

Syllabus for
ENG 310—World Literature
3 Credit Hours
Spring 2004

I. COURSE DESCRIPTION

A study of selected authors, themes, and trends representing literature outside the American and British realms. Emphasizes modern literatures of Continental Europe, Asia, Africa, and Latin America.

Prerequisite: None.

II. COURSE GOALS

The course is designed to acquaint the students with the major authors, themes, and literary forms of non-Western literature; to lead them to reflect on the diversity of cultural values the literature represents; and to refresh their knowledge of the authors, genres, and themes of Western literature. It is hoped that the study of this varied literature will enhance students' appreciation of and communication with people from different national and cultural backgrounds.

III. COURSE OBJECTIVES

A. Terminal Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. Demonstrate knowledge of the foundations of literary study by analytical writing and discussion of the texts assigned.
2. Describe the generic characteristics and the development of the novel, the epic, the romance, the short story, lyric, drama, and folklore.
3. Analyze such elements of literature as plot, theme, setting, character development, symbolism, satire, and style. (SC 2 and 10)
4. Identify major 19th and 20th century writers and works from the Mediterranean area, Continental Europe, Asia, Africa, and Latin America.
5. Suggest aesthetic, thematic, and cultural concerns that are dominant in these literatures. (SC 5)
6. Discuss the theme of the hero as he or she appears in the literature studied.
7. Discuss cultural variations and universal human values or concerns. (SC 5)
8. Identify stylistic characteristics and particular aesthetic contributions of the major authors discussed during the semester. (SC 2)
9. Demonstrate analysis, synthesis, and evaluation skills by writing a paper on a novel or novella by one of the major authors. The student will present his paper orally and lead class discussion on it. (SC 1, 2)

B. Objectives for Students in Teacher Preparation Programs

The course goals for the Teacher Preparation Program meet the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following subject competencies: (SC 1, 2, 5, and 10).

SC 1: Maintains current knowledge of content-area concepts of written and oral communication, literature, and language systems (phonetic, semantic, syntactic, pragmatic).

- SC 2: Applies comprehension, analysis, interpretation, synthesis, and evaluation of auditory, written, and visual messages.
- SC 5: Understands the influences of social and historical contexts and culture on language and literature and adapts instruction accordingly.
- SC 10: Understands and teaches strategies appropriate to a variety of forms (genres), text organizations, and structures, including functional print and informational print.

IV. TEXTBOOKS

- A. Required Textbooks
The Ideal Reader, ENG310 World Literature. New Jersey: McGraw Hill, 2003.
 Rosenberg, Donna. World Literature. Lincolnwood, IL: National Textbook Company, 1992.
 Solomon, Barbara. Other Voices, Other Vistas. New York: Mentor, 1992.
- B. Required Novel
 An additional novel or novella selected from the following list or one having the instructor's approval.
1. Achebe, Chinua. Things Fall Apart.
 2. Allende, Isabel. The House of the Spirits.
 3. Calvino, Italo. Cosmicomics.
 4. Camus, Albert. The Fall, The Plague, or The Stranger
 5. de Unamuno, Miguel. Abel Sanchez.
 6. Dostoyevsky, Fyodor. Crime and Punishment or The Brothers Karamazov.
 7. Endo, Shusako. The Silence or The Samurai
 8. Garcia Marquez, Gabriel. One Hundred Years of Solitude.
 9. Gordimer, Nadine. July's People or My Son's Story.
 10. Kawabata, Yasunari. The Snow Country.
 11. Mann, Thomas. Death in Venice.
 12. Paton, Alan. Cry the Beloved Country.
 13. Silone, Ignazio. Bread and Wine.
 14. Tolstoy, Leo. The Death of Ivan Ilych.

V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
1. Attendance at each class or laboratory is mandatory at Oral Roberts University.
 2. Double cuts will be assessed for absences immediately preceding or following holidays.
 3. Excessive absences can reduce a student's grade or deny credit for the course.
 4. Students taking a late exam because of an unauthorized absence will be charged a late exam fee.
 5. Students and faculty at Oral Roberts University adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software.
 6. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- B. Department Policies and Procedures
1. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from

the class. Therefore, excessive tardies may also adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.

2. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English department. Very few incompletes are granted.
3. **Late Work**
 - a. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. Any test taken late will incur a \$10 late-test fee. These responsibilities will assist the student in professional development.
 - b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.
4. **Attendance**—Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and emergency. The student may consider this "sick leave." If a student has absences in excess of this number, the earned grade for the course may be affected. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.
5. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
 - a. inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
 - b. present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
 - c. obtain information covered during an absence. All work must be completed as scheduled.
 - d. not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
6. **Extra Credit**—Students should not expect extra credit to help raise a

grade.

7. **Plagiarism** – Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures

Written Assignments	60%
Oral Reports	10%
Quizzes	10%
Final Examination	20%

a. Written Assignments

- (1) The student will write one paper on works from each of the major geographic areas (Mediterranean, Continental Europe, Africa, the Far East, and Latin America). These count for approximately 40% of the final grade.
- (2) The student will write a longer paper, an analysis of a selected novel or novella from the above list. This counts for approximately 20% of the final grade.

b. Oral Reports

- (1) The student will present a brief oral report that surveys the major literary developments in the pre-20th century history of an area of the class focus.
- (2) The student will present a brief oral report on the subject of their longer essay.
- (3) The oral reports count for approximately 10% of the final grade.

c. Examinations and Quizzes

- (1) The reading assignments are the source for short reading quizzes, which constitute approximately 10% of the final grade.
- (2) A final examination, which involves analysis, synthesis, and evaluation, counts for approximately 20% of the final grade.

2. Portfolio Requirements

English majors need to select one paper to be retained in a portfolio in the English Department.

3. Other Policies and/or Procedures

- a. Students are expected to read each assignment carefully, preparing for discussion and group work in the class sessions.
- b. Notes from the class discussions should be the basis for much of critical writing represented in the student portfolios.

VI. COURSE CALENDAR

Unit I	The Mediterranean
	Week 1 - Ancient—Hebrew, Greek
	Week 2 - Modern—Italian, Spanish
Unit II	Continental Europe
	Week 3 – Scandinavia
	Week 4 – Russia
	Week 5 – German
	Week 6 – French

Unit III	Africa
	Week 7 – South Africa and Zimbabwe
	Week 8 – Africa
Unit IV	The Far East
	Week 9 – Chinese
	Week 10 – India
	Week 11 – Japan
Unit V	Latin America
	Week 12 – Argentina, Chile
	Week 13 – Colombia, Mexico
Unit VI	Oral Presentations and Final Essays
	Weeks 14-15 – Oral Presentations

VII. ASSESSMENT SUMMARY

Epperson Name of Instructor	ENG 310 Course Course No.	World Literature Title of Course	ENGLISH DEPARTMENT
<u>MISSION</u>	<u>MAJOR OUTCOMES</u>	<u>COURSE GOALS</u>	<u>ASSESSMENT OF COURSE GOALS</u>
<p>The lifestyle at ORU is rooted in the word “wholeness.” ORU seeks to educate the whole person, balanced emphasis placed on the development of the mind, spirit, and body.</p> <p>GENERAL OUTCOMES</p> <ol style="list-style-type: none"> 1. Spiritual Development 2. Physical Development 3. Communication 4. Analysis 5. Problem Solving 6. Valuing in Decision Making 7. Social Interaction 8. Global Perspectives 9. Effective Citizenship 10. Aesthetic Responsiveness 	<ol style="list-style-type: none"> 1. Spiritual: Evaluate the influence of various religions on their cultures. Evaluate the way Christianity has influenced colonial cultures. Analyze cultural components of expressions of Christian faith. Identify the major religions of Asia. 2. Communication, analysis, problem solving: Write analytic papers which account for cultural patterns revealed in world literature. 3. Valuing: Describe the effects of colonialism and evaluate those effects in different areas, such as Africa and India. 4. Social Interaction: Describe the value and limitations encountered as readers of one culture and try to interpret the act of another culture. 5. Global perspectives: Describe the differences of habits, cultures and beliefs evidenced by a study of world literature. 6. Effective citizenship: Demonstrate ability to describe and value the customs and art of other nations. 7. Aesthetic responsiveness: Describe the major arts and literary accomplishments in the geographic areas studied. 	<ol style="list-style-type: none"> 1. Analyze examples of world literature using the elements of literature and a cross-cultural perspective. 2. Define aesthetic and other cultural differences found in world literature. 3. Describe trends in world literature such as realism, symbolism, and “magic realism.” 4. Describe the concept of the hero as it has evolved in world literature. 5. Describe the styles and contributions of major world authors. 6. Discuss cultural variations and universal human values evidenced by world literature. 	<p>STIMULI:</p> <ol style="list-style-type: none"> 1. Reading and discussion of fiction, poetry, drama from Latin America, Africa, Asia, the Mediterranean area, and Continental Europe. 2. Reading and writing a documented essay on a major world novel. 3. Viewing dramatic productions world literature on video. 4. Oral report on literary/cultural history of a country or area. 5. Lectures <p>CRITERIA:</p> <ol style="list-style-type: none"> 1. Five short critical essays on works from the five geographic areas represented in the literature studied. (40%) 2. One longer documented essay on a major world novel. (20%) 3. Oral reports on literary background/history. (10%) 4. Reading quizzes (10%) 5. Final Examination (20%)