

LAST REVIEW: 2010 – 2011

(i.e. 2006-2007)

NEXT REVIEW: 2015 - 2016

(i.e. 2011-2012)

STATUS: A

(A, I, D)

COURSE TITLE: World Literature from Enlightenment to Modern

COMMON COURSE NUMBER: LIT 2120

CREDIT HOURS: 3

CONTACT HOUR BREAKDOWN

(Per 16 week term)

CLOCK HOURS:

(Voc. Course ONLY)

Lecture: 48 Lab:

Clinic: Other:

PREREQUISITE(S): Eligibility for ENC 1101

COREQUISITE(S): None

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum)*: Students will be introduced to a representative selection of world literature from the seventeenth century to the present. Texts may be selected from major literary figures such as Moliere, Voltaire, Rousseau, Franklin, Equiano, Wollstonecraft, deGournay, Tolstoy, Gandhi, Camus, Lessing, Eliot, Achebe, Neruda, Garcia-Marquez, Erdrich, Kincaid, and Lahari. Upon successful completion of the course, students will be exposed to significant authors, themes, literary genres, and historical and philosophical movements in world literature masterpieces. A student must earn a grade of “C” or higher to meet the requirements of the Gordon rule.

General Education Requirements – Associate of Arts Degree (AA), meets Area(s): 2A and 8

General Education Requirements – Associate in Science Degree (AS), meets Area(s): 2 or 5

General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s): 2 or 5

UNIT TITLES

- 1. World Literature of the Seventeenth and Eighteenth Centuries**
- 2. World Literature of the Nineteenth Century**
- 3. World Literature of the Twentieth Century to Present**
- 4. Writing About World Literature**

*** Complete the following only if course is seeking general education status ***

GENERAL EDUCATION Competencies and Skills *:

In the box to the right of the Competency/Skill, enter all specific **student learning outcome** unit numbers, as indicated in the course outline (i.e. 1.1, 2.7, 4.2, 4.0 and 5.12) that apply.

Course must include <u>all</u> of the following:	
1. Read with critical comprehension**	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5
2. Write clearly and coherently**	4.0
3. Demonstrate literacy as appropriate within a given discipline**	1.3 (d), 1.4 (d), 1.5 (d), 2.3 (d), 2.4 (d), 2.5 (d), 3.3 (d), 3.4 (d), 3.5 (d), 4.0 (a)
4. Apply problem solving skills or methods to make informed decisions in a variety of contexts**	1.3, 1.4, 1.5, 2.4, 2.5, 3.4, 3.5, 4.2
Course must include at least <u>one</u> of the following:	
5. Differentiate between ethical and unethical behavior	
6. Demonstrate an understanding of the physical, biological, and social environments and how individual behaviors impact this complex system.	1.5, 2.5, 3.5
7. Demonstrate an understanding of and appreciation for human diversities and commonalities	1.4, 1.5, 2.4, 2.5, 3.4, 3.5
8. Speak and listen effectively.	

**General Education Competencies and Skills endorsed by 2010-2011 General Education Task Force*

****Required Competencies**

1) Read with critical comprehension.

The student will be introduced to the basic texts, concepts, vocabulary, and methods necessary for developing an understanding of the discipline and meeting the required benchmarks as stated in the course outline.

2) Write clearly and coherently.

The student will demonstrate an understanding and mastery of subject matter in a variety of ways, including writing. Writing activities may include both graded and ungraded essays, short answer quizzes, summaries, reactions, journals, and various other reports.

3) Demonstrate and apply literacy across all the disciplines (indicate which ones apply).

- a) **Information literacy** means understanding how to locate needed information, using the appropriate technology for the task, managing and evaluating the extracted information and using it effectively and ethically.
- b) **Technology literacy** is the ability to responsibly and effectively use appropriate technology to access, manage, integrate, or create information, and/or use technology to accomplish a given task.
- c) **Workplace literacy** is having the appropriate knowledge and skills to communicate and work with others effectively and perform job duties, whether it is through the use of computers and/or other technology.
- d) **Cultural literacy** is recognizing, understanding, and appreciating the similarities and differences between one's own culture and the cultures of others through a study of the arts, customs, beliefs, values, and history that define a culture.
- e) **Quantitative literacy** is having the ability to formulate, solve and interpret mathematical/statistical operations and graphical/tabular representations to make informed decisions.
- f) **Scientific literacy** means understanding the methodology and application of the scientific process, the physical and biological worlds, and recognizing that scientific knowledge is continuously updated or revised as new information is discovered.

4. Apply problem-solving skills or methods to make informed decisions in a variety of contexts.

The student will use acquired skills or methods to recognize, analyze, adapt, and apply critical thinking to solve problems and make informed decisions.

EVALUATION:

In the box to the right of the Methods of Assessment, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 4.0, 4.2 and 5.12) that apply.

1. Portfolio	1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.0
2. Short essays	1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.0
3. Research Papers	1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.0
4. Group projects	1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.0
5. Discussions (In class and online)	1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.0
6. Multiple Choice tests	1.1, 1.2, 2.1, 2.2, 3.1, 3.2
7. Presentations	1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.0
8. Service Learning Projects	
9. Pop quizzes	1.1, 1.2, 2.1, 2.2, 3.1, 3.2
10. Take-home tests	1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.0
11. Summaries and critiques	1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.0
12. Reaction papers	1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.0
13. Surveys	
14. Performance	
15. Short answer tests	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5
16. Classroom debates and colloquia	
17. Blogs, wikis, web pages	1.3, 1.4, 1.5, 2.3, 2.4, 2.5, 3.3, 3.4, 3.5, 4.0
18. Other (Please explain)	

Common Course Number:

UNITS

Unit 1: World Literature of the Seventeenth and Eighteenth Centuries

General Outcome:

- 1.0 The student shall read and discuss a diverse and representative sample of world literature (i.e., plays, novels, novellas, essays, autobiographies) from the 17th and 18th centuries. Authors may represent (among others) the movements and periods of Neoclassicism, Classicism, Liberalism, Democracy, and include Moliere, Voltaire, Ramprasad Sen, Rousseau, Equiano, Franklin, and Wollstonecraft.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Introduce and define relevant literary terms, concepts, techniques, devices, and/or criticism applicable to representative samplings of 17th and 18th century world literature.**
- 1.2 Identify major works and a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period or its literary movements**
- 1.3 Analyze literary forms such as socio-political satire, biography and philosophical autobiography, and the reflective essay as they relate to the conventions of literary movement and/or period.**
- 1.4 Analyze Neoclassical and Enlightenment tenets and their application to various authors and literature of the era.**
- 1.5 Assess the impact of literary contexts (political, social, cultural, etc) on a diverse array of world literature from the 17th and 18th centuries. This may include discussion of changing social attitudes in regards to race, gender, ethnicity, and economic class, among others, in the shaping of individual and social identities.**

Common Course Number:

Unit 2: World Literature of the Nineteenth Century

General Outcome:

- 2.0** The student shall read and analyze a diverse and representative sample of major authors, philosophies, and themes in world literature (i.e., poems, short stories, essays, novels, and dramas) from the 19th century. Authors may represent the movements and periods of Romanticism, Realism, Victorian, Nihilism, and Nationalism and may include (among others) Mácha, Keats, Austen, Dickinson, Marx, Flaubert, Nietzsche, Bazan, Ichiyo, Tolstoy, and Gandhi.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1** Introduce and define relevant literary terms, concepts, techniques, devices, and/or criticism applicable to representative samplings of 19th century world literature.
- 2.2** Identify major works and a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period or its literary movements.
- 2.3** Relate text and author to the literary period and/or movement within its socio-historical-philosophical framework.
- 2.4** Evaluate the social mores, philosophies, and themes in the literary genres of the era, i.e., the novel, poem, essay, short story, and/or drama.
- 2.5** Assess the impact of literary contexts (political, social, cultural, etc) on a diverse array of World Literature from the 19th century. This may include discussion of changing social attitudes in regards to race, gender, ethnicity, and economic class, among others, in the shaping of individual and social identities.

Common Course Number:

Unit 3: World Literature of the Twentieth Century to present

General Outcome:

- 3.0** The student shall read and analyze a diverse and representative sample of world literature (i.e., poems, short stories, plays, novels or drama) from the early 20th century through the present. Authors may represent movements and periods such as Dadaism, Post-WW II, Cold War, Existentialism, Modernism, Social Realism, Post-Industrialism, and Post-Colonialism and may include (among others) Kafka, Yeats, Beckett, Eliot, Camus, Narasimhaiah, Neruda, Adūnīs, Kōjin, Portnoy, Achebe, Garcia-Marquez, Bolaño, Kincaid, Craig, Hagedorn, and Thiong'o.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1** Introduce and define relevant literary terms, devices, concepts, techniques, and/or criticism applicable to representative samplings of 20th and 21st century world literature.
- 3.2** Identify major works and a diverse and representative body of literary figures (authors, critics, etc.) associated with this time period or its literary movements.
- 3.3** Relate text and author to the literary period and/or movement within its socio-historical-philosophical framework.
- 3.4** Evaluate the social mores, philosophies, and themes in the literary genres of the era, i.e., the novel, poem, essay, short story, and/or drama.
- 3.5** Assess the impact of literary contexts (political, social, cultural, etc) on a diverse array of world literature from the 20th and 21st centuries This may include discussion of changing social attitudes in regards to race, gender, ethnicity, and economic class, among others, in the shaping of individual and social identities.

Unit 4: Writing About World Literature

General Outcome:

- 4.0 The student shall be able to write a structured paper that incorporates research and engages in an analysis of a literary movement, author, or text(s) within world literature from the seventeenth century to the present.**

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1 Compose a limited thesis statement that demonstrates a thoughtful interpretation based on textual evidence and informed response to scholarly criticism of the selected text(s), author, or movement**
- 4.2 Create a properly structured essay that supports the student's original thesis statement**
- 4.3 Demonstrate the appropriate use of Standard American English in adherence with the conventions of spelling, grammar, syntax, vocabulary, capitalization, and punctuation**
- 4.4 Identify and locate appropriate research sources for legitimate academic use**
- 4.5 Incorporate primary and secondary research sources appropriately**
- 4.6 Cite primary and/or secondary research sources via in-text citations and a Works Cited Page using MLA Format**