

# ENGL M30A: MASTERPIECES OF WORLD LITERATURE I

**Originator**

sdombourian

**Co-Contributor(s)**
**Name(s)**

Bradford, Wade (wbradford)

**College**

Moorpark College

**Discipline (CB01A)**

ENGL - English

**Course Number (CB01B)**

M30A

**Course Title (CB02)**

Masterpieces of World Literature I

**Banner/Short Title**

Masterpieces of World Lit I

**Credit Type**

Credit

**Start Term**

Fall 2022

**Formerly**

ENGL M30 - Masterpieces-World Lit I

**Catalog Course Description**

Surveys important works of literature from the Americas, Asia, Europe, and Africa in their literary, historical, and cultural context. Includes works from the earliest to about 1650 CE.

**Taxonomy of Programs (TOP) Code (CB03)**

1501.00 - English

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity**

**Laboratory**

**Total in-Class**

**Total in-Class**

**Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience**

Paid

Unpaid

**Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Prerequisites**

ENGL M01A or ENGL M01AH

**Advisories on Recommended Preparation**

ENGL M01B or ENGL M01BH

**Entrance Skills****Entrance Skills**

ENGL M01A or ENGL M01AH

**Prerequisite Course Objectives**

ENGL M01A-compose several expository papers from 2 to 7 pages long, totaling 5,000 words, employing such skills as: logical organization, control of diction, awareness of audience and purpose, and adherence to the conventions of academic prose.

ENGL M01A-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01A-organize and compose a 5-7-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01A-analyze a variety of essays and at least one book-length work.

ENGL M01A-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01A-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays with a clear statement of thesis, focus, or controlling idea.

ENGL M01A-utilize the stages of the writing process: generating ideas, drafting, revising, and editing.

ENGL M01A-develop paragraphs which incorporate appropriate rhetorical strategies, effective transitions, and convincing support.

ENGL M01AH-compose several expository papers from 2-8 pages long, totaling 6000 words, employing skills such as: --use of the stages of the writing process (generating ideas, drafting, revising, and editing). --awareness of purpose and audience. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of academic prose.

ENGL M01AH-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01AH-organize and compose a 6-8 page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01AH- analyze a variety of essays and at least one book-length work.

ENGL M01AH-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01AH-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays with a clear statement of thesis, focus, or controlling idea.

ENGL M01AH-utilize the stages of the writing process: generating ideas, drafting, revising, and editing.

ENGL M01AH-develop paragraphs which incorporate appropriate rhetorical strategies, effective transitions, and convincing support.

ENGL M01AH- HONORS: take a leadership role in class discussions, oral reports, peer groups, panel presentations, and similar projects.

ENGL M01AH- HONORS: exhibit independent and creative thought by successfully completing assigned class projects and written work.

ENGL M01AH- HONORS: demonstrate an increased sensitivity to issues of ethnicity, culture, gender, sexual orientation, and age in accordance with the theme of the course.

ENGL M01AH-HONORS: demonstrate critical thinking in class participation and expository writing assignments related to substantial readings in select.

ENGL M01AH-HONORS: interpret and present the results of research and/or close, careful reading of primary texts, perhaps centered on one particular focus or theme. Findings may be presented in a public forum such as a lecture, Internet posting or literary magazine.

## Requisite Justification

### Requisite Type

Prerequisite

### Requisite

ENGL M01A or ENGL M01AH

### Requisite Description

Course not in a sequence

### Level of Scrutiny/Justification

Required by 4 year institution

### Requisite Type

Recommended Preparation

### Requisite

ENGL M01B or ENGL M01BH

### Requisite Description

Course not in a sequence

### Level of Scrutiny/Justification

Closely related lecture/laboratory course

## Student Learning Outcomes (CSLOs)

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | identify and discuss important issues, themes, and historical and cultural contexts in Western and non-Western works of world literature in the period. |
|---|---|

## Course Objectives

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | trace the origin of literary traditions in the great civilizations of the world, both Western and non-Western.  |
| 2 | relate the literature to its historical and cultural milieu, and demonstrate some understanding of the major intellectual and aesthetic concepts influencing these works. |

- |   |   |
|---|---|
| 3 | describe common themes, genres, and styles, as well as significant differences, among authors of different periods, countries, ethnicities, social classes, and genders.        |
| 4 | recognize and analyze figurative language and other literary devices.   |
| 5 | recognize and articulate the complexities and challenges of translating literature.   |
| 6 | demonstrate skill in active reading, interpretation, and criticism in class discussion, group activities, and oral presentations.   |
| 7 | demonstrate understanding of the works and a mastery of composition and critical thinking skills by writing approximately four analytical essays totaling at least 5,000 words. |

## Course Content

### Lecture/Course Content

#### 10.00% Earliest literatures:

- Ancient Egyptian (The Leiden Hymns and Love Songs)
- Mesopotamian (Gilgamesh)
- Hebraic (Job, The Song of Songs, Psalms)
- The role of the translator

#### 5.00% African literature:

- The epic of Son-Jara (Mali)
- Mwindo epic(Congo)
- Anansi Tales (West Africa)

#### 10.00% Greek narrative poetry:

- Homer's Illiad
- Antigone
- Medea
- Lysistrata

#### 10.00% Indian philosophy, poetry, and narrative prose:

- Upanishads, Vedas, Mahabharata
- The Bhagavad-Gita
- Jataka tales
- Poetry of Vidyapati, Govindadasa, Kabir, Mirabai

#### 10.00% Ancient Chinese philosophy and poetry:

- Ancient Chinese Poetry
- Confucius
- Chuang Chou

#### 5.00% Roman literature:

- Virgil
- Horace
- Plautus
- Seneca
- Cicero
- Ovid
- Petronius
- Catullus

#### 10.00% Medieval European literature:

- Beowulf
- Chaucer
- Dante
- The Song of Roland
- Njal's Saga

#### 5.00% Poetry of China's Middle Period:

- Tao Ch'ien
- Po
- Chü-I
- Li Po

#### 10.00% Middle Eastern religious and narrative literature:

- The Koran
- The Biography of the Prophet by Ibn Ishaq
- Poetry of Rumi
- The Thousand and One Nights

#### 10.00% Japan's Golden Age:

- The Pillow Book

--Japanese drama

**5.00% Native American literature:**

--Cantarres Mexicanos  
--Popul Vuh

**10.00% European Renaissance literature:**

--Machiavelli  
--Cervantes  
--Shakespeare  
--Milton  
--Petrarch

Note: The course may be structured by period, region, or theme at the discretion of the instructor.

Themes might include, e.g., Imperfection and Redemption, Oppression and Resistance, Human and Divine Love, The Hero.

**Laboratory or Activity Content**

n/a

## Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
Objective exams  
Research papers  
Written compositions  
Other (specify)  
Classroom Discussion  
Projects  
Participation  
Reports/Papers/Journals

**Other**

Assessment of group and individual projects

## Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Class activities  
Class discussions  
Demonstrations  
Distance Education  
Group discussions  
Instructor-guided interpretation and analysis  
Internet research  
Lecture  
Small group activities  
Other (specify)

**Specify other method of instruction**

Group and individual projects

**Describe specific examples of the methods the instructor will use:**

1. Instructor-guided, theory-based interpretation and textual analysis followed by small group activities analyzing assigned portions of similar texts.
2. Instructor-led comments on assigned readings to share and compare arguments in response to theme-based prompts.
3. Collaborative group work involving the distribution of themes and social theories in preparation for a seminar.

## Representative Course Assignments

### Writing Assignments

1. Write a research paper with multiple drafts that traces the origin and development of literary traditions within a non-Western country or region.
2. Write an essay which analyzes gender norms as depicted in *The Tale of Genji* and *Epic of Son Jara*.
3. Work in groups to write a collaborative tale with following the Marie de France (Lais) style.
4. Keep a journal to record first impressions of poems and stories.

### Critical Thinking Assignments

1. Discussions and debates of readings in secular and religious contexts.
2. An argumentative paper that explores and proves or disproves women's agency within male-centric texts such as *1,001 Nights*.
3. A student-led seminar on varying themes of literary works that describe common themes, genres, and styles, as well as significant differences, among authors of different periods, countries, ethnicities, social classes, and genders

### Reading Assignments

1. Read two or more different translations of an a poem from ancient China.
2. Read scholarly articles which examine the origins of myths and fables from a geographic region.
3. Explicate verses from "The Song of Roland."

## Outside Assignments

### Representative Outside Assignments

1. Notes, outlines, summaries, and analyses of texts.
2. Attendance at a performance in which a literary work written before 1600 C.E. is adapted for the stage of screen.
3. Cooperative group planning for oral presentations about an author from an ancient society.
4. Assigned readings from text and other sources; readings will typically be grouped by period, region, or theme which relate the literature to its historical and cultural milieu, and demonstrate some understanding of the major intellectual and aesthetic concepts influencing these works.

## Articulation

### C-ID Descriptor Number

ENGL 140

### Status

Approved

### Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU San Bernardino	ENG 110	World Literature I	4
Cal Poly Pomona	ENG 217	World Literature I	4
UC Riverside	CPLT 17A	Masterworks of World Literature	4
UC Davis	COMPLIT 1	Great Books-Ancient World	4
CSU Long Beach	CWL 100	Introduction to World Literature	3

### Comparable Courses within the VCCCD

ENGL V30 - World Literature: Antiquity to 1650

## **District General Education**

### **A. Natural Sciences**

### **B. Social and Behavioral Sciences**

### **C. Humanities**

#### **C2. Humanities**

Approved

### **D. Language and Rationality**

### **E. Health and Physical Education/Kinesiology**

### **F. Ethnic Studies/Gender Studies**

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

## **CSU GE-Breadth**

### **Area A: English Language Communication and Critical Thinking**

### **Area B: Scientific Inquiry and Quantitative Reasoning**

### **Area C: Arts and Humanities**

C2 Humanities: Literature, Philosophy, Languages Other than English

Approved

### **Area D: Social Sciences**

### **Area E: Lifelong Learning and Self-Development**

### **Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

## **UC TCA**

UC TCA

Approved

## **IGETC**

### **Area 1: English Communication**

### **Area 2A: Mathematical Concepts & Quantitative Reasoning**

### **Area 3: Arts and Humanities**

Area 3B: Humanities

Approved



**Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**Damrosch, David, et al., eds. *Longman Anthology of World Literature*. 2nd ed., Pearson, 2009. 3 vols.**Resource Type**

Textbook

**Description**Puchner, Martin, et al., eds. *Norton Anthology of World Literature*. 4th ed., vol. 1, Norton, 2018.**Resource Type**

Textbook

**Description**Puchner Martin, et al., eds. *Norton Anthology of World Literature*. Shorter 4th ed., Norton, 2021. 2 vols.**Library Resources****Assignments requiring library resources**

Research using the library's print and online resources.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Utilizing the Library's print and online resources, research a topic relevant to the course such as a comparative analysis of two different translations of an ancient poem (from Greek, Egyptian, or Chinese civilizations); consider what scholars / literary critics say about the quality of each translation.

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (1%–50% online)  
 Hybrid (51%–99% online)  
 100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussions will provide overviews of the important time periods of Literature.

### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Individual interaction between student and instructor.
Face to Face (by student request; cannot be required)	Student will have partial course time that is face to face.

### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Other DE (e.g., recorded lectures)	Recorded lectures will highlight key elements of Literature.
Synchronous Dialog (e.g., online chat)	Synchronous interaction will allow use of the Socratic Method in discussing literature.
Video Conferencing	Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted.

## Examinations

### Hybrid (1%–50% online) Modality

On campus  
Online

### Hybrid (51%–99% online) Modality

Online

## Primary Minimum Qualification

ENGLISH

## Review and Approval Dates

### Department Chair

03/17/2022

### Dean

03/17/2022

### Technical Review

04/28/2022

### Curriculum Committee

5/3/2022

### DTRW-I

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000598821

**DOE/accreditation approval date**

MM/DD/YYYY