novel
- Fiction
- Nonfiction
- Apprenticeship Novel
- Epic Novel
- Epistolary Novel
- Picaresque Novel
- Novella
- Subplot

### Literary Elements
#### Plot:
- Exposition
- Foreshadowing
- Conflict * (Man vs. Man, Man vs. Nature, Man vs. Society, Man vs. Self)
- Recognition
- Rising Action
- Crisis
- Climax
- Falling Action
- Denouement (Resolution)
- Foil *
- Stock Character
- Flat Character
- Round Character

#### Point of View:
- First Person
- Third Person Objective
- Third Person Limited
- Third Person Omniscient

#### Characterization:
- Protagonist
- Antagonist
- Hero
- Antihero

#### Irony:
- Verbal irony
- Irony of Situation
- Dramatic Irony

#### Figurative Language:
- Figurative Language *

#### Literary Conventions
- Allegory
- Allusion
- Aside
- Convention
- Dialogue
- Deus ex machina
- Flashback
- Foreshadowing
- In media res
- Satire
- Soliloquy
- Sonnet
- Truism

Complete the Interactive Readings for Week 1 in MyLiteratureLab

URL: [http://www.coursecompass.com](http://www.coursecompass.com)

Go to your MyLiteratureLab on CourseCompass and work through the "interactive readings" of Week 1 for a better understanding of how literary elements are used in works of poetry, fiction, and drama.

Pay close attention to the following concepts as you work through these sections:
- Diagnostic exams
- Glossary
- Interactive readings by literary element
Note: The diagnostic exams will be particularly useful for you to take as you prepare for LCC1, as they will allow you to identify areas where you are strong and areas that are worth reviewing more fully.

**Characters, Setting, and Plot**

In this section you will learn the ways in which characterization, setting and plot allow a reader to analyze and interpret a work of literature and provide deeper meaning. Why is the interpretation of literature an important analytical tool?

- **Read Chapter 2 in Literature**
  As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
  - What are the different types of narrators?
  - What is literary point of view?

  Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

**Figurative Language**

In this section you will learn the ways in which figurative language allows a reader to analyze and interpret a work of literature. How does figurative language help to expand your vocabulary?

- **Read Chapter 5 in Literature**
  As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
  - What is tone, and how does it affect the meaning of a literary work?
  - What is diction, and what is its importance in a literary work?
  - What is irony, and what is its importance in a literary work?
  - What is style, and how does it affect the meaning of a literary work?

  Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

- **Review Additional Skill Builders-Literary Themes, Figurative Language & Literary Elements**
  Literary Themes: [http://theliterarylink.com/theme.html](http://theliterarylink.com/theme.html)
  Figurative Language: [http://www.orangeusd.k12.ca.us/yorba/figurative_language.htm](http://www.orangeusd.k12.ca.us/yorba/figurative_language.htm)
  Literary Elements: [http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm](http://www.orangeusd.k12.ca.us/yorba/literary_elements.htm)

  Read through the information on these websites and take detailed notes as they apply to topics covered here in Week 1. As you study, ask yourself these guiding questions:
  - What is the importance of literary themes to literary study?
  - How does figurative language help one to describe literature?
  - What is the importance of literary elements to literary study?

- **Complete the “Literary Elements” (Module 3) Interactive Readings in MyLiteratureLab**
  URLs: [http://www.coursecompass.com](http://www.coursecompass.com)
Go to your MyLiteratureLab on CourseCompass and work through the "interactive readings" of Module 3 – Literary Elements for a better understanding of how literary elements are used in works of poetry, fiction, and drama.

Pay close attention to the following concepts as you work through these sections:
- Diagnostic exams
- Glossary
- Interactive readings by literary element

☐ Competency Builder: Literary Terms and Concepts
Please go to the Literature Learning Community homepage and look for the message thread titled “Competency Builder: Literary Terms and Concepts.” Do a practice analysis in this thread using the criteria established in the community thread. This will help you with the course of study task and will also help you and your fellow students understand the concepts and ideas in a much clearer way.

Week 2
Studying Fiction
Novels and short stories serve many purposes in culture and society. In addition to providing opportunities for education, entertainment, and leisure, novels and short stories document the ways our world has changed over time and how perceptions of the world have changed. Through composing fictional novels and stories, authors find ways to make sense of our complex world. Whether an author seeks to document everyday life or write a fantastic story, novels and short fiction make up a large part of literary endeavors.

Competency 108.1.2: Fiction
The graduate identifies the elements of fiction and examines those elements as they relate to the genre.

Types of Fiction
In this section you will learn the main terms and conventions used in literary writing. How can these terms help with other kinds of writing?

☐ Read Chapter 9 in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
- What is the definition of a novel?
- What are the different types of novels?
- Is there a relationship between novels and journalism?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

Setting and Point of View
In this section you will learn the terms and concepts that will help you analyze and interpret fictional works. Why is interpretation an important part of literary study?
Read Chapter 3 in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:

• What are the different types of literary characters?
• What are some terms used to describe literary characters?
• What is “motivation” in relation to characterization?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

Read Chapter 4 in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:

• What is locale, and why is it important to literary study?
• Why is regionalism an important part of literary study?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

Figurative Language in Fiction
In this section you will learn the ways in which one analyzes and writes about fiction. What is the importance of studying literary themes to other areas of study?

Read Chapter 6 in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:

• What are literary themes?
• Why is it valuable to identify themes in literary works?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

Read Chapter 7 in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:

• What is a literary symbol?
• Why is allegory an important part of literature?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

Define Key Terms and Concepts used in Fiction Writing
Review the definitions for Literary Elements from Week 1. Then look up these terms in the glossary of your Literature textbook or in the Glossary of Terms on MyLiteratureLab Module 3 and learn their definitions. Create a visual schematic of these terms either using concept maps, notes, or flash cards. Enter these key terms, definitions, concepts and vocabulary into your notebook or computer file. Apply these concepts to the stories you read—you might analyze each story as a unit, examining how each of these elements is used in the story, or you might explore each element as a unit, comparing, for example, point of view between stories.
Recognize how the following influence a work of fiction:

- Allegory
- Allusion
- Apostrophe
- Connotation
- Denotation
- Diction
- Elements of Style
- Tone
- Epiphany
- Flashback
- Genre
- Hyperbole
- Imagery
- In media res
- Irony
- Metonymy
- Narrative (and Narrator)
- Persona
- Plot

- Figurative language
- Setting
- Symbolism *
- Style
- Sub-genres
- Novel
- Epistolary Novel
- Nonfiction Novel
- Apprenticeship Novel
- Picaresque Novel
- Novella
- Epic Novel
- Fable
- Parable
- Tale
- Nonfiction Novel

Short Story
- Setting
- Subplot
- Symbol *
- Synecdoche
- Theme
- Tone
- Understatement

☐ Complete the Interactive Readings for Week 2 in MyLiteratureLab

URLs: [http://www.coursecompass.com](http://www.coursecompass.com)

Go to your MyLiteratureLab on CourseCompass and work through the "interactive readings" of Week 2 for a better understanding of how literary elements are used in works of poetry, fiction, and drama.

Pay close attention to the following concepts as you work through these sections:
- Diagnostic exams
- Glossary
- Interactive readings by literary element

Week 3

Studying Nonfiction

Essays, journals, diaries, autobiographies, biographies, and memoirs are all a part of nonfiction. This genre presents its audience with a window into past events and time-periods, often using personal anecdote or documented events as its main subject.

Competency 108.1.3: Nonfiction

The graduate identifies and examines the unique issues associated to nonfiction, including issues related to the creation of the work and attempts to depict reality or truth through the work, and explores those issues through the genre.

Types of Nonfiction

In this section you will learn to recognize the types of nonfiction. What types of nonfiction do many people read on a daily basis? What types of nonfiction have you encountered?

☐ Read Chapter 48 in Literature

As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
- What is the importance of keeping a journal?
- What are some key strategies for journal writing?
Complete the Readings for Week 3 in MyLiteratureLab
URLs: http://www.coursecompass.com

Go to your MyLiteratureLab on CourseCompass and work through the "readings" for Week 8:
- Quiz on the types of nonfiction

Pay close attention to the following concepts as you work through these sections:
- What is the difference between an autobiography and a memoir?
- How do journals contribute to a writer’s sense of identity?

Review Additional Skill Builders: Diary of William Lyon Mackenzie King
URLs: http://www.collectionscanada.gc.ca/king/023011-1010-e.html
http://www.collectionscanada.gc.ca/king/023011-1030-e.html

Read about the diary of former Canadian Prime Minister William Lyon Mackenzie King. Click on the links that you will see after visiting the websites posted above and read the information provided: “Dear Diary,” “The Political Man of Letters,” “Saving a National Treasure,” “The Private Becomes Public,” and “An Enduring Literary Monument.”

As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:
- What is the importance of keeping a diary?
- How is King’s sense of identity important to the historical record?

Application: Course of Study Task 1 - Nonfiction
Before you can begin work on your COS performance task(s), you must refer so that the task directions and rubrics show up in TaskStream:

Refer for the LCT1 COS Tasks:
1. Find LCT1 on your AAP.
2. Click on the "Assessment Referral" tab.
3. Click the "Request Assessment" tab.
4. Wait for your mentor to approve this request. It will take three to five business days before your assessment shows up in your TaskStream account.

Be sure to check your submission against the scoring rubric before submitting your task for evaluation. Remember that you will need to successfully complete all the course of study tasks before referring for the LCT1 summative performance assessment.

Before submitting this task, check to see if you have completed the following:
- Have you found a short excerpt from a piece of nonfiction to use for this task? (It can take the form of a newspaper or magazine article, a biography or autobiography, or a website dedicated to a person or event.)
- Have you attached a copy of this excerpt to include with submission of this task?
- Have you provided a logical explanation of how the author’s subjectivity has affected the author’s perspective on and attitude toward the topic?
- Have you provided a logical explanation of personal subjectivity and how it might impact your role as a teacher?
• Have you provided a complete, correct, and APA-formatted citation for your literary source?
• Have you checked your responses for errors?
• Have you provided appropriate in-text citations and references with no readily detectable errors?

If you have any further questions or would like a more detailed list, please see the rubric.

Week 4
The Basics of Poetry
Poetry is one of the most rewarding types of literature to analyze because of its finely wrought words and forms. With the proper tools, we can understand and analyze poetry, which exposes us to new ways of looking at literature and culture.

Competency 108.1.4: Poetry
The graduate identifies and examines the elements of poetry and explores those elements through the genre.

Types of Poetry
In this section you will learn to identify different types of poems and poetic forms. What types of poetic forms do children learn when they first start to read? How does the form of a poetic work enhance the meaning of the work?

☐ Read Chapter 22 in Literature
Pay close attention to concepts regarding use of form in poetry. As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
• What are formal patterns in poetry?
• What are the different types of sonnets?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

☐ Read About Form in Chapter 23 in Literature
Pay close attention to concepts regarding use of form in poetry. As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:

Know the following key terms:
• Free verse
• Prose poetry
• Visual poetry
• Found poetry

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

☐ Defining Key Poetic Terms and Concepts
Look up these terms in the glossary of your Literature textbook or in the Glossary of Terms on MyLiteratureLab Module 3 and learn their definitions. Create a visual schematic
of these terms using concept maps, notes, or flash cards. Enter these key terms, definitions, concepts and vocabulary into your notebook or computer file. In your notebook, group these terms conceptually by putting all of each type together. One example of a group would be “Types of Rhyme.”

- **Accentual-syllabic**
- **Ballad**
- **Conceit**
- **Diction**
- **Epic**
- **Enjambment**
- **Figurative language**
- **Foot**
  - Monometer
  - Dimeter
  - Trimeter
  - Tetrameter
  - Pentameter
  - Hexameter
  - Heptameter
  - Octameter
  - Nonameter
  - Decameter
- **Form**
  - Blank Verse
  - Free Verse

- **Haiku**
- **Limerick**
- **Sonnet (see below)**
- **Epigram**
- **Triplet**
- **Villanelle**
- **Sestina**
- **Imagery**
- **Internal rhyme**
- **Lyric**
- **Meter**
  - Iambic
  - Trochaic
  - Anapestic
  - Dactylic
- **Monologue**
- **Narrative poetry**
- **Ode**
- **Rhyme scheme**
- **Rhymed words**
- **Exact**
- **Slant**
- **End**

- **Scansion**
- **Syllabic verse**
- **Sonnet (know the basic form of a sonnet)**
- **Italian (Petrarchan)**
- **English (Shakespearean)**
- **Spenserian**
- **Stanza**
- **Couplet**
- **Tercet**
- **Quatrain**
- **Sestet**
- **Octave**
- **Stress**
- **Symbol**
- **Verse**
- **Word-Play**

- **Review Additional Skill Builders: Sonnets**

URLs: [http://www.sonnets.org/basicforms.htm](http://www.sonnets.org/basicforms.htm)

Follow this link for additional explanations of poetic meter. Be sure to take notes and print out or save any pages that you find particularly useful.

As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:

- What is the difference between English and Italian sonnets?
- What are the rhyme-schemes of English and Italian sonnets?
- What is the traditional meter of sonnets?

**Rhyme and Meter**

In this section you will learn the ways in which rhyme and poetic meter are important to establish poetic meaning. Why is rhyme important in poetry and in song?

- **Read About Rhymed Words and Stanza in Chapter 19 in Literature**

Pay close attention to concepts regarding use of rhymed words and stanza in poetry. As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:

- What are the commonalities between poems and songs?
- What are the types of ballads?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.
Read About Poetic Rhyme Schemes in Chapter 20 in Literature
Pay close attention to concepts regarding use of rhyme schemes in poetry. As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:

- What are the similarities between poems and sound?
- What are the differences between alliteration and assonance?
- What are the types of rhyme?
- Why is it important to listen to poems?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

Read About Rhythm in Chapter 21 in Literature
Pay close attention to concepts regarding use of meter in poetry. As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:

- What are the types of rhythm?
- What are the different types of poetic meter?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

Review Additional Skill Builders: Poetic Meter
Follow these links for additional explanations of poetic meter. Be sure to take notes and print out or save any pages that you find particularly useful.

- OWL Intro to Sound and Meter (be sure to read through all the links): http://owl.english.purdue.edu/handouts/general/gl_soundmeter.html
- Cummings Study Guide to Poetry (an excellent basic resource): http://www.cummingsstudyguides.net/xmeter.html
- UPenn Poetry Site (please ignore the "spondee" example—it is confusing): http://www.writing.upenn.edu/~afilreis/88/meter.html

As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:

- What are the most common metric structures?
- What is a poetic “foot”?
- What are some common combinations of stressed and unstressed syllables?

Complete the Interactive Readings for Week 4 in MyLiteratureLab
URL: http://www.coursecompass.com

Go to your MyLiteratureLab on CourseCompass and work through the "interactive readings" of Week 4 for a better understanding of how literary elements are used in works of poetry, fiction, and drama.
Pay close attention to the following concepts as you work through these sections:

- Diagnostic exams
- Glossary
- Interactive readings by literary element
Week 5

Understanding Poetry

To analyze poetical works, one must study how figurative language, symbolism, and imagery are used in poetry to convey feelings, moods, and meaning.

Competency 108.1.4: Poetry
The graduate identifies and examines the elements of poetry and explores those elements through the genre. What is one of the most important poetic subjects?

Figurative Language in Poetry
In this section you will learn the ways in which figurative language is important to establish poetic meaning. How can figurative language help portray an idea better than a basic description?

☐ Read About Poetic Themes in Chapter 13 in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
• What is the difference between poetic theme and subject?
• What are the various types of poetry and how does one recognize them?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

☐ Read Chapter 14 in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
• What is the importance of poetic tone?
• What is a literary persona?
• What are the different types of poetic irony?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

☐ Read About Imagery in Chapter 17 in Literature
This chapter will give you a thorough overview of the ways imagery is used in poetry. As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
• Why is imagery an important poetic concept?
• What are the features of a haiku?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

☐ Read About Figurative Language in Chapter 18 in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
• What is figurative language?
• What is the difference between metaphor and simile?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.
Read About Poetic Symbols in Chapter 24 in *Literature*

These chapters will give you a thorough overview of the ways imagery is used in poetry. As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:

- What are poetic symbols?
- How is meaning conveyed through poetic symbols?
- How does symbolism surface in T.S. Eliot’s “The Boston Evening Transcript?”

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

**Poetry and Identity**

In this section you will learn ways in which poets contemplate identity through poetic practice. Why is identity formation important to literary study?

Read About Identity and Poetry in Chapter 26 in *Literature*

As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:

- What is confessional poetry?
- Why are culture, race, and ethnicity important aspects of poetry?
- Why is gender an important aspect of poetry?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

Complete the Interactive Readings for Week 5 in MyLiteratureLab

**URLs:** [http://www.coursecompass.com](http://www.coursecompass.com)

Go to your MyLiteratureLab on CourseCompass and work through the "interactive readings" of Week 5 for a better understanding of how literary elements are used in works of poetry, fiction, and drama.

Pay close attention to the following concepts as you work through these sections:

- Reading a poem out loud
- How do elements like diction and figurative language surface in poetry and create aesthetic effects?
- How is meaning constructed and interpreted in poetic works?
- What is poetic voice?

Competency Builder: Poetry

Please go to the Literature Learning Community homepage and look for the message thread titled “Competency Builder: Poetry.” Do a practice analysis in this thread using the criteria established in the community thread. This will help you prepare for the course of study task and will also help you and your fellow students understand the concepts and ideas in a much clearer way.
Week 6

Studying Drama

Works of drama differ from works of fiction in that they are meant to be viewed by spectators rather than just read. At the same time, works of drama are read, analyzed, studied, and treated as forms of literature that can be appreciated just as much as other forms of literature, even if not acted out on a stage. The process of reading works of drama differs a bit from the process of reading works from other literary genres. The playwright uses subtle visual clues and other techniques to create meaning in works of drama. By understanding these techniques along with the rich history of drama, both readers and audience members can gain a great appreciation of drama and understand its invaluable role in the literary realm.

Competency 108.1.5: Drama

The graduate identifies and examines the elements of poetry and explores those elements through the genre.

Types of Drama

In this section you will learn the main terms and conventions used in dramatic writing. Can you list different types of drama? With which types of drama are you most familiar?

☐ Read Chapter 35 in Literature

As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:

- What are the different types of theater?
- What are the different elements of a play?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

☐ Read Chapter 36 in Literature

As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:

- Trace the history of tragedy. Why is it an important part of drama?
- What are the different types of comedy?
- Why is the history of comedy an important aspect of drama?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

☐ Read Chapter 39 in Literature

As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:

- What are the various types of stages?
- Why is movement an important part of modern theatre?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.
Figurative Language in Drama
In this section you will study the ways in which playwrights use figurative language to convey meaning in dramatic works. How does studying drama differ from studying fiction, poetry, and nonfiction?

Define Key Drama Terms and Concepts
Review the definitions for Literary Elements from Week 1. Then look up these terms in the glossary of your Literature textbook or in the Glossary of Terms on MyLiteratureLab Module 3 and learn their definitions. Create a visual schematic of these terms using concept maps, notes, or flash cards. Enter these key terms, definitions, concepts and vocabulary into your notebook or computer file. Identify examples of these conventions in the plays you read for this learning topic.

- Antagonist
- Apostrophe
- Aside
- Characterization
- Deus ex machina
- Dialogue
- Monologue
- Moral
- Motivation
- Protagonist
- Scene
- Soliloquy
- Stock character
- Understatement

Define and recognize elements of:
- Comedy
- Burlesque
- Comedy of Manners
- Commedia
- Farce
- High Comedy
- Low Comedy
- Romantic Comedy
- Slapstick
- Satire
- Tragedy
- Tragicomedy
- Melodrama
- Classical Drama
- Renaissance Drama

- Modern Drama

Define and recognize the effect/importance of the following in a work of drama:
- Conflict*
- Figurative language*
- Setting

Define and recognize the ways Plot is constructed in a work of drama:
- Exposition
- Foreshadowing
- Theme
- Suspense
- Climax
- Denouement
- Rising Action
- Falling Action
- Symbolism

Define and recognize the ways a character may be constructed or revealed in a drama:
- Techniques of characterization
- Character
- Dialogue
- Direct description
- Protagonist

Define and recognize these Theatre types, styles, and players.
- Classical:
  - Amphitheatre
  - Orchestra
  - Skene
- Medieval:
  - Picture-frame stage
  - Proscenium Arch
  - Troubadours
  - Villanelle
- Renaissance:
  - Commedia dell’arte
  - Madrigal
  - Thrust theatre
  - Modern:
    - Arena theatre
    - Theatre of the Absurd

Complete the Interactive Readings for Week 6 in MyLiteratureLab
URLs:  http://www.coursecompass.com

Go to your MyLiteratureLab on CourseCompass and work through the "interactive readings" of Week 6 for a better understanding of how literary elements are used in works of poetry, fiction, and drama.

Pay close attention to the following concepts as you work through these sections:
- Diagnostic exams
- Glossary
- Interactive readings by literary element
Week 7

**Literary History: Classical, Medieval, and Renaissance**

The activities in this subject will introduce you to literary history and movements and major authors in literature and their works. What is your favorite historical time period? What types of literature were popular during that period?

**Competency 108.2.1: Literary History, Interpretation, and Analysis**

The graduate recognizes and examines the classical, medieval, and Renaissance literary periods, their characteristics, and works.

**Classical Literary Period**

In this section you will learn the characteristics and elements that distinguish the classical literary period. Why is classical literature important? What can we learn from classical literature?

- **Read Chapter 37 in Literature**
  
  As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
  
  - How is classical theatre different than contemporary theatre?
  - What is classical staging?
  - What is unique about classical tragedy?

  Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

- **Complete the Readings for Week 7 in MyLiteratureLab**

  **URLs:**  [http://www.coursecompass.com](http://www.coursecompass.com)

  Go to your MyLiteratureLab on CourseCompass and work through the “readings” for Week 7:
  
  - Entries for “Classic,” “Classical Tragedy,” “Classicism,” “Epic,” “Lyric,” “Muses,” “Tragedy,” and “Unites” from *A Handbook to Literature*
  - “Classical Greece” and “Rome and the Roman Empire” from the *Longman Anthology*

  Pay close attention to the following concepts as you work through these sections:
  
  - Classical concepts regarding heroic deeds
  - Classical attention to the gods and goddesses
  - Forms of literature popular during the Classical period
  - The themes in Classical tragedy

- **Website Review: The Norton Anthology**

  **URL:**  [http://www.wwnorton.com/college/english/worldlit2e/fulls2_overview.htm](http://www.wwnorton.com/college/english/worldlit2e/fulls2_overview.htm)

  Follow this link and read through “Ancient Greece and the Formation of the Western Mind.” Make sure to click all available links found on the left-hand side of the webpage.

  As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:
  
  - What are common themes dealt with by Classical authors?
  - What are the common types of literature during the Classical period?
Classical Authors and Works
As you study the classical period, take note of important authors and their works.

- Aeschylus — *The Oresteia*
- Euripides — *Medea / The Trojan Women*
- Homer — *Odyssey / Iliad*
- Virgil — *The Aeneid*
- Aristotle — *Poetics*
- Horace — *The Odes*
- Sappho — "Hymn to Aphrodite"
- Sophocles — *Antigone / Oedipus Rex*
- Juvenal — *Satires*
- Ovid — *Metamorphoses*
- Plato — *The Republic*

Medieval Literary Period
In this section you will learn the characteristics and elements that distinguish the medieval literary period. Why is the medieval period still a popular one for authors in today’s world?

Complete the Readings for Week 7 in MyLiteratureLab
URL: [http://www.coursecompass.com](http://www.coursecompass.com)

Go to your MyLiteratureLab on CourseCompass and work through the "readings" for Week 7:
- Entries for “Medieval Drama,” “Medievalism,” “Medieval Romance,” “Morality Play,” “Mystery Play,” “Old English Period,” and “Romance” from *A Handbook to Literature*
- “The Middle Ages” from the *Longman Anthology*

Pay close attention to the following concepts as you work through these sections:
- What themes are present in Old English poetry?
- What are the main topics present in medieval mystery plays?
- What are the main themes of medieval romance?
- What is the importance of the “warrior code” to medieval literature?

Website Review: The Norton Anthology
URL: [http://www.wwnorton.com/nael/middleages/welcome.htm](http://www.wwnorton.com/nael/middleages/welcome.htm)

Follow this link and read through “The Middle Ages.” Make sure to click all available links found on the left-hand side of the webpage.

As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:
- What kinds of works were written with a female audience in mind?
- What are the main themes present in medieval literature?

Website Review: Luminarium
URLs: [http://www.luminarium.org/medlit/medievaldrama.htm](http://www.luminarium.org/medlit/medievaldrama.htm)  
[http://www.luminarium.org/medlit/medheroes.htm](http://www.luminarium.org/medlit/medheroes.htm)

Follow these links and read through the pages on medieval drama and medieval heroes.
As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:

- What are the main types of medieval drama?
- What is the importance of heroes in medieval literature?
- What is a “warrior’s code”?

**Medieval Authors and Works**

As you study the medieval period, take note of important authors and their works.

- William Langland — *Piers Plowman*
- Geoffrey Chaucer — *The Canterbury Tales, Troilus and Criseyde, The Legend of Good Women, Parlement of Foules*
- Julian of Norwich — *Revelations of Divine Love*
- The Venerable Bebe — *Historia ecclesiastica gentis Anglorum*
- Geoffrey of Manmouth — *Historia Regum Britanniae*
- Boethius — *The Consolation of Philosophy*
- Maria de France — *The Ysopet Fables, The Legend of the Purgatory of St. Patrick*
- Sir Thomas Malory — *Le Morte D’Arthur*
- Chrétien de Troyes — *Yvain, the Knight of the Lion, Perceval, the Story of the Grail, Lancelot, the Knight of the Cart*
- John Gower — *Confessio Amantis, The Tale of Apollonius of Tyre, Vox Clamantis*
- Caedmon — *Hymn*
- John Lydgate — *The Life of our Lady, The Fall of Princes, The Troy Book*

**Renaissance Literary Period**

In this section you will learn the characteristics and elements that distinguish the Renaissance literary period. Why are Shakespeare’s plays some of the most enduring works of literature?

**Complete the Readings for Week 7 in MyLiteratureLab**

**URL:** [http://www.coursecompass.com](http://www.coursecompass.com)

Go to your MyLiteratureLab on CourseCompass and work through the “readings” for Week 7:

- “The Early Modern Period” from the *Longman Anthology*

Pay close attention to the following concepts as you work through these sections:

- What were the most popular genres in the Renaissance?
- What themes did Renaissance writers use in their writing?
- What are some important aspects of pastoral poetry and blank verse?
- What are the characteristics of Renaissance tragedy and romantic comedy?
- What are the characteristics of Renaissance humanism?

**Website Review: The Norton Anthology**

Follow these links and read through “The Sixteenth Century” and “The Early Seventeenth Century.” Make sure to click all available links found on the left-hand side of the webpage.

As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:

• What were the most popular genres in the Renaissance?
• What themes did Renaissance writers use in their writing?

**Website Review: Luminarium**

**URL:** [http://www.luminarium.org/renlit/dramaintro.htm](http://www.luminarium.org/renlit/dramaintro.htm)

Follow the link and read through the introductory chapters on Renaissance drama.

As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:

• What are the characteristics of Renaissance tragedy and romantic comedy?
• What types of themes did Renaissance drama use?

**Renaissance Authors and Works**

As you study this literary period, take note of important authors and their works.

- Thomas Kyd ...................... *The Spanish Tragedy*
- Sir Philip Sidney ............... *Arcadia, Astrophil and Stella, The Defense of Poesy*
- Sir Walter Ralegh ............... “The Nymph’s Reply to the Shepherd”
- William Shakespeare .......... *The Merchant of Venice, Othello, A Midsummer Night's Dream*, "Let me not to the marriage of true minds"
- Christopher Marlowe .......... *The Jew of Malta, Hero and Leander, Doctor Faustus, "The Passionate Shepherd to His Love", The Tragical History of doctor Faustus*
- Elizabeth I .......................... *The Doubt of Future Foes, "On Monsieur's Departure"*
- Edmund Spenser ................. *The Faerie Queene, Amoretti and Epithalamion, The Shepheardes Calendar*
- Sir Thomas More ............... *Utopia, The History of King Richard the Third*
- Mary Sidney Herbert .......... *The Tragedie of Antonie, "A Dialogue between two shepherds, Thenot and Piers”*
- Lady Mary Wroth ................ *The Countess of Montgomery’s Urania, Euphues: The Anatomy of Wit*
- John Lyly .......................... *Of Books and Cheese“*
- Thomas Nashe ..................... *The Unfortunate Traveller, Summer's Last Will and Testament*
- Samuel Daniel ................... *Delia*
- Michael Drayton ................. *Idea*
- John Heywood .................... *To Celia“*

**Week 8**

**Literary History: Seventeenth and Eighteenth Centuries**

The activities in this subject will introduce you to literary history and movements and major authors in literature and their works.
Competency 108.2.2: Literary History, Interpretation, and Analysis
The graduate recognizes and examines the restoration, colonial, revolutionary, literary periods, their characteristics, and works.

Restoration and Neoclassical Period
In this section you will learn the characteristics and elements that distinguish the restoration and neoclassical literary periods. Why did authors of this period look back to the Greeks and Romans for inspiration?

☐ Complete the Readings for Week 8 in MyLiteratureLab
URLs: http://www.coursecompass.com

Go to your MyLiteratureLab on CourseCompass and work through the “readings” for Week 8:
• Entries for “Comedy of Manners,” “Didactic Poetry,” “Heroic Couple,” “Mock Epic,” “Neoclassicism,” “Neoclassic Period,” “Restoration Age,” from A Handbook to Literature
• “The Restoration and the Eighteenth Century” from the Longman Anthology

Pay close attention to the following concepts as you work through these sections:
• What are the main literary themes of the Restoration and Neoclassical Period?
• What are the conventions of Restoration drama?
• What are the characteristics of a mock epic?
• What are the characteristics of didactic literature?

☐ Website Review: The Norton Anthology
URL: http://www.wwnorton.com/nael/18century/welcome.htm

Follow the link and read through “The Restoration and Eighteenth Century.” Make sure to click all available links found on the left-hand side of the webpage.

As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:
• What genres of literature were common during the Restoration and Neoclassical Period?
• What are the characteristics of satire from the Restoration and Neoclassical Period?

☐ Website Review: Luminarium
URL: http://www.luminarium.org/renlit/dramaintro.htm

Follow the link and read through the introductory chapters on Renaissance drama.

As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:
• What are the characteristics of Renaissance tragedy and romantic comedy?
• What types of themes did Renaissance drama use?

☐ Restoration and Neoclassical Authors and Works
As you study this literary period, take note of important authors and their works.

Aphra Behn .......................... Oroonoko
Thomas Gray……………………..“Elegy Written in a Country Churchyard”
Daniel Defoe…………………….Robinson Crusoe
Jonathan Swift………………….A Modest Proposal, Gulliver’s Travels
Alexander Pope…………………..Rape of the Lock, An Essay on Man
Samuel Johnson………………….The Rambler, The History of Rasselas, Prince of Abissinia,
                              A Dictionary of the English Language
William Congreve……………….The Way of the World
Anne Finch…………………….The Apology”
John Dryden .........................Absalom and Achitophel, Anns Mirabilis, All for Love
Earl of Rochester………………..“The Imperfect Enjoyment”
Christopher Smart ..............“For I will consider my Cat Jeffry”
Oliver Goldsmith………………..She Stoops to Conquer, The Vicar of Wakefield
Samuel Pepys ......................The Diary

American Literature—Colonial Period
In this section you will learn the characteristics and elements that distinguish the colonial literary period. How is early American literature different from the British literature that was written at the same time?

☐ Complete the Readings for Week 8 in MyLiteratureLab
   URL: http://www.coursecompass.com

   Go to your MyLiteratureLab on CourseCompass and work through the “readings” for Week 8:
      • Entries for “Calvinism,” “Colonial Period,” “Elegy,” and “Puritanism” from A Handbook to Literature
      • “The Literature of Early America” from the Longman Anthology

   Pay close attention to the following concepts as you work through these sections:
      • What themes are common in literature from the Colonial period?
      • What genres were popular during the Colonial period?

☐ Website Review: The Norton Anthology

   Follow the two links and read through “Beginning to 1700” and “1700 to 1820.” Make sure to click all available links found on the left-hand side of the webpage.

   As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:
      • What themes are common in sermons during the colonial period?
      • How did the themes of the colonial period change after the beginning of the eighteenth century?

☐ Website Review: Puritanism
   URLs: http://colonial-america.suite101.com/article.cfm/john_winthrops_city_on_a_hill
          http://onlinejournal.com/artman/publish/article_2390.shtml

   Follow the three links and read additional information on Puritanism.
As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:

- What are important themes in Puritanism?
- Why are “innate depravity” and “predestination” and why are they important concepts to the Puritans?

☐ Colonial Authors and Works

As you study this literary period, take note of important authors and their works.

John Winthrop .................................................A Model of Christian Charity
John Smith ...................................................The General History of Virginia
Cotton Mather ...............................................Pillars of Salt, The Wonders of the Invisible World
Thomas Harriot .............................................Brief and True Report
William Bradford ........................................Of Plymouth Plantation
Samson Occom ............................................"A Short Narrative of My Life"
Olaudah Equiano ..........................................The Interesting Narrative
Anne Bradstreet ...........................................
"Upon the Burning of Our House", "The Tenth Muse"
Phillis Wheatley ...........................................
"On Being Brought from Africa to America", Poems on Various Subjects
Michael Wigglesworth .................................
"The Day of Doom"
Thomas Paine ...............................................Common Sense
Thomas Jefferson ..........................................Notes on the State of Virginia, The Declaration of Independence
Benjamin Franklin ...........................................
Poor Richard's Almanac
J. Hector St. John de Crevecoeur .......Letters from an American Farmer
Jonathan Edwards ...........................................Sinners in the Hands of an Angry God

American Literature—Revolutionary Period

In this section you will learn the characteristics and elements that distinguish the Revolutionary literary period. How did American literature change between the colonial and Revolutionary periods?

☐ Complete the Readings for Week 8 in MyLiteratureLab

URLs: http://www.coursecompass.com

Go to your MyLiteratureLab on CourseCompass and work through the “readings” for Week 8:

- Entries for “Burlesque,” “Colonial Period,” “Revolutionary Age,” “Revolutionary and Early National Period,” from A Handbook to Literature
- “Literature of the Eighteenth Century” from the Longman Anthology

Pay close attention to the following concepts as you work through these sections:

- What themes are common in works from the Revolutionary period?
- What genres are common during the Revolutionary period?
- What is the importance of ‘wit’ during the Revolutionary period?

☐ Website Review: The Norton Anthology

Follow the two links and read through “Beginning to 1700” and “1700 to 1820.” Make sure to click all available links found on the left-hand side of the webpage.

As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:

- What kinds of writing did Revolutionary newspapers usually print?
- What are the characteristics of the American Enlightenment?
- What are the characteristics of polemic writing?

☐ Revolutionary Authors and Works
As you study this literary period, take note of important authors and their works.

Royall Tyler ....................................................... *The Contrast*
Thomas Paine .............................................. *Common Sense; The American Crisis*
Thomas Jefferson ............................... *Notes on the State of Virginia*
Phyllis Wheatley ........................................... *"To the University of Cambridge, in New England*, Poems on Various Subjects, *"On Being Brought from Africa to America"

Benjamin Franklin .................................. *Poor Richard's Almanac, The Autobiography*
Washington Irving .................................. *The Sketch Book*
Susannah Rowson ................................ *Charlotte Temple*
James Fenimore Cooper ................. *The Spy*
William Hill Brown ............................. *The Power of Sympathy*
J. Hector St. John de Crevecoeur ....... *Letters from an American Farmer*
Charles Brockden Brown............... *Wieland*

Week 9

**Literary History: Nineteenth Century to the Present**
The activities in this subject will introduce you to literary history and movements and major authors in literature and their works.

**Competency 108.2.2: Literary History, Interpretation, and Analysis**
The graduate recognizes and examines the romantic, realist, modern, postmodern literary periods, their characteristics, and works.

**Romantic Literary Period**
In this section you will learn the characteristics and elements that distinguish the romantic literary period. How did the romantic period foster some of the most famous poets in English literature?

☐ Complete the Readings for Week 9 in MyLiteratureLab
**URLs:** [http://www.coursecompass.com](http://www.coursecompass.com)

Go to your MyLiteratureLab on CourseCompass and work through the “readings” for Week 9:

- “The Romantics and Their Contemporaries” from the *Longman Anthology*
Pay close attention to the following concepts as you work through these sections:

- What are the characteristics of the romantic literary period?
- What are the characteristics of the Gothic style?
- What are the characteristics of the sublime in romantic literature?

☐ Website Review: The Norton Anthology  
**URL:** [http://www.wwnorton.com/nael/romantic/welcome.htm](http://www.wwnorton.com/nael/romantic/welcome.htm)

Follow the two links and read through “Beginning to 1700” and “1700 to 1820.” Make sure to click **all** available links found on the left-hand side of the webpage.

As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:

- What are the main themes in romantic literature?
- How did the romantics interact with nature?

☐ Website Review: Romanticism  
**URL:** [http://www.historyguide.org/intellect/lecture16a.html](http://www.historyguide.org/intellect/lecture16a.html)

Follow the link and read additional information on romanticism.

As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:

- What are the characteristics of the romantic literary period?
- What are the main themes in romantic literature?

☐ Romantic Authors and Works  
As you study this literary period, take note of important authors and their works.

Mary Shelley ..................Frankenstein
William Blake .................The Marriage of Heaven and Hell, "The Tyger"
William Wordsworth .........."Tintern Abbey," The Prelude, Guide to the Lakes
Samuel Taylor Coleridge ......The Rime of the Ancient Mariner, "Frost at Midnight," Religious Musings
Ann Radcliffe ..................The Mysteries of Udolpho, The Romance of the Forest; The Italian: or The Confessional of the Black Penitents
William Gilpin ..................Observations on the River Wye
Matthew Gregory Lewis ......The Monk
Percy Bysshe Shelley .........."Mont Blanc," Alastor, Prometheus Unbound, Queen Mab
Jane Austen ....................Northanger Abbey
John Keats ........................"To Autumn"
Frances Sheridan ..............The History of Nourjahad
Lady Caroline Lamb ..........Glenarvon
William Beckford .............Vathek
Thomas Gray ....................Journal in the Lakes
Horace Walpole ................Castle of Otranto
Realist Literary Period

In this section you will learn the characteristics and elements that distinguish the realist literary period. Why did the realists follow ‘everyday’ life as a literary subject?

☐ Complete the Readings for Week 9 in MyLiteratureLab
URL:  http://www.coursecompass.com

Go to your MyLiteratureLab on CourseCompass and work through the “readings” for Week 9:

• Entries for “Local Color,” “Realism,” “Realistic Period in English Literature,” “Realistic Period in American Literature,” and “Victorian” from A Handbook to Literature
• “The Victorian Age, the Literature of the Early- to Mid-Nineteenth Century” and “The Literature of the Late Nineteenth Century” from the Longman Anthology

Pay close attention to the following concepts as you work through these sections:
• What are the main characteristics of realism?
• What types of literature were popular for realist writers?
• What influenced American realist writers?
• What is verisimilitude as it applies to realism in literature?

☐ Website Review: The Norton Anthology
URLs:  http://www.wwnorton.com/nael/victorian/welcome.htm

Follow the three links and read through “The Victorian Age” and “1820-1865” and “1865-1914.” Make sure to click all available links found on the left-hand side of the webpage.

As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:
• What influenced American realist writers?
• What types of literature were popular for realist writers?
• What is regionalism, and how did realist writers use this concept?

☐ Realist Authors and Works
As you study this literary period, take note of important authors and their works.

John Ruskin .............................................."Of Queen's Gardens"
George Gissing ..............................The Odd Women
Charlotte Bronte ..............................Jane Eyre
Elizabeth Eastlake ......................"Lady Travellers"
Rudyard Kipling .............................."The White Man's Burden"
Thomas Babington Macaulay ......."Minute on Indian Education"
Josephine Butler .............................."Our Indian Fellow Subjects"
Henry Mayhew ....................................London Labour and the London Poor
Constance Fenimore Woolson ...... "Miss Grief"
Kate Chopin ................................. The Awakening
Sarah Orne Jewett ......................"A White Heron"
Mark Twain .....................................Life on the Mississippi, Huckleberry Finn
Ambrose Bierce .............................."An Occurrence at Owl Creek Bridge"
Anna Leonowens ............................The English Governess at the Siamese Court
Elizabeth Gaskell ...........................Mary Barton
Modern Literary Period
In this section you will learn the characteristics and elements that distinguish the modern literary period. How did the “Great War” affect the modernist writers?

☐ Complete the Readings for Week 9 in MyLiteratureLab
URL: http://www.coursecompass.com

Go to your MyLiteratureLab on CourseCompass and work through the “readings” for Week 9:
- “The Twentieth Century” and “The Literature of the Twentieth Century (1900-1945)” from the Longman Anthology

Pay close attention to the following concepts as you work through these sections:
- What are the characteristics of the modern period?
- What themes are common during the modern period?
- How did Sigmund Freud influence modernist literature?
- What are the characteristics of imagist and surrealist writings?

☐ Website Review: The Norton Anthology
URLs:
http://www.wwnorton.com/college/english/nael/20century/topic_2_05/welcome.htm

Follow the two links and read through “The Twentieth Century” and “1914-1945.” Make sure to click all available links found on the left-hand side of the webpage.

As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:
- What are the characteristics of the Modern period?
- What themes are common during the Modern period?

☐ Modernist Authors and Works
As you study this literary period, take note of important authors and their works.

James Joyce ..................... Ulysses, “Araby”
Postmodern Literary Period

In this section you will learn the characteristics and elements that distinguish the postmodern literary period. Why is postmodern literature so different than modernist texts?

☐ Complete the Readings for Week 9 in MyLiteratureLab

URL: [http://www.coursecompass.com](http://www.coursecompass.com)

Go to your MyLiteratureLab on CourseCompass and work through the “readings” for Week 9:

- Entries for “Deconstruction,” “Existentialism,” “Magic Realism,” “Metafiction,” “Postmodernism,” “Postmodernist Period in English Literature,” from A Handbook to Literature
- “The Twentieth Century” and “The Literature of the Twentieth Century (1900-1945)” from the Longman Anthology

Pay close attention to the following concepts as you work through these sections:

- What are the characteristics of the postmodern literary period?
- What genres are most common in the postmodern literary period?
- What is metafiction and why is it important to postmodernism?
- What are the characteristics of magical realism?

☐ Website Review: The Norton Anthology


Follow the two links and read through “Since 1945”. Make sure to click all available links found on the left-hand side of the webpage.

As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:

- What are the characteristics of the postmodern literary period?
- What genres are most common in the postmodern literary period?
- What is metafiction and why is it important to postmodernism?
Website Review: Postmodernism

      http://plato.stanford.edu/entries/postmodernism/

Follow the links and read additional information on postmodernism.

As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:

- What are the distinguishing characteristics of postmodernism?
- Why is “fragmentation” a common concept in postmodernism?

Postmodernist Authors and Works

As you study this literary period, take note of important authors and their works.

- Anne Sexton ..................... The Death Notebooks
- Jack Kerouac ..................... On the Road, The Dharma Bums
- Ralph Ellison ..................... Invisible Man
- Thomas Pynchon ................. Gravity's Rainbow
- James Baldwin ................... Going to Meet the Man, Go Tell it on the Mountain
- Gloria Anzaldúa .................. Borderlands/La Frontera
- Donald Barthelme ................. The Dead Father
- Tennessee Williams .............. A Streetcar Named Desire
- John Updike ...................... Rabbit, Run, The Witches of Eastwick
- Allen Ginsberg .................. Reality Sandwiches, Howl and Other Poems
- Gary Snyder ...................... Riprap and Cold Mountain Poems
- Sylvia Plath ...................... Ariel, The Bell Jar
- Alice Walker ..................... The Color Purple
- Toni Morrison ................... Sula, The Bluest Eye
- Flannery O'Connor .............. A Good Man is Hard to Find, Wise Blood
- Leslie Marmon Silko ............. Ceremony
- Adrienne Rich ................... "Diving into the Wreck"
- John Ashbery ................. "Self-Portrait in a Convex Mirror"
- Raymond Carver .............. Cathedral
- Maxine Hong Kingston .......... The Woman Warrior
- Joy Harjo ......................... The Woman Who Fell from the Sky
- Donald Barthelme .............. Snow White, The Dead Father
- A. R. Ammons .................. The Snow Poems
- Annie Dillard .................. Pilgrim at Tinker Creek

The Next Steps

In this section, we will guide you through the steps leading up to the completion of your LCC1 objective assessment.

Review of Concepts

- Pick a question from an activity in each topic. Try to answer these questions without your Study Journal. Any questions you cannot answer on your own signify an area you need to focus more closely on.
- Read through each competency statement (found just after the introduction of this course of study). Write a brief summary of the content each statement asks you to know. Review these with your mentor and course mentors in this area.
Complete the Pre-assessment (PLLC)
Take the PLLC pre-assessment before taking the LCC1 assessment. Follow the directions below to perform this task.
- This pre-assessment can be taken on your computer at home or any other convenient location. Do not use your notes or texts when taking the pre-assessment. This will better indicate areas you will need to review before taking the LCC1 assessment.
- You can request this through your AAP. To request the PLLC:

Find the LCC1 on your AAP.
- Click the “yes” link under “Pre-assessment Available.”
- Click the link to request to take the PLLC pre-assessment.
- Your mentor will need to approve this request.

Additional Review
Based on your score on the pre-assessment, additional review may be needed. Please contact your mentor to review your scores.

The LCC1 Objective Assessment
Once you have obtained a satisfactory score on the pre-assessment you are ready to demonstrate your competency in the Literature domain by taking the LCC1 objective assessment. During a call with your mentor you will refer and schedule your LCC1 assessment.

Complete the Assessment (LCC1)
Take the LCC1 assessment. Follow the directions below to perform this task.
Referring for the LCC1
- Look at your AAP.
- Find LCC1. Click on "assessment referral."
- Click the tab “request assessment”
- Find your proctored site.
- Enter the dates when you expect to be finished with the domain.
- Your Mentor will need to approve this request.

You will be setting the date for the completion of this exam as your “drop date.” This is the date that this exam must be completed by or you will receive a “not passed” on your first attempts. Not Passed does appear on your transcript if it is not removed during the current term. It is very important for you to continually move forward with your degree.

Week 10
Preparing to Communicate about Literature through Essays and Presentations
Writing a paper or preparing a presentation that involves literary analysis involves note taking, prewriting, and drafting to ensure a nuanced critical reading of literary works.

Competency 108.2.3: Reading Critically and Interpreting Literature
The graduate critically reads, analyzes, and interprets specified works of literature.
Competency 108.2.4: Establishing Identity Through Literature
The graduate evaluates how identity is established and represented in literary works.

**Paper-Writing Basics**
In this section, you will learn the beginning steps to researching and developing your essay or presentation. Do you plan on outlining or writing your initial thoughts on note cards?

- **Read Chapter 43 in Literature**
  As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
  - What is the difference between reading actively and passively?
  - How does one go about essay planning?
  - Why are drafts and rewriting and important part of the paper-writing process?

  Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

- **Complete the Interactive Readings in MyLiteratureLab**
  URL: [http://www.coursecompass.com](http://www.coursecompass.com)
  Go to your MyLiteratureLab on CourseCompass and access the “Writing About Literature” guide that can be found if you click on the “Writing and Research” link. Then, read through the “Why Write about Literature” and the “Reading a Work of Literature” sections to understand how and why writing about literature is valuable.

- **Competency Builder: Analyzing a Literary Work**
  Please go to the Literature Learning Community homepage and look for the message thread titled “Competency Builder: Analyzing a Literary Work.” Do a practice analysis in this thread using the criteria established in the community thread. This will help you with the course of study task and will also help your fellow students understand the concepts and ideas in a much clearer way.

- **Application: Course of Study Task 2 - Othering**
  Work on your Course of Study Task 2 in TaskStream. Before completing the task, you will want to read Melanie Ulrich’s discussion of othering that is located in the article “Definitions of Othering.” You can find this article in the WGU Library E-Reserves (see the instructions for locating the article above, at the top of this course of study). After you compose the task, be sure to check your submission against the scoring rubric before submitting your task for evaluation. Remember that you will need to successfully complete all the course of study tasks before referring for the LCT1 summative performance assessment.

  Before submitting this task, check to see if you have completed the following:
  - Have you read “Definitions of Othering” found in the WGU eReserve library?
  - Have you selected one work of literature from the task directions to analyze?
  - Have you provided a plausible analysis of how otherness is represented in this work?
  - Have you discussed the author's perspective on otherness?
  - Have you identified who the “other” is in this work?
  - Have you explained what or who makes them “other”?
• Have you provided a brief explanation (at least one page) of how you would notice, identify, and assist a student who was experiencing otherness in the classroom?
• Have you provided a complete, correct, and APA-formatted citation for your literary source?
• Have you checked your responses for errors?

If you have any further questions or would like a more detailed list, please see the rubric.

Writing About a Fictional Work
In this section, you will learn how to write an analysis of a fictional work. How is writing about fiction different than writing about drama and poetry?

☐ Read Chapter 44 in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
• What are the unique aspects of writing about fiction compared with other literary genres?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

☐ Application: Course of Study Task 3 - Establishing Identity
Complete Course of Study task 3 in TaskStream. Be sure to check your submission against the scoring rubric before submitting your task for evaluation. Remember that you will need to successfully complete all the course of study tasks before referring for the LCT1 summative performance assessment.

Before submitting this task, check to see if you have completed the following:
• Have you selected one work of literature from the task directions to analyze?
• Have you provided a plausible analysis of how the author addresses race, ethnicity, gender, religious, and/or regional identity in the chosen work?
• Have you provided a logical discussion of an experience from home, work, social, or school life with similar identity issues?
• Have you provided a complete, correct, and APA-formatted citation for your literary source?
• Have you checked your responses for errors?

If you have any further questions or would like a more detailed list, please see the rubric.

Writing About a Poetic Work
In this section you will learn how to write an analysis of a poetic work. Why is studying the figurative language in poetry such an important part of analyzing poetry?

☐ Read Chapter 45 in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
• What are the unique aspects of writing about poetry compared with other literary genres?
• What are key strategies for thinking about a poem?
Writing about a Dramatic Work
In this section you will learn how to write an analysis of a dramatic work. What are the most important parts of writing about a dramatic work?

☐ Read Chapter 40 in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
- How does one critique a dramatic work?
- What are the steps involved with writing an evaluation of a dramatic work?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

☐ Read Chapter 46 in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
- What are important things to remember about reading a play?
- How does one compare and contrast dramatic works?
- How does one properly cite a dramatic work

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

Week 11
Drafting an Essay and Compiling a Presentation
Drafting an essay or compiling a presentation is an essential part of creating a well-balanced analysis of literary works. Whichever you choose to create—a written analysis essay or multimedia presentation—the processes involved in preparing are very similar and involve putting your ideas into some type of organizational structure so that you can showcase all the insights and skills you have gained throughout this course of study and create a successful Summative Performance Task.

Competency 108.2.3: Reading Critically and Interpreting Literature
The graduate critically reads, analyzes, and interprets specified works of literature.

Competency 108.2.4: Establishing Identity Through Literature
The graduate evaluates how identity is established and represented in literary works.

Researching for an Essay or Presentation
This topic will show you how to begin your essay or presentation. What are special considerations that are important to keep in mind when writing a longer paper or developing a multimedia presentation?

☐ Read Chapter 47 (pp. 2139–2151) in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
- Where can I find credible research to learn about the works I am analyzing?
• When writing a longer paper, how does one organize research?

Be sure to take notes as you read; use highlighting, underlining, bracketing, and marginal notation as needed to keep track of ideas and examples.

☐ Complete the Interactive Readings for Week 11 in MyLiteratureLab
URL: http://www.coursecompass.com

Go to MyLiteratureLab on CourseCompass and return to the “Writing about Literature” guide. Read through the following sections to understand useful strategies for writing about literature:
• "Invention"
• "Planning"
• “Working Draft”
• “Revising”
• “Final Paper”

Note: As you read through these sections, you will see that the essay instructions referenced are not the same as the Course of Study tasks or the Summative task you are asked to complete for LCT1. The instructions referenced in these sections in MyLiteratureLab are instructions that apply to literature essays in general. If you have questions about what is expected for LCT1, please contact a mentor directly or email literature@wgu.edu.

Week 12
Communicating about Literature through Essays and Presentations

When writing about or developing a presentation on a literary work, one must be careful to cite all sources used in the planning, developing, and drafting stages. How is communicating about literature different than communicating about other topics?

Competency 108.2.3: Reading Critically and Interpreting Literature
The graduate critically reads, analyzes, and interprets specified works of literature.

Competency 108.2.4: Establishing Identity Through Literature
The graduate evaluates how identity is established and represented in literary works.

Avoiding Plagiarism
In this topic, you will learn to recognize the many forms of plagiarism and how to avoid them. Why is it important to avoid plagiarism?

☐ Website Review: Avoiding Plagiarism
URL: http://owl.english.purdue.edu/owl/resource/589/01/

Follow the links and read additional information on how to avoid plagiarism. At the bottom of the page, please read the information in the following links: “Overview and Contradictions,” “Is it Plagiarism Yet,” “Safe Practices,” “Safe Practices: An Exercise.”
As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:

- How do I avoid plagiarism?
- How do I use my own words while appropriately quoting, paraphrasing, and summarizing source information?

**Properly Citing Sources**

In this section you will learn how to cite sources. Why is it important to cite all the sources you consult while writing a paper or developing a presentation?

- **Website Review: APA Formatting and Style Guide**
  URL: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

  Follow the links and read additional information on how to properly cite your sources. At the bottom of the page, please click on, and read the information from, all the links.

  As you study this site, pay particular attention and take notes on the following concepts, ideas, and questions:
  - How do I use proper citation formatting in order to avoid plagiarism?
  - How can I use APA to document outside source information appropriately in my essays and presentations?

- **Complete the Interactive Readings for Week 12 in MyLiteratureLab**
  URL: [http://www.coursecompass.com](http://www.coursecompass.com)

  Go to MyLiteratureLab on CourseCompass and work through the "Avoiding Plagiarism" section that can be found if you click on the “Writing and Research” link to better understand what is expected of you as you write your paper. Be sure to select “APA Citation Style” since APA is the style you are required to use when completing your tasks. Take the three self-tests to ensure you have a solid understanding of what constitutes “common knowledge.” Then, click on “Using Print and Electronic Sources” to learn about quoting, paraphrasing, and summarizing sources. Click on “Extended Analysis” to view a sample student paper that demonstrates appropriate use of APA.

  Pay close attention to the following concepts as you work through these sections:
  - Plagiarism
  - Quoting
  - Paraphrasing
  - Summarizing
  - Citing sources

**Conclusion**

Congratulations on completing the Literature domain in the liberal arts at Western Governors University! As you progress through your program, remember the information you have learned here and how it can be applied throughout the rest of your WGU student career. The techniques of literary analysis can easily be applied to your other courses at WGU, as they have helped you to hone your critical thinking and analytical skills, which are inherent in all forms of inquiry and learning.
The Next Steps: Final Preparation and Assessment

These last activities will guide you through the final steps leading up to your completion of the LCT1 summative performance assessment.

Review of Major Points:
In this course of study, you learned about literary terms, conventions, and elements found in the construction of works of fiction, nonfiction, poetry, and drama. You also learned characteristics of the different literary historical periods and movements and major authors and works from these time periods. You also learned how to analyze works of literature and understand concepts of identity, culture, otherness, and how these issues are conveyed to the reader.

☐ Refer for the LCT1 Summative Performance Assessment
Before you can begin work on your summative performance assessment, you must refer for the assessment so that the task directions and rubrics show up in TaskStream. During a call with your mentor, refer for the LCT1 summative performance assessment:

Refer for the LCT1:
1. Your Mentor will fill out the Summative Task Referral Form – First Attempt, located in the Mentor Resources tab of the portal.
2. There are two forms of the summative assessment (form A and form B) and you will be randomly assigned to complete one form. You will be able to revise your first submission once. If you do not pass after your first set of revisions, you will be referred for an alternate form of the summative assessment. In this case, your Mentor will fill out the Summative Task Referral Form – Second Attempt, located in the Mentor Resources tab of the portal.

☐ TaskStream: LCT1 Summative Performance Assessment
URL: https://www.taskstream.com/pub/

Go to TaskStream and begin your work on the LCT1 summative performance assessment. You will find your directions and rubric at this location.

Before submitting the summative assessment, check to see if you have completed the following:

• Have you decided between the multimedia presentation and the written analysis option for this task?
• Have you selected two literary works from the same genre (from the list in the task directions) to be the subject of your presentation or written analysis?
• Have you selected three literary elements from the task directions to use in your presentation or written analysis?
• Have you introduced the first literary work and how the characters interact with and struggle against their society?
• Have you introduced the second literary work and how the characters interact with and struggle against their society?
• Have you looked at the task directions and rubric in detail, noting how you are supposed to analyze the use of the three literary elements in the two works of literature?
• Have you found specific examples to cite in the works of literature that demonstrate how the three literary elements are used?
• Have you provided complete, correct, and APA-formatted citations for your references, both in the text of your presentation or written analysis and on a "References" page that follows your presentation or written analysis?
• Have you carefully checked your presentation or written analysis for errors?

If you have any further questions or would like a more detailed list, please see the rubric.

Transfer/Application to Work
Now that you have completed this course, you will be able to transfer the ideas you learned to situations that demand careful analysis and understanding of different perspectives found in works of literature. The information you learned here will be of great help to your career in teaching. Whether you help students understand the world around them through literary analysis or instill a lifelong love of reading to your students, the study of historical documents, works of nonfiction, and works of fiction, poetry, drama will rewarding for the rest of your lives.

Feedback
If you wish to provide feedback on this course of study, please contact Anthony Siciliano at asiciliano@wgu.edu.