

Skyline College

Official Course Outline

Date: April 2007

1. TITLE:

Literature 116: Introduction to World Literature

3.0 units: 3 lecture hours per week, plus one hour by arrangement

Prerequisites: English 100 or English 105 with a C or better or equivalent

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree

3. COURSE DESCRIPTIONS:

Catalog Description:

A sampling of world literature, from classical to modern. Students will examine how fiction, poetry, essays, and plays are used to express both universal and regional concerns and the human struggle common to all of us. Transfer credit: UC; CSU (C2).

Schedule of Classes Description:

The course is a study of representative novels, short stories, plays, and poems from a variety of countries to understand the similarities and differences cultures create in humans. Reading, discussion, and critical papers. Transfer: UC; CSU (C2).

4. COURSE JUSTIFICATION:

This course is intended for English majors for the A.A. degree and satisfies the transfer requirement for English majors for many California State Universities and Universities of California. The literatures of the various countries of the world deal with the timeless, universal themes of the human dilemma; such works are offered for an appreciation of the similarities and differences in the human conditions of various peoples. Essential for English majors, the course complements the work of social sciences, psychology, history, and other disciplines and offers more work in critical reading, thinking, and writing skills. The course, therefore, serves the whole student body. Transfer: UC; CSU (C2).

5. STUDENT LEARNING OUTCOMES (SLO'S):

Upon completion of the course, students will be able to:

- Identify, analyze, and evaluate major themes and literary techniques in the reading
- Critically read, discuss, and interpret texts
- Write coherent, analytical, and original responses to course content

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

During the course, students will be asked to:

- Analyze and synthesize the works of a variety of writers
- Understand the cultural and literary contexts of various works
- Trace the cultures' developing themes, characters, and imagery
- Understand the relevance of the various works' ideas to the present
- Compare/contrast the various works to works of others
- Draw sound inferences from the literature

7. COURSE CONTENT:

The course covers a representative sample of representative works from representative countries, including novels, short stories, dramas, and poetry; appropriate historical and literary background and analyses; and writing essays/research paper, demonstrating independent analytical responses.

- I. Historical backgrounds and cultural contexts of various works as necessary
- II. Literary backgrounds and cultural contexts of various works as necessary
- III. The common literary and unique literary themes and techniques of various works
- IV. The universality of the human dilemmas as revealed in the various works
- V. Novels: At least two works in depth and others for discussion
 - A. Historical/cultural backgrounds
 - B. Sources
 - C. Themes, characters, settings, plot structures, dramatic conventions
- VI. Short Stories: at least one work in depth and others for discussion
 - A. Historical/cultural backgrounds
 - B. Sources
 - C. Themes, characters, settings, plot structures, dramatic conventions
- VII. Dramas: at least one work in depth and others for discussion
 - D. Historical/cultural backgrounds
 - E. Sources
 - F. Themes, characters, settings, plot structures, dramatic conventions
- VIII. Poetry: at least one work in depth and others for discussion
 - A. Historical/cultural backgrounds
 - B. Sources
 - C. Themes, characters, settings, plot structures, dramatic conventions
- IX. Other: At least one work in depth and others for discussion
 - A. Films
 - B. Paintings
 - C. Unique forms of literary value that are important to other countries

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Lectures, small/large group discussions, guided readings, reading journals, critical essays, oral reports, field trips to live performances as appropriate, films, dramatic presentations, and/or collaborative/individual projects.

Reading assignments will cover a segment of a work per class session, including reading background materials, with a total of at least two novels, plus short stories, dramas, and a substantial body of poetry. Students will keep reading journals in response to specific questions on the texts.

Writing critical essays, totaling at least 2,500 words, which demonstrate understanding of the materials and independent analytical responses supported by references to the texts.

9. ASSIGNMENTS: Typical assignments might include the following:

Course Objective	Instructional Methods	Assignment	Method of Evaluation
Identify, analyze, and evaluate major themes in various works	Lecture: Instructor gives oral presentation to introduce students to the specific genre and country being studied—origins, themes, literary histories; identifies major themes and concerns of works to be studied; makes connections	Reading Journal: Students reflect on the various themes or literary techniques; for example, they write responses to specific questions on the texts for discussions Guided reading: Students are assigned a part	Essays: Students present written textual analyses showing understanding of the themes and literary techniques of the works. Essays

<p>Critically read and interpret various works</p> <p>Analyze various works for literary techniques and conventions</p>	<p>with the themes and literary techniques of other works</p> <p>Student Discussion: Student-led oral discussions based on journal readings and structured group interactions.</p> <p>Guided reading in-class: Students read aloud a passage from various works. Instructor explains difficult language, highlights certain passages to critically analyze</p> <p>Group work: Groups report on findings about their assigned works, contributing to a general analysis of the works.</p> <p>Collaborative/individual projects: Student-initiated projects related to coursework or related material (cultural, biographical, historical, contextual, etc.)</p>	<p>of a work to read in advance and again in class.</p> <p>Group work: In groups, students continue analysis modeled by instructor by preparing analysis of parts of works, looking for themes and/or literary techniques, etc.</p> <p>Collaborative/individual projects/reports: Students work in groups or individually to create visual projects, perhaps with the aid of media or performing or visual arts, which demonstrates understanding of coursework or background materials (cultural, biographical, historical, contextual, etc.)</p> <p>Exercises/homework: Students will be assigned practical exercises and other brief homework activities to practice analysis for themes and literary techniques in the texts.</p>	<p>must also present original ideas supported by references to the texts.</p> <p>Oral participation: Participating in and initiating discussions demonstrates understanding of the works and their contents; also, leading discussions and participating actively in small and large group (class) discussions demonstrates how far students have developed original responses.</p> <p>Presentation of report or project: Students will be judged on the quality of their research as well as their presentation skills.</p> <p>Exams and quizzes: Students will be evaluated on their understanding of the similarities and differences of themes and literary techniques in works.</p>
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Suggested Out-of-class Assignments:

- **Readings**—Works of various forms from various countries, supplemented by scholarly essays on applicable topics
- **Journals**—Written responses to questions or course materials (readings, videos, films, lectures, etc.)

- **Essays**—Write critical compositions of 500 to 1,250 words analyzing and evaluating themes and issues in various works supported by references to the texts
- **Projects/reports**—Oral/written presentations of individual or collaborative research on relevant subjects
- **Viewing**—Students may be asked to watch/listen to relevant videotapes, audiotapes, and/or other presentations and to respond with appropriate written responses and analyses

10. **EVALUATION OF STUDENT PERFORMANCE:**

Letter grades will typically be based on:

Essays—organized, coherent, and well developed critical essays demonstrating understanding of material and presenting independent analytical responses supported by references to the texts

Oral participation—active participation in class discussions demonstrating understanding of and responses to the texts

Journals—written critical responses to assigned readings and class discussions demonstrating understanding and analysis of important concepts in the texts

Oral presentations/reports—students will be judged on the quality of their works as well as on the delivery of the information

Quizzes—students will be quizzed on comprehension of materials

Homework/exercises—students will be required to analyze various works for common and unique themes and literary techniques in short, written exercises

Final exam—students will be required to demonstrate that they have learned to recognize, analyze, and evaluate literary techniques and themes in the works of various countries

RECOMMENDED or REQUIRED AUTHORS/TEXTS:

Classical Writers: Homer, Sophocles, Euripides, Li Po, Bash, Miguel de Cervantes Saavedra

Religious Texts: Old Testament, Bhagavad-Gita, Epic of Gilgamesh, Koran, Popul Vuh

Carribean: Jamaica Kincaid, Derek Wolcott, Edwidge Danticat, V.S. Naipaul, Julia Alvarez

Latin America: Carlos Fuentes, Luisa Valenzuela, Pablo Neruda, Gabriel Garcia Marquez, Clarice Lispector, Mario Vargas Llosa, Jorge Amado, Isabel Allende

Africa: Bessie Head, Ama Ata Aidoo, Chinua Achebe, Wole Soyinnka, Nadine Gordimer

Middle East: Naguib Mahfouz, Nawal Saadawi, Issac Bashavis Singer, Nazim Hikmet Ran

Asia: Anita Desai, Bei Dao, Kawabata Yasunari, Yukio Mishima, Bi Shumin, Ha Jin

Pacific Islands: Jessica Hagedorn

Europe/Russia: Moliere, Voltaire, Jean Paul Sartre, Eugene Ionesco, Sean O'Casey, Seamus Heaney, Gunther Grass, Zadie Smith, Federico Garcia Lorca, Michael Ondaatje, Leo Tolstoy, Fyodor Dostoyevski, Nikolai Gogol

Australia/New Zealand: Janet Frame