

COURSE SYLLABUS
ENGLISH 2423: WORLD LITERATURE I

COURSE DESCRIPTION: World Literature I surveys the literary, cultural, philosophical, religious, social and economic dimensions of the Ancient, Grecian, Roman, Medieval, and Renaissance periods through a chronological study of the major authors and their writings.

RECOMMENDED TEXTBOOK:

Mack, *The Norton Anthology of World Masterpieces Expanded*, 1st edition, Norton.

UNIT OBJECTIVES: Complete unit objectives will be distributed to students.

UNITS OF STUDY:

- Ancient Mediterranean Literature (800 B.C. to birth of Christ)
- Masterpieces of the Middle Ages (Birth of Christ to 1500 A.D.)
- Masterpieces of the Renaissance (1500-1660 A.D.)

COURSE REQUIREMENTS: Students will be required to earn a D average or better in the course based on a combination of any class assignments, class projects, and tests.

PLAN OF EVALUATION: Students must be evaluated by at least one major assessment tool, such as a research paper, test which includes essay questions, or unit project for each unit of study. Other assessment tools may be reading logs, oral presentations, homework assignments, or collaborative activities. Students will take a comprehensive final exam.

DISTRICT ENGLISH DEPARTMENT GRADING SCALE: Students in English courses will be graded according to the District English Department Grading Scale:

A	100 - 95
B	94 – 85
C	84 - 75
D	74 - 70
F	69 and below

EXIT REQUIREMENTS: At the conclusion of World Literature I, students must have demonstrated the ability to analyze, evaluate, and think critically about the material studied by successfully completing the course requirements.

UNIT 1: ANCIENT MEDITERRANEAN LITERATURE (800 B.C.E. to birth of Christ)
ENGLISH 2423: WORLD LITERATURE 1

UNIT OBJECTIVE: The student will study the cultural background of oral and written forms of ancient literature and examine in depth representative works of the Middle East, Greece and Rome within their respective cultural milieu.

PLAN OF EVALUATION: The student will be evaluated by at least one major assessment tool.

LEARNING OBJECTIVES:

The student will

1. understand the geography, religions, and cultural characteristics of the ancient Mediterranean Basin in relation to the works studied
2. point out the common writing methods, materials used, and methods of transmitting the literature of ancient peoples
3. distinguish between myth, legend, and heroic epic forms of ancient literature and give examples of each
4. describe several diverse literary forms represented in ancient Hebrew literature, pointing out specific examples drawn from assigned samples of Old Testament writings
5. understand the distinguishing characteristics of ancient Greek literature and point out specific illustrations of these characteristics in assigned readings
6. explain the key biographical information of the Greek author Homer
7. study excerpts from the *Iliad* or the *Odyssey* to gain insight into the human experience through the epic characteristics, mythological characterization, irony, imagery, symbol, foreshadowing, and theme
8. explain the meaning of *hamartia* and *hubris* and discuss each in relation to major examples of Greek literature
9. describe the origins of Greek drama, the physical structure of the typical Greek theatron, and the typical subject matter of Greek tragedy and comedy, giving specific examples from the assigned works
10. describe the characteristics of Aeschylus' works and point out his significant contributions to the development of Greek drama
11. point out the characteristics of Sophocles and explain his significant contributions to the development of Greek drama
12. study in depth a drama of Aeschylus and of Sophocles
13. explain the origin, form, and typical subject matter of ancient Greek and Roman lyric poetry; illustrate the typical form and matter as it is seen in selected poems
14. point out the characteristics of Virgil's epic and identify these characteristics in the *Aeneid*; explain theme and multiple conflicts in the *Aeneid*

RECOMMENDED READINGS: At least one work in each category is required; the selection of specific works is left to the discretion of the instructor.

- Major Eastern works---*Gilgamesh*, Hebrew Old Testament ("Genesis" and "Job")
- Greek epics--- Homer's *Iliad*, *Odyssey*
- Two major Greek dramas---Aeschylus' *Agamemnon*, Sophocles' *Oedipus the King*, Euripides' *Medea*, Aristophanes' *Lysistrata*
- One major Roman work---Virgil's *Aeneid*, Petronious' *Satyricon*
- Major lyric work---lyrics of Sappho, selections of Catullus or Ovid

UNIT 2: MASTERPIECES OF THE MIDDLE AGES (Birth of Christ to 1500 A.D.)
ENGLISH 2423: WORLD LITERATURE I

UNIT OBJECTIVE: The student will study the cultural background influencing the creation of major works of the 4th through 14th centuries, examine significant forms of literature which were developed during this period, and become familiar with the lives, characteristic writing techniques, and themes of representative authors.

PLAN OF EVALUATION: The student will be evaluated by at least one major assessment tool.

LEARNING OBJECTIVES:

The student will

1. explain the development of social classes, feudalism, and institutional learning during the Middle Ages in Europe and point out reflections of these cultural changes in assigned selections of medieval literature
2. point out the characteristics of the medieval romance: its typical subject matter, plot, versification techniques, conflict, and theme(s)
3. be able to describe major genres commonly found in medieval literature and discuss examples of these forms as used by Geoffrey Chaucer in selected readings from *The Canterbury Tales*
4. study selections from Dante Alighieri's *Divine Comedy*; explain Dante's use of symbols and the medieval religious beliefs which supported his moral evaluation of and assignment of punishment to the damned
5. discuss Chaucer's, Dante's, and Boccaccio's use of "frame stories" and "linking devices" to unify a set of diverse tales

RECOMMENDED READINGS:

- A romance narrative---Chaucer, Marie de France, or Boccaccio
- Selections from Dante's *Divine Comedy*
- A major work representing at least one additional genre---exemplum (Chaucer's "Pardoner's Tale"), medieval ballad, devotional lyric, or fabliau (Chaucer's "Miller's Tale")

UNIT 3: MASTERPIECES OF THE RENAISSANCE (1500-1660 A.D.)
ENGLISH 2423: WORLD LITERATURE I

UNIT OBJECTIVE: The student will study the revival of classical learning in Europe during the 15th to 17th centuries and its influence upon the literature of the period and will consider the rise of nationalism, European exploration and colonization, ideas and evaluations of human behavior associated with Humanism, and the religious Reformation.

PLAN OF EVALUATION: The student will be evaluated by at least one major assessment tool.

LEARNING OBJECTIVES:

The student will

1. understand the characteristics of Renaissance literature and be able to identify these characteristics by pointing out specific illustrations found in representative assigned major works
2. discuss the characteristics of Renaissance drama, both its native roots and Classical derivation, as seen in a drama by Shakespeare, Marlowe or Calderon
3. explain the qualities associated with the character of the Renaissance hero as found in specific Renaissance works
4. explain the ways in which characterization grows in complexity, in realism, and in psychological depth during the Renaissance and point out illustrations of these developments drawn from characters created by the major authors studied

RECOMMENDED READINGS:

- One representative work of Renaissance drama---Marlowe's *Faustus*, Shakespeare's *Hamlet*, Calderon's *Life is a Dream*, Cervantes' *Don Quixote*
- One representative prose work---Machiavelli's *The Prince*, Erasmus' *In Praise of Folly*, selections from More's *Utopia*, Rabalais' *Gargantua and Pantagruel*
- One representative of another genre of Renaissance literature---religions (*The Koran*), lyric poetry (Villon)

COURSE INSTRUCTIONAL GOALS
ENGLISH 2423: WORLD LITERATURE I

1. that the student be made aware of the historic and cultural milieu in which the major works of world literature were created
2. that the instructor facilitate the student's understanding of this cultural context by providing learning experiences which bring the student into immediate contact with art, music, architecture and artifacts whenever possible; that the instructor utilize the expertise of faculty knowledgeable in such areas
3. that the student be aware of the continuity of literature, that is, the thread of recurring themes (such as the hero-quest, the confrontation with mortality, the trials of love) which connect works of diverse forms and cultural traditions
4. that literature be presented as communication across time of common human experiences--- experiences of life which can be appreciated by and become useful to contemporary readers
5. that the student be made aware of movements of ideas (such as Classical and Renaissance Humanism) and of the development of critical theories concerning the purpose of literature and standards by which literary excellence is defined
6. that the student be made aware of specific characteristics of major genres of literature (forms such as heroic epic, lyric and narrative poetry, drama, essay)
7. that the student be made aware of various writing techniques employed in the creation of literary works (such as the use of recurring motifs, symbols, imagery, foreshadowing, irony, and satire)
8. that the instructor assign student writing which demands the use of critical thinking, logical organization, and a personal response to assigned readings
9. that the instructor use essay or discussion questions to evaluate the student's comprehension of the major works, the unique characteristics and circumstances of major authors, and the cultural context surrounding and influencing the works
10. that each instructor work closely with learning resource personnel to maintain a variety of material (books, videos, software, maps) which are of significant value in teaching world literature effectively