

World Literature: Beginning to Renaissance (ONLINE)

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Course Learning Outcomes

- 1. Students will read with literal and inferential comprehension.**
- 2. Students will identify elements of literature.**
- 3. Students will write literary analyses incorporating evidence from primary source(s).**
- 4. Students will recognize authors and works as belonging to specific literary movements.**

Embedded Model Course Plan

First 12 weeks: Understanding the canon, working with primary sources within the canon, doing secondary research on primary sources, formulating opinions about the canon, comparing texts within the canon, and writing papers using the “typical” research model for this class.

During week 2, I will ask students to begin thinking about their theoretical interests.

In week 3, I will ask students to consider how their theoretical interests intersect with Medieval texts we are reading and to select three to five of them that marry their theoretical interest with their reading selections.

In week 4, I will ask them to select one to three texts and get into groups by interest and/or text (if there is any overlap).

In week 5, I will ask they begin using the repository of non-canon work, selecting three to five texts they find work well with their selected theoretical interests; at the end of this week, they should pare it down to as many canonized works they’ve selected.

In week 6 through 8, students should do deep close readings of each canonical work they’ve selected, taking copious notes relating their theoretical interests to canon/canonized work and doing in-depth research on each text related to their theoretical interest (as well as anything they find fascinating or notable); they should be crafting their annotated bibliography and providing a literature review for scholars interested in the caesurae and voice present in Medieval canon.

In week 9 through 12, students will be doing the same with the non-canonical work they’ve selected.

Embedded Model Course Plan

Second 8 Weeks: Problem-Based Learning/Undergraduate Research Module - At the end of week 12, students should post their literature review and bibliographies as well as create a synopsis of any patterns they are seeing emerge in non-canonical literature in comparison to canonical texts, or any conversations they see happening intertextually. They should as well be discussing any patterns they see emerging across culture/time period via peer responses. They should ALSO be data mining any relevant research to apply to their own and add on to their bibliographies!

In week 13, students should be considering which texts ultimately matter most and what they present that other texts do not---what and why is it more important, what is it offering the field other selections don't, etc---to answer the "which texts should be canonized and why? What do we gain/lose?" question at the heart of their research problem and begin crafting their textual presentation surrounding their findings.

In week 14, students should be crafting their YouTube video (or other alternative format if they do not give privacy consent to this).

In week 15, students should post their presentations/videos and respond to each other.

In Week 16, students should post an updated version of their Annotated Bibliography with 40 sources (3-4 sources a week over the course of a semester, or, if they only scored it from the last few weeks in discussion, 4-5 a week from then on). As well, they should post any new considerations or a debriefing based off further introspection and hanging out with the texts, especially after perusing their peers' research presentations/videos.

Campus Resources

1. Valencia Library – On campus and off-campus databases; reference librarians; LibGuides

2. Writing Center/Academic Success Center/Student Development – Green Screens; DIY Kits (iMovie, Film Studio, etc.); iPad/iMac/DLSR/videocamera check out

3. Office365 – PowerPoint; Sway; Word

Assessment

GLO: “Students will recognize authors and works as belonging to specific literary movements.”

Students will perform in depth research on non-canonical and canonical Medieval literature to understand, address issues with, or develop a new- canon. Students will be assessed on their literature review, annotated bibliography (of 40 sources, including primary and secondary sources), social media presentation, and class presentation of 10-15 minutes, ultimately leading up to participating (voluntarily) in the Undergraduate Research Showcase.