

Date: Spring 2026

**English Literature and Analysis**

37-091-01/02  
**Dr. Chani Hadad**

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| --- | --- |
| **Course Type:** | class |
| **Scope of credits:** | 3 |
| **Year of study:** | 2025-20256 |
| **Semester:** | Spring |
| **Day & Time:** | Thursday |
| **Reception Time:** | \_\_\_ |
| **Lecturer Email:** | hadadliterature@gmail.com |
| **Moodle Site:** | \_\_\_ |

**Course description and learning goals**

**Course Abstract**

The course will engage students in works of literary value. There will be home readings and written literary responses each week. Class time will be devoted to discussion and in-class assignments.

**Learning objectives**

This course's main objective is to foster a critical appreciation of literature through the close examination, interpretation, comparison, and analysis of ideas expressed in literature. Additionally, students will arrive at a working definition of literary terminology.

**Knowledge**

1. Learners will develop an understanding of literary forms and genres.
2. Learners will explore the relationships between text and context.

**Skills**

1. Learners will build vocabulary for critical discussion of literature.
2. Learners will gain analytic techniques for critical reading, thinking, and writing about texts.

**Active learning –** **lessons plan:**

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| --- | --- | --- | --- | --- |
| Lesson No. | Topic | Active learning | Required reading | Assessment |
| 1 | Reader response | Lecture and discussion | Ovid ”Icarus”  Auden, “Musee de Beaux Arts” |  |
| 2 | Moral | Lecture and discussion | LeGuin, “The Ones Who Walk Away from Omelas”;  Gansburg, “38 Who Saw Murder and Didn’t Call the Police” | quiz |
| 3 | Character | Lecture and discussion | Thurber, James. “The Secret Life of Walter Mitty”; Swenson, “The Centaur”; Robinson, “Miniver Cheevy” | quiz |
| 4 | Moment of Realization | Lecture and discussion | Finney, J. “Contents of a Dead Man’s Pockets”; Chapin, H. “Cat’s in the Cradle”; Robinson, E. A. “Richard Cory” | quiz |
| 5 | Rites of Passage | Lecture and discussion | Lessing, D. "Through the Tunnel"; Brooks, G. “One Wants a Teller” | quiz |
| 6 | Symbolism | Lecture and discussion | Mansfield, K. “The Garden Party;” Hopkins, G. M. “Spring and Fall” | quiz |
| 7 | Irony | Lecture and discussion | Chopin, K. "Story of an Hour"; Shelley, P. "Ozymandias” | quiz |
| 8 | Setting | Lecture and discussion | Ozick, C. “The Shawl”; Brooke, R. “The Soldier” Owen, W. “Dulce et Decorum” | quiz |
| 9 | Theme | Lecture and discussion | Roth, P. “Eli, the Fanatic.”; Maugham, S. “Appointment in Samarra” | quiz |
| 10 | Context | Lecture and discussion | Gilman, C. “The Yellow Wallpaper”; Glaspell, S. *Trifles* | quiz |
| 11 | Paper Topics and Review of MLA Documentation | Lecture |  |  |
| 12 | Memoir | Lecture and discussion | Wiesel, E. *Night* (part one) | quiz |
| 13 | Conflict | Lecture and discussion | Wiesel, E. *Night* (part two) | quiz |
| 14 | Writing workshop | tutorials | McCullers, C. "Madame Zilensky and the King of Finland” | Optional make-up quiz |

**Final grade**

**Components of the score:**

|  |  |
| --- | --- |
| Description of the learning product | Weight in the final score |
| weekly written responses to assigned readings | 40% of the final grade |
| 6-page literary analysis paper | 30% of the final grade |
| Final Exam | 30% of the final grade |

**Course** requirements

1. Readings: Student must keep up with the assigned readings. Online sources and attachments of all readings will be provided.

2. Attendance and Participation: Active engagement in class discussion is important. I want to hear your thoughts; please come prepared by having read the material. More than two absences will negatively impact your grades.

3. Reader Response: You will write a 1-2 paragraph response to the reading assignment for each week. These will be collected and 8 of them will count towards 40 percent of your grade. The response will be written at the beginning of class so don't come late!

4. Final: At the end of the semester, you will be administered a pen and paper exam based on our classroom discussions.

5. Paper: you will write an analytical literary paper based on our readings. I will issue the topics and you will respond in a 6-page paper worth 30 percent of your grade.



**Bibliography: Up-to-date** **reading, viewing, and listening content items**

All readings are required and in the public domain. They can be accessed online, but I have attached files of the readings to the Moodle page. Additionally, I posted a pdf of my sourcebook at the top of the Moodle page. Students may request that I email them the sourcebook instead.

Additionally, students will be asked to consult online sources for MLA rules and guidelines. These are the sites I recommend:

Purdue Online Writing Lab. “MLA Formatting and Style Guide”

<https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html>

MLA Style Center. “Citations by Format”

<https://style.mla.org/works-cited/citations-by-format/>