

**FRESNO CITY COLLEGE  
COURSE OUTLINE OF RECORD**

<b>Course Subject and Number</b> <p style="text-align: center;"><u>English 44A</u></p> <hr/> <b>Course Title</b> <p style="text-align: center;"><u>World Literature</u></p> <hr/>	<b>Discipline(s)</b> <p style="text-align: center;"><u>English</u></p> <hr/> <b>Term Effective:</b> <p style="text-align: center;"><u>Fall 2001</u></p> <hr/>
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<b>Catalog Description</b>	<input checked="" type="checkbox"/> no change	<input type="checkbox"/> revised/clarified	<input type="checkbox"/> new (check one)
<b>Prerequisite</b>	<input type="checkbox"/> no change	<input checked="" type="checkbox"/> revised/clarified	<input type="checkbox"/> new (check one)
<b>Corequisite</b>	<input checked="" type="checkbox"/> no change	<input type="checkbox"/> revised/clarified	<input type="checkbox"/> new (check one)
<b>Advisory</b>	<input checked="" type="checkbox"/> no change	<input type="checkbox"/> revised/clarified	<input type="checkbox"/> new (check one)
<b>Units, hours, repeatability, credit/no credit, number of weeks</b> (If revised is checked, underline item(s) revised above)	<input checked="" type="checkbox"/> no change	<input type="checkbox"/> revised	<input type="checkbox"/> new (check one)

3 unit(s)   3 lecture hour(s)   0 laboratory hour(s)   0 number of repeats (maximum = 3)  
 \_\_\_\_\_ credit/no credit only   18 number of weeks

**Prerequisite:** English 1A or equivalent. English 1B is not a prerequisite for this class.

**Corequisite:** None

**Advisory:** None

**Description:** A survey of the most enduring fiction, drama, and poetry from classical antiquity to the renaissance.

**Entry Level Skills:** Upon entering the course, the student should be able to:

1. write Standard American English appropriate to the university and workplace;
2. plan and write coherent paragraphs and essays that incorporate effective thesis statements, topic sentences, transitions, supporting sentences, and various patterns of introduction, development, and conclusion;
3. analyze and discuss college-level reading material;
4. distinguish between purpose, audience, voice, and style;
5. write summaries, paraphrases, and critiques that accurately reflect and/or criticize the subject matter;
6. organize in different analytical modes (e.g., process analysis, classification analysis, comparison contrast);
7. construct argument papers that demonstrate familiarity with the topic, state a position clearly, provide substantiating evidence and avoid logical fallacies; and
8. write an effective research paper that demonstrates utilization of library and other resources states and effectively supports a thesis, and documents evidence according to MLA and/or APA guidelines.

**Requested Credit Classification (check all that apply)**

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|---|--|
| <input checked="" type="checkbox"/> Degree Applicable | <input type="checkbox"/> Noncredit                 |
| <input type="checkbox"/> Nondegree Applicable         | <input checked="" type="checkbox"/> Transfer Level |

Course contains an international component.

Course contains American pluralism and identity content.

Expected Outcomes/Objectives: Upon successful completion of the course, the student will be able to:

1. read a wide variety of literature from the period;
2. write with critical understanding about selected works of the period and place of origin;
3. read and appreciate works of the period that are not covered in class;
4. respond with understanding to questions for discussion or writing assignments;
5. see the relevance of the assigned selections to their lives; and
6. see the relevance of the assigned selections to contemporary events.

Texts, Other Readings, and Materials:

Text(s)

Texts will be selected by one of two approaches: Instructors could choose an anthology edited for the course, such as The Norton Anthology of World Masterpieces, edited by M.P. Mack, supplemented, possibly, with paperback titles and/or hand-outs. Or, they could put together a list of titles constituting a survey of the period. In this case, they must make sure to select enough materials to constitute a real survey of the period.

Primarily College Level

Primarily Not College Level

Professional Judgment  
(How Determined)

Out-of-Class Assignments

6 hours per week (or equivalent)

Permissible exceptions to the common interpretation as stated are as follows: (AR 7200) 1 2 3 4 (circle one)

List types:

1. Students will read a wide selection of fiction, poetry, and drama from the period.
2. Students will write at least one critical paper on each of the genre.
3. Students will prepare for, and participate in, class discussions of the reading assignments.

Class participation and assignments require and develop critical thinking (see Expected Outcomes/Objectives). Describe how:

Students will develop critical thinking by engaging in discourse and in writings that examine literary works for their use of artistic structures and devices as conveyors of literary meaning particular to the time, place, and aesthetics of the cultures in which such works originally appeared.

Primarily College Level

Not Primarily College Level

2 hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit.

Ratio of amount of work per unit of credit required by curriculum committee for a nondegree credit course is met.

Assessment:

Grades will be based upon:

ESSAY\*

COMPUTATION\*

NONCOMPUTATIONAL PROBLEM SOLVING\*  
Examples:

SKILL DEMONSTRATION  
Kind:

MULTIPLE CHOICE

OTHER: Describe. (Examples: tests, quizzes, homework)

\*For degree credit: At least one of the first three boxes above must be checked, and if "essay" is not checked, it must be explained why essays are an inappropriate basis for at least 25% of the grade in the course.

**Expanded Description of Content and Methods:**

**Content:**

**This course will introduce students to a wide selection of works from the following general periods and places:**

- I. Old Norse and Medieval European Literature**
  - A. The epic phase exemplified by Beowulf and in The Song of Roland are among the earliest literature in the Anglo/French tradition.**
  - B. Medieval mystery and morality plays provide a foundation for the splendor of Elizabethan drama.**
  - C. The Italian Renaissance writers bridge the span between the classical tradition and modern writers**
  - D. Enlightenment thinkers and writers question the early traditions and expand them.**
  
- II. Classical Greek and Roman Literature**
  - A. Homer provides the foundation for the Western literary tradition in the Iliad and Odyssey.**
  - B. Dramatic and satirical Greek playwrights both promote and denigrate the tragic and heroic traditions.**
  - C. Roman Dramatists and poets record the triumph and decline of civilization**
  - D. Early Christian writers portray new forms and new ethics in their works.**
  - E. The tradition revives in late medieval and early renaissance writing**
  
- III. Middle-Eastern Literature**
  - A. The Old Testament records the earliest and most influential ideas in Western civilization**
  - B. Later narrative, poetry and drama from the Old Testament prove to be enduring works of literature**
  - C. The New Testament carries the earlier tradition to new dimensions of poetry and drama**
  - D. The synthesis of the Judeo/Christian and Greek traditions form the backbone of Western literature**
  
- IV. Far Eastern Literature of India, China, and Japan**
  - A. The epic phase influences all later literature in both its forms and its themes**
  - B. The earlier tradition bends to the emerging conditions in the three major civilizations of the Far East**
  - C. The older, insular and stabilizing habits of the region are threatened and challenged by Western literature**
  - D. Attempts are made to recapture and preserve native literary influences**

**Methods:**

- 1. Lectures**
- 2. Class discussion**
- 3. Oral reports**