

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE  
MASTER SYLLABUS

**HONORS WORLD LITERATURE II**  
**ENGL 2320 (formerly ENG 2280)**

**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 during the neoclassic, romantic, realistic, and modern periods.

**Entry Level Standards:**

Students should have at least 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. 2. New York: Norton, 1992.

A supplemental text, such as a work of criticism or 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 & 2. New York: Norton, 1968.

*Approaches to Teaching World Literature* series. MLA.

Baym, Nina, et al. *The Norton Anthology of American Literature*. 2nd ed. Vol 1 & 2. New York: Norton, 1985.

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

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Neoclassicism, Moliere, Racine
2	Racine, Swift
3	Voltaire, Pope
4	Romanticism, Rousseau, Goethe
5	Goethe

6	Wordsworth, Coleridge
7	Keats, Browning
8	Dickinson, Whitman
9	Realism, Flaubert
10	Flaubert
11	Ibsen
12	Chekhov, Yeats
13	Modernism, Eliot, Woolf
14	Lawrence, Faulkner
15	Solzhenitsyn, Lessing
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 Western writers of the neoclassic, romantic, realistic, and modern periods. III.2, IV.2, IV.3
- C. Demonstrate a high level of critical and analytical thinking skills in writing and discussion. III.2
- D. 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 common beliefs and themes of the writers of the neoclassic period, such as rationality, decorum, common sense, utilitarianism, and moderation. A, B
2. Illustrate these themes by reference to works read. B
3. Define and discuss primary genres of the neoclassic writers, such as comedy, tragedy, satire, and mock epic. C
4. Identify and explain major tenets of romantic writers, such as Rousseau, Goethe, Wordsworth, Coleridge, and Keats. A, B, C
5. Define and discuss major genres of romanticism, particularly the lyric poem. C
6. Discuss and illustrate differences in beliefs, techniques, and style between major neoclassic and romantic writers. B, C
7. Trace influences of romanticism on subsequent Western thought and writings. A, B
8. Discuss major characteristics of the literature of realism as illustrated in the writings of Flaubert, Ibsen, and Chekhov. A, B
9. Explain the particular appropriateness of the genres of fiction and drama for the tenets of realism. C
10. Discuss the realistic movement in literature as a reaction against the romantic movement. B
11. Trace the influence of realism through Western literature of the Twentieth century, particularly in such writers as Lawrence, Faulkner, and Solzhenitsyn. B, C
12. Identify and discuss some of the characteristics of modern poetry, especially as illustrated in Yeats and Eliot. B, C
13. Discuss use of poetic and psychological techniques by prose writers such as Woolf and Lawrence. C
14. Demonstrate an understanding of the relationship between life and literature by relating biographical information about major Western authors of the neoclassic, romantic, realistic,

and modern eras to the works by those authors. A, B

15. Write responses and analytical papers on appropriate topics relating to the works studied. D
16. Write insightful, appropriately developed, and mechanically correct answers to essay test questions concerning the works studied. D
17. Demonstrate an understanding of the literature and its background by presenting or teaching a work or an aspect of a period for 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.