JEFFERSON COLLEGE
COURSE SYLLABUS

ENG215
WORLD LITERATURE BEFORE 1650
3 Credit Hours

Presented by:
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Revised Date: March 2010
by
Andrea St. John

Dean of Arts and Science Education
Dr. Mindy Selsor, Dean
ENG215: World Literature After 1650

I. CATALOGUE DESCRIPTION

A. Prerequisite: None

B. 3 semester hours credit

C. World Literature Before 1650 examines historical, social and philosophical thought as reflected in the literature of Western Culture from the Hebrews and ancient Greeks through the Renaissance. World Literature Before 1650 students will study representative works of major authors including Homer and Sophocles, Virgil and Dante. World Literature Before 1650 will partially fulfill the humanities requirement of the associate degree. (D)

II. EXPECTED LEARNING OUTCOMES AND ASSESSMENT MEASURES

<table>
<thead>
<tr>
<th>Expected Learning Outcomes</th>
<th>Assessment Measures</th>
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<td>Students will recognize literature as the concrete manifestation of a culture’s beliefs, values, history, and art.</td>
<td>Classroom discussion</td>
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<td>Exams</td>
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<td>Essays</td>
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<td>Written responses to study guides/discussion prompts</td>
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<td>Students will explain the historical context in which each literary masterwork was written.</td>
<td>Classroom discussion</td>
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<td>Written responses to study guides/discussion prompts</td>
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<td>Students will investigate and explain the social and political influences that affected the literature of each period and culture.</td>
<td>Classroom discussion</td>
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<td>Written responses to study guides/discussion prompts</td>
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<td>Students will analyze and interpret literary masterworks in terms of character, conflict, plot, and theme.</td>
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<td>Written responses to study guides/discussion prompts</td>
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<td>Students will compare literature from different cultures in terms of universal themes and motifs.</td>
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<td>Written responses to study guides/discussion prompts</td>
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<td>Oral presentations</td>
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III. OUTLINE OF TOPICS

A. Describe the Ancient World and its literature.
   1. Define and use vocabulary appropriate to the study of literature.
   2. Recall details from Old Testament accounts of the creation, the flood, the Tower of Babel, the story of Joseph, and The Book of Job.
   3. Recall details from Homer's *Iliad*.
   4. Compare the Hebrew and Greek stories of creation, the hero, the role of women and the founding of a civilization.
   5. Define classical tragedy as put forth by Aristotle.
   6. Apply the classical definition to *Oedipus Tyrannus* and *Antigone*.
   7. Identify the characteristics of ancient comedy.
   8. Apply the definition of comedy to *Lysistrata*.
   9. Identify the defining characteristics of Ancient Roman culture.
   10. Recall details from *The Aeneid*.
   11. Compare the Roman epic tradition with that of the Hebrews and the Greeks.

B. Describe the period known as the Dark Ages.
   1. Define "Dark Ages."
   2. List the influences on Christianity.
   4. Compare Pre-Christian teachings and stories with the accounts of the New Testament in regard to religion, the position of humans, etc.
   5. State the position of St. Augustine as a founding theologian of Christianity.
   6. Compare Augustine's *Confessions* to the literature which came before in terms of beliefs, style of writing, influence on later generations.

C. Describe the period known as the Middle Ages.
   1. Define the French epic.
   2. Define feudalism, chivalry, courtly love.
   3. Recall details from *The Song of Roland*.
   4. Compare the French medieval epic with the epics of the ancient world.
   5. Define "comedy" and the Italian epic as epitomized by Dante.
   6. Recall details from *The Inferno*.
   7. Compare this Christian epic with the French medieval epic.
   8. State the position of drama from the fall of Rome to Medieval times.
   9. Compare *Everyman* to ancient tragedy.

D. Describe the period known as the Renaissance.
   1. Define "Renaissance"
   2. List characteristics of this period which differentiate it from previous eras.
   3. Recall details from Petrarch's life and his contributions to poetry.
   4. Recall details from Castiglione's *Courtier* and define the "ideal" Renaissance man.
5. Recall details from Machiavelli's *The Prince*
6. Compare the Courtier with the Prince.
7. Define satire.
8. Recall details from *Gargantua and Pantagruel* and describe the objects of satire in the work.
10. Recall details from *Don Quixote*.
11. Identify the objects of satire in *Don Quixote*.
12. Synthesize the study of literature over the semester by tracing a common theme from the ancient literature of the Hebrews, Greeks, and Romans through the Dark Ages to the Middle Ages and the Renaissance.

IV. METHODS OF INSTRUCTION

A. Student Presentations
B. Instructor Lecture
C. Collaborative Projects
D. Reading Critique Articles
E. Library Research

V. REQUIRED TEXTBOOKS


VI. REQUIRED MATERIALS

A. Textbook
B. Library Skills

VII. SUPPLEMENTAL REFERENCES

Library collection

VIII. METHODS OF EVALUATION

A. Student Presentations
B. Midterm Exam
C. Student Led Discussions

D. Critical Analysis Papers

E. Final Exam

The grading scale is as follows:

90-100 = A  
80-89  = B  
70-79  = C  
60-69  = D  
Below 60 = F

IX. ADA COMPLIANCE

Students who have needs because of a learning disability or other kinds of disabilities should contact the Access/ABILITY Office at (636) 797-3000 extension 169 or 158 and discuss accommodations with the instructor.

X. ACADEMIC HONESTY STATEMENT

If a student plagiarizes writing or cheats on an assignment or test, he or she will fail that assignment and may fail the entire course. Dishonesty is a gross violation of the academic honesty policy as stated in the Jefferson College Student Handbook and indicates a failure to meet the standards of this course.