ENGLC222 : World Literature: 17th Century to Present

General Information

Author:	-
Course Code (CB01) :	ENGLC222
Course Title (CB02) :	World Literature: 17th Century to Present
Department:	English
Proposal Start:	Fall 2013
TOP Code (CB03) :	(1504.00) Classics
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000037403
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 the mid or late seventeenth century to the present.
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• English
Alternate Master Discipline Preferred:	• English
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	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

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Grade Options

- Letter Grade Methods
- Pass/No Pass

Course Prior To College Level (CB21)

Not applicable.

☑ Allow Students To Audit C

No value

Type:|Non-Repeatable Credit

Allow Students To Audit Course

Course Support Course Status (CB26)

No value

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)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements	Categories	Status	Approval Date	Comparable Course
Area 3.3	Humanities Literature	Approved	No value	ENGL 145

CSU General Education Certification	Categories	Status	Approval Date	Comparable Course
Area C.2	Arts & Humanities Humanities	Approved	No value	ENGL 145

Intersegmental General Education Transfer Curriculum	Categories	Status	Approval Date	Comparable Course
Area 3.B	Arts & Humanities Humanities	Approved	No value	No Comparable Course defined.

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)

Funding Agency Category (CB23)

Credit Course.   Not Applicable.   Cooperative Work Experience Education
☐ Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

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

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	0
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	0
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
No Value	No Value	No Value	No Value

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

Prerequisite

ENGLC070 - Introductory Composition

In English 222, students are expected to analyze college-level reading material, write clearly structured text-based essays which require finding, evaluating, organizing, and effectively integrating college-level source material, and employ MLA formatting and documentation, all skills taught in English 70: Introductory Composition.

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	Peer analysis, critique & feedback
Rationale	No value

Methods of Instruction	Written work
Rationale	No value

Methods of Instruction	Outside reading
Rationale	No value

Methods of Instruction	Library
Rationale	No value

Methods of Instruction	Lecture
Rationale	No value

Methods of Instruction	Instruction through examination or quizzing
Rationale	No value

Methods of Instruction	In-class writing
Rationale	No value

Methods of Instruction	Guest Lecturers
Rationale	No value

Methods of Instruction	Group Work
Rationale	No value

Methods of Instruction	Discussion
Rationale	No value

Assignments

- **A. reading assigned texts. B. answering reading questions. C. reading essays. D. completing other critical thinking exercises. E. doing research. F. finding, reading, and evaluating secondary sources. G. planning, drafting, and revising of papers. H. completing other out-of-class work.**

Methods of Evaluation	Rationale
Other	D. reading responses, as in-. expository and argumentative essays of 1250-1500 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. • Example: Discuss the role of philosophical optimism in Voltaire's Candide. Show how Voltaire contrasts harsh reality with the ideals of optimism to discredit all utopian philosophies as a viable outlook on life. • Example: In Flaubert's Madame Bovary, the curé and the pharmacist debate the value of religion repeatedly. Emma is twice tempted by the calls for a life of religious devotion. Religion, specifically Catholicism, figures largely in the novel but how is it shown to be an inadequate guide for living?or take-home exercises.
Tests	quizzes and/or exams on critical thinking, knowledge of literary terms, reading comprehension, and interpretive/analytical skills. • Example: Define Verfremdungseffekt, the alienation or distancing effect in Brecht's plays, and then examine its application in Mother Courage
Other	reading responses, as in-class or take-home exercises.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN

Puchner, M. et al. (2012) The
Norton Anthology of World
Literature (Shorter Third Edition)
Vol. 2, , Norton

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Read actively and critically a variety of literature of the world from the seventeenth century through the twenty-first century, including diverse voices and cultures.

Expected SLO Performance: 70.0

English 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.

Identify key elements of literary genres in order to analyze and interpret texts.

Expected SLO Performance: 70.0

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

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 IGETC PLOs	Evaluate the significance of artistic and cultural constructions.
Social Science PLOs for CSU GE COA	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 and noting contradictions
        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. Enlightenment—Neoclassicism and Reason: Historical; Cultural; and Aesthetic Contexts

Examples:

1. Mary Wollstonecraft: The Vindication of the Rights of Woman

2. Moliè:re: The Misanthrope or Tartuffe

3. La Fayette: The Princess of Clè:ves

4. Jean Racine: Phaedra

5. Evliya Celebi: The Book of Travels

6. Voltaire: Candide; or Optimism

7. Wu Cheng'en: Journey to the West

8. Selections of poetry; such as Matsuo Basho; Yosa Buson; Kobayashi Issa; Ihara Saikaku; Sor Juana Iné:s de la Cruz; Ramprasad Sen

B. Romanticism—Age of Revolution: Historical; Cultural; and Aesthetic Contexts

Examples:

1. Johann Wolfgang von Goethe: Faust

2. Alexander Pushkin: "The Queen of Spades"

3. Nikolai Gogol: "The Overcoat"

4. Domingo Sarmiento: Facundo: or; Civilization and Barbarism

5. Herman Melville: "Bartleby the Scrivener"

6. Selections of poetry; such as William Wordsworth; Samuel Taylor Coleridge; John Keats; William Blake; Friedrich Hö:lderlin; Heinrich Heine; Charles Baudelaire; Alfred Tennyson; Walt Whitman; Emily Dickinson; Christina Rossetti; Sté:phane Mallarmé.; Paul Verlaine; Arthur Rimbaud; Rubé:n Darí:o; Rosalí:a de Castro; Nguyen Du; Ghalib

C. Realism and Naturalism: Historical; Cultural; and Aesthetic Contexts

Examples:

1. Fyodor Dostoevsky: Notes from Underground or Crime and Punishment

2. Gustave Flaubert: Madame Bovary

3. Leo Tolstoy: Death of Ivan Illych

4. Henrick Ibsen: Hedda Gabler or A Doll's House

5. Joaquim Maria Machado de Assis: "The Rod of Justice"

6. Anton Chekhov: The Cherry Orchard

7. Higuchi Ichiyo: "The Thirteenth Night" or "Separate Ways"

D. Modernism: Historical; Cultural; and Aesthetic Contexts

Examples:

1. Joseph Conrad: Heart of Darkness

2. Jun'ichiro Tanizaki: "The Tattooer"

3. Marcel Proust: "Swann's Way. Overture"

4. Thomas Mann: "Death in Venice"

5. James Joyce: "The Dead"

6. Franz Kafka: The Metamorphosis

7. Luigi Pirandello: Six Characters in Search of an Author

8. Yasunari Kawabata: Snow Country or Thousand Cranes or "The Izu Dancer"

9. Virginia Woolf: A Room of One's Own or Mrs. Dalloway

10. Lao She: "An Old and Established Name"

11. Ch'ae Man-Sik: "My Innocent Uncle"

12. Bertolt Brecht: "The Good Woman of Setzuan"

13. Jorge Luis Borges: "The Garden of Forking Paths"

14. Selections of poetry; such as William Butler Yeats; Constantine Cavafy; Rainer Maria Rilke; Wallace Stevens; T. S. Eliot; Anna Akhmatova; Mahmoud Darwish; Federico Garcí:a Lorca; Pablo Neruda

E. Postwar; Postcolonial; and Contemporary: Historical; Cultural; and Aesthetic Contexts

Examples:

1. Gabriel Garcí:a Má:rquez: "A Very Old Man with Enormous Wings" or Death Constant Beyond Love

2. Julio Cortá:zar: "House Taken Over"

3. Doris Lessing: "The Old Chief Mshlanga"

4. Albert Camus: The Guest

5. Samuel Becket: Endgame or Krapp's Last Tape

6. Naguib Mahfouz: "Zaabalawi"

7. Nguyen Huy Thiep: "The General Retires"

8. Isabel Allende: "And of Clay Are We Created"

9. Zhu Tianxin: "Man of La Mancha"

10. Mo Yan: "The Old Gun"

11. Chinua Achebe: Things Fall Apart

12. Salman Rushdie: Midnight's Children

13. Margarite Duras: "The Lover"

14. Selections of poetry; such as Lé:opold Sedar Sé:nghor; Paul Celan; Carlos Fuentes; Aimé: Cé:saire; Yehuda Amichai; Derek Walcott; Ngugi wa Thiong'o; Junot Dí:az; Seamus Heaney

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 and Distance Education

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 2 Face
Online
Hybrid
Interactive

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?

iTV: All paper assignments are identical to those in a regular onsite class. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, phone conferences, regular mail, or office hours. The instructor must provide substantive critiques of all essays, as well as some assessment of iTV class participation. Online: All paper assignments are identical to those in an onsite class, except that they are submitted by e-mail attachment. Weekly class discussions are conducted by means of online discussion forums, such as Front Page, Web Board, or Moodle. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays.

Effective Student-Instructor Contact: 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 -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other (specify)

discussion forums
learning management sytem message
chat
email
face2face
newsgroup/discussion board
phone
tv

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?

No Value

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.

itv
learning management system
publisher

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.

iTV 20 Preferred maximum enrollment for iTV courses is 20 students at each site. Online 45 Preferred maximum enrollment for online courses is 45 students.