

COURSE SYLLABUS

Course Title:	World Literature I	Date submitted:	Spring 2014 (AAC: 14-25)	
Department:	Humanities			
Curriculum:	Literature			
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	Prerequisites:		
	Course Type:	ENG*241	C- or better in Composition (ENG*101)	
		L/D		
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/Clinical/Lab Z: Combined Lecture/Studio	Elective Type:	Corequisites:	
	AH: Art History E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences LIT: Literature M: Math S: Science SS: Social Science	E/G/LAS/HU/LIT	None	
	Credit Hours:	3		
	Developmental: (yes/no)	No		
	Lecture:	3		
	Clinical:	0		
	Lab:	0		
Contact Hours:	Studio	Other Requirements:		
	0	None		
	0			
Other:	0			
	TOTAL:	Other Requirements:		
	3	None		
Class Maximum:	23			
Semesters Offered:	F			
Ability-Based Education (ABE) Statement:	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.			
Catalog Course Description:	Surveys world literature from the ancients to 1650. The course emphasizes the connections between culture, history, and literary works, while exploring the diversity of human expression and response to the commonality of human experience.			
Topical Outline: List course content in outline format.	<p>A thematic structure such as those examples shown on the textbook's companion web site will be used to shape a study of World Literature from the following historical and regional categories.</p> <ol style="list-style-type: none"> 1. Writing and the beginnings of literature B.C. 2500-300 2. China – poetry and philosophy B.C. 1000-100 3. India – the recording of the epics B.C. 550-100 4. Greece – birth of Western thought B.C. 900-100 5. Rome – empire first century B.C. 			

- 6. China – middle period 300-1200 A.D.
- 7. India – classical age 200-1000 A.D.
- 8. Christianity – first century A.D.
- 9. Islam – 600-1300 A.D.
- 10. Japan – golden age 700-1400 A.D.
- 11. Europe – 800-1500
- 12. Africa – 13th century
- 13. Renaissance – 1300-1650
- 14. Pre-Columbian American literatures

Upon successful completion of this course, the student will be able to do the following:

COURSE:

- 1. Literary Genre – assesses student ability to identify, define, and describe the attributes and significance of the primary genres and their subgenres.
 - 1.1 Level 1: Identifies major fiction and/or non-fiction genres
- 2. Literary History
 - 2.1 Level 1: Identifies significant characteristics of prominent authors and literary periods of world literature up to 1650
 - 2.3 Level 2: Relates individual works to literary history
- 3. Literary Aesthetics
 - 3.1 Level 1: Identifies and defines aesthetic elements and their descriptive terminology
- 4. Critical Theory
 - 4.1 Level 1: Is aware of a critical approach in any reading
- 5. Literary Analysis (the ability refers to the act of synthesizing the acts of analysis in the preceding abilities and communicating that analysis – primarily via the essay but can also be through oral presentations, performances, or other media.)
 - 5.1 Level 1: Critically reflects on their reading of world literature to 1650
 - 5.2 Level 1: Evaluates the significance of specific literary passages to the text and American Literature using appropriate terminology
 - 5.5 Level 2: Communicates a critical analysis of world literature’s varied aesthetic characteristics and literary, cultural, and historical contexts

PROGRAM: *(Numbering reflects Program Outcomes as they appear in the college catalog)*

GENERAL EDUCATION: *(Numbering reflects General Education Outcomes as they appear in the college catalog)*

- 2. **Critical Analysis/ Logical Thinking** - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

Demonstrates: Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.

Does Not Demonstrate: Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions.

- 11. **Written Communication (embedded)** - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

Demonstrates: Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.

Outcomes:
Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

	Does Not Demonstrate: Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.
Evaluation: List how the above outcomes will be assessed.	Assessment will be based on the following criteria: <ol style="list-style-type: none"> 1. producing, evaluating, and sharing critical readings and analyses of literary works in a variety of communication modes 2. presentations 3. exams 4. quizzes with an emphasis on the written essay 5. short response papers 6. essays 7. oral presentations
Instructional Resources: List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.	Required: None Desired: None Current Library and technological resources are adequate for this course.
Textbook(s)	Suggested text: Norton Anthology of World Literature, vols. A-C, or consult with department chair