Modesto Junior College  
Course Outline of Record  
**ENGL 131**

I. **OVERVIEW**  
*The following information will appear in the 2009 - 2010 catalog*

**ENGL 131  Introduction to World Literature to 1500**  
3 Units  

*Prerequisite:* Satisfactory completion of ENGL 50.  
*Advisory:* Before enrolling in this course, students are strongly advised to have successfully completed ENGL 101 and ENGL 102.

Classical and medieval literature including historical backgrounds and reading in Asian, Middle Eastern, and European cultures. Field trips might be required. Course is applicable to the associate degree. General Education:  
CSU-GE - C2  
IGETC Category: IGETC - 3B

II. **LEARNING CONTEXT**  
*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:*

A. **COURSE CONTENT**  

1. **Required Content:**  
   
a. Units covering earlier periods of world literature, such as  
   
i. The Homeric Epics  
   
ii. Greek Drama  
   
iii. The Roman Epic  
   
v. Medieval European literature, such as  
   
a. Medieval Epic Poetry  
   
b. Medieval Romance  
   
c. Medieval Allegory
B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   
   Satisfactory completion of ENGL 50.

2. **Advisories**
   
   Before enrolling in this course, students are strongly advised to have successfully completed ENGL 101 and ENGL 102.

3. **Requisite Skills**
   
   *Before entering the course, the student will be able to:*
   
   a. Comment on and analyze reading selections in directed class discussions.
   
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   
   d. Use a variety of academic sentence structures.
   
   e. Adhere to the conventions of standard edited English.
   
   f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tbody>
<tr>
<td>Lect</td>
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3 Units

D. **METHODS OF INSTRUCTION (TYPICAL)**

Instructors of the course might conduct the course using the following method:

1. Assign appropriate readings

2. Direct class discussion (e.g. class analysis of reading selections)

3. Lecture

4. Create challenging assignments that demand complex thought

5. Administer examinations and quizzes

6. Evaluate student essays

E. **ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**

   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   a. Students are typically assigned
      
      i. weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history;
ii. out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports;

iii. preparation for in-class essays, quizzes and exams, such as a midterm and final.

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

a. Second Essay and Presentation Assignment

i. Essay

a. For your second essay, I would like you to take a broader look at the readings we have covered this semester. Whereas your first paper looked closely at a single aspect of a single work, the second paper should look at a single, recurring theme or aspect of three or four works, with particular emphasis on how the works reflect the time and culture in which they were written. For example, you could look at the way women are portrayed in different texts, or you could what makes someone heroic in different cultures. Philosophy and religion have certainly dominated many of our readings—what emerges from comparing different pieces? We have seen differences in the creative, innovative ways writers present their work—what are some of these innovations and how are they important to the themes and arguments the authors present? What ideas emerge about self identity from different cultures? What about different time periods?

b. You must have a strong thesis (your main point) up front, somewhere in the first page of your paper. Don’t simply point out interesting ideas about the work you’re analyzing—explain why these details are important. Keep the “so what?” question going in your mind. In other words, as you give your examples, explain why they are important, what makes them significant, how they relate to your thesis, why you’re bothering to point them out at all. Doing so forces you to analyze your thoughts deeply, which leads to better writing.

c. Due: on the night you give your presentation (see below).

ii. Presentation

a. Explain to the class what you wrote in your paper. What was your main argument, your thesis? What examples did you use and how did they support your thesis? Now that you’ve written the paper, what other ideas come to mind that you did not have time (or space) to write about?

b. You must create an OUTLINE for your presentation, which you will turn in to me along with your paper. What was your main argument, your thesis? What examples did you use and how did they support your thesis? Now that you’ve written the paper, what other ideas come to mind that you did not have time (or space) to write about?

c. You can present your paper in a number of ways:

   a. You could distribute the outline to the class to follow along.

   b. You could read short parts of your paper (I’d rather you not read the whole thing, but you can if you need to) and paraphrase the rest.

   c. Use PowerPoint or the overhead.

   d. Burn a DVD and play a recording of your presentation. We can watch it in class.

   e. Record and then upload your presentation to YouTube. We can watch it in class.
f. What other possibilities can you imagine? Check with me and I'll try to make it happen.

d. Have two questions prepared (photocopies on a handout would be a good idea) to ask the class. After having written your paper, what questions remain for you about your topic? What new questions came up in the process of writing the paper? Make them honest, real questions. You do not need to know the answers yourself, but you should have some possibilities to suggest.

e. Whatever you do, rehearse your presentation several times in advance. Often, the best presentations appear casual, as if the presenter were merely just thinking up these ideas, but in fact the easy manner comes from much practice and rehearsal. Try presenting it to a mirror or to your best friend or family members. The more you've done it, the smoother things will go in class. And think of us, your audience, as interested supporters of your work—we are not there to scare you!

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
As a result of satisfactory completion of this course, the student should be prepared to:

Analyze and evaluate major works of world literature written before 1500.

B. STUDENT LEARNING GOALS
Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
Upon satisfactory completion of this course, the student will be able to:

a. Demonstrate the ability to identify and define literary techniques relevant to the study of world literature up to 1500.

b. Demonstrate the ability to describe genres, periods, and themes relevant to the study of world literature up to 1500.

c. Demonstrate the ability to analyze and explain the literary, historical, and cultural significance of important works of world literature up to 1500.

IV. METHODS OF ASSESSMENT (TYPICAL)
A. **FORMATIVE ASSESSMENT**
   1. Participation in class discussion
   2. Quizzes
   3. Examinations
   4. Essays
   5. Presentations

B. **SUMMATIVE ASSESSMENT**
   1. In-class final exam