

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

HONORS WORLD LITERATURE I
ENGL 2310 (formerly ENG 2270)

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

**Date Revised: Spring
00**

Catalog Course Description:

An enriched study of the literature of the Western World from the Old Testament and Greek literature through the medieval period and the Renaissance.

Entry Level Standards:

Students should have a 3.25 GPA and have the permission of the instructor or department head. Students who do not have a 3.25 GPA may be admitted with the permission of the instructor.

Prerequisite:

ENGL 1020

Textbook(s) and Other Reference Materials Basic to the Course:

Mack, Maynard, et al. *The Norton Anthology of World Masterpieces*. 6th ed. Vol. 1. New York: Norton, 1992.

A supplemental work, such as a work of criticism or an additional primary work, may be selected by the instructor.

References:

Abrams, M. H., et al. *The Norton Anthology of English Literature*. Rev. ed. Vol. 1. New York: Norton, 1968.

Approaches to Teaching World Literature series. MLA.

Caws, Mary Ann and Christopher Prendergast. *The Harper Collins World Reader: Antiquity to the Early Modern World*. NY: HarperCollins, 1994.

Craig, Hardin, ed. *The Complete Works of Shakespeare*. Glenview, IL: Scott, Foresman, & Co., 1961.

Twentieth Century Interpretations. (series of critical collections on various classics)

I. Week/Unit/Topic Basis:

Week	Topic
1	The Old Testament, Joseph
2	Job
3	Greek Literature, <i>Iliad</i>
4	<i>Odyssey</i>

5	Aristotle, <i>Hippolytus</i> , <i>Lysistrata</i>
6	Dante
7	Chaucer
8	<i>Everyman</i> , "Sir Gawain"
9	Cervantes
10	Marlowe
11	Donne
12	Milton
13	Milton, Shakespeare
14	Shakespeare
15	Shakespeare
16	Final Exam Period

II. Course Objectives*:

- A. Respond thoughtfully to the expression of enduring human concerns. IV.2
- B. Recognize the distinctive interpretations of experience offered by writers of Western Literature in Old Testament times, the Golden Age of Greece, the Medieval Period, and the Renaissance. III.2, IV.2, IV.3
- C. Understand the techniques of imaginative literature and the critical approaches that clarify its nature and meaning. III.2
- D. Demonstrate a high level of critical and analytical thinking skills in writing and discussion. III.2
- E. Work independently to interpret and present assigned topics in a seminar setting. I.2, I.4, III.2

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:

1. Work in teams to discuss and analyze literature. *Communications Outcome, Personal Development Outcome, Problem Solving and Decision Making Outcome, Transitional Strategy, Active Learning Strategy*
2. Read assigned works of literature and participate in class discussion. *Communication Outcome, Problem Solving and Decision Making Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy, Active Learning Strategy*
3. Use word processing software to write essays analyzing assigned fiction, poetry, and drama, evaluating both the aesthetic value of texts and the historical influences that affect them.

Communication Outcome, Problem Solving and Decision Making Outcome, Technological Literacy Outcome, Transitional Strategy, Active Learning Strategy

4. Develop research skills using and evaluating library and internet sources. *Technological Literacy Outcome, Information Literacy Outcome, Transitional Strategy, Active Learning Strategy*
5. Develop oral presentation skills to present individual or group information. *Communication Outcome, Transitional Strategy, Active Learning Strategy*
6. Attend various cultural, historical, or educational opportunities on or off campus. *Communication Outcome, Personal Development Outcome, Cultural Diversity and Social Adaptation Outcome, Transitional Strategy*
7. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and projects, and acting in a professional manner while in class. *Personal Development Outcome, Transitional Strategy*

*Strategies and outcomes listed after instructional processes reference Pellissippi State' s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

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

1. Identify and understand common themes of biblical literature, such as creation, sin, rewards and punishments, the suffering servant, salvation. A, B
2. Trace these themes through Western Literature of the Medieval Period and the Renaissance. A, B
3. Identify the major beliefs and themes of ancient Greek Literature, as evidenced in such writers as Homer, Sophocles, Euripides, Aristotle, and Aristophanes. A, B
4. Distinguish between the beliefs of the Old Testament writers and those of the ancient Greeks and illustrate the differences by reference to works read. A, B
5. Define and give examples of the primary genres of ancient Greek literature, such as epic, tragedy, and comedy. B, C
6. Trace major themes and beliefs of the Greeks through Western Literature of the Medieval Period and the Renaissance. A, B
7. Describe and illustrate the major themes and beliefs of western writers of the Medieval Period, such as Dante and Chaucer. A, B
8. Discuss the influence of Dante on subsequent thought and writing in the western world. A, B
9. Define and illustrate genres common to the Medieval Period, such as fabliau, miracle play, mystery play, framed story, epic, and romance. B, C
10. Understand and discuss the primary themes and beliefs of the Renaissance, as illustrated in such writers as Cervantes, Donne, Milton, and Shakespeare. A, B

11. Discuss and illustrate differences in beliefs and themes of writers of the Medieval period and the Renaissance. A, B
12. Identify and discuss typical genres of the Renaissance, such as novel, sonnet, epic, comedy, and tragedy. B, C
13. Recognize major themes and character types of the Renaissance in subsequent Western literature. B, C
14. Recognize and discuss the influence of Milton on subsequent Western thought and beliefs. A, B
15. Show how Shakespearean drama builds upon and differs from ancient Greek drama. B, C
16. Understand the influence of Shakespeare on the subsequent development of the drama in Western literature. C
17. Demonstrate an understanding of the relationship between life and literature by relating biographical information about major Western writers to the works by those authors. A, B
18. Write responses and analytical papers on appropriate topics relating to the works studied. D
19. Write insightful, appropriately developed, mechanically correct answers to essay test questions concerning the works studied. D
20. Demonstrate an understanding of the literature and its background by presenting or teaching a work or an aspect of the period to the rest of the class. A, B, E

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

50-80% of the final grade will be based on tests and quizzes. Approximately 20-50% of the final grade will be based on projects, such as papers, journals, and class presentations.

B. Laboratory Expectations:

None

C. Field Work:

When feasible, students will view a live performance or attend another approved cultural event (such as a literary reading, museum exhibit, or workshop).

D. Other Evaluation Methods:

Students are expected to participate in class discussions of assigned readings and to present material for the rest of the class.

VI. Policies:

A. Attendance Policy:

Attendance, promptness, and participation are essential to success in college courses. The general attendance policy of the College states that students must be present for at least 75

percent of scheduled class meetings in order to receive credit for the course; thus, students who miss 25 percent of class meetings will fail the course. Therefore, any student who must miss an excessive number of classes for any reason is advised to withdraw from the College under the "Mitigating Circumstances" provision as described in the PSTCC Catalog.

B. Academic Dishonesty:

Any student found engaging in an act of academic dishonesty will be promptly dismissed from the course with a grade of F. Academic dishonesty includes the following:

Plagiarism--presenting someone else's words or ideas as your own;

Collusion--allowing other people to write, to revise, or to alter significantly the text of a paper that is supposed to be your work alone.