

Cerro Coso College
Course Outline of Record Report
10/11/2021

ENGLC221 : World Literature: Antiquity to 17th Century

General Information

Author:	<ul style="list-style-type: none">• Clifford Davis• Enns, Gary• Swiridoff, Christine• Vasquez, Laura
Course Code (CB01) :	ENGLC221
Course Title (CB02) :	World Literature: Antiquity to 17th Century
Department:	English
Proposal Start:	Fall 2021
TOP Code (CB03) :	(1504.00) Classics
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000151506
Curriculum Committee Approval Date:	10/03/2014
Board of Trustees Approval Date:	11/13/2014
External Review Approval Date:	12/02/2014
Course Description:	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 antiquity to the mid or late seventeenth century.
Submission Type:	Mandatory Revision This course is being revised during cyclical review. The prerequisite, methods of instruction, assignment examples, texts, and delivery methods have all been updated and aligned with the course's current C-ID descriptor and CIC requirements. This course was last assessed 9/3/20 with good performance overall and ultimately no impacts from assessment.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• English
Alternate Master Discipline Preferred:	<ul style="list-style-type: none">• English
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

Course Formerly Known As

No Value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Type:|Non-Repeatable Credit

Grade Options

- Letter Grade Methods
- Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CC Associate in Arts in English for Transfer

A.A. Degree for Transfer

Summer 2018 to Fall 2020

CC Liberal Arts: Arts & Humanities

A.A. Degree Major

Summer 2018 to Fall 2020

History Associate in Arts Degree for Transfer (AA-T)

A.A. Degree for Transfer

Spring 2020 to Spring 2020

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Intersegmental General Education Transfer Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

History Associate in Arts Degree for Transfer

A.A. Degree for Transfer

Spring 2020

Liberal Arts: Arts & Humanities Associate in Arts Degree

A.A. Degree Major

Fall 2020

CSU General Education (CSU GE Breadth) (In Development)	Certificate of Achievement	Fall 2021
Intersegmental General Education Transfer Curriculum Certificate of Achievement (In Development)	Certificate of Achievement	Fall 2021
Liberal Arts: Arts & Humanities Associate in Arts Degree (In Development)	A.A. Degree Major	Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements

Area	Categories	Status	Approval Date	Comparable Course
Area 3.3	Humanities Literature	Approved	No value	ENGL 140

CSU General Education Certification

Area	Categories	Status	Approval Date	Comparable Course
Area C.2	Arts & Humanities Humanities	Approved	No value	ENGL 140

Intersegmental General Education Transfer Curriculum

Area	Categories	Status	Approval Date	Comparable Course
Area 3.B	Arts & Humanities Humanities	Approved	No value	No Comparable Course defined.

C-ID

C-ID	Categories	Status	Approval Date	Comparable Course
English	C-ID discipline	Approved	05/07/2018	ENGL 140

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06) 3

Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks) 18

Hours per unit divisor 54

Course In-Class (Contact) Hours

Lecture 54

Laboratory 0

Activity 0

Total 54

Course Out-of-Class Hours

Lecture 108

Laboratory 0

Activity 0

Total 108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
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No Value

No Value

No Value

No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ENGLC101 - Freshman Composition

ENGLC101 - Freshman Composition

In English C221, students are expected to employ the following academic skills, all of which are taught in English 101: Freshman Composition:

- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, interpret, and see the relations among primary and secondary sources, incorporating them into written essays using accurate MLA documentation and formatting.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entrance Skills

Entrance Skills

Description

No value

No value

Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

Specifications

Methods of Instruction

Methods of Instruction

Written work

Rationale

Expository and argumentative essays of 1250-1800 words demonstrating the student's ability to write clearly structured text-based essays which require

1. finding, evaluating, organizing, and effectively integrating college-level source material;
2. employing MLA format and citation apparatus correctly; and
3. analyzing college-level reading material for structure, purpose, audience, and relation of ideas to other texts.

Methods of Instruction	Instruction through examination or quizzing
Rationale	Quizzes and/or exams on critical thinking, knowledge of literary terms, reading comprehension, and interpretive/analytical skills. Possible question formats may include but are not limited to multiple choice, short answer, matching, and essay questions based on prompts.
Methods of Instruction	Lecture
Rationale	Lectures on the historic or cultural context of literary works, literary terminology, critical theory, form and theory, and language.
Methods of Instruction	Library
Rationale	Research into scholarly sources through library channels such as databases and eBooks.
Methods of Instruction	Discussion
Rationale	Weekly discussions of literary texts, their accompanying literary genres, historical contexts, and any relevant analytical lenses.
Assignments	
Course assignments will include some or all of the following:	
<ol style="list-style-type: none"> 1. Reading assigned texts such as <i>Gilgamesh</i>, the <i>Odyssey</i>, <i>Mahabharata</i>, and <i>The Book of the Dead</i>, among others. 2. Finding, reading, and evaluating secondary sources such as scholarly essays from databases. 3. Perusing additional material such as textbook chapters and videos which provide historical and literary context. 4. Answering reading questions based on literary works and secondary sources. 5. Participating in weekly class discussions. 6. Planning, drafting, and revising academic essays. 7. Taking exams and quizzes. 8. Completing other out-of-class work such as individual presentations or group projects. 	
Methods of Evaluation	Rationale
Research Paper	<p>Expository and argumentative essays of 1250-1800 words demonstrating the student's ability to write clearly structured text-based essays which require 1. finding, evaluating, organizing, and effectively integrating college-level source material; 2. employing MLA format and citation apparatus correctly; and 3. analyzing college-level reading material for structure, purpose, audience, and relation of ideas to other texts.</p> <ul style="list-style-type: none"> • Example: In a paper of 4-6 pages, select and discuss one short passage each from <i>Gilgamesh</i>, the <i>Odyssey</i>, and the <i>Inferno</i> which is representative of the relation between gods and humans in those stories. Conclude with a comparative analysis of this relation in all three texts. • Example: Shakespeare's plays always involve an imbrication of influences, some of which are almost immediately obvious and others of which reveal themselves only after close inspection. In a paper of 4-6 pages, examine <i>Richard III</i> as an amalgam of diverse literary antecedents, including the generic influences of ancient Greek and Roman tragedy, the medieval morality play, medieval and Renaissance histories, such as <i>de casibus</i> and "mirrors for magistrates" stories, as well as Tudor propaganda. • Example: Dante's the <i>Inferno</i> and Chaucer's <i>The Canterbury Tales</i> provide remarkably synthetic views of medieval cosmology that are grounded in the classical, biblical, and historical influences of the authors, but because of the difference in genre between <i>Inf.</i> and <i>CT</i>, these visions of the world are, at the same time, surprisingly dissimilar. Cosmology affects the condition and consequence of human weaknesses, and so the difference in genre also creates a very different "anthropology" of human frailties in the two works. If we closely examine Dante's sinners and Chaucer's pilgrims, we find that many of the

characters exhibit similar "sins," but because of the difference in genre and cosmology, they are not only depicted but also treated very differently in the works. In a paper of 5-8 pages, select either two or four characters that you think exhibit similar weaknesses and discuss how genre determines the difference in their situations and sufferings in the works. This is a comparative paper, so readers should come away with a pretty good idea how the texts are similar and different from each other.

Tests	Quizzes and/or exams on critical thinking, knowledge of literary terms, reading comprehension, and interpretive/analytical skills. <ul style="list-style-type: none"> Example: Examine the role of Virgil in <i>The Inferno</i>.
Homework	Reading responses, as in-class or take-home exercises. <ul style="list-style-type: none"> Example: answer reading questions about Murasaki Shikibu's poetry.
Distance Education Description: how outcomes are evaluated	Outcomes for the various methods of evaluations above are assessed in the following ways: <ol style="list-style-type: none"> Research papers are assessed using a rubric. Tests and the final exam are assessed using tabulated scores, plus a rubric for any written components. Participation is assessed weekly using a rubric focused on a set amount of substantive posts and responses to peers.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Puchner, M., et al. eds.	The Norton Anthology of World Literature Vol. 1 (Shorter 4th Ed.)	Norton	2018	

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Read actively and critically a variety of literary works from the ancient, medieval, and Renaissance world, including diverse voices and cultures. Expected SLO Performance: 70.0

<i>English</i> English AA Degree for Transfer	1. Read critically a variety of literary works in English, including diverse voices and cultures. Assessment: This will be assessed by a paper, scored with a rubric.
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Identify key elements of literary genres in order to analyze and interpret texts.

Expected SLO Performance: 70.0

English
English AA Degree for Transfer 2. Identify key elements of literary genres in order to analyze and interpret texts. Assessment: This will be assessed by a paper, scored with a rubric.

English
Liberal Arts: Arts & Humanities AA Degree Evaluate, create, or perform artistic and cultural constructions.

Relate literary works to their historical, cultural, and aesthetic contexts.

Expected SLO Performance: 70.0

English
English AA Degree for Transfer 3. Relate literary works to their historical, cultural, and aesthetic contexts. Assessment: This will be assessed by a paper, scored with a rubric.

Social Science
PLOs for CSU GE COA Evaluate the significance of artistic and cultural constructions.

Social Science
IGETC PLOs Evaluate the significance of artistic and cultural constructions.

English
Liberal Arts: Arts & Humanities AA Degree Describe how people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation.

Define, identify, and analyze literary and dramatic techniques in a variety of works.

Expected SLO Performance: 70.0

English
English AA Degree for Transfer 4. Define, identify, and analyze literary and dramatic techniques in a variety of works. Assessment: This will be assessed by a paper, scored with a rubric.

Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis.

Expected SLO Performance: 70.0

English
English AA Degree for Transfer 5. Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis. Assessment: This will be assessed by a paper, scored with a rubric.

Research appropriate primary and secondary sources and apply documentation skills without plagiarism.

Expected SLO Performance: 70.0

English
English AA Degree for Transfer 5. Compose formal written analyses of texts that demonstrate appropriate academic discourse and the conventions of literary analysis. Assessment: This will be assessed by a paper, scored with a rubric.

Outline**Course Outline**

- I. Composition of literary analysis
 - A. Exploring through critical reading:
 - 1. Making predictions
 - 2. Close reading
 - 3. Describing audience
 - 4. Focusing on content and form separately
 - 5. Tracing patterns within the text
 - 6. Identifying important words; images; or scenes
 - 7. Identifying shifts in meaning
 - 8. Raising questions about the text
 - B. Planning an interpretative essay:

1. Selecting the text
2. Identifying audience
3. Identifying the main issue; claim; and evidence
4. Identifying particular challenges
5. Determining effective organization strategies
6. Identifying common literary terms of the genre

C. Composing:

1. Title
2. Style
3. Introduction
4. Development
5. Emphasis
6. Conclusion

D. Revising:

1. Logic
2. Organization
3. Clarity
4. Emphasis
5. Style
6. Grammar

II. Literary Elements

- A. Plot and structure
- B. Point of view
- C. Character
- D. Setting
- E. Imagery
- F. Theme
- G. Style
- H. Symbolism
- I. Dialogue
- J. Tone
- K. Irony

III. Genres; Contexts; and Works

A. Ancient: Explanation of Historical; Cultural; and Aesthetic Contexts

Examples:

1. Gilgamesh
2. The Old Testament
3. Hymn to Aten
4. Book of the Dead
5. Vedic Literature
6. Upanishads
7. Bhagavad Gita
8. Laozi
9. Mengzi
10. Zhuangzi
11. Confucius
12. The Pillow Book; The Tale of Genji
13. Greek
 - a. Epic: Homer; Hesiod
 - b. Drama: Aeschylus; Sophocles; Euripides; Aristophanes
 - c. Lyric: Pindar; Sappho
 - d. Prose: Herodotus; Thucydides; Xenophon
 - e. Philosophy: Plato; Aristotle
14. Roman
 - a. Epic: Vergil; Ovid
 - b. Drama: Plautus; Terence; Seneca
 - c. Lyric: Horace; Catullus; Vergil; Ovid; Propertius
 - d. Satire: Petronius; Horace; Juvenal
 - e. Prose: Pliny; Tacitus

B. Medieval: Explanation of Historical; Cultural; and Aesthetic Contexts

Examples:

1. The New Testament
2. St. Augustine: Confessions
3. The Koran
4. Beowulf
5. Wang Wei
6. The Life of Muhammad

7. Murasaki Shikibu (Lady Murasaki)
8. Countess of Dia
9. Song of Roland
10. Ibn Al-Athir
11. Marie de France: Lays
12. Dante Alighieri: The Divine Comedy
13. Boccaccio: The Decameron
14. Chaucer: The Canterbury Tales
15. Ibn Khaldun
16. Petrarch

C. Early Modern: Explanation of Historical; Cultural; and Aesthetic Contexts

Examples:

1. Pico Della Mirandola
2. Machiavelli: The Prince
3. Christopher Columbus
4. Martin Luther
5. Sir Thomas Wyatt: Poetry
6. Montaigne: Essays
7. Sir Thomas More: Utopia
8. Elizabeth Cary
9. Emilia Lanier
10. Cervantes: Don Quixote
11. Bartolomé: De Las Casas
12. Hernán Cortés
13. Codex Florentino
14. Shakespeare: Drama and Poetry
15. John Donne: Poetry
16. John Milton: Paradise Lost

IV. Research and Documentation

- A. The difference between primary and secondary sources
- B. Finding and evaluating sources
- C. Balancing and documenting summary; paraphrase; and direct quotes
- D. MLA Style
 1. Formatting
 2. Parenthetical citations
 3. Works Cited page

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- Online course with on ground testing
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

Online: Regular and effective contact between instructor and student in the online environment is accomplished primarily through weekly discussions within the learning management system (LMS); students post to weekly prompts, and the instructor engages with students in the resulting discussion threads. Options for additional methods of contact are identical to the onsite course, including messaging via LMS, a college-adopted networking app (such as Pronto), email, live video conferencing, and/or telephone. Student-to-student contact is accomplished primarily through weekly discussions and possibly a college-adopted networking app. All paper assignments are identical to those in an onsite class, except that they are submitted within the LMS. Likewise, quizzes and exams are also delivered within the LMS. The

instructor is responsible for providing substantive feedback on student work via online methods such as rubrics, comment spaces, private online discussion, video conferencing, or direct messaging.

Hybrid: All student-instructor and student-student contact in a hybrid course are identical to the online course but with the addition of some face-to-face meetings that the instructor may use to connect with students through in-class lecture, discussion, testing, feedback, and other in-class activities.

iTV: Regular and effective contact between instructor and student in an iTV course is identical to a traditional onsite course, excepting that some students are attending the iTV course remotely. Additional methods of contact are identical to onsite courses. Student-to-student contact is likewise the same, with remote students participating equally with each other and with students at the host location. All paper assignments and their assessments are identical to those in a regular onsite class but will be collected and assessed using a medium such as LMS assignments or Turnitin. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, LMS messaging, phone conferences, or office hours. The instructor must provide substantive critiques of all essays, as well as some assessment of iTV class participation.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- E-mail
- Newsgroup/Discussion Board

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Up-to-date web browser.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Recommended class size is the same in all methods of delivery.

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours
- Correspondence education in high school and prison facilities