# Tompkins Cortland Community College Master Course Syllabus

Year: 2023-2024

Course Discipline and Number: ENGL 226

Course Title: World Literature II 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**

An analytical overview of the master works of world literature from the Age of Reason to the present. 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)
Students will be able to  > develop meaningful questions to address problems or issues.	Regarding each literary text they read in this course, students are encouraged to ask how that text embodies the values and preoccupations of the culture and individual talent which produced it; how it affected the audience for which it was written and how it continues to affect contemporary audiences; how it mirrors (or does not mirror) 'reality'; and how it is internally structured.
	Students can be asked to write essays, which focus on a single literary text but describe it from four different critical approaches (expressionist, pragmatic, mimetic, and formal). Class discussions throughout the semester can also be designed to raise student awareness of the critical and cultural lenses through which texts are produced and the possibly very different lenses through which we read them.
gather, interpret, and evaluate	Students will gather, interpret, and evaluate scholarly studies to help them explore the contexts in which texts are written. They will also be able to recognize the critical stance(s) taken within each study and be able to compare it with their own.
relevant sources of information.	In their essays, students can be encouraged to use a variety of sources from scholarly journals, university presses, online discussion groups, and web sites which are relevant to the text they are analyzing.
reach informed conclusions and solutions.	Through their own preliminary writing and analyses, and through the researched scholarship, which students need to use in their essays, they should be able to reach informed conclusions about the meaning of what they read. Through the range of literary expression they encounter in the course itself, students might expand their idea of what it means to be human.
	Aside from their essay writing, students can write journal entries on everything they read, and they can be encouraged to think on paper—recording first impressions, tentative views, and, ultimately, more informed judgments.
<ul> <li>consider analytically the viewpoints of self and others.</li> </ul>	In the course readings, students have the opportunity to analyze the viewpoints of writers from three centuries and five continents. Students also analyze their own responses to the texts they read, and they peer-review each other's journal entries and essays. After peer review and research, students often revise their original conclusions. The meta-cognitive skill of analyzing their own critical reactions to texts; the research they are expected to use in their essays; the peer review they offer to and receive from other students; discussion

	opportunities; as well as instructor feedback—are activities that can expose students to many different points of view.
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)
Students will begin to understand how their lives are shaped by the complex world in which they live.	Course readings include literary texts from 18 <sup>th</sup> , 19 <sup>th</sup> , and 20 <sup>th</sup> century European, Asian, African, Indian, and North and South American cultures. Each lesson can include the way older texts have a continued life and influence in the 21 <sup>st</sup> century and the way texts from other cultures create cross-currents throughout the world. Students can also explore whether their own lives reflect, perpetuate, question, or counter any of the strands of tradition encountered in the course readings.
<ul> <li>Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	Many course readings highlight moral systems that are foundational in various world cultures. In addition, it is in the nature of narrative to inspire questions about characters' motives and the consequences they bring upon themselves. In their weekly journals, students can explore the social and ethical consequences of internalizing the values advocated or suggested by course readings.
	Course readings touch on poverty, slavery, colonization, globalization, social class, social mobility, and the financial interdependence of cultures. Through understanding the crosscurrents at work in other centuries and cultures, students can use their journals to explore how their choices might have economic consequences for themselves and for workers in other countries.  Readings include some of the earliest expressions of concern about the rights
	of nature. Students can use their journals to explore their own attitudes towards the natural world.

### **Instructional Methods**

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

# **Methods of Assessment/Evaluation**

Method	% Course Grade	
Class discussion	10-20%	
Two essays	40-60%	
Weekly journal entries	20-40%	

# Text(s)

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

# **Bibliography**

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Cassell's encyclopaedia 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	