



**COURSE OUTLINE : ENGL 109**

**D Credit – Degree Applicable**

**COURSE ID 002012**

**Cyclical Review: April 2019**

**Revision: November 2021**

**COURSE DISCIPLINE :** ENGL

**COURSE NUMBER :** 109

**COURSE TITLE (FULL) :** Introduction to World Literature from Ancient Times to 1700

**COURSE TITLE (SHORT) :** Intro World Lit to 1700

**CALIFORNIA STATE UNIVERSITY SYSTEM C-ID :** ENGL 140 – Survey of World Literature 1

**ACADEMIC SENATE DISCIPLINE:** English

### **CATALOG DESCRIPTION**

ENGL 109 is a comparative study of selected works, both composed in English, and translated to English, of literature from around the world, including Europe, the Middle East, Asia, and other areas, from antiquity to the mid or late seventeenth century. The course may include selections from The Ramayana, Shahnameh, Popol Vuh, Rumi, The Decameron, and The Thousand and One Nights. Emphasis is placed upon the classics.

Total Lecture Units:3.00

Total Laboratory Units: 0.00

**Total Course Units: 3.00**

Total Lecture Hours:54.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Contact Hours: 54.00**

**Total Out-of-Class Hours: 108.00**

Recommended Preparation: ENGL 100 or ESL 151.



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**ENTRY STANDARDS**

	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1	ENGL	100	Writing Workshop	Read, analyze, and evaluate contemporary articles and stories to identify topic, thesis, support, transitions, conclusion, audience, and tone;	Yes
2	ENGL	100	Writing Workshop	read, analyze, and evaluate contemporary articles and stories for the comprehension of difficult content and the identification of main ideas and (topic-based) evidence;	Yes
3	ENGL	100	Writing Workshop	read, analyze, and evaluate student compositions for unity, development, use of evidence, interpretation, coherence, and variety of sentence form;	Yes
4	ENGL	100	Writing Workshop	write a summary of a contemporary article or story with correct citation techniques;	Yes
5	ENGL	100	Writing Workshop	write an argumentative essay that has an introduction, body paragraphs, and a conclusion, demonstrating a basic understanding of essay organization;	Yes
6	ENGL	100	Writing Workshop	write an argumentative essay that addresses the topic, is directed by a thesis statement, uses appropriate textual evidence, develops logical interpretations, and concludes with some compelling observations;	Yes
7	ENGL	100	Writing Workshop	write an argumentative essay that integrates the ideas of others (i.e., authors) through paraphrasing, summarizing, and quoting with correct citation techniques;	Yes
8	ENGL	100	Writing Workshop	write an argumentative essay that generates novel ideas (those that add to the conversation rather than repeating the author's ideas) related to the topic and the readings;	Yes
9	ENGL	100	Writing Workshop	write compositions (e.g., summaries and argumentative essays) that are easy to read and follow, though some errors in grammar, mechanics, spelling, or diction may exist;	Yes
10	ENGL	100	Writing Workshop	proofread and edit essays for content, language, citation, and formatting problems.	Yes
11	ESL	151	Reading and Composition V	employ basic library research techniques;	Yes
12	ESL	151	Reading and Composition V	compose one research paper (1,000 words) or two short research papers (500-700 words each) with citations.	Yes



**EXIT STANDARDS**

- 1 trace the development of world literature from its beginnings to the Renaissance;
- 2 analyze the evolution of literary techniques throughout the various eras and regions;
- 3 compare and contrast heroic figures;
- 4 explain how cultural values are transmitted through literature;
- 5 discover parallels between literature of any age or region and contemporary life, as well as personal experience.

**STUDENT LEARNING OUTCOMES**

- 1 demonstrate familiarity with significant authors, works, genres, and themes of the regions and period;
- 2 analyze and interpret themes found in the literatures and intellectual movements of the regions and period;
- 3 demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis;
- 4 connect the literary works to their historical, geographical, philosophical, social, political, religious, regional, and/or aesthetic contexts;
- 5 demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form.

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	Description	Lecture	Lab	Total Hours
1	The Ancient World: selections from among the following: <ul style="list-style-type: none"> <li>• Old Testament</li> <li>• Qur'an</li> <li>• Confucius</li> <li>• Homer, The Iliad and The Odyssey</li> <li>• The Ramayana of Valmiki</li> <li>• Aeschylus</li> <li>• Sophocles</li> <li>• Euripides</li> <li>• Aristophanes</li> <li>• Chuang Chou (Zhuang Zhou)</li> <li>• Plato</li> <li>• Aristotle</li> <li>• Visnusarman; Bhartrahi; Amaru</li> <li>• Virgil, The Aeneid</li> <li>• Li Po; Tu Fu; Yuan Zhen</li> <li>• St. Augustine</li> <li>• Man'yoshu</li> <li>• New Testament</li> <li>• Petronius</li> </ul>	28	0	28



2	<b>The Middle Ages</b> <ul style="list-style-type: none"> <li>• Early Irish, Norse, and French literature</li> <li>• Rumi</li> <li>• Dante, The Divine Comedy</li> <li>• Boccaccio, The Decameron</li> <li>• Li Ch'ing-Chao (Li Qingzhao)</li> </ul>	18	0	18
3	<b>The Renaissance</b> <ul style="list-style-type: none"> <li>• Petrarch, selected poems</li> <li>• Wu Ch'eng-en, Monkey</li> <li>• Erasmus, The Praise of Folly</li> <li>• Murasaki Shikibu, The Tale of Genji</li> <li>• Machiavelli, The Prince</li> <li>• Rabelais, Gargantua and Pantagruel</li> <li>• Cervantes, Don Quixote</li> </ul>	8	0	8
				<b>54</b>

**OUT OF CLASS ASSIGNMENTS**

- 1 reading journal;
- 2 written preparation for oral presentations and group projects (e.g. discuss the diverse representations of women in the epics);
- 3 essays of analysis, evaluation, argumentation (e.g. compare and/or contrast the heroes' trajectory of consciousness in the epics);
- 4 documented research paper (e.g. a research paper that includes close reading of primary and secondary sources that incorporate the principles of logic, analysis, and argument taught in the course);
- 5 annotated bibliography.

**METHODS OF EVALUATION**

- 1 essay exams and other writing assignments;
- 2 midterm or final examinations;
- 3 peer review or instructor critique of essay drafts;
- 4 reading journal;
- 5 oral presentations or debates;
- 6 participation in class discussion, group work, group projects, partner exercises, or other collaborative exercises.

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion

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- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

**TEXTBOOKS**

<b>Title</b>	<b>Type</b>	<b>Publisher</b>	<b>Edition</b>	<b>Medium</b>	<b>Author</b>	<b>ISBN</b>	<b>Date</b>
The Norton Anthology of World Literature	Required	New York: W. W. Norton	3	Print	Puchner, Martin	978-0393933659	2012
Bedford Anthology of World Literature	Required	Boston: Bedford/St. Martins	3	Print	Davis, Paul	978-0312678579	2010
The Longman Anthology of World Literature: The Ancient World, the Medieval Era, and the Early Modern Period	Supplemental	New York: Longman,	3	Print	Damrosch, David	978-0205625932	2008
The Longman Anthology of World Literature: Compact Edition	Supplemental	New York: Longman		Print	Damrosch, David	978-0321436900	2007