

CORE CURRICULUM COMPONENT APPLICATION
Texarkana College

Part I: Course Information

Course Type

- Existing/Restructured
 New Course

Course Prefix & Number: **ENGL 2332**

Texas Common Course Number (TCCN): **2332**

Course Title: **World Literature I**

Course Catalog Description

World Literature I (3,3,0). A study of the classics of western literature from Homer through the early Renaissance and the interrelations of the literary form and thought with emphasis on writing literary analysis.

Course Prerequisites:

ENGL 1301 & ENGL 1302, or the equivalent from another college or university and successful completion of the reading portion of the TSI test

Available Online?

- Yes
 No

Part II: THECB Course Objectives

Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

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Part III: THECB Skill Objectives

- 1. Critical Thinking Skills:** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2. Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3. Social Responsibility:** to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities
- 4. Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making

Part IV: Course Student Learning Outcomes (SLO)

1. The student will identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. The student will analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. The student will demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. The student will articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. The student will write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

Skill Objective:	Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
THECB Course Objective	5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
Course Student Learning Outcome	5. The student will write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.
General Learning Activities	Incorporating literary criticisms while analyzing literature <ol style="list-style-type: none"> 1. After reading several literature selections, students will choose a piece of literature and the focus of the paper: <ul style="list-style-type: none"> - An examination of any work in terms of its characters, setting, symbolism, point-of-view, themes, style, structure, imagery, humor, or tone

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	<ul style="list-style-type: none"> - A comparison or contrast of two works, characters, style, or literary periods - A comparison of two or more critical studies of a single work - A study of the social, economic, or political influences on a work <ol style="list-style-type: none"> 2. Students will search for outside sources (literary analyses) on the literature using the library databases. At least three outside sources must be cited in the paper. The textbook will also serve as a source. 3. With the focus in mind, students will read the work again, looking for details and evidence for the paper. 4. Students will create an outline to organize the paper. Use the model below. 5. Students will write a rough draft, using the outline to keep it organized. Students will include parenthetical citations to cite outside sources within the text of the paper and a Works Cited page at the end of the paper using MLA style. 6. The students will use provided guidelines for organizing the essay. 7. Students will revise the paper for content and organization based on course criteria. 8. Students will edit the paper for grammar, punctuation, spelling, and sentence structure using a checklist and class peer editing. 9. The final essay must be 5-7 pages, illustrate analysis of the literature, efficient use of outside sources, and correct documentation of sources.
Assessment <i>Must Include Assignment & Rubric</i>	Literary Analysis Research/Critical Thinking Critical Thinking Rubric Included

Skill Objective:	Communication Skills: to include effective written, oral, and visual communication
THECB Course Objective	<ol style="list-style-type: none"> 1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions. 3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions. 4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
Course Student Learning Outcome	<ol style="list-style-type: none"> 1. The student will identify key ideas, representative authors and works, significant historical or cultural

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	<p>events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.</p> <ol style="list-style-type: none"> 2. The student will demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions. 3. The student will articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
<p>General Learning Activities</p>	<p>Researched Newsletter about An Author</p> <p>Students will select an author from the textbook who we do not study during the semester.</p> <p>The student will conduct research on this author and build a Newsletter (at least 2 pages) about him or her. (Newsletter templates can be found in Microsoft software.)</p> <p>The following elements must be included in the page:</p> <ul style="list-style-type: none"> • Title – give the newsletter a create title and indicate the period in which the author published his or her most important works (The Ancient World, The Middle Ages, The Renaissance) • Name and dates – Type the author’s name and years in which he or she lived. • Byline – Include a byline featuring your name, followed by the line “Student at Texarkana College.” • Essay – In an essay two to three pages long summarize key aspects of the author’s life, analyze a theme in the author’s work, and describe one technique used by the author. Support and illustrate your points by referring to one of the author’s works and two outside sources (criticism articles or books). • Annotated Bibliography – Type MLA citations for at least three relevant sources. In an annotation below each citation, analyze the content, timeliness, and credibility of each source. • Sidebar – List the author’s major works, careers, home, family members, and other interesting information. Also provide a chronological list of major events in the author’s life. • Link– Provide a link to one relevant Internet site that provides information about the author. • Works Cited – a list in MLA format of any sources consulted to construct the newsletter • Extra – pictures, quotes, creativity etc. . . <p>Students will present the findings to the class using a</p>

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	PowerPoint.
Assessment <i>Must Include Assignment & Rubric</i>	Project, Presentation, and Communication Grade Communication Rubric Included

Skill Objective:	Social Responsibility: to include intercultural competency, civil knowledge, and the ability to engage effectively in regional, national and global communities
THECB Course Objective	<ol style="list-style-type: none"> 1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions. 2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. 3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions. 4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
Course Student Learning Outcome	<ol style="list-style-type: none"> 1. The student will identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions. 2. The student will analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods. 3. The student will demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions. 4. The student will articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
General Learning Activities	<p>Midterm Exam over The Ancient World – <i>The Hebrew Bible, The Iliad, Oedipus the King, The Aeneid</i></p> <p>After class lecture, collaborative activities, written responses, and discussion, students test over four major pieces of literature and the political, cultural, and religious context of each piece. The test is multiple choice, short answer, and essay and requires a complete understanding of the literature and its</p>

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	background.
Assessment <i>Must Include Assignment & Rubric</i>	Midterm Exam Score and Social Responsibility Social Responsibility Rubric Included

Skill Objective:	Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making
THECB Course Objective	2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
Course Student Learning Outcome	2. The student will analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
General Learning Activities	<p>Character Analysis</p> <p>Students will write a 2-4 page character analysis over a character from one of the following pieces of literature: <i>The Hebrew Bible, The Iliad, Oedipus the King, or The Aeneid.</i></p> <p>Students will analyze specific character traits and use textual evidence from the piece to analyze and support the major points of the essay.</p> <p>Students will submit an outline and thesis to be assessed before writing the rough draft, using a designated format.</p> <p>Students will peer edit and revise papers for content, organization, grammar, punctuation, spelling, and sentence structure.</p> <p>The final essay should demonstrate understanding of the literature and detailed analysis of the character.</p>
Assessment <i>Must Include Assignment & Rubric</i>	Character Analysis Essay – Content, Grammar, Documentation, Personal Responsibility Personal Responsibility Rubric Included