EASTERN ARIZONA COLLEGE
World Literature II
Course Design
2018-2019

Course Information
Division
Communicative Arts
Course Number
ENG 202
Title
World Literature II
Credits
3
Developed by
Ken Raines
Lecture/Lab Ratio
3 Lecture/0 Lab
Transfer Status

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
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<tbody>
<tr>
<td>ENG 202, Humanities, Arts &amp; Design (HU), Historical Awareness (H)</td>
<td>ENG 253 also satisfies: Aesthetic and Humanistic Inquiry [AHI]</td>
<td>ENGL or ENGV Departmental Elective, T1 Trads &amp; Cultures/ T2 Hum (TH)</td>
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</tbody>
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Activity Course
No
CIP Code
23.1301
Assessment Mode
Portfolio
Semester Taught
Upon Request
GE Category
Humanities
Separate Lab
No
Awareness Course
Yes (GIH)
Intensive Writing Course
Yes
Diversity and Inclusion
Yes

Prerequisites
ENG 101 with a grade of "C" or higher

Educational Value
This course fulfills the Intensive Writing (IW) requirement. Meets Global/International/Historical Awareness (GIH) requirement. Meets Diversity and Inclusion (DI) requirement.
As an Intensive Writing course, the instructional content of the course will include at least one formal writing assignment of not less than 1,500 words and a minimum of two additional writing assignments totaling 1,000 words or more. The instructor must provide students with feedback on selected writing assignments, addressing issues including but not limited to, development, style, grammar, sentence and organizational structure, use of sources, and logical consistency. The assignments must be designed to include feedback from peers, professionals, or the EAC Writing Center. These writing assignments will account for a minimum of 10% of the student’s final grade. This course serves as transfer credit elective, fulfills general education and humanities requirements, meets Ethnicity, Race and Gender Awareness requirement, provides context for studies in English and American literature, and works with other courses and disciplines to indicate a common ground of human experience.
Description
Selected world literature from the Renaissance to modern times. Students generate a minimum of 2,500 words including revisions throughout the semester.

Supplies
None

Competencies and Performance Standards
1. Examine racial and gender issues reflected in world literature.
   Learning objectives
   What you will learn as you master the competency:
   a. Analyze cultural/philosophical differences in test following each historical unit.
   b. Identify the general characteristics from the Enlightenment and the literary periods of Romanticism, Realism, and Modernism.
   c. Brainstorm in small groups for the controlling idea in a literary work.
   d. Collaborate in small groups or pairs for responses to a literary topic.
   e. Connect themes or elements of fiction (or poetry) to other works studied.
   Performance Standards
   Competence will be demonstrated:
   o without the use of notes in the classroom
   o with access to all resources including a holistic evaluation of rough draft by the instructor
   Criteria - Performance will be satisfactory when:
   o learner passes tests (4) by objective measurement, by short answer, by essay with a score of 70% or higher
   o learner examines racial and gender issues reflected in world literature in a critical essay of a minimum of 1,500 words from approved list of novels (or poetry collection)

2. Improve writing abilities.
   Learning objectives
   What you will learn as you master the competency:
   a. Supply all missing punctuation in a bibliographic entry.
   b. Write a critical paper of 1,500 words or more on a selection from a reading list (a novel or collection of poems).
   c. Demonstrate through writing a knowledge of author's theme(s) and technique(s).
   d. Document primary and secondary sources in essays according to MLA format.
   e. Organize a Works Cited page according to MLA format.
   f. Peer-critique essays in groups or dyads.
   g. Revise essays once from holistic comments by instructor.
   h. Distinguish controlling idea of a short story using a list of brief quotations from the work.
   i. Revise in small groups awkward or wordy sentences of student writing for effectiveness.
   j. Organize essay examination answers.
   k. Find quotations for unsupported, but viable ideas in an essay.
   l. Revise, as a class, a sample essay.
m. Edit in small groups a flawed Works Cited page, a flawed MLA in-text parenthetical citation, and mechanical and grammatical errors.

n. Integrate primary and secondary sources in a paragraph with a given topic sentence.

o. Practice forming an annotated Works Cited page of secondary sources (in groups or as a class).

p. Assign to groups readings of critical essays for discussion or evaluation.

**Performance Standards**

**Competence will be demonstrated:**

- without the use of notes in the classroom
- with access to all resources including a holistic evaluation of rough draft by the instructor

**Criteria - Performance will be satisfactory when:**

- learner passes tests (4) by objective measurement, by short answer, by essay with a score of 70% or higher
- learner shows improvement in writing abilities, through revision in a critical essay of a minimum of 1,500 words from approved list of novels (or poetry collection)

3. Improve verbal abilities.

**Learning objectives**

**What you will learn as you master the competency:**

- Use correct terminology in discussion of literary works.
- Respond appropriately to the questions and observations of others.
- State clearly interpretations of the literature being discussed.
- Provide sound evidence in support of interpretations.
- Demonstrate through discussion the ability to read critically.

**Performance Standards**

**Competence will be demonstrated:**

- without the use of notes, in the classroom, through contribution to either a specific group project or a specific class activity

**Criteria - Performance will be satisfactory when:**

- learner participates in small group and whole group discussion in each instance of same
- learner moves from connection between his own life and literature to a more objective analysis, so that interpretation includes a logical rationale
- learner uses literary lexicon of the work under discussion (e.g., text-based terminology, facts, examples, historical and cultural comparisons, and stylistic distinctions)

4. Evaluate the interaction of ideas and society in literature.

**Learning objectives**

**What you will learn as you master the competency:**

- In character analysis, develop a thesis and "reasons why" outline.
- Connect themes of fiction or poetry to other works studied.
- Key in on elements of literary work such as conflict, setting, surprising statements, and point of view.
- Analyze a work in terms of intellectual background (e.g., Darwinism, naturalism, Puritanism, existentialism).
e. Connect writing assignments thematically.
f. Analyze a work in terms of historical milieu.

**Performance Standards**

*Competence will be demonstrated:*
- without the use of notes in the classroom
- with access to all resources including a holistic evaluation of rough draft by the instructor

*Criteria - Performance will be satisfactory when:*
- learner passes tests (4) by objective measurement, by short answer, by essay with a score of 70% or higher
- learner evaluates the interaction of ideas and society in literature in a critical essay of a minimum of 1,500 words from approved list of novels (or poetry collection)

5. **Synthesize information from literary sources of different cultures and eras.**

**Learning objectives**

*What you will learn as you master the competency:*
- a. Connect themes (or other elements) of fiction to other works studied.
- b. Integrate art from other media for idea-forming proficiency.
- c. Compare non-fiction writings to works of fiction.
- d. Analyze a work in terms of historical milieu.
- e. Analyze work in terms of intellectual background.

**Performance Standards**

*Competence will be demonstrated:*
- without the use of notes in the classroom
- with access to all resources including a holistic evaluation of rough draft by the instructor

*Criteria - Performance will be satisfactory when:*
- learner passes tests by objective measurements, by short answer, by essay with a score of 70% or higher
- learner shows synthesis of information from literary sources of different cultures and eras in a critical essay of a minimum of 1,500 words from approved list of novels (or poetry collection)

6. **Differentiate literary styles of major writers in world literature.**

**Learning objectives**

*What you will learn as you master the competency:*
- a. Write a critical paper on an appropriate literary topic.
- b. Differentiate the general characteristics of literature in the Enlightenment and the literary periods of Romanticism, Realism, and Modernism.
- c. Discuss the language of literary terms: metaphor, symbol, cultural connotation, tone, and the like.
- d. Analyze a literary work in terms of historical milieu.
- e. Annotate short poem and form discussion questions.
- f. Connect theme or elements of fiction piece to other works studied.
- g. Develop plot time-line for long literary work (play, novel, film).
h. Analyze poem inductively by collaborative group work on thesis.

**Performance Standards**

*Competence will be demonstrated:*

- without the use of notes in the classroom
- with access to all resources including a holistic evaluation of rough draft by the instructor

**Criteria - Performance will be satisfactory when:**

- learner passes tests (4) by objective measurement, by short answer, by essay with a score of 70% or higher
- learner shows synthesis of information from literary sources of different cultures and eras in a critical essay of a minimum of 1,500 words from approved list of novels (or poetry collection)

7. Analyze major controlling ideas in world literature.

**Learning objectives**

*What you will learn as you master the competency:*

a. Analyze a work in terms of historical milieu.

b. Connect themes of fiction or poetry to other works studied.

c. Connect writing assignments thematically.

d. Analyze a work in terms of intellectual background (e.g., Darwinism, naturalism, Puritanism, existentialism).

e. Evaluate critical essay in small groups on topic of a literary work.

f. Clarify values in fictional work.

**Performance Standards**

*Competence will be demonstrated:*

- without the use of notes in the classroom
- with access to all resources including a holistic evaluation of rough draft by the instructor

**Criteria - Performance will be satisfactory when:**

- learner passes tests (4) by objective measurement, by short answer, by essay with a score of 70% or higher
- learner analyzes major controlling ideas in world literature in a critical essay of a minimum of 1,500 words from approved list of novels (or poetry collection)

**Types of Instruction**

Classroom Presentation

**Grading Information**

**Grading Rationale**

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<tr>
<th>Course Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Coursework</td>
<td>40%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
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Grading Scale
A  90 - 100%
B  80 - 89%
C  70 - 79%
D  60 - 69%
F  59% and below