1. **COURSE TITLE\*: Modern & Contemporary World Literature**
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*: ENGL 2236**
3. **PREREQUISITE(S)\*: ENGL 1101 COREQUISITE(S)\*: NA**
4. **COURSE TIME/LOCATION/MODALITY: (*Course Syllabus – Individual Instructor Specific*)**
5. **CREDIT HOURS\*: 3 LECTURE HOURS\*: 3**

 **LABORATORY HOURS\*: 0 OBSERVATION HOURS\*: 0**

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

This course is a survey of world literature from 1900 to present that focuses on written works from diverse cultures around the globe. Areas covered include Africa, Asia, The Caribbean, Europe, The Far East, The Middle East, North America, and South America. In addition to readings, discussions, and tests, students will write two research papers and give two presentations that demonstrate their ability to explain the importance of specific works and their cultural context, both verbally and in writing.

1. **LEARNING OUTCOMES\*:**

1. Identify important authors and literary works from diverse cultures around the world

2. Provide detailed analysis of those works and their cultural context

3. Explain the importance and influence of those works, both in writing and verbally

1. **ADOPTED TEXT(S)\*:**

***Norton Anthology of World Literature,***Volume F, Fifth Edition

**ISBN13:**9781324063148 **ISBN10:**1324063149

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***
2. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100 / B: 80 – 89 / C: 70 – 79 / D: 60 – 69 / F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

**EXAMPLE ONLY**

A variety of assignments will be used to evaluate student learning. Types of

assignments should include but need not be limited to those listed below. A recommended distribution of grades is also indicated.

**Course Assignments & Grading Distribution\***

Reading Exams 15

Class Participation 30

Presentations 15

Midterm Essay 15

Final Essay 15

Final Exam 10

Final Grade 100

\* Essays will be graded using the English Department Essay Rubric.

1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

Students will study folklore, fiction, poetry, and plays from diverse cultures around the world by reading primary and secondary texts, participating in class discussions, writing researched essays, taking quizzes and exams, and giving presentations to the class.

**14. COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

***(Insert sample course outline with learning objectives tied to assignments / topics.)***

**EXAMPLE ONLY**

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| Week 1 Module 1  | Module Learning Outcomes (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| *Orature* Pages 3-35 | Understand oral traditions from diverse cultures around the globe.  | Reading: Folklore and folksongs from Ireland, England, Africa, and the Americas, including works from indigenous and enslaved peoples.Assignments:1. Quiz2. Discussion  | This module aligns with the Course Learning Outcomes 1 and 2.  |

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| Week 2 Module 2  | Module Learning Outcome (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Zitkala-Sa& Kushi Fusako Pages 47-59 and458-466 | Understand the importance of works by women from marginalized communities and the controversies that often follow their publication.  | Reading:Biographical information on the authors. The School Days of an Indian Girl, Memoirs of a Declining Ryukyuan Woman, and “In Defense of a Declining Ryukyuan Woman.” Assignments:1. Quiz2. Discussion | This module aligns with the Course Learning Outcomes 1 and 2.  |

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| Week 3Module 3 | Module Learning Outcome (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| James Joyce & Jorge Luis Borges Pages 210-243and 521-535  | Understand the importance of Joyce and Borges and their influence on world literature as well their takes on spirituality and the many-worlds interpretation of quantum mechanics.  | Reading:Biographical information on the authors. The Dead and The Garden of Forking Paths. Assignments:1. Quiz2. Discussion  | This module aligns with the Course Learning Outcomes 1 and 2.  |

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| Week 4Module 4 | Module Learning Outcome (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Akutagawa Ryunosuke & Bertolt BrechtPages 373-381 and 445-458 | Understand the moral dilemmas and the relative nature of truth presented in these works, and how those issues are common across cultures.  | Reading:Biographical information on the authors. In a Grove and He Who Says Yes / He Who Says No. Assignments:1. Quiz2. Discussion  | This module aligns with the Course Learning Outcomes 1 and 2. |

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| Week 5Module 5 | Module Learning Outcome (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Premchand & Lao She Pages 381-391 and 467-475 | Understand the competitive forces and the cultural and generational clashes in these famous works and compare them to similar issues in our own time and culture.  | Reading:Biographical information on the authors. The Road to Salvation and An Old & Established NameAssignments:1. Quiz2. Discussion  | This module aligns with Course Learning Outcomes 1 and 2. |

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| Week 6Module 6 | Module Learning Outcome (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Ch’ae Man-Sik & Ngugi Wa Thiong’oPages 475-487 and 866-877  | Understand the impact of colonization on different cultures, as well as the unique ways literature addresses it.  | Reading:Biographical information on the authors. My Innocent Uncle and Wedding at the Cross Assignments:1. Quiz2. Discussion | This module aligns with Course Learning Outcomes 1 and 2. |

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| Week 7Module 7 | Module Learning Outcome (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| James Baldwin & Albert CamusPages 762-789  | Continue exploring colonization’s impact on different cultures, and also consider America’s relationship with slavery and assimilation.  | Reading:Biographical information on the authors. Notes on a Native Son and The Guest. Assignments:1. Quiz2. Discussion | This module aligns with Course Learning Outcomes 1 and 2. |

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| Week 8Module 8  | Module Learning Outcome (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Leslie Marmon Silko & Naguib MahfouzPages 857-865 and 829-838 | Understand literary takes on common human desires and how a person’s culture may influence his or her relationships with those desires. | Reading:Biographical information on the authors. Yellow Woman and Zaabalawi. Assignments:1. Quiz2. Discussion | This module aligns with Course Learning Outcomes 1 and 2. |

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| Week 9Module 9  | Module Learning Outcome (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| The Midterm & First Presentation | Demonstrate the ability to compare literature from different cultures and provide in depth analysis to an audience, both in writing and verbally. | Assignments:1. The Midterm Essay2. The First Presentation  | This module aligns with Course Learning Outcome 3. |

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| Week 10Module 10  | Module Learning Outcome (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Poetry (Part I)Various AuthorsPages 577-583, 601-612, 627-639, 640-647, and 664-674.  | Understand the role of poetry in different cultures and the themes it addresses, both unique and universal.  | Reading:Biographical information on poets and select works by Cavafy, Rilke, Moore, Elliot, Mistrel, Lorca, Faiz, and Paz.Assignments:1. Quiz2. Discussion  | This module aligns with Course Learning Outcomes 1 and 2. |

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| Week 11Module 11  | Module Learning Outcome (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Poetry (Part II)Various AuthorsPages 675-693,704-714,1222-1228,and 1248-1252The Poetry Presentation  | Understand the role of poetry in different cultures and the themes it addresses, both unique and universal. Create a poetry presentation that demonstrates the ability to provide in depth formal analysis and cultural context. | Reading: Biographical information on poets. Works by Celan, Amichai, Adonis, Walcott, Heaney, Yap, Gluck, Jetnil-Kijiner, and Diaz. Assignments:1. Quiz2. The Poetry Presentation  | This module aligns with Course Learning Outcomes 1, 2, and 3.  |

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| Week 12Module 12  | Module Learning Outcome (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Julio Cortazar, Gabriel Garcia Marquez, and Salman Rushdie Pages 730-735, 839-846,and 958-972 | Understand Magic Realism and its influence on global literature.  | Reading:Biographical information on the authors. House Overtaken, Death Constant Beyond Love, and The Perforated Sheet. Assignments:1. Quiz2. Discussion | This module aligns with Course Learning Outcomes 1 and 2. |

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| Week 13Module 13  | Module Learning Outcome (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Jamaica Kincaid, Ama Ata Aidoo, and Clarice LispectorPages 790-796,846-857, and 973-975 | Understand the variety of ways complex relationships are explored in different cultures and through different literary styles and techniques.  | Reading: Biographical information. Girl, Two Sisters, and Daydreams of a Drunken WomanAssignments:1. Quiz2. Discussion | This module aligns with Course Learning Outcomes 1 and 2. |

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| Week 14Module 14  | Module Learning Outcome (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Contemporary World Literature Today. Orhan Pamuk & Chimamanda Adichie Pages 1095-1097 and1129-1159.  | Understand how cultural and generational differences can create both conflict and compassion, and how writers portray those differences and emotions.  | Reading:An Essay on Contemporary World Literature. Biographical information on the authors. To Look Out the Window and The Headstrong Historian. Assignments:1. Quiz2. Discussion | This module aligns with Course Learning Outcomes 1 and 2. |

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| Week 15Module 15  | Module Learning Outcome (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| Yoko Tawada and Chu T’ien HsinPages 1097-1118 | Consider the blurred lines between cultures as they interact and how humans look at their communities and their mortality.  | Reading:Biographical information on the authors. Where Europe Begins and Man of La Mancha Assignments:1. Quiz2. Discussion | This module aligns with Course Learning Outcomes 1 and 2. |

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| Finals Week  | Module Learning Outcome (MLO) | Module Activities | Alignment with Course Learning Outcomes (CLO) |
| The Final Essay | Demonstrate the ability to create original analysis and make unique connections when comparing literature from different cultures, and use both primary and secondary sources to support that original analysis.  | Assignment: 1. The Final Essay  | This module aligns with Course Learning Outcome 3.  |

1. **SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

Instructors will inform students of policies on attendance, late or make-up work, and plagiarism.

**16. FERPA**

Students need to understand that their work may be seen by others. Others may see students’ work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that their work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS**

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.