



Course Syllabus

Southern New Hampshire University Online
LIT 201 x5533: World Literature: Foundations of Culture
Center: Online
2008 Term 5
April 28 – June 22, 2008

Instructor Information:

- Dr. Lorianne DiSabato
- l.disabato@snhu.edu
- <http://www.pedestrianthoughts.com>

Textbook:

Norton Anthology of World Literature
Volumes A, B, C
Sarah Lawall, general editor
W.W. Norton & Co.
Second edition
ISBN 0-393-97764-1

Supplementary Reading Material

Lecture notes & handouts located in Course Documents folder.

Course Prerequisites

ENG 120

Course Description

This course explores both early European (Classical and Medieval) culture as well as the great non-European cultures of Asia, Africa, and the Americas. The material covered will vary, but readings will focus on a major theme such as the hero, the role of women, ethical values, views of nature or focus on an important common genre such as epic or lyric poetry.

Course Goals and Objectives

After successfully completing this course, students will be able to

- demonstrate a basic familiarity with literary texts from a variety of cultures;
- identify literary devices such as imagery, metaphor, and symbolism;
- understand how literature serves as a cultural artifact, an expression of the values & concerns of the people who write & read it;
- participate in & take turns facilitating online discussions of literary works; and
- do basic web-based research & present their findings in a clear & engaging manner.

Grading Policies

All required tasks and assignments are assessed on a point scale. Point values and percentages are as follows:

| Task | Points Possible | % of Final Grade |
|--|-----------------|------------------|
| 8 POPs @ 5 points each | 40 points | 20% |
| Discussion facilitation | 30 points | 15% |
| Author research project | 30 points | 15% |
| 8 wks Discussion Board participation @ 5 points per week | 40 points | 20% |
| Quiz average | 20 points | 10% |
| Final essay-style exam | 40 points | 20% |
| | | |
| TOTAL | 200 points | 100% |

Semester Grades

Out of a total 200 possible points, your semester grade will be calculated according to the following scale:

| Semester Point Totals | Percentage | Letter Grade |
|-----------------------|------------|--------------|
| 190 – 200 points | 95-100% | A |
| 180 – 189 points | 90-94% | A- |
| 172 – 179 points | 86-89% | B+ |
| 166 – 171 points | 83-85% | B |
| 160 – 165 points | 80-82% | B- |
| 152 – 159 points | 76-79% | C+ |
| 146 – 151 points | 73-75% | C |
| 140 – 145 points | 70-72% | C- |
| 130 – 139 points | 65-69% | D+ |
| 120 – 129 points | 60-65% | D |

Paper Format

Unless otherwise noted in the weekly Assignment Overview, all assignments must be submitted via the relevant Assignment Link no later than midnight (11:59pm) Eastern time on the day they are due. Late assignments will be penalized UNLESS you have received from me prior permission to submit a late paper. Papers must be double-spaced in standard (11 or 12 point) font size with one-inch margins. Please submit your work in either MSWord (.doc) or HTML (.html) format.

POP/Page on a Page

“POP” stands for “page on a page.” A POP is a 1-2 page (typed, double-spaced) paper that discusses a single page from an assigned reading. Instead of making global generalizations about what a particular selection is about, your POPs will point to what you think is interesting or intriguing about a *specific passage* (i.e. a single page) in that reading. Since your POPs will focus on what *you* think is interesting, intriguing, or problematic in a given text, you are permitted to use the first person (“I”).

Discussion Facilitation

Each week one or more students will be assigned to facilitate that week's discussion. As a discussion facilitator, you are expected to post to the appropriate Discussion Board forum a message that outlines the key themes or issues raised by the reading and that poses at least 3 questions for further discussion. This message should be posted at the BEGINNING of the week you are facilitating. At the end of the week, you should post a follow-up message that offers a brief summary of the week's discussion.

Author Research Project

Early in the semester, I will ask you to choose a specific author to research. Your research project is due in the relevant Discussion Board forum at the BEGINNING of the week when we will discuss that author's work. Your research project should include the following: a brief biography of your chosen author, a discussion of his or her cultural background, a brief overview of how your chosen writer compares with other authors from a similar time period and/or culture, and listing of URLs (web-addresses) for *reliable* websites where your classmates can access additional information and/or relevant multi-media resources (e.g. pictures, sound files, etc.)

Attendance Policy

Failure to participate during the first week of the course (12:00 AM Monday through 11:59 PM Sunday) will result in automatic withdrawal. Participation is defined as posting activity within a discussion board, wiki, or blog, and/or an assignment submission. Students who do not participate during the first week forfeit their rights to be reinstated into the course.

While Online Education classes are asynchronous, they are **not** correspondence or self paced. Although only a portion of students grades are tied to discussion, participation is MANDATORY. Students are expected to login and participate at least three times per week, on separate days throughout the term.

Extended absences, defined as failure to post into the Blackboard classroom for more than five days, must be coordinated with the instructor. Students who fail to coordinate any such absence with the instructor, or who fail to withdraw from the course in accordance with Online's official drop and withdrawal policy will be graded appropriately.

For more specific information, please access Online's official withdrawal policy, found at <https://www.snhu.edu/648.asp> and the [Student Handbook](#)

Administrative Withdrawal Policy

Once a student has missed enough classes that the instructor believes that the student cannot meet the goals of the course within the remaining time frame, the student may be given a failing grade, withdrawn from the course, or be considered for an incomplete *at the instructor's discretion*. Faculty members may give a student a grade of incomplete (I) only if the student and instructor have agreed, in advance, to plan or schedule for completion. Withdrawal is allowed due to lack of attendance or unusual circumstances, not as a method to prevent failing grades. *No withdrawals are permitted during the last week of the term.*

Participation Policy

As ongoing collaboration and dialogue are essential for effective online course delivery, it is imperative that students participate regularly. Those who do not participate regularly according to the guidelines outlined above may receive no credit for participation, and are **subject to course failure** at the discretion of the instructor.

Discussion Rubric

Since we will not be meeting in person to discuss readings, the Discussion Board is where we will come together as a community of active learners. Participation in each week's Discussion Board forums is an ESSENTIAL part of this course. Participation counts as 20% of your final grade, and your Discussion Board postings will be judged by the following criteria:

1. **Frequency:** To earn full Discussion Board participation, you need to post between 3-6 messages PER FORUM spread out over the course of the week. In other words, posting 3 messages in one sitting will not earn you full participation credit for that week. You need to consider your classmates' comments and contribute as the discussion evolves. Although you are encouraged start a new thread to post your thoughts, AT LEAST TWO of your weekly posts in EACH forum should be in response to a classmate's posting. Again, the purpose of our discussion is to build community as a group of active learners, not simply to post ideas without regard for how those ideas relate or compare to others' ideas. The goal is to engage one another in discussion, not simply talk to ourselves.
2. **Timeliness:** Forums are not open indefinitely. There will be a start and end date for each week's discussion, so please plan accordingly. Do not wait until the last day of the week to post your comments.
3. **Quality:** Since the term "quality" is subjective, here are some specific attributes that I am looking for:
 - Ability to synthesize readings and main concepts
 - Clear demonstration that you are reading and synthesizing peers comments
 - Good grammar & organization
 - Ability to give more than just an opinion. We all HAVE opinions, but as members of a community of learners it is our responsibility to SUPPORT our opinions with logical reasons and evidence.
 - Creative thinking
 - Ability to take the dialogue to a deeper level
 - Ability to provide useful related web sites or resources to support your points and/or encourage further discussion.

Attributes to AVOID in the Discussion Board Forums

- Excessive "I agree" statements. These are nice and sometimes appropriate, but too often they clog up the forums and do not reveal WHY you agree. Please try to support such statements.
- Lack of respect for divergent opinions. Please show the respect you would want bestowed on you.
- Off-topic comments. I've created a separate forum where you can freely talk about current events, your favorite sports teams (Go Celts & Sox!), or the trials & tribulations of your daily life. Although occasional digressions in other forums can enliven discussion, please try to keep your postings on-topic.
- Forum "hogging." Again, the purpose of the Discussion Board is to engage one another in discussion, not simply talk to ourselves. "Engaging in discussion" means expressing oneself while leaving room for the thoughts and opinions of others.
- Overly long threads. We all live busy lives and struggle to keep up with the reading. Out of kindness, please try to write concise postings that do not exceed one to two screen lengths.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Academic dishonesty in any form will not be tolerated by the university. Students involved in such activities are subject to serious disciplinary action. This includes course failure, academic suspension, and expulsion from the university.

Technological tools may be used to detect plagiarism or cheating at the instructor's discretion.

It is the students' responsibility to understand what constitutes plagiarism (defined below), guidelines for proper citation, and that ignorance of plagiarism does not and will not constitute an excuse for the behavior.

It is the responsibility of the student to:

- Review the following [document](http://www.plagiarism.org/resources/documentation/plagiarism/learning/complete_resources.doc), courtesy of turnitin.com and research resources: http://www.plagiarism.org/resources/documentation/plagiarism/learning/complete_resources.doc
- Use www.plagiarism.org as a resource throughout the term
- Contact his or her instructor with any questions or concerns.

Definitions of Academic Dishonesty

1. Cheating

- a) The unauthorized use of notes, textbooks, oral, visual or electronic communication, or other aids during an exam, quiz, or other related course assignment.
- b) The copying of the work of another student during an exam, quiz, or course assignment.

2. Plagiarism

- a) The use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgement through proper citation format.
- b) the submission of an assignment or parts of an assignment written by someone other than the student, including but not limited to, other students, commercial organizations, and electronic sources.

3. Misrepresentations

- a) The substitution of another student/individual for completion of a course, or during the taking of a quiz, examination or other assignment.

4. Unauthorized collaboration

- a) The sharing of quiz/exam questions or answers with another student without the instructors permission.
- b) The copying of another student's papers, homework or any assignment without the instructor's permission.
- c) Group collaboration on individual assignments without the instructor's permission.

5. Alteration or fabrication of data

- a) The submission of data not obtained by the student during the course of research.
- b) The deceitful alteration of data obtained by the student during the course of research.

6. Duplication

- a) The submission of the same or similar paper in more than one course without the express permission of the instructor.

7. Participation in or facilitation of dishonest academic activities

- a) The stealing of quizzes or examinations.
- b) The alteration of academic records, including grades.
- c) The sabotaging of the work of another student.
- d) The distribution of materials for the purpose of cheating.
- e) The alteration, forging, or misuse of university-related documents.
- f) The intentional reporting of a false violation of academic integrity.
- g) The offer of a bribe to any university member in exchange for special consideration or favors.
- h) The misuse of university resources, including library resources (print and electronic) and facilities, computer labs, university equipment and networks, etc.

This list is by no means comprehensive, but is representative of any actions completed in the spirit of academic dishonesty for which the university's policy on Academic Integrity might apply. It is the student's responsibility to seek clarification from an instructor if the student has questions about what constitutes academic dishonesty.

ADA/504 Compliance Statement:

Southern New Hampshire University is committed to and concerned with meeting the needs of students challenged by physical, sensory, psychiatric and/or learning disabilities. At the beginning of each term, or as soon as you become aware of a disability, we encourage you to request those accommodations which you need to meet your academic goals. To ensure that all of your needs are met, the University recommends that you meet with one of the following individuals who will assist you in making contact with appropriate faculty members and support services staff regarding accommodations:

For questions concerning compliance matters, grievance or legal issues:

Ms. Jet Goldberg
Director of Wellness Center
603-645-9679
j.goldberg@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues:

Office of Disability Services
Exeter Hall, CLASS Office, Suite 101
Tel. (603)668-2211
Hyla Jaffe, Director, ext.2386, h.jaffe@snhu.edu
Lisa Levy, Disability Specialist, ext.2035, l.levy@snhu.edu

Assignments & Schedule

The following chart outlines each week's reading & writing assignments. In addition to the following assignments & due-dates, there will be additional tasks (e.g. online quizzes, etc.) listed in each week's Assignment Overview, which will be posted to the Course Documents area at the start of the week. It is your responsibility to read & keep up with the tasks listed in each week's Assignment Overview!

Be forewarned: this class requires a great deal of reading. Each week you will read, on average, between 40 and 100 pages of literary material plus relevant background reading. If you're looking for an "easy elective," you're probably in the wrong class!

The schedule below is subject to change.

| Dates | <i>Texts & Contexts</i> | Writing |
|--------------------------|--|--|
| Week 1 4/28 – 5/4 | Ancient poetry The Invention of Writing & the Earliest of Literatures (vol. A pp. 3-9) Egyptian Poetry (vol. A pp. 41-52) The Bible: The Old Testament (vol. A pp. 52-56) Selected Psalms & Song of Songs (vol. A pp. 93-100) Poetry & Thought in Early China (vol. A pp. 805-811) Classic of Poetry (vol. A pp. 812-820) India's Heroic Age (vol. A pp. 881-889) The Bhagavad-Gita (vol. A pp. 1010-1028) | POP 1 due 5/4 Discussion Board participation |
| Week 2 5/5 – 5/11 | Greek epic literature Ancient Greece & the Formation of the Western Mind (vol. A pp. 105-113) Homer, the Iliad (vol. A pp. 114-225) | POP 2 due 5/11 Discussion Board participation |
| Week 3 5/12 – 5/18 | Greek drama & lyric poetry Sophocles, Oedipus the King (vol. A pp. 612-658) Euripides, Medea (vol. A pp. 693-725) Sappho of Lesbos (vol. A pp. 530-533) | POP 3 due 5/18 Discussion Board participation |
| Week 4 5/19 – 5/25 | Roman literature The Roman Empire (vol. A pp. 1041-1045) Catullus, lyrics (vol. A pp. 1046-1051) Virgil, The Aeneid (vol. A pp. 1052-1134) | POP 4 due 5/25 Discussion Board participation |
| Week 5 5/26 – 6/1 | Islamic literature The Rise of Islam & Islamic Literature (vol. B pp. 1419-1425) The Koran (vol. B pp. 1426-1460) Rumi, poems (vol. B pp. 1541-1549) The Thousand and One Nights (vol. B pp. 1566-1618) | POP 5 due 6/1 Discussion Board participation |
| Week 6 6/2 – 6/8 | Indian & Asian Poetry India's Classical Age (vol. B pp. 1251-1257) Amaru, Amarusataka (vol. B pp. 1337-1342) China's "Middle Period" (vol. B. pp. 1353-1357) T'ang Poetry (vol. B. pp. 1370-1373) Han Shan (vol. B pp. 1376-1379) Li Po (vol. B pp. 1379-1384) The Golden Age of Japanese Culture (vol. B pp. 2143-2147) The Man'yoshu (vol. B pp. 2148-2160) The Kokinshu (vol. B pp. 2160-2174) Mystical Poetry of India (vol. B pp. 2373-2377) Kabir, poems (vol. B pp. 2396-2401) | POP 6 due 6/8 Discussion Board participation |
| Week 7 6/9 – 6/15 | Medieval Literature The Formation of a Western Literature (vol. B pp. 1621-1625) | POP 7 due 6/15 Discussion Board participation |

| | | |
|--------------------------|---|---|
| | Medieval Lyrics: A Selection (vol. B pp. 1783-1826) Dante Alighieri (vol. B pp. 1826 – 1836) Giovanni Boccaccio, The Decameron (vol. B. pp. 1963-1991) | |
| Week 8 6/16 – 6/22 | African & Latin American Literature Africa: The Mali Epic of Son-Jara (vol. C pp. 2409-2414) The Epic of Son-Jara (vol. C pp. 2415-2462) Native American and Europe in the New World (vol. C pp. 3063-3069) Cantares Mexicanos (vol. C pp. 3073-3076) Popol Vuh (vol. C pp. 3076-3092) | POP 8 due 6/22 Final essay-style exam due 6/22 Discussion Board participation |

Online Course Structure / Blackboard Tools

Your course is organized through Blackboard CourseInfo. Below are the tools in your class, how we will be using them, and expectations associated with each. Take time to acclimate yourself to the tools and contact me if have questions.

| Button | |
|---------------------|--|
| Announcements | The latest course information, including administrative details, reminders about assignments, schedule changes, etc. You should check the Announcements several times each week. |
| Course Documents | Each week's lecture notes, supplemental readings, & Assignment Overview. You should check Course Documents at the start of each week and as necessary to complete assignments. The Course Documents area also contains an "Assignment Link" folder which you will use to upload assignments. DO NOT SEND ASSIGNMENTS VIA EMAIL. |
| Faculty Information | My picture, bio, and contact information. |
| Communication | <u>Send Email</u> : Email is not the primary mode of communication in this course. Please reserve email for comments and questions of a sensitive or personal nature. |
| | <u>Discussion Board</u> : The primary area for class discussion & participation. You should contribute to the Discussion Board forums regularly. (See Participation Guidelines above.) |
| | <u>Group Pages</u> : Use this area to communicate with your peer group and to exchange drafts & reviews with your peer review partner. |
| Discussion Board | Direct access to the course Discussion Board |
| External Links | Links to useful web-sites. |
| Tools | <u>Personal Information</u> : Use this to edit your personal information, privacy settings, Blackboard password, etc. |
| | <u>My Grade</u> : Use this tool to check your quizzes, assignment submissions, individual grades, and term-long point total. |
| | <u>Manual</u> : Check here for Blackboard-related questions. |

Instructor Schedule

I check email and Discussion Board forums at least every other day. If you send me email or ask me a question in the "Q&A" Discussion Board forum, you can expect a response (if a response is necessary) within 48 hours.

Please send only personal questions to me through email. General questions about assignments, class policies & requirements, etc. should be posted to the Q&A forum so everyone can benefit from my clarification. If you email me a question that should be posted to the Q&A forum, I re-post your question (and my answer) there.

Off Campus Library Services

Off-Campus Library Services (OCLS) has been established to provide holdings, materials, and services for faculty and students at continuing education centers and in distance education programs. A barcode is required to access materials. To obtain your barcode you can access a request form online. For further information or inquiries please contact Off-Campus Services Librarian Ed Daniels at ocls@minerva.snhu.edu or go to <http://www.snhu.edu/library.asp>

Fax: 603-645-9685 attn: OCLS
Phone: 603-645-9605 ext. 2163

Library Resources Statement: In addition to the intellectual resources available on site and online (<http://www.snhu.edu/library.asp>), Shapiro Library makes available group and one-on-one instruction in information literacy, enabling students to define and articulate what knowledge-based resources are relevant to their research interests. Library staff are available to assist students in effectively and efficiently accessing information from credible sources, to compare new knowledge with prior beliefs, and to consider the related ethical, legal, and socio-economic issues that are inherent in scholarly investigation.

Technical Support

Support for technology and Blackboard software issues can be found at <http://supportcenteronline.com/ics/support/default.asp?deptID=1845> or by dialing SNHU 24/7 Live Support at 1-877-708-2909.

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