

2019-2020Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: ENGL 225
Course Title: World Literature I

Year: 2024-2025
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

Covers reading and analysis of master works of world literature from the Greeks and the Hebrews through the time of the Renaissance. Prerequisites: ENGL 102; RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Occasionally.

Course Context/Audience

The course is designed for undergraduate students expecting to transfer to a baccalaureate degree program in the humanities and other students who are interested in world literature.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Course requires very little or no math.

Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

Students will improve their understanding of literary genres, analytical skills, critical thinking skills, and knowledge of the development of attitudes towards religion, society, politics, etc.

Course Objectives/Topics

Objective/Topic	% Course
Students will improve their ability to understand literary genres and their ability to describe and analyze literary works through class discussion.	15-50%
Students will improve their ability to analyze, explain and interpret different uses of literary language and their ability to present the aforementioned in a systematic, concise, logical and persuasive manner.	5-15%
Students will improve their ability to recognize ethical and moral issues that arise in literary works from different times and cultures.	10-30%

Students will improve their knowledge of the development of human attitudes towards religion, social relationships, and political attitudes.	5-10%
Students will improve their writing, reading, speaking (not applicable to online sections) and listening skills.	25%
Students will improve their ability to examine literature to see how people's value systems develop, grow, and influence world perspectives.	5-10%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>This course provokes very broad questions on world history and cultures, including questions on such issues as environmental determinism, global catastrophes, human nature, propaganda and persuasion, cultures and multiculturalism, empires, militarism, religions and human destiny. Textbook readings, course web pages, writing assignments, and instructor interactions can all be designed to stimulate questions of interest to students.</p> <p>The course textbook, supplemented by the instructor, gathers many of the world's most important source texts from the beginnings of recorded literacy through 1600 AD. Selections are read from the Hebrew and Christian Bibles, Greek, Babylonian and Indian epics, Buddhist scriptures, Plato, Confucius, Lao Tse, the Qur'an, Murasaki Shikibu, Dante, Las Casas, Cervantes and others. Students have a wealth of primary texts to explore and evaluate. Given the scope of this course, students could trace the way a specific theme is addressed in texts produced by a variety of cultures and across several centuries. By drawing as well on scholarly sources, students could synthesize their findings in a final paper, which would draw together elements from the entire course.</p> <p>Readings from distant times and places, as well as commentary from scholars, facilitate the development of perspective and context. A survey approach provides general orientation and background so that students are prepared for further studies and readings. Commentary can include sample conclusions. Final summary writing projects can ask students to develop a synthesis of meaning from diverse readings of the course. Further studies and readings can be suggested.</p> <p>Student viewpoints are developed and exchanged with other students and also with the instructor. Each lesson can include journal writing, which is substantively reviewed by the instructor and other students. Final writing assignments also are critiqued by the instructor.</p>

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Course materials provide indirect insight into Neolithic and Bronze Age cultures, and direct insight into classical, dark age and medieval cultures of the Mediterranean, Near East, Indian subcontinent, China and Japan, as well as early modern cultures of Iberia and "Spanish America." Emphasis is placed on how world literature and world cultures are shaped by the world itself, including its geography, geology, climates, ecologies, biological systems, natural resources and its place in the universe. Each lesson can include introductory materials, readings, quizzes, and personalized journal writing assignments. Feedback can be provided by other students as well as the instructor.</p> <p>Morality tends to be posed directly in classical and medieval literature, especially the Homeric and other epic narratives, the Bible, Hindu and Buddhist texts, Confucian and Taoist texts, the Qur'an, Dante, etc. Source texts and commentary highlight moral systems that are foundational in various world cultures. Source texts and commentary highlight moral systems that are foundational in various world cultures.</p> <p>Trade and globalization are themes in the course, but personal finance is not an issue.</p> <p>An attempt is made in this course to redefine "world literature" as literature about the world. Many of the readings from Gilgamesh and Genesis to Columbus and Cortes describe or reflect environmental conditions under which they were composed. Readings rich in environmental themes can be supplemented with commentary on those themes.</p>

Instructional Methods

Lecture, workshop, and class discussion are appropriate instructional methods for this course.

Methods of Assessment/Evaluation

Method	% Course Grade
Quizzes	0-25%
Essays	25-75%
Journal writing	0-50%

Text

Damrosch, David, et al., eds. The Longman Anthology of World Literature, Part One Package (Books A, B, C). New York: Pearson Education, 2nd edition 2008.

Bibliography

Cassell's Encyclopedia of World Literature. Gen. ed., J. Buchannan-Brown. Rev. and enl. ed. London, 1973. 3v.

Damrosch, David. Teaching World Literature. New York: Modern Language Association of America, 2009.

Damrosch, David. What is World Literature? Princeton: Princeton Press, 2003.

Hacht, Anne Marie and Dwayne D. Hayes. Gale Contextual Encyclopedia of World Literature. Detroit: Gale, Cengage Learning, 2009.

Kurian, George Thomas. Timetables of World Literature. New York: Facts on File, 2003

Pendergast, Sarah and Tom. Reference Guide to World Literature. Detroit: St James Press, 2003.

Pizer, John David. The Idea of World Literature. Baton Rouge: LSU Press, 2004.

Thomsen, Mads Rosendahl. Mapping World Literature. London: Continuum, 2008.

Other Learning Resources

Audiovisual
No resources specified
Electronic
http://www.wwnorton.com/nawol
Other
No resources specified