

***World Literature***  
***Course Syllabus***  
***2010-2011***

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Period \_\_\_\_\_

*KGSmith, Instructor*

## **Spanning the Globe**

**World Literature** is designed for the college preparatory student to expand his/her knowledge of, and to develop appreciation for, examples of fine literature from around the globe. Literature will be drawn from the vast tapestry of the world's greatest literary artists of all periods of history. Students will study works considered "*classics*", and will devote considerable time to reading, analyzing, and discussing themes, characters, plot, etc. Students will demonstrate their mastery of material by means of written examinations, essays, oral presentations, and thorough in-class discussions. The course has been designed anticipating the personal initiative and goal-orientation of each student. A personal stance toward literary works and themes, as well as the ability to articulate this stance, will be developed.

The following comprises a list of regional literature covered in this course:  
Middle East; India; Japan; China; Greece; Africa; Europe; Latin America; Australia.

Statement of Goals for the Course: **World Literature's** goals include, but are not limited to, each of the following:

- A. The student shall become familiar with the periods in the development of the Western literature tradition (Classical Greek, Roman, Medieval, Renaissance, Enlightenment, Romantic, Nineteenth Century, and Modern) and their essential characteristics.
- B. The student shall gain familiarity with other, non-Western traditions in literature.
- C. The student shall develop competency in discussing the following forms of literature: epic poetry, tragedy, comedy, dialectic, ballad, lyric, essay, short story, and novel.
- D. The student shall develop a sense of aesthetics involving what constitutes great and enduring literature.
- E. The student shall discover the correlation between the history and situation of man and literary expression.
- F. The student shall have the opportunity to experience the correlation between all forms of artistic expression and literature.
- G. The student shall follow the development of a number of lasting literary themes and concepts – such as the hero, alienation, etc. – and discuss them.
- H. The student shall gain familiarity with a number of "Classical" works.
- I. The student shall have an opportunity to discuss a number of literature-related issues as they relate to Christian thought and the Scriptures.
- J. The student shall be given an opportunity to develop a personal style of writing about literature and him/herself as he/she responds to moral issues presented in the literature.
- K. The student shall verbally discuss his/her opinion in response to the literature, as well as make effective presentations of his/her research and ideas.
- L. The student shall gain a greater appreciation and understanding of other, non-American cultures through the reading of non-American literature, class-related assignments, and other learning opportunities.

M. The student shall review and enhance his/her knowledge of grammar and vocabulary through weekly assignments.

**Examinations.** The best way to assess whether a student is completing his/her assignments and understanding the concepts involved is through the use of examination. Many formal examinations are scheduled for each semester and are duly noted on the course's *Semester Calendar*. Examinations for the course will usually feature a combination of objectively- and subjectively-evaluated materials. The ability to articulately express knowledge and opinion will count heavily toward the student's overall grade.

**Quizzes.** Students should anticipate **daily** reading quizzes covering material assigned for that class period. At the instructor's discretion, quizzes may occur **before** or **after** class discussion of the material.

**Research Paper.** A student-produced research paper is an expectation of this course. It should serve as the culmination of the student's English training to date. As such, anticipations as regards to contextual, stylistic, and mechanical excellence are rather high. More specific details with regards to this assignment will be forthcoming.

**Projects.** Occasional projects will be assigned to encourage each student to delve deeper into the material than a simple reading can allow. Due to the in-depth nature of these assignments, large grades will be assigned. It is, therefore, in the students' best interests to complete these assignments on time and at a level commensurate with his/her ability.

**Discussions.** Literature is meant to be discussed as well as read. Class discussions, therefore, are essential. To this end, students may be assessed a subjective "participation grade" as a normal portion of their academic evaluation.

**Films.** As a portion of the course, films will occasionally be shown. These films are chosen to complement the theme under study. As a result, they **are** considered as worthy of testing as the books that will be read. In short, pay attention!

Examining the historic literature of the entire globe reinforces the universality of human experience – and helps the reader to more accurately understand his/her own place on the planet. As a result, I really do love teaching this stuff! I look forward to leading us through an amazing year together!

Kevin G. Smith, Instructor  
August 2010