



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – World Literature 1

Course Prefix and Number – ENGL 2332

Department - English

Division - CFA

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
 Academic WCJC Core Course
 WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description – Focuses on Western and non-Western literary works from the ancient world through the Renaissance.

Prerequisites/Corequisites - Prerequisite: ENGL 1302

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list)

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Sharon Prince	Signature 	Date 9/4/08
Department Head Sharon Prince	Signature 	Date 9/4/08
Division Chair Dr. Paul Spellman	Signature 	Date 9/5/8
Vice President Dr. Ty Pate	Signature 	Date 9-8-08



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):

Topical Outline (major areas of coverage):

1. Literature of the ancient world
2. Literature of the medieval period
3. Literature of the Fifteenth through Seventeenth Centuries.

Teaching Strategies, Techniques, Procedures:

1. Lectures to provide foundation and to set the stage for study and discussion
2. Discussion (students and instructor) to encourage independent thinking and to provide an outlet for student views
3. Written work, in class and out of class, to reinforce what has been covered, or to challenge students to undertake independent research and discovery
4. Media.

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
<ol style="list-style-type: none"> 1. Students will be able to recognize writers, literary periods, genres, and movements of literature from the ancient world through the Renaissance. 2. Students will engage in independent response to major theme and ideas found in world literature through the Renaissance. 3. Students will demonstrate a knowledge of relevant critical terminology for the biographical, cultural, historical, and critical/evaluative perspectives on world literature from the ancient world through the Renaissance. 	<ol style="list-style-type: none"> 1. Objective and essay questions 2. In-class and out-of-class essays. 3. Essay examination questions and/or critical out-of-class essays or research papers.

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Westling, Louise, et al. *The World of Literature*. Latest edition. Upper Saddle River, NJ: Prentice-Hall.

And/or other materials/texts as approved by the Dept. Head and/or Division Chair.

IV. Suggested Course Maximum - 30

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

NA

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Minimum Requirements:

1. Short quizzes (if they are deemed useful in the context of a particular class)
2. Oral reports (optional)
3. Critical or research papers
4. Major examinations
5. A substantial final examination.

Order of Assignments:

Instructors should observe the following schedule for the first week so that students changing sections will not be at a disadvantage in their new sections:

- Distribution of Instructor Handouts with mandatory standardized Cover Sheet and completion of confirmation of receipt of handouts
- Diagnostic essay
- Introduction to the course

After the first week, instructors should present material in the order they determine is best suited to the needs of their individual sections.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed
- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:
 - Basic Intellectual Competencies
 - Perspectives
 - Exemplary Educational Objectives
- **WECM Courses**
Attach the following:
 - Program SCANS Matrix
 - Course SCANS Competencies Checklist



Page 1: Competencies

Course Prefix & Number: ENGL 2332	
Competency	Method of Assessment
READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents.	In-class and out-of-class essays
WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience.	In-class and out-of-class essays
SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience.	
LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication.	
CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies.	Examinations and essays
COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information.	



Page 2: Perspectives

Course Prefix & Number: ENGL 2332	
Perspective	Method of Assessment
1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethically-diversified world;	Students write essays based on texts examining issues of individual, cultural, and global concern.
2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society;	Examinations/papers require students to address texts that reflect political/economic/social issues from various periods and cultural backgrounds.
3. Recognize the importance of maintaining health and wellness;	
4. Develop a capacity to use knowledge of how technology and science affect lives;	
5. Develop personal values for ethical behavior;	Students read selections and respond to texts that include examples of laudatory and base ethical/moral behaviors.
6. Develop the ability to make aesthetic judgments;	Students demonstrate their ability to make aesthetic judgments regarding assigned literary texts by responding to essay questions and participating in classroom discussions.
7. Use logical reasoning in problem solving;	Students deal with problems in logical thinking as pertains to the political, economic, and social content of assigned texts in examinations, assigned papers, and classroom discussions.
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	In essays, papers, and class discussions, students demonstrate their ability to integrate and incorporate basic knowledge of other disciplines such as history, economics, geography, psychology, sociology, music, and the arts.



Page 3: Exemplary Educational Objectives

Course Prefix & Number: ENGL 2332	
Component Area: Humanities and Performing/Visual Arts	
Exemplary Educational Objective	Method of Assessment
1. Demonstrate awareness of the scope and variety of works in the arts and humanities.	Essay and objective exams ensure knowledge of literary movements, terms, and genre. Students make In-class presentations linking topics and themes.
2. Understand those works as expressions of individual and human values within a historical and social context.	Students write essays which require an understanding of texts in their historical, cultural, and social contexts. Assignments require students to discuss how specific works convey particular values and the context in which this is expressed.
3. Respond critically to works in the arts and humanities.	Students write a research paper that demonstrates an appreciative knowledge of major literary themes and movements and the characteristics of various authors. Essays, both in and out of class, encourage independent, critical, but well-illustrated responses to the above.
4. Engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.	Students write papers and engage in classroom discussions/presentations that demonstrate an appreciative knowledge of the works of various authors.
5. Articulate an informed personal reaction to works in the arts and humanities.	Individual presentations and panel discussions allow students to develop and present critically- informed personal responses to selections from world literature.
6. Develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.	Oral presentations and written responses allow students to weigh the merits and overall effectiveness of various literary works and genres.
7. Demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.	Essays, classroom discussions and presentations, and objective examinations require students to demonstrate an awareness of the interrelation of humanities, various cultures, and the arts.