

**October 10, 2008**

## **Disciplinary Communication in Literature**

### **I. Educational Objectives**

The educational objectives for disciplinary communication in Literature, and their implementation in our curriculum, follow from the Literature Department's philosophy that frequent writing is a means to learn, as well as an expression of learning, and that there are mutually reinforcing educational goals achieved by using language skills, written and oral, to analyze literary texts.

#### **Writing**

Students learn to

1. think conceptually about literal and figurative dimensions of language
2. analyze the multiple ways a literary text produces meaning
3. evaluate contending interpretations, and select textual evidence to support one's own interpretation
4. use the writing conventions of literary criticism and theory, including argumentation, citation, logical development and style.

#### **Speaking/presentation**

Although most of the Literature curriculum does not include speaking as a requirement, nearly all Literature courses employ a highly interactive pedagogical approach, with all students encouraged to participate. For many literature classes one or more formal oral presentations are required; often students present in groups.

Students in all levels of creative writing courses are required to read from their work and respond both orally and in written form to the work of other students. During the spring quarter senior creative writing majors participate in an annual reading of senior projects.

## **II. How the educational objectives are met in the curriculum**

### **List of course(s) committed to disciplinary communications objectives**

Literature 1/Literary Interpretation (close reading and analysis of literary texts)

Literature 101/Theory and Interpretation (approaches to literary and cultural theories)

All the 190 series (senior seminar), such as LTCR 194A/B, LTEL 190, LTMO 190, LTPR 190, LTWL 190; as well as those upper division courses taught in the target language which allow students to fulfill the Senior Seminar requirements (oral presentations and 20-25 pages of writing).

All of these courses are required of Literature majors, including Literature 1, a lower-division course.

### **How each course contributes to the objectives.**

All listed courses contribute to educational objectives 1-4.

In a typical Literature homework assignment, students produce a piece of writing in which they respond to and analyze literary texts, offer hypotheses about the underlying themes and cultural contexts; analyze rhetorical registers; investigate generic conventions; cite primary and secondary sources. In the 190 series, each writing assignment is critiqued as a developing segment of the longer research paper;

LIT 1 and LIT 101 give such assignments nearly weekly; resulting papers are at least three pages long, for a total of roughly 25 pages per class. Feedback is given on each assignment. Drafts are often required; practice and feedback on each assignment inform the next one.

### **The 190 series**

Instructors in these classes explicitly address the expectations of writing assignments, both in class and in written feedback, and sometimes with model papers. Instruction and feedback touch on the logical development of an argument, the process of writing successive drafts, and approaches to argumentation, tone, and the use of secondary critical sources, among other things.

The senior seminar course (LTEL 190, LTMO 190, LTPR 190, LTWL 190) is a five-credit course. Students enrolled in a Literature senior seminar develop a research paper that satisfies UC Santa Cruz's senior comprehensive requirement. Students in the Creative Writing senior seminars (LTCR 194A/B) produce a creative project of at least 25 pages. In all Literature Department senior seminars the faculty instructor works closely with students as they take their research projects through stages of project proposal, at least one rough draft, and a final draft of approximately 20-30 pages.