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| **Contra Costa College** |

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| **Course Outline** |

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| **Department & Number** | English 230B | **Number of Weeks** | 18 |
| **Course Title** | World Literature—1650 to Present  | **Lecture Hours By Term** | 54 |
| **Prerequisite** | English 142B | **Lab Hours By Term** |  |
| **Challenge Policy**  | Essay Exam | **\*Hours By Arrangement** |  |
| **Co-requisite** |  | **Units**  | 3 |
| **Challenge Policy**  |  |  |  |
| **Advisory** | English 1A |

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| **\*HOURS BY ARRANGEMENT:** |  | Hours per term.  |
|  **ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement): |
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| **COURSE/CATALOG DESCRIPTION** |

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| This course is a comparative study of selected works, in translation and in English, of literature from around the world, including Europe, the Middle East, Asia, and other areas, from the mid or late seventeenth century to the present. |

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| **COURSE OBJECTIVES:** |
| At the completion of the course the student will be able to: |

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| 1) Demonstrate familiarity with important authors, works, genres, and themes of the period |
| 2) Analyze and interpret themes found in the literature and intellectual movements of the period |
| 3) Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis |
| 4) Relate the literary works to their historical, philosophical, social, political and/or aesthetic contexts. |
| 5) Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form. |

**INTENDED STUDENT LEARNING OUTCOMES:**

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| Students will be able to identify the relationship of a literary text and the social/cultural/political contexts. |
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 **COURSE CONTENT (Lecture):**

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| Instruction in the contexts of world literature from Europe, the Middle East, Asia and other areas from mid to late seventeenth century to present: the cultural, historical, political, moral, psychological and social backgrounds  |
| Instruction in the writings and literary concerns of influential and significant texts and authors from those areas and times |
| Instruction in the evolution of literary traditions, contexts, and genres from those areas and times |
| Instruction in and reading, analyzing, interpreting and writing about literature from Europe, the Middle East, Asia, and other areas, from the mid to late the seventeenth century. |

 **COURSE CONTENT (Lab):**

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| **METHODS OF INSTRUCTION:** |
| Lectures and class discussion |
| Small group discussions |
| Participation in class presentations |
| Individual conferences as needed |
| Optional supplemental field trips and/or audio-visual presentations |
| Optional multi-media presentations and distant education resources |

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| **INSTRUCTIONAL MATERIALS:** |

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

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| Textbook Title: | Longman Anthology of World Literature, Books D, E, and F |
| Author: | David Damrosch |
| Publisher: | Longman |
| Edition/Date: | 2009 |
| Textbook Reading Level: | College/university |
| Justification Statement: | *(For textbook beyond 7 years)* |
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| Lab Manual Title  | (*if applicable*): |
| Author: |  |
| Publisher: |  |
| Edition/Date: |  |

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

* State mandates that sample assignments must be included on the Course Outline of Record.

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|  **Outside of Class Weekly Assignments** | **Hours per week** |

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| Weekly Reading Assignments *(Include detailed assignment below, if applicable)* | 5 |

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| Aphra Behn, “Oroonoko” and Olaudah Equiano’s “Interesting Narrative” |

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| Weekly Writing Assignments *(Include detailed assignment below, if applicable)* |  1 |

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| In a short essay of three pages, discuss how the vision of the self compares between Matsuo Basho’s haiku from “Narrow Road to the Deep North,” Charles de Secondat’s “Persian Letters” and Evilya Celebi’s “The Book of Travels.” Be sure to locate evidence within the text to support your claims. |

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| Weekly Math Problems *(Include detailed assignment below, if applicable)* |  |

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| Lab or Software Application Assignments *(Include detailed assignment below, if applicable)* |  |

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| Other Performance Assignments *(Include detailed assignment below, if applicable)* |  |

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**STUDENT EVALUATION**: **(Show percentage breakdown for evaluation instruments)**

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| * Course must require use of critical thinking, college-level concepts & college-level learning skills.
* For degree credit, course requires essay writing unless that requirement would be inappropriate to the course objectives. If writing is inappropriate, there must be a requirement of problem-solving or skills demonstration.
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| 85 | **%** | Essay (If essay is not included in assessment, explain below.) |
| A variety of writing assignments including academic essays as well as shorter assignments such as summaries, annotated bibliographies, reader responses/journals, in-class writing, group projects or research projects. |
|  | **%** | Computation or Non-computational Problem Solving Skills |
|  | **%** | Skills Demonstration |
|  | **%** | Objective Examinations |
|  |  | Other (describe) |
| 15 | **%** | Class Participation |
|  | **%** |  |
|  | **%** |  |

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|  **GRADING POLICY: (Choose LG, P/NP, or SC)** |
|  | **Letter Grade** |  | **Pass / No Pass** | x | **Student Choice** |
| 90% - 100% = A  | 70% and above = Pass | 90% - 100% = A |
| 80% - 89% = B  | Below 70% = No Pass  | 80% - 89% = B |
| 70% - 79% = C  |  | 70% - 79% = C |
| 60% - 69% = D  |  | 60% - 69% = D |
| Below 60% = F  |  | Below 60% = F |
| *or* |
| 70% and above = Pass |
| Below 70% = No Pass |
| **Prepared by:** | J. EichnerLynch, Ph.D. |

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| **Date:**  | Spring 2014 |

*Revised form 01/14*