

WORLD LITERATURE IN ARMENIAN CLASSROOMS: A PROPOSAL AND SYLLABUS
FOR A WORLD LITERATURE COURSE

by

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Abstract

In today's world, full of conflicts and unrest, world literature holds immense significance due to its power to foster empathy and bridge cultural divides. However, the Armenian public school curriculum neglects this important subject, limiting students' exposure to world literature. This capstone project seeks to suggest a world literature course proposal and syllabus for Armenian high schools, addressing the need for incorporating world literature into the curriculum and providing a suitable structure, methodology, and content. The research for the project involved examining current literature education practices in Armenia and researching approaches from other countries. Overall, the proposed world literature curriculum aims to promote a more inclusive worldview and develop critical skills among students.

World Literature in Armenian Classrooms: A Proposal and Syllabus for a World Literature Course

Learning world literature is extremely important as it helps us understand the world around us and gives us a chance to explore other perspectives by teaching about a wide range of cultures, literary traditions, and authors. This can help us gain new insights into how people from different backgrounds think and feel about things. It also gives us an opportunity to explore different perspectives on topics such as society, patriotism, politics, or religion and view them through new lenses (Alberson, 1946; Cheah, 2008). Besides, in our present world on edge, it is more important than ever to develop empathy for others. Literature challenges cultural stereotypes, teaches us that we are connected, helps us develop a more inclusive worldview, and see ourselves in other people (Smith, 2011).

Unfortunately, in public schools across Armenia, a neglectful attitude toward literature is present. Lack of enthusiasm in students is a common problem; they feel they lack control over their learning process and tend to disconnect from their subject. The current methods of teaching literature stifle students' creativity and critical thinking and make them memorize rather than understand a literary piece (Hakobyan, 2020; Hambardzumyan, 2022). I have experienced this firsthand, and that is one of the reasons that made me think of doing such a project. World literature is not even taught in Armenian schools, except for 2 or 3 literary works, which of course, are not sufficient for fully grasping the idea and the power of world literature. Indeed, it is important to first focus on national literature, but this does not mean that simply reading two foreign authors is enough for attaining a global outlook and impartial attitude towards other cultures. In Armenian schools, there are separate courses in Armenian and world history; it made me wonder why there should not be a course in world literature? So, I decided to propose a world literature syllabus for Armenian high schools (10th grade) with a suitable and effective methodology and content.

Literature Review

Importance of world literature

World literature is important for learning about diverse cultures and histories, experiencing the beauty of great writing, and becoming familiar with different genres. World literature is an essential part of the high school curriculum; by reading it, students can empathize with others, see their own world from another's perspective, and better understand language differences through translated texts. Cheah (2008) states that literature enhances people's imagination and perception of the world, and Alberson (1946) refers to it as "the autobiography of races or nations" (p. 323). Mirmotahari (2016) and Pitts (2017) likewise mention that world literature can reshape the way students see the world and is an effective way to expose them to other cultures and societies. World literature provides an opportunity for students to reflect on their own culture in comparison to others and to develop a deeper understanding of how people view and experience the world (Alberson, 1946; Cheah, 2008; Mirmotahari, 2016; Pitts, 2017).

World literature is not just about studying translated texts of foreign authors but rather involves a process that allows readers to explore questions about society and its structure through cultural texts. Smith (2011) and Mirmotahari (2016) discuss the socio-political context of world literature. Mirmotahari believes that learning the literature of minorities in frames of world literature class can be a step toward a more inclusive and tolerant society (Mirmotahari, 2016). It will broaden students' scope beyond their national borders and teach about other communities' cultural practices (literary or otherwise). In the wake of global unrest, Smith (2011) argues that world literature has become more important than ever. The author points out that with our global interconnectedness and communication channels, people need to develop more empathy for others in order to understand what drives them. She considers how world literature can help people explore other cultural perspectives and find common ground with conflicting parties in the international area (Smith, 2011).

Methodology

Besides the importance of teaching world literature, I will address the issue of its teaching methodology in my capstone. An efficient methodology is needed for literature classes to be interesting and insightful. The most effective way to teach literature classes is to have a combination of lecture-based teaching, hands-on activities, and discussions (Hambardzumyan, 2022). The best methodology for literature classes is to include assignments and activities where students will apply their close reading and critical and analytical skills (Pitts, 2017; Hambardzumyan, 2022). They should do this through assignments, activities, and projects that are designed to improve their understanding of literature.

The approach of Pitts, who is a Doctor of English Studies and an educator, is to separate literary works by historical periods and countries into several units, each with its own theme. The idea is that the movies students watch for each unit will be thematically similar to the literature they are reading for that unit. Pitts' methodology also includes oral presentations on several texts and film analyses, which aim to evaluate how students interpret and analyze the material, as well as a final comparative paper (Pitts, 2017). Hambardzumyan (2022), in his article, also presents some recommendations regarding the methodology of teaching literature. He says that course assignments and activities should aim not just at reading literary works but also at understanding how they relate to each other and how they have influenced society throughout time. They should form a critical attitude towards the work through questions among students. Hambardzumyan (2022) also mentions that teachers should not focus too much on plot points and should instead focus on themes or messages within each story or poem. According to Ikonne (2016), an effective methodology for teaching literature is to use thematic, response, and problem-posing approaches. These methods have the potential to have a positive impact on students' attitudes toward reading and writing. In addition, having projects, group activities, and discussions and utilizing criticism and discovery methods will help students understand how to interpret literary work (Ikonne, 2016).

Content

Course content is as important as its methodology. For world literature class, it is essential to wisely choose the authors and literary works that students will study. Many students are assigned to read works that their teachers/the Ministry of Education think are important, but they often end up disliking them because they do not relate to them (Hakobyan, 2020). The choice of texts is important because it will determine the way students perceive culture and understand other nations. Students can benefit from studying different cultures, but only if they are guided by a knowledgeable teacher who has carefully chosen what materials will be studied (Alberson, 1946; Peck & Coyle, 2002; Pitts, 2017).

Alberson (1946), Peck & Coyle (2002), and Pitts (2017) mention various authors and literary works from different periods and nations that can be included in my suggested course syllabus. All of them note classics of world literature, such as Homer's Iliad and Odyssey, Shakespearean works, Beowulf, The Divine Comedy, and much more. Alberson (1946) and Pitts (2017) also note the importance of studying various myths and legends of different nations, such as the Japanese Tale of Genji, The Epic of Gilgamesh, etc. They help students to understand other cultures and their beliefs, give a better understanding of one's own beliefs and traditions, and can be used as tools to teach them about morality and ethics (Alberson, 1946; Pitts, 2017). On the other hand, Peck & Coyle's *A Brief History of English Literature* (2002), as the name suggests, only discusses literary works of prominent English writers such as Dickens, the Bronte sisters, Virginia Woolf, and many others. English literature is one of the most influential literatures in the world due to the political power and impact that Britain has always had and learning its most notable works is a must in any country (Peck & Coyle, 2002).

Armenian context

Since I plan to propose incorporating world literature in Armenian schools, it is important to understand what the current situation and issues are there. I believe that by understanding the

context, I can make a more informed decision about how to address this issue. Armenia is a country that is still struggling to overcome the legacy of Soviet rule. The current educational system reflects this legacy in its emphasis on memorization and mechanical skills rather than critical thinking and creativity (Hraparak, 2018). The first obvious problem is that the curriculum does not include world literature. Upon examination of the school literature curriculum of Armenian schools, only 2 or 3 foreign literary pieces were identified that are studied as a part of Armenian literature class; this makes it difficult for students to learn about the world around them in a more interesting way. Instead of studying just a few works, they should study a variety of foreign pieces to get a better idea of how literature is being created in other parts of the world (Hakobyan, 2020; Hambardzumyan, 2022).

Hakobyan (2020) and Hambardzumyan (2022) in their articles address the issue of how literature is taught in Armenian schools. According to them, literature teachers use the banking approach of teaching, meaning that students are just forced to learn everything by heart, retell the biographies, and that is it. This means that they won't be able to relate their knowledge to real-life situations or their own experiences. They will just simply remember what teachers have told them in class and not actually understand what they have learned (Hakobyan, 2020; Hambardzumyan, 2022). The authors state that most teachers do not go through the symbolism, metaphors, and context of the literary works. Rather, they present them in superficial, incomprehensible language and forms. The main issue with this methodology is that it creates a detachment between students and literary processes. This detachment makes it hard for students to understand the importance of literature, which can then lead to difficulties in comprehending it. In this way, students are not being taught how to read, write, and think critically either (Hakobyan, 2020; Hambardzumyan, 2022).

All those findings indicate that world literature can become a tool for unifying people and making different nations sympathize with each other. However, this can only be achieved when a

Careful and thorough approach to course content and methodology is applied. It also becomes apparent that Armenian schools have issues related to mentioned factors that are yet to be addressed.

Research Question

My capstone project addresses a few essential questions: why world literature should be incorporated into the curriculum of Armenian schools, and what is a possible structure, methodology, and content fitting for a comprehensive world literature course for 10th grade? To support my arguments, I conducted research and drew from personal observations, intending to suggest a reform to the Armenian educational system that would broaden students' worldviews and make the learning process more engaging. With my suggestions, I emphasized the importance of developing key skills such as creativity, problem-solving, and critical thinking, which are crucial for success in life. Overall, my capstone project aimed to contribute to the ongoing efforts to improve education in Armenia by offering concrete ideas and strategies for the implementation of a potential world literature class.

Methodology

To develop my proposed world literature syllabus, I utilized a variety of research methods. Initially, I conducted an investigation of the current state of literature classes in Armenian schools, drawing on my own experience and research on the teaching methodologies currently in use. This helped me to identify the gaps and challenges that would need to be addressed. To gain insight into how other countries approach world literature and literary studies, I conducted further research to explore ideas for content, assignments, structure, and other related aspects of the proposed syllabus. I reviewed world literature syllabi extensively from a variety of countries, including the United Kingdom, the United States, and others. This allowed me to explore how different countries approach the teaching of literature and identify successful approaches that could be adapted in Armenian schools. I also studied literature textbooks and

online resources to determine the most relevant and engaging literary works to include in the proposed syllabus. I paid close attention to each work's cultural and historical contexts and how they could contribute to more diverse and inclusive course content. Via document research, I also explored the literature subject standards and exemplary programs of Armenia's Ministry of Education, Science, Culture and Sports to base my proposal on the desired course goals and outcomes. This allowed me to create a framework for the proposed curriculum that would be suitable for 10th-grade Armenian students.

Statement of Purpose

Learning world literature in Armenian public schools can help students develop a global perspective, enhance their critical thinking skills, and foster cultural understanding and empathy toward diverse societies and cultures across the world (Alberson, 1946; Mirmotahari, 2016). The Armenian educational system, besides the absence of world literature in the curriculum, has gaps in teaching methodology and content that resonates with students (Hambardzumyan, 2022; Hakobyan, 2020). The proposal of a world literature curriculum for Armenian public schools (10th grade) aims to address all these gaps and provide students with a holistic education that not only promotes global awareness but also enhances their skill set. The proposed world literature curriculum is designed to provide students with a comprehensive understanding of literature from various periods and cultures. The structure, assignments, and literary works are chosen with the aim of fostering critical thinking, effective communication, cultural awareness, and empathy toward different perspectives and experiences among students. The chosen literary works represent a diverse range of genres and cultures to expose students to a broad spectrum of themes and worldviews. The ultimate goal of the proposed course is to make students gain a deeper appreciation of the richness and complexity of the global community and world literature. The class will be structured around three different periods of literature (three units): the first period covers literature up to the 17th century, the second covers literature from the 17th and 19th centuries, and the third covers literature from the 19th century onward. Each period will have 14

works to choose from, and the teacher can select four works from each unit to cover in depth over a period of 2,5-3 weeks for each. The only requirement is that the chosen works should be diverse in terms of countries and that at least one work by a female writer should be studied in each unit.

Reflections on Process

I wouldn't characterize the process of working on my capstone as too challenging or too easy. Since I had a clear vision of what I wanted to do, I was able to set realistic goals and milestones, which helped me stay focused and motivated throughout the project. The very first step of my project was to identify the goals and outcomes of the proposed course; I took the Ministry's criteria and agenda for a literature class as a basis and set course-specific outcomes for world literature. Then, I tried to generate and research ideas for assignments that would align with those outcomes; mostly, I examined the syllabi of literature and media classes from the US, UK, and other countries. I also tried to recall assignments from my own experience and asked my support group for suggestions. It was extremely important for me to have interactive and interdisciplinary assignments to make students actively engage with literary works and develop their analytical, interpretive, and communication skills through meaningful and relevant activities. Simultaneously, I tried to find literary works to be studied during the proposed course. Again, they were based on research, particularly the scholarly sources, and syllabi I reviewed, but I also included books I have read myself or studied at the university. I tried to keep the list of literary works as diverse as possible by encompassing a broad spectrum of cultures, time periods, themes, and genres, with a special emphasis on including multiple works by female authors. It was very important for me to have this diversity as it is the whole point of the world literature course. It isn't meant to merely introduce literary works to students, but its central aim is to expand their cultural awareness and critical thinking and broaden their horizons. After determining the goals, outcomes, assignments, and literary works of the course, the next critical step was to understand the structure of the class. I broke down the whole course into three units,

where each unit corresponds to a specific time period. I determined the sufficient amount of literary works to be studied and the approximate time for each, as well as the optimal assignments for each of those units. I also described what teachers could potentially do when learning about each work. To dwell even deeper into how I envisioned the course, I developed a sample lesson plan with detailed instructions on the class breakdown. I approached this project with a strong sense of responsibility and passion because I chose a topic that was interesting and important to me; I regularly went back to my own experiences at school and referred to research to ensure that it would be engaging and beneficial for students and teachers alike. To conclude, working on my project was a valuable experience due to my personal connection to the topic and my belief that education and literature are powerful tools for personal growth and societal change.

A Proposal and Syllabus for a World Literature Course

The proposed world literature curriculum is designed to provide students of Armenian public high schools (10th grade) with a comprehensive understanding of literature from various periods and cultures. The structure, assignments, and literary works are chosen with the aim of fostering critical thinking, effective communication, cultural awareness, and empathy toward different perspectives and experiences among students. The chosen literary works represent a diverse range of genres and cultures to expose students to a broad spectrum of themes and worldviews. The ultimate goal of the proposed course is to make students gain a deeper appreciation of the richness and complexity of the global community and world literature. The class will be structured around three different periods of literature (three units): literature up to the 17th century, literature from the 17th to 19th centuries, and literature from the 19th century onwards. Each period will have 14 works to choose from, and the teacher can select four works from each unit to cover in depth over a period of 2,5-3 weeks for each (See Table 2 for the literary works). The only requirement is that the chosen works should be diverse in terms of countries and that at least one work by a female writer should be studied in each unit.

Assignments

There are nine assignments for students to engage with the material: Poetic Interpretation, Essay Paper on Making Connections, Debate, Journaling, Podcast, Poster, Monologue, Teacher for a Day, and Creative Project. Journaling is ongoing throughout the course, and the Creative Project is the final ultimate assignment. See Table 1 for the assignment distribution.

Table 1

Units	Unit 1 (up to the 17th century)	Unit 2 (17th-19th centuries)	Unit 3 (19th century onward)
Timeframe	September-November	December-January	March-May
Assignments	Journaling, Creative Project		
	Poster, Debate	Poetic Interpretation, Monologue, Essay Paper on Making Connections	Podcast, Teacher for a Day

Table 2

Units	Unit 1 (up to the 17th century)	Unit 2 (17th-19th centuries)	Unit 3 (19th century onward)
Literary Works	<ul style="list-style-type: none"> ● The Epic of Gilgamesh - Unknown, Mesopotamia, 2150-1400 BCE ● The Iliad - Homer, Greece, 8th century BCE ● The Odyssey - Homer, Greece, 8th century BCE ● Sappho's poems - Sappho, Greece, 7th century BCE ● The Ballad of Mulan - Unknown, China, 6th century CE ● The Thousand and One Nights - Unknown, Arabia, 9th century CE ● The Story of Layla and Majnun - Nizami Ganjavi, Persia, 1192 ● The Tale of Genji - Murasaki Shikibu, Japan, early 11th century CE ● The Mahabharata - Unknown, India, 400 BCE - 400 CE ● Ramayana - Unknown, India, 400 BCE - 400 CE ● Beowulf - Unknown, England, 8th-11th century CE ● The Divine Comedy - Dante Alighieri, Italy, early 14th century CE ● The Decameron - Giovanni Boccaccio, Italy, 1348-1353 CE ● Shakespeare's different plays - William Shakespeare, England, late 16th - early 17th century CE 	<ul style="list-style-type: none"> ● Don Quixote - Miguel de Cervantes, Spain, 1605-1615 ● Chunhyangjeon - Unknown, Korea, between 1694-1834 ● Robinson Crusoe - Daniel Defoe, England, 1719 ● Dream of the Red Chamber, Cao Xueqin, China, 1791 ● Frankenstein - Mary Shelley, England, 1818 ● The Brothers Grimm Fairy Tales - Jacob and Wilhelm Grimm, Germany, 1812-1857 ● Pride and Prejudice - Jane Austen, England, 1813 ● La Petite Fadette - George Sand, France, 1849 ● Uncle Tom's Cabin - Harriet Beecher Stowe, America, 1852 ● The Count of Monte Cristo - Alexandre Dumas, France, 1844 ● Crime and Punishment - Fyodor Dostoevsky, Russia, 1866 ● Anna Karenina - Leo Tolstoy, Russia, 1877 ● The Picture of Dorian Gray - Oscar Wilde, Ireland/England, 1890 ● The Yellow Wallpaper - Charlotte Perkins Gilman, America, 1892 	<ul style="list-style-type: none"> ● Ceremony - Leslie Marmon Silko, Native American, 1977 ● One Hundred Years of Solitude - Gabriel Garcia Marquez, Colombian, 1967 ● A Taste of Honey - Shelagh Delaney, a play, British, 1958 ● Beat Poets - America, 1950s ● Things Fall Apart - Chinua Achebe, Nigeria, 1958 ● We - Zamyatin, Russia, 1924 ● Lullaby - Leslie Marmon Silko, Native American, 1985 ● The Alchemist - Paulo Coelho, Brazil, 1988 ● Woman Hollering Creek and Other Stories - Sandra Cisneros, Mexican, 1991 ● Women of Sand and Myrrh - Hanan al-Shaykh, Lebanon, 1992 ● White Teeth - Zadie Smith, British, 2000 ● A Thousand Splendid Suns - Khaled Hosseini, Afghan-American, 2003 ● Extremely Loud & Incredibly Close - Jonathan Safran Foer, America, 2005 ● The Lying Life of Adults - Elena Ferrante, Italy, 2019

Breakdown for Studying Each Literary Work

A potential breakdown for each literary work (assuming the classes are twice a week):

Week 1:

- Introduction to the author and the context of the literary work
- Overview of the historical, cultural, and social background of the work

Week 2:

- In-depth discussion and analysis of the literary work
- Exploration of themes, characters, symbols, and literary devices used in the work

Week 3:

- Assignment related to the literary work
- Wrap up of the literary work, discussion of its significance, and how it relates to other works in the unit/period.

Note: When studying literary works by female authors, the teacher can go into detail about the sociohistorical context and nuances of gender within the culture and given period to enhance students' understanding of the unique experiences and perspectives of female authors and how their social and cultural contexts have shaped these. There can be class discussions about the representation of female characters or relevant themes, the challenges faced by female authors, etc.

Lesson Plan

Table 3 demonstrates a sample lesson plan assuming that:

- One of the literary works for Unit 1 is Shakespeare's *Hamlet*
- Students have already read the play, and it's the final week dedicated to it (that is, they are familiar with the plot, themes, characters, etc.)
- The teacher gave instructions on how to debate and explained everything related to it during the previous class.

Table 3

Topic:	
<p>During this lesson, students will analyze and debate the question of Hamlet's sanity. Students will be asked to examine the text for evidence supporting both positions and will engage in a class debate that encourages critical thinking, close reading, and effective communication. The lesson will contribute to the development of their analytical skills and deepen their understanding of one of Shakespeare's most complex characters.</p>	
Participants: students, the teacher	
Organization and Timing	
<p>Total time for this educational session is 45 minutes.</p> <ul style="list-style-type: none"> ● <i>Introduction (5 minutes):</i> Introducing the debate question and providing instructions. ● <i>Group assignment and preparation (15 minutes):</i> Dividing the class into two groups by randomly assigning each student a position to argue. Each group prepares their arguments. ● <i>Group debate (20 minutes):</i> During the debate, each group presents their arguments and responds to questions and counterarguments from the other group (debate structure and instructions should be introduced prior to this class). ● <i>Conclusion and reflection (5 minutes):</i> Concluding the class with a discussion on the different interpretations of the play and the significance of the question of Hamlet's sanity. 	
Objectives	
1.	Students will be able to identify and analyze textual evidence from Hamlet to support their arguments.
2.	Students will be able to construct a well-reasoned argument in a group debate using evidence from the play and demonstrate effective communication skills.
Content to meet and evaluate objectives	
<p><u>Introductions and agreement on objectives:</u> The teacher will provide clear instructions and explain the lesson objectives to ensure that students understand the purpose of the lesson. Additionally, they will introduce the debate topic in an engaging way to pique students' interest and provide a sense of direction for the lesson/debate.</p> <p><u>Presentation of information:</u> The teacher will use slides or other visuals to help students visualize and understand key concepts related to the lesson/debate. They will be accompanied by an oral explanation.</p> <p><u>Q&A, clarification, & evaluation:</u> During the conclusion of the lesson, the teacher will provide students with the opportunity to share their perspectives on the activity and the debate topic. Additionally, students will be encouraged to ask questions and seek clarification if they require further understanding of any of the instructions/concepts.</p>	
Teaching Strategies/Methods	
<p><u>Inclusive Environment considerations:</u> The teacher should encourage diverse perspectives and respectful communication, use inclusive language, and consider individual needs, including any necessary accommodations for students with disabilities or special needs.</p> <p><u>Feedback and Reflection:</u> The teacher should provide constructive feedback and encourage reflection on students' performance in the debate or other activities, helping them to develop their strengths and identify areas for growth.</p> <p><u>Close reading:</u> The teacher should guide students in analyzing the text for evidence supporting both sides of the debate question, encouraging them to pay attention to the context, various nuances, etc.</p> <p><u>Practical learning:</u> The teacher should encourage students to apply their knowledge through the class debate, allowing them to practice effective communication and develop their analytical skills in a real-world context.</p>	
Resources required	
copies of the text, a projector/screen, computer/laptop, slides/other visuals, papers and pens for taking notes, internet connection.	

Course Goals and Outcomes

Having clearly-defined course goals and outcomes is important for effective learning and instruction and can provide a framework for designing curriculum, choosing materials, and evaluating student progress. The outcomes for the proposed world literature course were established by referencing the criteria and agenda for a public school literature class developed by The Ministry of Education, Science, Culture and Sport of the Republic of Armenia (Table 4 demonstrates the developed program goals and outcomes and the Ministry’s original criteria that were used as a reference). Course-specific outcomes were refined by focusing on the program outcomes and adapting them specifically to the context of world literature. Table 4 also outlines how each suggested assignment contributes to the achievement of the program and course-specific goals and outcomes.

Table 4

Program goals	Program outcomes	Course specific outcomes	Assignments
1. Constant development and improvement of oral and written speech. (Բանավոր և գրավոր խոսքի առկայություն, մշտական զարգացում և կատարելագործում)	1.1 Students will be able to identify and interpret literary devices and strategies. (Հասկանա գրական երկի կառուցվածքը, կառուցված քային տարրերը, բացատրի դրանց փոխկապակցվածությունը, գրական կերպարի զարգացման քայլաշարը: Հասկանա և մեկնաբանի գրողի ընտրած ոճական միջոցների բազմազանությունը:)	Through the study of literary works from different cultures and time periods, students will develop the ability to recognize and analyze various literary devices and techniques and apply them effectively in their own writing and speech, demonstrating an understanding of how these devices contribute to meaning and enhance communication.	Poetic Interpretation: Students will write a poem based on a literary work studied in class, incorporating various literary devices and techniques. They can use the literary devices that are used in the chosen work. In addition to the poem, students will write a short reflection on their creative process. They may also recite or read the poem in class. (an idea: the teacher can distribute students' poems [without names] to the class, and each of them will be asked to discuss the given poem, identify the literary devices, etc.)
	1.2 Students will be able to analyze and evaluate literary works and express their ideas and opinions about them clearly and persuasively, both orally and in writing. (Ներկայացնի և մեկնաբանի տեքստերը մշակութային համատեքստում, տեղական և համամարդկային հիմնահարցերը, վերաբերմունքը դրանց նկատմամբ, դրանց	Students will analyze and evaluate literary works from diverse cultures and periods, demonstrating an understanding of how cultural, historical, and social contexts shape the texts. They will express their ideas and opinions about the works with clarity and precision in both oral and written formats.	Making Connections: Students will choose a reading from the course and select a theme, issue, or concept from it. They will then search for a work of literature, art, music, and film that connects to their chosen work from the course and relates to the theme. Students will analyze the chosen pieces and describe how they relate to the chosen theme and work, demonstrating an understanding of how different forms of art and media intersect.

	<p>մեկնաբանությունների բազմազանությունը: Ինքնուրույնաբար կատարի գրականագիտական դասողություններ՝ հիմնվելով փաստերի վրա: Հիմնավորի և մեկնաբանի սեփական տեսակետը:)</p>		
	<p>1.3 Students will develop effective communication and skills and become more confident in expressing themselves. (Հաղորդակցվի և համագործակցի վստահորեն և ստեղծագործաբար: Լսի դիմացիներն:)</p>	<p>Students will develop effective communication skills through class discussions, debates, and presentations, demonstrating an ability to articulate to deliver engaging and well-structured oral presentations on literary works from diverse cultures and periods. They will also develop the confidence and skills to communicate effectively in formal and informal settings.</p>	<p>Debate: Students will engage in a debate by preparing arguments for their assigned controversial issue or theme in groups. The groups will present their arguments and come up with refutations/counterarguments and engage in real-time debate.</p>
	<p>1.4 Students will develop their language proficiency through exposure to a variety of literary texts, as well as through discussion and written assignments. (Գրական-գեղարվեստական տեքստերի լեզվաոճական վերլուծություն, դրանց կազմում հանդես եկող առանձին բառերի իմաստային, բառակազմական և ձևաբանական քննություն, աշակերտի լեզվամտածողության զարգացում:)</p>	<p>Students will improve their Armenian language proficiency by engaging with various literary texts and through class discussions and written assignments, including language enrichment, and communication of complex ideas. By the end of the course, students will be able to communicate more fluently and accurately in Armenian and have a greater appreciation for language as expressed in world literature.</p>	<p>Journaling: For each reading assignment, students will write a journal entry which should include a brief summary of the work, reflections on their personal response to the work, analysis of literary techniques and devices used in the work, thoughts on various connections, vocabulary words or phrases that they found interesting or challenging.</p>
<p>2. Formation and development of the learner's personal identity, competencies, skills, and the value system. (Սովորողի անձնային նկարագրի, կարողությունների, հմտությունների, արժեհամակարգի</p>	<p>2.1 Students will demonstrate an increased awareness of their personal values and beliefs through the exploration of diverse literary works and discussions of the themes and messages presented within them. (Վերաբերմունք և արժևորում. Հայ և համաշխարհային գրականության օրինակով ճանաչի և արժևորի բարին, գեղեցիկը, վեհը:)</p>	<p>By analyzing a range of literary works and engaging in discussions of their underlying themes and messages, students will gain an enhanced awareness of their own personal values and beliefs, and demonstrate an ability to reflect on how these values and beliefs may have been influenced or shaped by cultural, social, and historical contexts.</p>	<p>Podcast: Students will work in small groups to create a podcast episode analyzing a literary work from the course and discussing its underlying themes and messages. Each group member should take turns hosting the podcast and contributing to the discussion, incorporating their own insights and perspectives. They should especially highlight the cultural, social, and historical contexts of the literary work.</p>

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<p>2.2 Students will develop critical thinking and analytical skills by examining literary texts, enabling them to make connections between texts and their own experiences and values. (Ցուցաբերի քննական և դատողական մտածողություն: Հիմնավորի տեքստի արդիականությունը, մեկնաբանի դրանց նշանակությունը և ասելիքը:)</p>	<p>By the end of the course, students will be able to analyze and interpret literary texts, identifying and explaining the key themes, symbols, and motifs within them. They will be able to critically evaluate the text's language and socio-historical context and demonstrate an ability to connect the text with their own experiences and values.</p>	<p>Poster: Students will create a visually engaging poster that displays the themes, symbols, and motifs they identified in the literary work. They should situate the text within its socio-historical context by providing relevant information or images.</p>
<p>2.3 Students will develop an appreciation for the power of literature to challenge assumptions, broaden perspectives, and deepen empathy, leading to the formation of a more compassionate and informed personal identity. (Հասկանա և գնահատի հայ և համաշխարհային գրականության իմացությունը որպես սեփական անձի ձևավորման և ինքնանա- նաչման կարևոր պայման: Հայ և համաշխարհային գրականության միջոցով հասկանա և արժևորի սեփական և այլ ազգերի մշակույթը:)</p>	<p>By analyzing and discussing literary works from diverse cultures and periods, students will gain a deeper understanding of human experiences, enhance their empathy, and develop a more open-minded and informed personal profile.</p>	<p>Monologue: Students will create and perform a monologue from the perspective of a character from one of the literary works studied in the course. The monologue could be based on a scene or event from the text.</p>
<p>2.4 Students will demonstrate an enhanced ability to think creatively and imaginatively through their engagement with literature, leading to improved problem-solving and greater engagement with the world around them. (Հաղորդակցվի և համա գործակցի վստահորեն և ստեղծագործաբար: Ձեռք բերի հետաքրքրասիրություն գրքի հանդեպ և ընթերցասիրություն ողջ կյանքի ընթացքում:)</p>	<p>Through their exploration of literary works and completing class assignments, students will develop the ability to think creatively and apply imaginative solutions to real-world problems, demonstrating an understanding of how literature can inspire innovation and critical thinking in various aspects of their lives.</p>	<p>Teacher for a Day: Students will create a lesson plan or presentation to address the real-world problem or challenge they have identified from a literary work. They will act as teachers (can be done in groups) when presenting their lesson or presentation. Creative Project: Students will be given the freedom to create a project of their choosing, such as a short film or board game, based on the literary works and themes studied in the world literature class. The assignment will encourage creativity, critical thinking, and analysis, while allowing students to showcase their understanding of the literature in a unique and personalized way.</p>

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