Description
This course of study presents the required sequence of learning steps and activities to help you develop competency in the subject area of Literature Parts I and II (LIC4 and LIA4). Your competence will be assessed as you complete an objective assessment (LIC4) and a performance task (LIA4). This course of study may take up to 8 weeks to complete, depending on your educational background, work experience, and the time you are able to dedicate to your studies. Consult with your mentor if you wish to accelerate 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 at Western Governors University! Literature is an academic discipline that focuses on the study of the human condition through the use of language in genres such as fiction, non-fiction, short stories, poetry, and drama. Literature as a discipline also concerns the ways authors express and individuals search for meaning in the world using methods that are primarily analytic, critical, or speculative as opposed to the mainly empirical approaches of the natural and social sciences. In order to help you understand methods of humanistic thought and expressive communication in Literature, you will have the opportunity to engage critically with the creative works that have shaped our modern cultural environment. This course of study will provide a broad overview of the genres of Literature and the techniques authors use to communicate ideas and bring audiences to a certain point of view. Ultimately, this course is designed for individuals in all areas of study to achieve a greater understanding and appreciation of what it means to be human. For a more detailed explanation of the concepts you will be expected to demonstrate your competency in, please see the competency list below.

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

Course Mentor: Alison Walker
Email: literature@wgu.edu
Telephone: 1-866-895-9660, x5429
Office Hours: Monday, 8:00am – 5:00pm, Pacific Time
Tuesday, 8:00am – 5:00pm, Pacific Time
Wednesday, 8:00am – 12:30pm, Pacific Time
Thursday, 8:00am – 5:30pm, Pacific Time
Friday, 8:00am – 4:00pm, Pacific Time

Competencies Covered:

Competency 110.2.1: Literary Terms and Conventions
The graduate is familiar with basic literary terms and conventions.

Competency 110.2.2: Literary Ethics
The graduate is aware of issues in contemporary literary ethics.
Competency 110.2.3: Elements of Poetry
The graduate is familiar with the major elements of poetry.

Competency 110.2.4: Elements of Fiction
The graduate is familiar with the major elements of fiction.

Competency 110.2.5: Elements of Drama
The graduate is familiar with the major elements of drama.

Competency 110.2.6: Literary History and Movements
The graduate can identify elements of the major periods and movements in literary history.

Competency 110.2.7: Major Authors and Works
The graduate can identify major authors and their works throughout literary history.

Competency 110.2.8: Critical Reading and Interpretation
The graduate can critically analyze and interpret specific works of literature.

Assessments:
There are two (2) assessments associated with Literature – Literature Part I (LIA4) and Literature Part II (LIC4).

Literature Part I Assessment (LIA4)
The Literature Part I Assessment consists of two (2) tasks and is completed in Taskstream. You are not required to do these tasks in the order they are listed in TaskStream. These tasks are found at the end of this Course of Study and should be completed after you complete the LIC4 objective assessment.

Literature Part II Assessment (LIC4)
The Literature Part II Assessment (LIC4) is a proctored competency 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 LIC4 is 57% or above.
This content area covers the following topics:
• Orientation to the literature domain
• Pre-instructional activities
• 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, students should take no longer than eight (8) weeks to complete the modules associated with the Literature domain. Students may, of course, accelerate this pace.

Student Self-Assessment:
Before you begin your preparations for the LIC4 assessment, you should complete the Student Self-assessment (SSA) for this area. You can access the SSA by following the instructions below.
Take the Student Self-Assessment

Before you begin your preparations for the LIC4/LIA4 assessment, you should complete the Student Self-Assessment (SSA) for this area. You can access the SSA by following these instructions:

- Click on this link: https://web5.wgu.edu/aap/content/LIC4_LIA4%20SSA_11_09.doc
- Download the Student Self Assessment to your computer
- Follow the directions on the Student Self Assessment rating your knowledge of the various topic areas
- Forward your results to your mentor of record.

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 LIC4 preassessment and before working on tasks for the LIA4 performance assessment.

Depending on how you scored yourself on the self-assessment, you may be able to take the preassessment sooner. This should only be done in consultation with your mentor of record.

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. To enroll, see the full listing of learning resources for the Literature domain on the resources tab of your AAP under LIC4 and LIA4.

☐ Acquiring Your Learning Resources and Textbooks

Textbook and Required Readings - Purchase the following:


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. Go to http://www.wgu.edu/wgu/student/textbook_purchase.asp to find the best prices for this textbook and other required reading material. 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.

**E-Reserves: Download and read selected articles from *Encyclopedia Britannica* on e-reserve.**

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

To access the e-reserves from the portal:

- Go to the Resources tab.
- Click on Library. (Make note of the username and password for Dokutech E-reserves.)
- Click “Enter the Library”.
- Click on “E-Reserves”.
- Select “Liberal Arts” from the drop-down menu.
- Click on “LIC4/LIA4 Literature”

**MyLiteratureLab**

MyLiteratureLab is an online interactive learning resource arranged in module format corresponding with the 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 site [http://www.coursecompass.com](http://www.coursecompass.com) and log in using your created login name and password. Click on the course titled WGU MyLiteratureLab with Literature: An Intro to Fiction, Poetry, and Drama. On the left side menu click on the tab that says “Start Here: Mod. 1 & 2” and work your way through the learning modules in the order they appear on the website.

Note: The “Why Literature Matters” section in Module 1 and 2 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 logging information from your mentor and all course learning resources.

**The Learning Space**
The WGU Learning Space for the LIA4 and LIC4 domain is led by course mentor Alison Walker. The learning space is available for additional support as you prepare for the LIA4 and LIC4 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.

Creation of 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 LITERARY LEXICON

The activities in this subject will introduce you to literary terms and conventions.

Background Information

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 to understand, analyze and interpret works of literature.

Competency 110.2.1: Literary Terms and Conventions

The graduate is familiar with basic literary terms and conventions.

Literary Terms

You will learn the meaning of general literary terms and conventions and how they are used to suggest meaning, advance plot and allow the reader to evaluate a work of literature.

☐ 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.
Complete the “Literary Elements” (Module 3) Interactive Readings in MyLiteratureLab
URLs: http://www.coursecompass.com

Go to your MyLiteratureLab on Course Compass 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

Define Key Literary Terms and Concepts
Look up these terms in the glossary of your Literature textbook or in the Glossary of Terms in MyLiteratureLab Module 3, and learn their definitions. 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.”

A. 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

B. 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)

• Characterization:
• Protagonist
• Antagonist
• Hero
• Antihero
• Foil
• Stock Character
• Flat Character
• Round Character

Point of View:
• First Person
• Third Person Objective
• Third Person Limited
• Third Person Omniscient

Irony:
• Verbal irony
• Irony of Situation
• Dramatic Irony

Figurative Language:
• Apostrophe
• Conceit
• Hyperbole (Overstatement)
• Metaphor
• Metonymy
• Paradox
• Personification
• Simile
• Synecdoche
• Transferred Epithet
• Understatement

Diction
Tone/Mood
Symbolism
Theme
Imagery

C. Literary Conventions
• Allegory
Figurative Language
You will learn the ways in which figurative language and literary themes allow a reader to analyze and interpret a work of literature.

☐ 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
URLs:
Literary Themes: http://theliterarylink.com/theme.html
Figurative Language: http://www.orangausd.k12.ca.us/yorba/figurative_language.htm
Literary Elements: http://www.orangausd.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 authors to convey experiences, observations, feelings, moods, and emotions in literary works?
• What is the importance of literary elements to literary study?

Literary Conventions
You will gain a full understanding of the variety of literary terms for each genre of literature.

☐ Activity Title: 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?
Complete Competence Builders “Literary Terms” in WGU Literature Learning Space

URLs:
http://community.wgu.edu/clearspacex/community/liberal_arts_literature_learning_com munity?view=discussions&start=0

What is a Competence Builder?
Competence Builders are a new interactive community feature tied to the Topics in this Course of Study. Look in the last Activity of most week Topics for "Competence Builders"--activities which will help you think "outside the box" (or "outside the text," as the case may be) regarding your assessment content.

Why should you participate in Competence Builders?
• Competence Builders are designed to give you experience with the many Learning Resources available to you (website links, on-line labs, etc)
• Competence Builders give you a "real-world" application for the content you are learning for the assessment.
• Competence Builders get you in touch with other students studying for the assessment and the chance to interact.

So get involved and have a fun time with these new activities!

Week 1 Competence Builder: Literary Terms
• How do you plan to keep track of your literary terms for this assessment? Are you going to use flash cards? What about a Word document? A simple notebook?
• Please post your study strategy and comments on other posts in the Literature Learning Space thread “Module 3 Competence Builder: Literary Terms.”

Week 2
LITERARY ETHICS
The history of literature is tied to ethical writing practices. It is important to understand what constitutes ethical writing, especially because information is so readily available via electronic sources.

Competency 110.2.2: Literary Ethics
The graduate is aware of issues in contemporary literary ethics.

Literary Ethics
This week you will be introduced to some of the most important issues in contemporary literary ethics and learn how to be an ethical writer. In addition to writing ethically, literary ethics also encompasses the censorship of books and literature.

Read Chapter 47 in Literature
Read Chapter 47, “Writing a Research Paper”
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 sources used in literary study?
• How does one organize ideas into a cohesive paper?
• How does one maintain academic Integrity when writing a paper?
• What is the appropriate way to cite sources?
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, in the Glossary of Terms on MyLiteratureLab Module 3, or on the web resources provided this week and learn their definitions. Create a visual schematic of these terms using concept maps, notes, or flash cards. Enter your key terms, definitions, concepts and vocabulary into your notebook or computer file.
- Artistic license
- Attribution
- Bias
- Censorship
- Citation
- Cite
- Copyright
- Defamation
- Document
- Documentation
- Intellectual property
- Libel
- Permissions
- Plagiarism
- Propaganda
- Slander

☐ Complete the “Literary Ethics” (Module 4) Interactive Readings in MyLiteratureLab
http://www.coursecompass.com
Go to your MyLiteratureLab on Course Compass and work through Module 4 – Literary Ethics for a better understanding of how literary ethics relate to the discipline of literature.
Pay close attention to the following concepts as you work through these sections:
- What are the differences between key ethical terms such as slander and libel?
- Why is writing ethically the most important aspect of good writing?
- How does one avoid plagiarism?

☐ Reading Activity: WGU Library Pages - Censorship
Download and read selected information from the WGU Library for further information on the concept of censorship.
Read the overview in the article titled “Censorship” on e-reserve. For instructions accessing the e-reserves, please see the introduction to this course of study. Be sure to take notes and print out or save any pages that you find particularly useful.
As you study this article, pay particular attention to and take notes on the following concepts, ideas, and questions:
- What is the history of literature and censorship?
- What factors result in the censorship of literary works?
Defamation
Download and read selected information from the WGU Library for further information on the concept of defamation. Read the overview in the article titled “Defamation” on e-reserve. For instructions accessing the e-reserves, please see the introduction to this course of study. Be sure to take notes and print out or save any pages that you find particularly useful. As you study this article, pay particular attention to and take notes on the following concepts, ideas, and questions:
• What is the history of literature and defamation?
• What are specific examples of defamation?
• How is defamation treated in culture and society?

Propaganda
Download and read selected information from the WGU Library for further information on the concept of propaganda. The History of Propaganda: Download and read selected articles from Encyclopedia Britannica for further information on the concept of propaganda. Read the overview in the article titled “Propaganda” on e-reserve. For instructions accessing the e-reserves, please see the introduction to this course of study. Be sure to take notes and print out or save any pages that you find particularly useful.

Determining Propaganda:
http://owl.english.purdue.edu/workshops/hypertext/EvalSrcW/content.html - fact

View these resources for additional information on propaganda. Be sure to take notes and print out or save any pages that you find particularly useful.

As you study these resources, pay particular attention to and take notes on the following concepts, ideas, and questions:
• What is the history of propaganda and literature?
• How does one determine if a source is reliable or if it is propaganda?

Slander & Libel
Download and read selected information from the WGU Library for further information on the concept of slander and libel. Read the Slander and Libel section in the article titled “Defamation” on e-reserve. For instructions accessing the e-reserves, please see the introduction to this course of study. Be sure to take notes and print out or save any pages that you find particularly useful.

As you study this article, pay particular attention to and take notes on the following concepts, ideas, and questions:
• What is the history of slander and libel?
• How is slander different from libel?
• What are the connections between slander and libel and literature?

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, students can understand and analyze poetry, which exposes them to new ways of looking at literature and culture.
Competency 110.2.3: Elements of Poetry
The graduate is familiar with the major elements of poetry.

Rhyme and Rhythm
This week you will learn how diction and figurative language are used to suggest meaning and for aesthetic and emotional effect. You will also learn about the technical aspects of poetry, including types and forms of poetry, poetic voice and personal identity, stressed and unstressed meter, and types of rhyme.

☐ 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.

Form and Meter
In this section, you will be introduced to the forms of poetry and the ways that poetic meter is important in establishing poetic meaning.
☐ 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 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)
Complete the “Poetry” (Module 5) Interactive Readings in MyLiteratureLab
http://www.coursecompass.com
Go to your MyLiteratureLab on Course Compass and work through Module 5 – Poetry for a better understanding of the construction and meaning of poetry.
As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:
  • What are the different types of poetry?
  • What is the importance of poetic language?

☐ Review Additional Skill Builders: Sonnets
http://www.sonnet.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?

☐ 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?
  • In what ways do stressed and unstressed syllables combine to create different types of poetic meter?

Writing about Poetry
This section will introduce you to poetic terms and concepts, which will help you to successfully write about poetry.

☐ 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**
   This chapter will give you a thorough overview of the ways symbolism 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 symbolism used to convey meaning in 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.

☐ **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 Competence Builder “What Makes a Poem ‘Good’?” in WGU Literature Learning Space**
   **What Makes a Poem “Good”?**
   Poetry evokes widely different responses in readers, often because readers come to poems with personal expectations of what makes a poem "good." How do you determine, personally, whether a poem is “good” or not? For this competence builder, do the following:

   1. Pick one or two poems that you enjoy.
2. Look at the poems and find things they have in common that make you like them—these are your own “criteria” for a “good” or “enjoyable” poem.

3. Go to the Literature Learning Space thread marked “Competence Builder: What Makes a Poem ‘Good’?” and list 4 criteria of your own for a good poem and 1 or 2 poems that display these criteria.

4. Your criteria can be almost anything, from technical aspects to subject matter. Here are some examples:
   - whether it rhymes (some people only like rhyming poems, while others find them annoying)
   - use of metaphors and other figurative language
   - subject matter (should poets stick to big subjects like love, life, and death, or is a poem still “good” if it is about a wheelbarrow?)
   - time period (do you only like modern poems?)

5. Read over other posts and post your responses.

☐ Review Additional Skill Builders: Library of Congress-Poetry
http://www.loc.gov/poetry/
The Library of Congress has an excellent website that goes into specifics about poetry, major authors (with biographies, photographs and even audio podcasts), along with examples of great works of poetry from their collection

As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:
- How has poetry been valued and celebrated in the United States over the years?
- How is listening to poetry different than reading it?

WEEK 3

Fiction

Novels and short stories make up a large portion of literary endeavors. 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 110.2.4: Elements of Fiction
The graduate is familiar with the major elements of fiction.

Understanding Fiction
A great novel or short story has the power to shed light on the human condition, present new ways of looking at the world, and create connections to our everyday life. In this module you will begin your journey into works of fiction by learning some of the main terms and conventions used in literary writing.

☐ 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.

☐ 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 are the different types of novels?
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 “Fiction” (Module 6) Interactive Readings in MyLiteratureLab
http://www.coursecompass.com
Go to your MyLiteratureLab on Course Compass and work through Module 6—Fiction for a better understanding of how to read, analyze, and interpret a work of fiction.

As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:
   • How does one analyze and interpret a work of fiction?

☐ Review Additional Skill Builders-Fiction Website
http://fiction.eserver.org/
Visit the Fiction: The E-Server Collection website to find excellent resources on fiction including biographies of major authors, journal resources, critical essays, published works, and links to other internet sites publishing fiction.
As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:
   • How are short stories different than other literary forms?

Terms and Concepts in Fiction
In this section, you will learn terms and concepts that will help you analyze and interpret fictional works.

☐ 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?
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.
• Allegory
• Allusion
• Apostrophe
• Connotation
• Denotation
• Diction
• Elements of
  o Style
  o Tone
• Epiphany
• Flashback
• Genre
• Hyperbole
• Imagery
• In media res
• Irony
• Metonymy
• Narrative (and Narrator)
• Persona
• Plot
• Recognize how the following influence a work of fiction:
  o Figurative language
  o Setting
  o Symbolism
• Style
• Sub-genres
  o Novel
  o Epistolary Novel
  o Nonfiction Novel
  o Apprenticeship Novel
  o Picaresque Novel
  o Novella
  o Epic Novel
  o Fable
  o Parable
  o Tale
  o Nonfiction Novel
  o Short Story
• Setting
• Subplot
• Symbol
• Synecdoche
• Theme
• Tone
• Understatement

Writing about Fiction
In this section, you will learn the ways in which one analyzes and writes about fiction.

☐ 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.

☐ 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?

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.

☐ 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 an 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.

☐ 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.

WEEK 4
Drama
Works of drama differ from works of fiction in that they are meant to be viewed by spectators rather than just read. The playwright uses subtle visual clues to create meaning.

Competency 110.2.5: Elements of Drama
The graduate is familiar with the major elements of drama.

Terms and Concepts in Drama
In this module you will begin your journey into works of dramatic literature (plays) by learning some of the main terms and conventions used in dramatic writing. You will learn how playwrights use specific elements to construct their stories (plot, conflict, denouement, suspense, climax, resolution, etc.) to drive the action of the work. The use of language is also
extremely important to the playwright. Figurative language (also studied in Module 5: Poetry) includes simile, metaphor, personification, alliteration, hyperbole, oxymoron, and irony, and is used to create vivid images in the minds of the audience and build emotional intensity. It is also used to state ideas in new and unusual ways to excite the audience’s imagination.

☐ 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 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.

☐ 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.

☐ 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
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
- Revelation by other characters
- Self-revelation
- Physical characteristics
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

Activity Title: Review Additional Skill Builders: E-Server Drama Collection
http://drama.eserver.org/

The E-Server Drama Collection http://drama.eserver.org/ This website has information on drama and theatre such as plays to read, journal resources, essays on criticism, and links to other internet sites publishing fiction.

As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:
- In the “Criticism” section, what are the types of medieval drama?

Activity Title: Review Additional Skill Builders: Theatre in Ancient Greece
http://www.metmuseum.org/toah/hd/thtr/hd_thtr.htm

Description: Theatre in Ancient Greece This site explores how works of drama were staged in ancient Greece.
As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:
- What are the important aspects of the staging of Greek plays?
- What are the types of Classical drama?
Writing about Drama
In this section you will learn the key concepts and terms associated with dramatic writing.

☐ 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?
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.

☐ Complete the “Drama” (Module 7) Interactive Readings in MyLiteratureLab
Go to your MyLiteratureLab on Course Compass and work through Module 7 – Drama for a better understanding of how plays are constructed and interpreted.
As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:
• How does one analyze and interpret a dramatic work?

☐ Activity Title: Review Additional Skill Builders: Drama Website Resource
http://www.unc.edu/depts/wcweb/handouts/drama.html

Drama This website is an excellent resource with links to major authors, language, analyzable elements, writing about plays, APA citation, and avoiding plagiarism.
As you study this site, pay particular attention to and take notes on the following concepts, ideas, and questions:
• How does one avoid plagiarism when writing?
• How does one analyze dramatic works?

WEEK 5
Literary History & Major Authors
The activities in this subject will introduce you to literary history and movements and major authors in literature and their works.

Competency 110.2.6: Literary History and Movements
The graduate can identify elements of the major periods and movements in literary history.

Competency 110.2.7: Major Authors and Works
The graduate can identify major authors and their works throughout literary history.
Literary History from the Classical Period to the Renaissance

In this module you will be introduced to the characteristics and elements that distinguish the major literary movements and time periods from one another. Upon completion of this module, you will be well acquainted with the social, cultural, and historical contexts of literary works and the forces that produce literary change.

☐ Key Literary History Period 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.

Define These Key Terms and Concepts
- Augustan Age
- Oral Tradition
- Pantomime
- Peripeteia
- Commedia dell'arte
- Dumb Show
- Classical Unities

Create a visual schematic of these terms using concept maps, notes, or flash cards. Enter your key terms, definitions, elements, concepts and vocabulary into your notebook or computer file.

☐ Complete the “Literary History and Movements” (Module 8) Interactive Readings in MyLiteratureLab


Please go to your MyLiteratureLab on Course Compass and work through Module 8 – Literary History and Movements for a better understanding of how works of literature have changed over time.

In order to quickly find the history and author timelines in MyLiteratureLab, you can open the MyLiteratureLab and paste the following link into the Address bar. Please note that this is not your only resource.


Pay close attention to the following concepts as you work through these sections:
- What are the main differences between literary periods?

☐ Characteristics of Literary History Periods and Movements: Classical Period to the Renaissance

For the Literary Periods and Styles, identify aspects from literary periods and styles.
- Visit the links associated with each time-period. Pay special attention to the various links on the left-hand side of the web-pages; there are helpful summaries, quizzes, and timelines for each literary period.
- Keep in mind that each literary period can have more than a single name. For example, the medieval period is also called the Middle Ages.
• Within these major literary periods, there are a number of literary movements. For example, the Harlem Renaissance occurs in American literature during the space of 1914 and 1945. **Make sure you follow the links and take notes on the literary movements that take place during each of these time periods to avoid confusion.**

**Reading Activity: WGU Library Pages – Classical Literature**
Download and read selected information from the WGU Library for further information on the concept of Classical Literature. Read the Ancient Literature section in the article titled “Western Literature” on e-reserve. For instructions accessing the e-reserves, please see the introduction to this course of study. Be sure to take notes and print out or save any pages that you find particularly useful.
Pay close attention to the following concepts as you work through these sections:
• What are the beginnings of epic, satire, and tragedy?
• How did the Greeks influence later Roman writers?

**Review Classical Literature Websites**
- [http://classics.mit.edu/Browse/](http://classics.mit.edu/Browse/)
- [http://ancienthistory.about.com/library/bl/bl_raclassicalliterature.htm](http://ancienthistory.about.com/library/bl/bl_raclassicalliterature.htm)
- [http://www.wwnorton.com/college/english/nawol/s2_overview.htm#text](http://www.wwnorton.com/college/english/nawol/s2_overview.htm#text)
- [http://www.wwnorton.com/college/english/nawol/s5_overview.htm](http://www.wwnorton.com/college/english/nawol/s5_overview.htm)

Pay close attention to the following concepts as you work through these sections:
• What are the beginnings of epic, satire, and tragedy?
• How did the Greeks influence later Roman writers?

**Visit this Classical Literature Page:**
- [http://classics.mit.edu/Browse/](http://classics.mit.edu/Browse/)

**Review this Classical Writers Directory:**
- [http://ancienthistory.about.com/library/bl/bl_raclassicalliterature.htm](http://ancienthistory.about.com/library/bl/bl_raclassicalliterature.htm)

**Classical Literature**

**Ancient Greek Literature:**
- [http://www.wwnorton.com/college/english/nawol/s2_overview.htm#text](http://www.wwnorton.com/college/english/nawol/s2_overview.htm#text)

**Early Roman Literature:**
- [http://www.wwnorton.com/college/english/nawol/s5_overview.htm](http://www.wwnorton.com/college/english/nawol/s5_overview.htm)
Later Roman Literature and Early Christian Literature:


☐ Reading Activity: WGU Library Pages – Medieval Literature
Download and read selected information from the WGU Library for further information on the concept of Medieval Literature.
Read the Medieval Literature section in the article titled “Western Literature” on e-reserve. For instructions accessing the e-reserves, please see the introduction to this course of study. Be sure to take notes and print out or save any pages that you find particularly useful.

Pay close attention to the following concepts as you work through these sections:
- What are the main differences between the following types of plays: Mystery plays, Morality plays, Miracle plays?
- What genres were popular during the medieval period?
- What was the most common language in medieval literature?

☐ Review Medieval Literature Website
- http://www.luminarium.org/medlit

Pay close attention to the following concepts as you work through these sections:
- What are the main differences between the following types of plays: Mystery plays, Morality plays, Miracle plays?
- What genres were popular during the medieval period?
- What was the most common language in medieval literature?

Read “The Middle Ages: Topics” in the Norton Anthology of English Literature.


Visit this Anthology of Middle English Literature (1350-1485).

- http://www.luminarium.org/medlit

☐ Reading Activity: WGU Library Pages – Renaissance and Early 17th Century Literature on E-reserve
Download and read selected information from the WGU Library for further information on the concept of Renaissance and Early 17th century Literature.
Read the Renaissance and Early 17th Century Literature section in the article titled “Western Literature” on e-reserve. For instructions accessing the e-reserves, please see the introduction to this course of study. Be sure to take notes and print out or save any pages that you find particularly useful.

Pay close attention to the following concepts as you work through these sections:
- How did the Protestant reformation influence literary endeavors?
- Why were Classical authors so important to renaissance authors?
- What genres of literature flourished during the renaissance?
- How did advances in scientific thought affect literature during this period?
Review Renaissance and Early 17th Century Literature Website

- http://www.luminarium.org/renlit/
- http://www.luminarium.org/sevenlit/

Pay close attention to the following concepts as you work through these sections:
- How did the Protestant reformation influence literary endeavors?
- Why were Classical authors so important to renaissance authors?
- What genres of literature flourished during the renaissance?
- How did advances in scientific thought affect literature during this period?

Read “The 16th Century: Topics” in Norton Anthology of English Literature:


Read “The Early 17th Century: Topic.” in Norton Anthology of English Literature:


Read “16th Century Renaissance English Literature (1485-1603):”

- http://www.luminarium.org/renlit/

Read “English Literature: Early 17th Century (1603-1660).”

- http://www.luminarium.org/sevenlit/

Literary History from the Restoration to the Present

In this module, you will be introduced to literary history from the Restoration to the present day.

Key Literary History Period Terms and Concepts

For the Key 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.

Key Terms and Concepts
- Comedy of Manners
- Gothic Novel
- Baroque Literature
- Magical Realism

Create a visual schematic of these terms using concept maps, notes, or flash cards. Enter your key terms, definitions, elements, concepts and vocabulary into your notebook or computer file.

Characteristics of Literary History Periods and Movements: Restoration to the Present

For the Literary Periods and Styles: Identify aspects from literary periods and styles.
- Visit the links associated with each time-period. Pay special attention to the various links on the left-hand side of the web-pages; there are helpful summaries, quizzes, and timelines for each literary period.
Keep in mind that each literary period can have more than a single name. For example, the medieval period is also called the Middle Ages.

Within these major literary periods, there are a number of literary movements. For example, the Harlem Renaissance occurs in American literature during the space of 1914 and 1945. **Make sure you follow the links and take notes on the literary movements that take place during each of these time-periods to avoid confusion.**

**Reading Activity: WGU Library Pages – British Literature - Restoration on E-reserve**

Download and read selected articles from *Encyclopedia Britannica* for further information on the concept of British Literature- Restoration. Read the The 18th Century section in the article titled “Western Literature” on e-reserve. For instructions accessing the e-reserves, please see the introduction to this course of study. Be sure to take notes and print out or save any pages that you find particularly useful. Pay close attention to the following concepts as you work through these sections:

- How did world-wide trade affect literature?
- How did Puritanism affect literature?
- What are the aspects of Baroque literature?
- What is the importance of wit and satire in literature?

**Review Website Resources on British Literature- Restoration**

- [http://www.wwnorton.com/nael/18century/welcome.htm](http://www.wwnorton.com/nael/18century/welcome.htm)
- [http://vos.ucsb.edu/browse.asp?id=2738#is313](http://vos.ucsb.edu/browse.asp?id=2738#is313)
- [http://www.luminarium.org/eightlit/](http://www.luminarium.org/eightlit/)

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

- How did world-wide trade affect literature?
- How did Puritanism affect literature?
- What are the aspects of Baroque literature?
- What is the importance of wit and satire in literature?

Read “The Restoration and the 18th Century: Topics” in Norton Anthology of English Literature:

- [http://www.wwnorton.com/nael/18century/welcome.htm](http://www.wwnorton.com/nael/18century/welcome.htm)

Read “Restoration and 18th Century.”

- [http://vos.ucsb.edu/browse.asp?id=2738#is313](http://vos.ucsb.edu/browse.asp?id=2738#is313)

Visit the Luminarium website:

- [http://www.luminarium.org/eightlit/](http://www.luminarium.org/eightlit/)

**Review Website Resources on British Literature- Romanticism**

- [http://www.wsu.edu/~brians/hum_303/romanticism.html](http://www.wsu.edu/~brians/hum_303/romanticism.html)
- [http://vos.ucsb.edu/browse.asp?id=2750#is317](http://vos.ucsb.edu/browse.asp?id=2750#is317)
Pay close attention to the following concepts as you work through these sections:

- Why did authors emphasize inspiration within the natural world?
- How did influence from continental philosophers like Rousseau change Romantic literature?

**Visit this webpage on Romanticism:**

- [http://www.wsu.edu/~brians/hum_303/romanticism.html](http://www.wsu.edu/~brians/hum_303/romanticism.html)

**Read “The Romantic Period: Topics” in Norton Anthology of English Literature:**


**Visit this website to learn more about Romantic Literature:**

- [http://vos.ucsb.edu/browse.asp?id=2750#is317](http://vos.ucsb.edu/browse.asp?id=2750#is317)

☐ **Reading Activity: WGU Library Pages – Victorian and Nineteenth Century on E-reserve**

Download and read selected articles from *Encyclopedia Britannica* for further information on the concept of British Literature - Victorian and Nineteenth Century. Read the Romantic Period section in the article titled “Western Literature” on e-reserve. For instructions accessing the e-reserves, please see the introduction to this course of study. Be sure to take notes and print out or save any pages that you find particularly useful.

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

- What are the differences between Realism and Transcendentalism
- Why did Victorian and Realist literature emphasize the working classes?

☐ **Review Website Resources on British Literature - Victorian and Nineteenth Century**

- [http://www.victorianweb.org/vn/litov.html](http://www.victorianweb.org/vn/litov.html)
- [http://vos.ucsb.edu/browse.asp?id=2751#is314](http://vos.ucsb.edu/browse.asp?id=2751#is314)

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

- What are the differences between Realism and Transcendentalism
- Why did Victorian and Realist literature emphasize the working classes?

**Read this webpage on Victorian Literature:**

- [http://www.victorianweb.org/vn/litov.html](http://www.victorianweb.org/vn/litov.html)

**Read “The Victorian Age: Topics” in Norton Anthology of English Literature:**


**Visit this website to learn more about Victorian Literature:**

- [http://vos.ucsb.edu/browse.asp?id=2751#is314](http://vos.ucsb.edu/browse.asp?id=2751#is314)
Review Website Resources on British Literature- 20th Century

- [http://vos.ucsb.edu/browse.asp?id=2747#id322](http://vos.ucsb.edu/browse.asp?id=2747#id322)
- [http://vos.ucsb.edu/browse.asp?id=2741#id320](http://vos.ucsb.edu/browse.asp?id=2741#id320)

Pay close attention to the following concepts as you work through these sections:
- How did the Modernists gain inspiration from German philosophers such as Freud and Nietzsche?
- Why is the questioning of religious ideals and traditional literary genres important to 20th century writers?

Read “The 20th Century: Topics” in Norton Anthology of English Literature:

Visit this website to learn more about Modern British Authors, Works, and Projects:
- [http://vos.ucsb.edu/browse.asp?id=2747#id322](http://vos.ucsb.edu/browse.asp?id=2747#id322)

Visit this website to learn more about Contemporary British Authors, Works, and Projects:
- [http://vos.ucsb.edu/browse.asp?id=2741#id320](http://vos.ucsb.edu/browse.asp?id=2741#id320)

Review Website Resources on American Literature to 1820

- [http://www.wwnorton.com/college/english/naal/vol_A/welcome.htm](http://www.wwnorton.com/college/english/naal/vol_A/welcome.htm)
- [http://www2.wwnorton.com/college/english/naal/vol_A/welcome.htm#1820](http://www2.wwnorton.com/college/english/naal/vol_A/welcome.htm#1820)
- [http://web.csustan.edu/english/reuben/pal/TABLE.HTML](http://web.csustan.edu/english/reuben/pal/TABLE.HTML)

Pay close attention to the following concepts as you work through these sections:
- How did Puritan ideals affect literary endeavors?
- How did increased exploration and trade affect literary endeavors?
- What are the key literary concepts of the American Revolution?

Read “American Literature to 1700: Topics” in Norton Anthology of American Literature:
- [http://www.wwnorton.com/college/english/naal/vol_A/welcome.htm](http://www.wwnorton.com/college/english/naal/vol_A/welcome.htm)

Read “American Literature to 1820: Topics” in Norton Anthology of American Literature:
- [http://www2.wwnorton.com/college/english/naal/vol_A/welcome.htm#1820](http://www2.wwnorton.com/college/english/naal/vol_A/welcome.htm#1820)

Read “American Authors (1620-1820):”
- [http://web.csustan.edu/english/reuben/pal/TABLE.HTML](http://web.csustan.edu/english/reuben/pal/TABLE.HTML)

Review Website Resources on American Literature to 1865


Pay close attention to the following concepts as you work through these sections:
- What is the difference between realism and Transcendentalism?
- How did the Civil War and slavery affect American literature?
Read “American Literature to 1865: Topics” in Norton Anthology of American Literature:

☐ Review Website Resources on American Literature to 1914

Pay close attention to the following concepts as you work through these sections:
- How did post-Civil War reconstruction affect literature?
- How did World War I affect literature?

Read “American Literature to 1914: Topics” in Norton Anthology of American Literature:

☐ Review Website Resources on American Literature to the Present
- http://vos.ucsb.edu/browse.asp?id=2747#id321
- http://vos.ucsb.edu/browse.asp?id=2741#id312

Pay close attention to the following concepts as you work through these sections:
- Why does contemporary literature question traditional literary genres?

Read “American Literature to 1945: Topics” in Norton Anthology of American Literature:

Read “American Literature since 1945: Topics” in Norton Anthology of American Literature:

Visit this website to learn more about Modern American Authors, Works, and Projects:
- http://vos.ucsb.edu/browse.asp?id=2747#id321

Read “American Prose Since 1945: Topics” in Norton Anthology of American Literature:
- http://www2.wwnorton.com/college/english/naal/vol_E/welcome.htm

Visit this website to learn more about Contemporary American Authors, Works, and Projects:
- http://vos.ucsb.edu/browse.asp?id=2741#id312

☐ Review Website Resources on American Literature
The following website is a resource for literary periods and styles in American literature. The links on the left-hand side of the page will introduce you to each literary period:


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

- What are the different literary styles in American literature?

### Major Authors and Their Works

In this module you will be introduced to the works of some major authors and begin to recognize characteristics of their works, and of works from each of the time periods mentioned in Module 8.

#### Identify Key Authors and their Works

This is just a sampling of some major authors of each historical/stylistic period covered in previous modules. You should be familiar with these authors and their works. Use your Literature text, MyLiteratureLab, and websites in this week’s activities to find these authors and works.

As you explore the website resources below, note other important authors mentioned. Create a visual schematic of these authors and their works using concept maps, notes, or flash cards. Enter your author’s name, key terms, major works, concepts and vocabulary in your notebook or computer file.

- **Classical authors with their works:**

  Aeschylus
  - Prometheus
  - Bound
  
  Euripides
  - Medea
  
  Homer
  - Odyssey
  
  Virgil
  - The Aeneid
  
  Ovid
  - Metamorphoses
  
  Horace
  - The Odes
  
  Sappho
  - Hymn to Aphrodite
  
  Aristophanes
  - Lysistrata
  
  Sophocles
  - Antigone

- **Medieval authors with their works:**

  Geoffrey Chaucer
  - The Canterbury Tales
  
  Unknown
  - Beowulf
  
  Anna Comnena
  - Alexiad
  
  William Langland
  - Piers Plowman
  
  Sir Thomas Mallory
  - Le Morte d'Arthur
Margery Kempe  
*The Book of Margery Kempe*

John Gower  
*Vox Clemantis*

Juan Ruiz  
*The Book of Good Love*

**Renaissance authors with their works:**

- Lady Mary Wroth  
  *The Countesse of Mountgomeries Urania*
- Sir Phillip Sydney  
  *Astrophel and Stella*
- John Donne  
  *A Valediction: Forbidding Mourning*
- Michael Drayton  
  *Since There’s no Help, Come Let Us Kiss and Part*  
  *To Celia*
- Ben Johnson  
- Edmund Spenser  
  *The Faerie Queene*
- John Milton  
  *Paradise Lost*
- William Shakespeare  
  *Romeo and Juliet*
- Christopher Marlowe  
  *Doctor Faustus*

**17th and 18th century authors with their works:**

- John Gay  
  *The Beggar’s Opera*
- Anne Bradstreet  
  *The Author to Her Book*
- Jonathon Swift  
  *Gulliver’s Travels*
- Thomas Gray  
  *An Elegy Written in a Country Churchyard*
- Daniel Defoe  
  *Robinson Crusoe*
- Robert Herrick  
  *To the Virgins, to Make Much of Time*
- Henry Fielding  
  *Tom Jones*
- Alexander Pope  
  *The Rape of the Lock*
- John Dryden  
  *Mack Flecknoe*
- William Congreve  
  *The Way of the World*

**19th century authors with their works:**

- Herman Melville  
  *Moby Dick*
- Mary Shelley  
  *Frankenstein*
Charlotte Bronte: Jane Eyre
Samuel Taylor Coleridge: The Rime of the Ancient Mariner
Thomas Hardy: Tess of the d'Urbervilles
Charles Dickens: Great Expectations
John Keats: To Autumn
George Eliot: Middlemarch
Mark Twain: The Adventures of Huckleberry Finn
Walt Whitman: Leaves of Grass
Emily Dickinson: Because I could not stop for death
Kate Chopin: The Awakening
Nathaniel Hawthorne: The Scarlet Letter
Jane Austen: Pride and Prejudice

- **20th century authors with their works:**
  - Ezra Pound: The Cantos
  - Virginia Woolf: Mrs. Dalloway
  - Alice Walker: The Color Purple
  - J.D. Salinger: The Catcher in the Rye
  - James Joyce: Ulysses
  - William Faulkner: The Sound and the Fury
  - e.e. cummings: anyone lived in a pretty how town
  - T.S. Eliot: The Love Song of J. Alfred Prufrock
  - Gwendolyn Brooks: We Real Cool
  - Anne Sexton: Cinderella
  - Sylvia Plath: The Bell Jar
  - William Butler Yeats: The Second Coming
  - Langston Hughes: Theme for English B
  - John Steinbeck: The Grapes of Wrath
  - Arthur Miller: The Crucible
  - F. Scott Fitzgerald: The Great Gatsby
  - Ernest Hemingway: A Farewell to Arms
  - Robert Frost: Fire and Ice
  - Wilfred Owen: Anthem for Doomed Youth
Kurt Vonnegut  
*Slaughterhouse-Five*

Toni Morrison  
*Beloved*

Norman Mailer  
*The Executioner's Song*

Terrance McNally  
*Angels In America*

☐ **Complete the “Authors and their Works” (Module 9) Interactive Readings in MyLiteratureLab**


Go to your MyLiteratureLab on Course Compass and work through Module 9 – Authors and their Works for a better understanding of major authors throughout time who have contributed great works of Literature.

**In order to quickly find the history and author timelines in MyLiteratureLab, you can open the MyLiteratureLab and paste the following link into the Address bar. Please note that this is not your only resource.**


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

- With which time-period is each author associated?

☐ **Review American Authors Websites**

- [http://www.nagasaki-gaigo.ac.jp/ishikawa/amlit/19ro/f_authors19ro.htm](http://www.nagasaki-gaigo.ac.jp/ishikawa/amlit/19ro/f_authors19ro.htm)
- [http://www.nagasakigaigo.ac.jp/ishikawa/amlit/19re/f_authors.htm](http://www.nagasakigaigo.ac.jp/ishikawa/amlit/19re/f_authors.htm)

Visit this website that covers “American Authors (1820-1865).”

- [http://www.nagasaki-gaigo.ac.jp/ishikawa/amlit/19ro/f_authors19ro.htm](http://www.nagasaki-gaigo.ac.jp/ishikawa/amlit/19ro/f_authors19ro.htm)

Visit this website that covers “American Authors (1865-1914).”

- [http://www.nagasakigaigo.ac.jp/ishikawa/amlit/19re/f_authors.htm](http://www.nagasakigaigo.ac.jp/ishikawa/amlit/19re/f_authors.htm)

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

- With which time-period is each author associated?

**WEEK 6**

**Critical Reading and Interpretation**

The activities in this subject will introduce you to critical reading and interpretation.

**Competency 110.2.8: Critical Reading and Interpretation**

The graduate can critically analyze and interpret specific works of literature.

**Critical Reading and Interpretation of Poetic Works**

In this section, you will learn how to critically read and analyze poetry.
☐ Read Chapter 50 in Literature
As you work through the chapter reading, pay particular attention to and take notes on the following key concepts, ideas, and questions:
• Types of Criticism
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 for Literary Critical Analysis and Interpretation
Look up these terms in the glossary of your text, or use other resources to help you define these forms of literary critical analysis. Pay special attention to the characteristics of each that make it distinct from the others. Be prepared to apply these forms of criticism to selected readings.
• Formalist Criticism
• Biographical Criticism
• Historical Criticism
• Deconstructionist Criticism
• Cultural Studies

☐ Complete the “Critical Reading and Interpretation” (Module 10) Interactive Readings in MyLiteratureLab
Go to MyLiteratureLab on Course Compass and work through Module 10 – Critical Reading and Interpretation for a better understanding of how to analyze works of poetry, fiction, drama, and styles of literature. Pay close attention to the following concepts as you work through these sections:
• Why is critical analysis an important concept in literary study?

☐ Review Critical Reading Website
http://www.brocku.ca/english/jlye/criticalreading.html
This website is devoted to helping the student analyze, interpret, and understand works of literature.

☐ Competency Builder
Please go to the Literature Learning Space and look for the message thread titled:
Competency Builder: Critical Reading and Interpretation
Do a practice analysis with the Competency Builder provided on the Community website. This will help you with the assessments later on and will also help your fellow students understand the concepts and ideas in a much clearer way.

☐ Read Poems “The Author to Her Book” and “The Chimney Sweeper” in Literature Chapter 14
Read carefully, study, and analyze critically each of the poems that appears on the list below; specific questions about any of them may appear on the assessment.
• “The Author to Her Book” Anne Bradstreet, Chapter 14
• “The Chimney Sweeper” William Blake, Chapter 14
Read Poems “Batter My Heart, Three-Personed God,” “Anyone lived in a pretty how town,” and “Jabberwocky” in Literature Chapter 15
Read carefully, study, and analyze critically each of the poems that appears on the list below; specific questions about any of them may appear on the assessment.
- “Batter My Heart, Three-Personed God” John Donne, Chapter 15
- “Anyone lived in a pretty how town” e.e. cummings, Chapter 15
- “Jabberwocky” Lewis Carroll, Chapter 15

Read Poem “Fire and Ice” in Literature Chapter 16
Read carefully, study, and analyze critically the poem that appears on the list below; specific questions about it may appear on the assessment.
- “Fire and Ice” Robert Frost, Chapter 16

Read Poems “The Piercing Chill I Feel” and “The Fish” in Literature Chapter 17
Read carefully, study, and analyze critically each of the poems that appears on the list below; specific questions about any of them may appear on the assessment.
- “The Piercing Chill I Feel” Taniguchi Buson, Chapter 17
- “The Fish” Elizabeth Bishop, Chapter 17

Read Poem “Metaphors” in Literature Chapter 18
Read carefully, study, and analyze critically the poem that appears on the list below; specific questions about it may appear on the assessment.
- “Metaphors” Sylvia Plath, Chapter 18

Activity Title: Read Poem “To Celia” in Literature Chapter 19
Read carefully, study, and analyze critically the poem that appears on the list below; specific questions about it may appear on the assessment.
- “To Celia” Ben Jonson, Chapter 19

Read Poems “We Real Cool” and “Break, Break, Break” in Literature Chapter 21
Read carefully, study, and analyze critically each of the poems that appears on the list below; specific questions about any of them may appear on the assessment.
- “We Real Cool” Gwendolyn Brooks, Chapter 21
- “Break, Break, Break” Alfred Lord Tennyson, Chapter 21

Read Poems “Since There’s No Help, Come Let Us Kiss and Part” and “What Lips My Lips Have Kissed, and Where, and Why” in Literature Chapter 22
Read carefully, study, and analyze critically each of the poems that appears on the list below; specific questions about any of them may appear on the assessment.
- “Since There’s No Help, Come Let Us Kiss and Part” Michael Drayton, Chapter 22
- “What Lips My Lips Have Kissed, and Where, and Why” Edna St. Vincent Millay, Chapter 22
Read Poems “The Second Coming” and “Cinderella” in *Literature* Chapter 25

Read carefully, study, and analyze critically each of the poems that appears on the list below; specific questions about any of them may appear on the assessment.

- “The Second Coming” William Butler Yeats, Chapter 25
- “Cinderella” Anne Sexton, Chapter 25

Read Surrealist work *La Colera Que Quiebra Al Hombre En Ninos – Anger*, by Cesar Vallejo in Chapter 28 in *Literature*.

Read carefully, study, and analyze the work; specific questions about it may appear on the assessment.

- “La Colera Que Quiebra Al Hombre En Ninos – Anger” Cesar Vallejo, Chapter 28

Read Poems “Ozymandias” and “O Captain, My Captain!” in *Literature* Chapter 29

Read carefully, study, and analyze critically each of the poems that appears on the list below; specific questions about any of them may appear on the assessment.

- “Ozymandias” Percy Bysshe Shelley, Chapter 29
- “O Captain, My Captain!” Walt Whitman, Chapter 29

Read Poems “Because I Could Not Stop for Death” and “Theme for English B” in *Literature* Chapter 31

Read carefully, study, and analyze critically each of the poems that appears on the list below; specific questions about any of them may appear on the assessment.

- “Because I Could Not Stop for Death” Emily Dickinson, Ch 31
- “Theme for English B” Langston Hughes, Chapter 31
- “I, Too” Langston Hughes, Chapter 31
- “Ballad of the Landlord” Langston Hughes, Chapter 31

Read Poem “The Love Song of J. Alfred Prufrock” in *Literature* Chapter 32

Read carefully, study, and analyze critically the poem that appears on the list below; specific questions about it may appear on the assessment.

- “The Love Song of J. Alfred Prufrock” T.S. Eliot, Chapter 32

Read Poems in *Literature* Chapter 33

Read carefully, study, and analyze critically each of the poems that appears on the list below; specific questions about any of them may appear on the assessment.

- “Merciless Beauty” Geoffrey Chaucer, Chapter 33
- “A Valediction: Forbidden Mourning” John Donne, Chapter 33
- “To the Virgins to Make Much of Time” Robert Herrick, Ch 33
- “To Autumn” John Keats, Chapter 33
- “Anthem for Doomed Youth” Wilfred Owen, Chapter 33
- “That Time of Year Thou Mayst in Me Behold” William Shakespeare, Chapter 33
- “Fern Hill” Dylan Thomas, Chapter 33
- “In this Strange Labyrinth” Mary Sidney Wroth, Chapter 33
- “They Flee From Me That Sometime Did Me Sekë” Sir Thomas Wyatt, Chapter 33
Critical Reading and Interpretation of Dramatic Works
In this section, you will learn how to critically analyze dramatic works.

☐ Read Classical work Antigonê by Sophocles in Chapter 37 in Literature.
   Read carefully, study, and analyze the work; specific questions about it may appear on the assessment.

☐ Read Renaissance work Othello, The Moor of Venice, by William Shakespeare” in Chapter 38 in Literature.
   Read carefully, study, and analyze the work; specific questions about it may appear on the assessment.

☐ Read Realist and Naturalist work A Doll’s House, by Henrik Ibsen in Chapter 39 in Literature.
   Read carefully, study, and analyze the work; specific questions about it may appear on the assessment.

☐ Read Drama The Glass Menagerie by Tennessee Williams, in Chapter 41 of Literature.
   Read carefully, study, and analyze the play; specific questions about it may appear on the assessment.

Critical Reading and Interpretation of Fictional Works
In this section you will learn how to analyze and interpret works of fiction.

☐ Read Fiction Story “A & P” in Literature Chapter 1
   Read carefully, study, and analyze critically the story that appears on the list below based on the terms and concepts from this week’s Key Terms and Concepts; specific questions about it may appear on the assessment.
   • “A & P”, John Updike, Chapter 1

☐ Read Fiction Story “A Rose for Emily” in Literature Chapter 2
   Read carefully, study, and analyze critically the story that appears on the list below based on the terms and concepts from this week’s Key Terms and Concepts; specific questions about it may appear on the assessment.
   • “A Rose for Emily” William Faulkner, Chapter 2

☐ Read Fiction Story “Harrison Bergeron” by Kurt Vonnegut, Jr. in Literature Chapter 6
   Read carefully, study, and analyze the work; specific questions about it may appear on the assessment.
   • “Harrison Bergeron” Kurt Vonnegut, Jr., Chapter 6
☐ Read Fiction Story “The Lottery” in Literature Chapter 7
Read carefully, study, and analyze critically the story that appears on the list below based on the terms and concepts from this week’s Key Terms and Concepts; specific questions about it may appear on the assessment.
• “The Lottery” Shirley Jackson, Chapter 7

☐ Read Fiction Story “Everyday Use” in Literature Chapter 11
Read carefully, study, and analyze critically the story that appears on the list below based on the terms and concepts from this week’s Key Terms and Concepts; specific questions about it may appear on the assessment.
• “Everyday Use” Alice Walker, Chapter 11

☐ Read Fiction Stories “An Occurrence at Owl Creek Bridge,” “The Story of an Hour,” “Young Goodman Brown,” and “The Rocking Horse Winner” in Literature Chapter 12
Read carefully, study, and analyze critically the stories that appear on the list below based on the terms and concepts from this week’s Key Terms and Concepts; specific questions about them may appear on the assessment.
• “An Occurrence at Owl Creek Bridge”, Ambrose Bierce, Chapter 12
• “The Story of an Hour” Kate Chopin, Chapter 12
• “Young Goodman Brown” Nathaniel Hawthorne, Chapter 12
• “The Rocking Horse Winner” D.H. Lawrence, Chapter 12

☐ Take the Pre-Assessment for the LIC4 (PALI)
Before you begin your preparations for the LIA4 and LIC4 Assessments, you should complete the pre-assessment (PALI) for the Literature Part II Assessment (LIC4).

To take the Student Self-Assessment:
• Find the LIC4 on your AAP.
• Click the “yes” link under “Pre-Assessment Available.”
• Click the link for request to take this pre-assessment.
• Your Mentor will need to approve the request.

This pre-assessment can be taken on your computer at home or at any other convenient location. Do not use your notes or texts when taking the pre-assessment. Taking it without these aids will better indicate areas you will need to review before taking the LIC4 assessment. The pre-assessment takes approximately 1.5 hour to complete and consists of 45 questions. A passing score on the PALI is 57% or better.

☐ Refer for the LIC4 Assessment
During a call with your Mentor you will refer and schedule your LIC4 assessment.

To refer for the LIC4:
1. Look at your AAP.
2. Find LIC4. Click on “assessment referral.”
3. Click the tab “request assessment.”
4. Find your proctored site.
5. Enter the dates that are when you expect to be finished with the domain.
6. Your Mentor will need to approve this request.

When you go to the proctored site, do not bring any texts or study materials with you, but do bring some identification. Be sure you are rested, and wear comfortable clothes. You will take the assessment online. Read each question carefully to make
WEEK 7
Writing about Fictional Works
In this section, you will apply what you’ve learned in the preceding weeks and write a paper that critically interprets and analyzes works of fiction.

Background Information
Writing an essay takes the time and patience to organize your thoughts, create a thesis based on a clear understanding of what you are being asked to do, and following a rubric that covers all of the questions you are asked to address. The activities in this subject will introduce you to the process of applying information from your previous week’s studies in the Literature domain into essays on two different topics.

Competency 110.2.8: LIA4 Performance Task One
The graduate can critically analyze and interpret specific works of literature.

Writing about Fiction Part I
In this section, you will be introduced to the works of fiction you will be asked to read, analyze, and compare and/or contrast.

☐ Refer for the LIA4 Performance Task Assessment
Before you can begin work on your performance task essays, you must refer for the assessment so that the task directions and rubrics show up in TaskStream:

For the LIA4:
1. Look at your AAP.
2. Find LIA4. Click on "assessment referral."
3. Click the tab "request assessment."
4. Your Mentor will need to approve this request and it will take approximately three-five business days before your assessment shows up in your TaskStream account

☐ Read Fiction Novel *Emma*, by Jane Austen
This novel is NOT in your textbook *Literature*; you must borrow it from a library or purchase it from a bookstore.

Read carefully, study, and analyze critically the novel based on the criteria found in the Taskstream LIA4 Task 1 directions. Pay particular attention to terms and concepts from the week on Fiction; specific questions about this work may appear on the LIC4 objective assessment.
☐ Read Fiction Novel *The Adventures of Huckleberry Finn,* by Mark Twain

This novel is NOT in your textbook *Literature,* you must borrow it from a library or purchase it from a bookstore.

Read carefully, study, and analyze critically the novel based on the criteria found in the Taskstream LIA4 Task 1 directions. Pay particular attention to terms and concepts from the week on Fiction; specific questions about this work may appear on the LIC4 objective assessment.

☐ Read Fiction Novel *My Name Is Asher Lev,* by Chaim Potok

This novel is NOT in your textbook *Literature,* you must borrow it from a library or purchase it from a bookstore.

Read carefully, study, and analyze critically the novel based on the criteria found in the Taskstream LIA4 Task 1 directions. Pay particular attention to terms and concepts from the week on Fiction; specific questions about this work may appear on the LIC4 objective assessment.

**Writing about Fiction Part II**

In this section, you will be introduced to the first of your performance tasks on the subject of analyzing and interpreting works of fiction.

☐ Complete LIA4 Performance Task 1 in TaskStream

[http://www.taskstream.com](http://www.taskstream.com)

After completing the activities associated with the Fiction content, you are now ready to complete LIA4 Task 1. Go to TaskStream and complete LIA4 Task 1. You will find your task directions and rubric for this task at this location.

Students who are successful on the performance tasks generally exhibit similar qualities. These students fully engage in the aligned learning resources and work through the Guided Learning Tool before beginning work on assessment tasks. Carefully reading the task directions, making note of each section will help students develop an understanding of the task requirements. Reviewing the task rubric further helps students understand task essentials. Students report that developing an outline or graphic organizer is often helpful as they begin working on specific tasks. Additionally, it is suggested that students review tasks upon completion for inclusion of all required elements, proofreading for any mechanical errors, and proper citation of all sources is essential prior to submitting for grading.

**CLARIFICATIONS: LIA4 110.2.8-16, Task 1, Novel Protagonist Paper**

- The sample outline in the Task directions provides a framework for your paper. This outline uses a structure based around your three comparative points. You will shape your paper by presenting a point and then applying it to all the novels.
- Please note that each letter or numeral in the Task outline does not necessarily require just one paragraph; you may need to write more or less than one paragraph for a specific element. If you are writing less than one paragraph for an element, make sure that you still have a fully developed paragraph in which to place the observation of the element.
o For an example, Points (1), (2), and (3) under “D. Body—Content” may all be included in the same paragraph.

o Additionally, points (4), (5), and (6) require at least one paragraph each, but your analysis may necessitate a second paragraph.

- The phrase “comparative point” in the outline implies both “comparing” and “contrasting” the elements, as needed.
- Please consult the mentor for the Literature community with any other questions.

SAMPLE STUDENT PAPERS

- You may read example student papers in MyLiteratureLab and in your Literature textbook (but please remember that they are in MLA format, not APA format, which is required by WGU).
- To find the “Fiction” papers in MyLiteratureLab, go to the Writing Process Tab, look under Student Papers, and go to the “Fiction” section.
- To find the papers in your textbook, open the inside front cover and consult the index box on the bottom of the right-hand page.

CHECKLIST: Before submitting LIA4 Task 1, check to make sure you have completed the following:

- Have you included a title page in your paper?
- Have you included an introduction with a reasonable thesis statement?
- Do you have organized body paragraphs with adequate support of thesis?
- Does the paper contain properly formatted APA in-text citations? Are they appropriate and accurate?
- Do you have a conclusion that restates the thesis?
- Have you included a list of references with minimal errors in APA formatting in your paper?
- Have you included an adequate number of sources relevant to topic development?
- Have you used a formal writing tone?
- Is the paper in an easy to read and follow writing style?
- Have you follows conventions for correct structure, grammar, usage, and mechanics?
- Have you provided an earlier draft with revisions and explanations?
- If you have any further questions or would like a more detailed list, please see the rubric in TaskStream.

If you have any further questions or would like a more detailed list, please see the rubric in TaskStream so you are familiar with how your task will be evaluated.

WEEK 8

Writing About Dramatic Works

In this section, you will apply what you’ve learned in the preceding weeks and write a paper that critically interprets and analyzes works of drama.

Competency 110.8.2.8-17: LIA4 Performance Task 2
Analyze and interpret a play through a well-organized essay
Writing about Dramatic Works Part I
In this section, you will be introduced to the works of drama you will be asked to read, analyze, and compare and/or contrast.

☐ Read Drama Dr. Faustus by Christopher Marlowe, Dover Thrift Ed. (1994)
This play is not in the textbook Literature; you must borrow it from a library or purchase it from a bookstore.
Read carefully, study, and analyze critically the play based on the criteria found in the Taskstream LIA4 task 2 directions. Pay particular attention to terms and concepts from the week on Drama; specific questions about this work may appear on the LIC4 objective assessment.

☐ Read Drama Hamlet by William Shakespeare, in Chapter 38 of Literature.
Read carefully, study, and analyze critically the play based on the criteria found in the Taskstream LIA4 Task 2 directions. Pay particular attention to terms and concepts from the week on Drama; specific questions about this work may appear on the LIC4 objective assessment.

☐ Read Drama Sure Thing by David Ives, in Chapter 36 of Literature.
Read carefully, study, and analyze critically the play based on the criteria found in the Taskstream LIA4 Task 2 directions. Pay particular attention to terms and concepts from the week on Drama; specific questions about this work may appear on the LIC4 objective assessment.

☐ Read Drama The Importance of Being Earnest by Oscar Wilde, Dover Thrift Ed. (1990)
This play is not in the textbook Literature; you must borrow it from a library or purchase it from a bookstore.
Read carefully, study, and analyze critically the play based on the criteria found in the Taskstream LIA4 Task 2 directions. Pay particular attention to terms and concepts from the week on Drama; specific questions about this work may appear on the LIC4 objective assessment.

Writing about Dramatic Works Part II
In this section, you will complete your second task and analyze and interpret dramatic works.

☐ Complete LIA4 Performance Task 2 in TaskStream
After completing the activities associated with the Drama content, you are now ready to complete LIA4 Task 2. Go to TaskStream and complete LIA4 Task 2. You will find your task directions and rubric for this task at this location.
Students who are successful on the performance tasks generally exhibit similar qualities. These students fully engage in the aligned learning resources and work through the Guided Learning Tool before beginning work on assessment tasks. Carefully reading the task directions, making note of each section will help students develop an understanding of the task requirements. Reviewing the task rubric further helps students understand task essentials. Students report that developing an outline or graphic organizer is often helpful as they begin working on specific
tasks. Additionally, it is suggested that students review tasks upon completion for inclusion of all required elements, proofreading for any mechanical errors, and proper citation of all sources is essential prior to submitting for grading.

CLARIFICATIONS: LIA4 Task 2

- The sample outline in the Task directions provides a framework for your paper. This outline uses a structure based around your three comparative points. You will shape your paper by presenting a point and then applying it to all the novels.
- Please note that each letter or numeral in the Task outline does not necessarily require just one paragraph; you may need to write more or less than one paragraph for a specific element. If you are writing less than one paragraph for an element, make sure that you still have a fully developed paragraph in which to place the observation of the element.
  - For an example, Points (1), (2), and (3) under “D. Body—Content” may all be included in the same paragraph.
  - Additionally, points (4), (5), and (6) require at least one paragraph each, but your analysis may necessitate a second paragraph.
- The phrase “comparative point” in the outline implies both “comparing” and “contrasting” the elements, as needed.
- Please feel free to contact the Literature mentor through the community if you have further questions.

SAMPLE PAPERS:

- You may read example student papers in MyLiteratureLab and in your Literature textbook (but please remember that they are in MLA format, not APA format, which is required by WGU).
- To find the “Drama” papers in MyLiteratureLab, go to the Writing Process Tab, look under Student Papers, and go to the “Drama” section.
- To find the papers in your textbook, open the inside front cover and consult the index box on the bottom of the right-hand page.

CHECKLIST: Before submitting LIA4 Task 2, check to make sure you have completed the following:

- Have you included a title page in your paper?
- Have you included an introduction with a reasonable thesis statement?
- Do you have organized body paragraphs with adequate support of thesis?
- Does the paper contain properly formatted APA in-text citations? Are they appropriate and accurate?
- Do you have a conclusion that restates the thesis?
- Have you included a list of references with minimal errors in APA formatting in your paper?
- Have you included an adequate number of sources relevant to topic development?
- Have you used a formal writing tone?
- Is the paper in an easy to read and follow writing style?
- Have you follows conventions for correct structure, grammar, usage, and mechanics?
- Have you provide an earlier draft with revisions and explanations?

If you have any further questions or would like a more detailed list, please see the rubric in TaskStream so you are familiar with how your task will be evaluated.
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 analysis of works of Literature and studying the structure of different genres can help you to look at the world in new and exciting ways. As you work through your other courses at WGU, remember and reflect upon the information you learned within this course of study to help hone your analytical skills which are inherent in all forms of inquiry and learning.

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, 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 and culture and how these issues are conveyed to the reader.

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 as you now have a broader understanding of how the written word can help us understand ourselves and life issues important to each of us. Whether you help students understand the world around them through literary analysis or gain a lifelong love of reading, the study of works of fiction, poetry, drama will be rewarding for the rest of your lives.

Feedback
If you wish to provide feedback on this course of study, please contact Bryan Benson at bbenson@wgu.edu.