



ENGL 271 - Survey of World Literature I

Catalog Entry

Discipline English

Course Number 271

Course Title Survey of World Literature I

Units: 3.000

Lecture Hours: 54.000

Scheduled Laboratory Hours:

TBA:

Total Contact Hours: 54.000

Additional Outside-of-Class Hours: 0.000

Total Outside Class Hours: 108.000

Total Student Learning Hours: 162.000

COURSE IDENTIFICATION NUMBER(S) (C-ID) C-ID ENGL 140

Requisites

Prerequisite: Completion with a grade of "C" or better or a Passing grade in: ENGL 101 Completion with a grade of C or better in or ENGL 101H

Catalog Description

Survey of selections from world masterpieces from the beginnings of writing through the 1600's. Literary works studied in historical context for artistic form, their influence on their culture and others, and general contribution to understanding human experience.

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1501.00 - English

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

CIC Approval

11/27/2023

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. identify major authors, works, themes, historical events, and literary conventions in a variety of world literature from the Ancient world, the Medieval era, and the Early Modern Period;
2. consider form, content, literary conventions, and historical and cultural context to analyze literature from a variety of critical perspectives;
3. produce college-level academic writing that demonstrates literal comprehension of texts, critical analysis, ethical use of primary and secondary sources, and correct MLA format and documentation.

Course Objectives

At the conclusion of this course, the student should be able to:

1. identify and compare/contrast major authors, works, genres, and themes of world literature from the Ancient world to the Early Modern;
2. analyze and interpret themes found in the literature and intellectual movements of the periods discussed;
3. employ the techniques of close textual reading and literary critical analysis;
4. relate the literary works to their historical, philosophical, social, political, religious and/or aesthetic contexts;
5. demonstrate comprehension of the generic and rhetorical conventions and the literary functioning of language such as form/genre, structure, setting, tone, figures of speech, and point of view;
6. compose original literary analyses and explications in college-level English with appropriately chosen evidence and correct MLA documentation.

Course Content

Course Lecture Content

Literary analysis is implicitly critical in nature and therefore requires a high degree of critical thinking skills.

The use of critical skills will be used to varying degrees in order to:

1. identify and respond to the writer's central purpose;
2. determine the philosophical/artistic assumptions implicit in the content and structure of literary works;
3. apply criteria of literary/artistic excellence developed by the various "schools" of interpretation;
4. discover the importance and utility of his/her own experience in the world as a tool for criticizing literature;

5. distinguish between one's own responses to a work and the work itself;
6. identify levels and shades of meaning in figurative language and in literary symbols;
7. predict probable consequences within the plot line by recognizing adumbration and then justify those assumptions;
8. recognize the close relationship between identity of form and content in literature;
9. analyze works in terms of generic conventions and changes;
10. evaluate and recognize works' importance to the body of world literature;
11. write and orally present analyses of chosen works, appropriately documenting and citing resources;
12. situate works within their cultural/social/historical/artistic contexts.

Unit I, The Ancient World to 100

The following literature and its background:

The Epic of Gilgamesh

Ancient Egyptian Poetry and Book of the Dead

"Job"

Old Testament selections

Ancient Greeks including:

Homer--selections from *The Iliad* and/or *The Odyssey*

Greek Drama—including works by Euripedes, Aeschylus, Aristophanes, or Sophocles

(should include at least one tragedy and one comedy)

Early Chinese Poetry—selections from *Book of Songs*

Confucius—selections from *Analects*

Daoism

Virgil—selections from *The Aeneid*

Catullus—selected poems

Ovid—selections from *Metamorphoses*

Indian Literature including selections from *The Ramayana*, *The Bhagavad-Gita*, *The Jataka*, and Tamil poetry

Creation myths/stories/poems, i.e., Greek/Roman, Egyptian, Indian, Hebrew

Or other representative world literature

Themes and genres: the epic; the hero; tragedy; war/peace; love; relationship between the human and divine; parables; creation stories, civilization building.

Unit II, The Medieval Period, 100-1500

The following literature and its background:

New Testaments selections

St. Augustine—selections from *Confessions*

Indian stories and fables—including "The Red Lotus of Chastity" and selections from *Pancatantra*

China's Middle period—Tang poetry and Tang stories

The Qur'an selections

Imru' al-Qays

Hafiz

The Thousand and One Nights--selections

Japan's Golden Age—*The Tale of Genji*, *The Tale of the Heike*, and *The PillowBook*.

Japanese poetry

Japanese Noh drama

Beowulf

Sir Gawain and the Green Knight

The Song of Roland or Marie de France's *Lais*

Dante—selections from *The Divine Comedy*

Chaucer--selections from *Canterbury Tales*

African literature—selections from the Mali epic *Son-Jara*

Or other representative world literature

Themes and genres: cross-pollination/adoption and varying of tales or figures from one culture to another; virtue; women's roles/identities; parables and fables; the nature of reality and human experience.

Unit III, The Early Modern Period 1500-1600

The following literature and its background:

Sonneteers such as Petrarch, Shakespeare, Sidney

Erasmus--"The Praise of Folly"

Machiavelli—selections from *The Prince*

Castiglione—selections from *The Book of the Courtier*

Boccaccio—selections from *The Decameron*

Navarre—selections from *The Heptameron*

Montaigne—selected essays

Cervantes—selections from *Don Quixote*

Marlowe—*Dr. Faustus*

Donne, Labe, and other lyric poets of later Early Modern Europe

Sor Juana Ines de la Cruz—selections

Milton—selections from *Paradise Lost*

Native American Writings—selections from *The Florentine Codex* and *Cantares Mexicanos*

Popul Vuh selections

Or other representative world literature

Themes and genres: sonnet; the novel; the essay; humanism; vanity; philosophy of love; tragic hero; reasoning; romance and realism; power and ideal rulers; interference and the preservation of cultural documents.

Course Materials

Textbook

Damrosch, David Ed. Longman Anthology of World Literature Volume One A,B,C 2nd Longman 9780205625932 2008 Latest Edition; no comparable options on subject matter

Puchner, Martin, General Editor Norton Anthology of World Literature: Beginnings to 1650 Volume One (ABC) 4th Norton 9780393265903 2024 Latest Edition; no comparable options on subject matter

Open Educational Resources

None

- Class Discussions

Description

- Both class and small group discussion.

- Directed Learning Activities

Description

- DOTAs at Learning Center, Learning Center or English Department workshops and the Library Research workshops may be suggested to students for specific remediation needs, for deeper understanding of concepts, or for related literary career and study information.

- Field Trips

Description

- If possible to see a relevant exhibit or live performance such as is sometimes held at the Getty or Bowers or South Coast Repertory.

- Handouts

Description

- Handouts on key concepts such as Epic Conventions, Campbell's Hero Cycle, the Courtly Love tradition according to Capellanus or period highlights.

- Lecture

Description

- Instructor may use whiteboard/PowerPoint/Prezi (or similar) for lectures.

- Lectures on literary elements across genres.

- **Media Presentations**

Description

- Performances of drama or dramatic readings by skilled actors are always helpful when available and properly captioned.
- Use of contemporary versions of pieces of classics to compare/contrast and discuss relevance such as *Troy* when discussing the *Iliad*.

- **Reading Assignments**

Description

- Extensive reading across cultures, time periods, and genres with women writers to be included as well as men.

- **Writing Projects & Reports**

Description

- Analytical essays with textual evidence utilizing correct documentation and citation in MLA format.
- Journals and reading responses along with some character analysis, poetic explication, dialogues, parodies, imitations or other creative responses.

- **Other**

Description

- Group playacting.
- Readers' theatre.
- Outlines or other preparation for exams.
- Memes, social media accounts, venn diagrams of two works, or other creative visual or interactive tools for understanding.

What learning activities or assignments are required outside of class?

Reading Assignments

- Students will read various genres.
- Students will read criticism/analysis that reflects major literary historical, social, artistic, political, and cultural movements.
- Instructor may assign specific texts for outside reading or provide a list of approved texts for outside reading.

Writing Assignments

- Students will respond to readings via journal assignments or similar.
- Students will develop documented, analytical essays that they will draft, revise, and peer review.

Other Assignments

- Students will prepare for exams and oral presentations.
- May have multi-modal assignments that appeal to visual or kinetic kinds of learners such as vlogs, creating memes, wikis, or collages.

Total: 108 hours

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

- Quizzes
- Exams—must include analytical essays requiring primary sources and textual evidence; the essay portion may be take-home. May include objective responses such as identification, short-answer and/or quotation identification.

- Journal of at least ten pages of thorough reading responses, may also include creative responses such as dialogues or Venn diagrams to be graded on basis of thoroughness of response utilizing evidence from the text(s) and answering all parts of the prompt.
- Analytical Paper of at least five pages using secondary source(s) and appropriate MLA citation and documentation format adhering to English department standards of college-level writing.
- Homework including outlines or other exam preparation, self-assessments, or other activities to be graded for completeness of assignment, depth of thought, standard MLA format.
- Participation in in-class activities, discussions, and group work and/or presentations.

Departmental standards for English 101 will be extended to all writing in this course.

The instructor will indicate the weighting of the graded activities in his or her individual course overview.

Suggested Weighting

- (10-15%) Quizzes and homework, including a self-assessment of student participation and learning
- (15-20%) Journal of at least 10 pages or analytical paper
- (50-60%) Exams (to include analytical essays that may be take-home and must use primary sources and textual evidence but may also require short-answer, identification and/or quotation identification responses to be done in-class)
- (10-20%) Participation in in-class activities, discussions and/or presentation work (presentations to be assessed by self, peers according to a rubric and professor)

Grading Scale

Scale:

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F less than 60%

For Pass/No Pass:

P = 70% and above

NP = Below 70%

CB11: Course Classification Status Y - Credit Course