

Comparative Literature 110-01: World Literature *Tuesday & Thursday 8:30am-9:55am* *Student Wing 324*

EXPECTATIONS :

My expectations for you:

1. Attend classes on time and stay for the duration.
2. Regular participation during class discussions is polite and courteous.
3. Given that this course is going to be discussing sensitive topics, I expect that all students be mindful that this is an academic setting and thoughts, ideas, and comments must be expressed in an appropriate and professional manner.

4. That you demand the best from yourselves, and from me.
5. That you have fun and enjoy the exploration of the texts.

What to expect from me:

1. I will put as much energy and enthusiasm into this course as you do.
2. That I will be at my appointed office hours and will respond to emails promptly.
3. I will address any and all questions and concerns to the best of

my ability.

4. I will be available to help you improve skills academic skills focusing on composition, reading, note taking, and studying as they apply to literature.
5. I will lead and direct class discussions in appropriate topics and avenues and maintain a classroom setting that is safe and supportive of academic and personal growth.

EXPECTATIONS FOR THE COURSE

1. This syllabus is a contract between you (as a student of Coli 110 section 01) and myself (as the instructor of Coli 110 section 01). from the classical period up until the Enlightenment and covering a fair share of the globe.
2. The course will be exploring world literature through the lenses of gender, sexuality, sex, relationships, and power.
3. We will be working with texts that span
4. You are earning a Composition (C) credit and as such, you will be expected to produce at least 20 pages of original written work over the length of the course.

MISS AMANDA L. PATTERSON'S CONTACT INFORMATION

EMAIL:
APATTER1@BINGHAMTON.EDU

OFFICE HOURS: LT 1514

TUESDAY 10AM—11AM
THURSDAY 10AM—11AM

OR BY APPOINTMENT

COURSE OBJECTIVES

I have several objectives and goals for this course. These should be considered as the skills each student should walk out of this course with; or at least demonstrate substantial improvement in each given area.

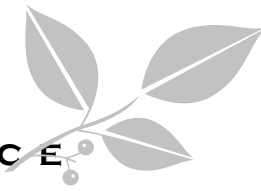
- 1) Active Reading: Reading with a purpose and with the ability to take notes.
- 2) Research Skills: I will be presenting a few of the many options that BU provides its students to use when researching a topic. We will be discussing how to appropriately compose,

and construct. And we will learn how cite a research paper in standard written English.

- 3) Book Discussion: Class participation is a large part of this course because I want students to hone the oral communication skills that are required for literature discussion in the university setting.
- 4) Composition and Rhetoric: For students to receive a “C” general education requirement for the completion of this course, a minimum of 20 pages of written work

must be produced. Therefore, assignments will be comprised of various types of papers. Class discussions in composition and rhetoric will be held. Individual writing conferences will be arranged on the suggestion of the instructor or student.

ATTENDANCE POLICY



“Reading, regardless of what the material is, should affect the reader in some way. Otherwise there is no use in reading.”

Absence from regularly scheduled classes indicates a failure to accumulate the material required for the successful completion of the course. In addition, tardiness adversely affects the reception of the course material and performance of the required activities.

A total of three (3) absences, combined with tardy arrivals in class, will result in the loss of all 50% of the semester grade that is allocated for Attendance,

Participation, and Conduct for the course.

In addition, late penalties (15%) will be deducted from the score on late assignments. Tardiness will be determined based on the signing of the attendance sheet at the beginning of each class meeting. To establish a consistent policy: two instances of tardiness will be equivalent to one absence.

Accommodations will be made for students with special requirements. Students who have special testing requirements, as determined by Services for Students with Disabilities (SSD), LH-B51, are required to submit documentation from SSD to the instructor within two weeks of enrollment in the course. The instructor and the student, along with SSD, will

test system that satisfies the student’s requirements and professional standards. This alternative testing system must be determined prior to any quiz or exam to which it will apply, otherwise the grade received during the “non-alternate” exam or quiz will be recorded.

determine an alternative

SERVICES FOR STUDENTS WITH DISABILITIES

CONDUCT AND CLASS PARTICIPATION

This section is fairly straightforward. You are expected to show up to class, on time, and participate appropriately and regularly in the discussions.

In order to actively and appropriately participate in the class discussions, students should have all cell phones, Mp3 players, PDAs, etc. turned off. In regards to laptops, all I ask is that you be courteous and respectful when using them in class. This means that all personal communication sites and programs should be

closed (not just minimized). Also, if you are sleeping in class, clearly you are not participating; please get an appropriate amount of sleep during the time that you are not in my class.

** Most importantly, respect the input and opinions of your peers and instructor. This does not mean that you have to agree with all points of view. It does mean that all class members conduct themselves like bright, young scholars.

Much like the expectations, the consequences are simple: One verbal warning will be given in class. And then, one after class meeting will be held. After that, I will be giving "Absences" for the days when re-occurring infractions happen. (Please make note of the "Absence Policy" above.)



TURNING IN ASSIGNMENTS

All papers and homework assignments are due at the beginning of class (as you sign the attendance sheet). I do expect all pages to be stapled together and for the heading to follow the format suitable for the citation style that you are using. Assignments will be accepted after class; up until 4:30pm on the day that they are due. Late work should be turned into my mailbox on the 15th floor of the library tower. Late work will incur a 15% penalty, taken off the top of the assignment. After 4:30pm on their due date, assignments will not be accepted and they will receive a grade of 0. Extensions are available, but must be arranged in advance and have just cause.

No individual extra credit assignments are granted. Emailing homework assignments is unacceptable unless prior arrangement is made with the instructor. Emailing an assignment does not mean an assignment is turned in for credit, nor does it mean that it is on time (again, unless it was previously arranged).

PLAGIARISM

I assume that very few students are intentionally plagiarizing. But please be aware of BU's Academic Honestly Policy (which is included on the following page). For clarification, I also included a few terms from "Researchers' Glossary," by Sandra Jamieson and Rebecca Moore Howard. © 2008:

“ Paraphrasing: Restating a passage from a source in fresh language, with out without using keywords from that passage. (When key words are retained from

the source, it should still be coded as paraphrase.) Paraphrasing does not involve a significant reduction in the length of the passage. The first sentence of the Gettysburg Address, for example, might be paraphrased this way: The United States was founded in 1776 on the principles of liberty and equaity.

Patchwriting: Reproducing a source language with some words deleted or added, some grammatical structures altered, or some

synonyms used (Jamieson & Howard). The first sentence of the Gettysburg Address, for example, might be patchwritten this way: Eighty-seven years ago, the founding fathers created a new nation that was conceived in the principle of liberty and was dedicated to the equality of man. If quotation marks are used for the copied bits, the text should be marked as a quotation, not patchwriting. However, a passage may be patchwritten even when it is cited.

Summarizing: Restating and compressing the main points of a paragraph or more in fresh language and reducing the summarized passage by at least 50%. The 266- word Gettysburg Address, for example, might be summarized this way: The civil war that we are now fighting tests the principles on which our country was founded. We must pursue this war as a way of honoring the men who fought and died on this battlefield.”

PAGE 105 OF THE BU STUDENT HANDBOOK: ACADEMIC HONESTY CODE

Actions Outside the Boundaries of Academic Honesty and Integrity

No set of written guidelines can anticipate all types and degrees of violations of academic honesty. To the extent that the examples below are not exhaustive, duly appointed representatives of the University will judge each case according to its merits. They will be guided by the principle that academic dishonesty involves misappropriation of academic or intellectual credit to oneself or to the discredit of others. Instances of such dishonesty include:

PLAGIARISM

Presenting the work of another person as one’s own work (including papers, words, ideas, information, computer code, data, evidence-organizing principles, or style of presentation of someone else taken

from the Internet, books, periodicals or other sources). Plagiarism includes:

- quoting, paraphrasing or summarizing without acknowledgement, even a few phrases;
- failing to acknowledge the source of either a major idea or ordering principle central to one’s own paper;
- relying on another person’s data, evidence or critical method without credit or permission;
- submitting another person’s work as one’s own; using unacknowledged research sources gathered by someone else.

<http://www2.binghamton.edu/student-handbook/studenthandbook08-09.pdf>

“The worth of a book is to be measured by what you can carry away from it.”

—James Bryce



G R A D I N G

Letter Grade Policy:

- 95.0 – 100 A
- 90.0 – 94.9 A-
- 87.0 - 89.9 B+
- 84.0 – 86.9 B
- 80.0 – 83.9 B-
- 77.0 - 79.9 C+
- 74.0 –76.9 C
- 70.0 –73.9 C-
- 60.0 –69.9 D
- < 60.0 F

Attendance & Participation: 40%

Paper 1 (“Medea”): 10%

Paper 2 (5pages) : 20%

Paper 3 (5-7pgs) : 20%

Homework and Quizzes: 10%

Policy on “Incomplete”: Failure to satisfactorily complete the requirements of the course in a timely manner will not result in an “I,” but in a grade of “F.”

A letter grade of “I” (Incomplete) will be given only in the case of serious long-term medical or other emergency, with documentation.

Week	In class	Assignments
One	9/1 Introduction to course	For 9/3: Please define the following terms: culture, sex, sexuality, gender, male, female, man, woman, gay, lesbian, straight Readings: Begin <u>Kāma Sūtra</u> , Part One
	9/3 Discussion of terms; Introductory notes to the <u>Kāma Sūtra</u> ; How to read the <u>Kāma Sūtra</u>	Readings: Continue <u>Kāma Sūtra</u> , Part One; Skim Part Two (we will not be lingering here, I'll be discussing a few key points); Start Reading Part 3
Two	9/8: Discussion of <u>Kāma Sūtra</u> Part One; Brief Lecture on Part Two	Readings: <u>Kāma Sūtra</u> , Parts Three and Four
	9/10: Discussion of <u>Kāma Sūtra</u> Parts Three and Four	Readings: <u>Kāma Sūtra</u> , Part Five
Three	9/15: Discussion of <u>Kāma Sūtra</u> Part Five	For 9/29: 1-3 page paper on power relationships in the <u>Kāma Sūtra</u> . Readings: Sappho poetry (links on BlackBoard)
	9/17: Introduction to Sappho; Discussion of Sappho	Readings: "Medea"
Four	9/22: Introduction to Euripides, his life and plays; Begin "Medea"	Readings: Begin "Medea"
	9/24: notes on symbols (the masculine and the feminine); Discuss "Medea"	Readings: Finish "Medea"
Five	9/29: <u>Kāma Sūtra</u> Reflection due; Lars Von Trier's <u>Medea</u>	For 10/6: Writing exercise on "Medea": Choose one or two differences that you have found between the film and the play. Explain the significance of each difference in terms of gender, sexuality, and power. (I'm looking for a solid 3-4 pages) Readings: The Bacchae
	10/1: Discussion of "The Bacchae"	Reading: "The Bacchae"

Six	10/6: Discussion of "The Bacchae"	Prepare a few possible paper topics
	10/8: Writing Workshop <ul style="list-style-type: none"> • Choosing a paper topic • Researching • Sources 	Paper: 5pgs: Something brilliant that you have yet to communicate in class, or that you have been thinking about across the readings. You can explore a question or approach a topic discussed in class from a new direction. ** First year students must meet with me for a writing conference before turning in a paper ** All students must get paper topic approval Due in the beginning of class on 10/22 Readings: "Cliges"
Seven	10/13: Citations; Discussion of "Cliges"	Work on your paper Readings : "Cliges"
	10/15: Plagiarism Avoidance; Discussion of "Cliges"	Work on your paper Readings: Essential Rumi
Eight	10/20: Parametric Exercise; Discussion of Essential Rumi	Work on your paper Readings: Essential Rumi
	10/22: BU virtual reference; Discussion of Essential Rumi	Work on your paper Readings: Vita Nuova
Nine	10/27: Discussion of Vita Nuova	Work on your paper Readings: Vita Nuova
	10/29: 5pg. Papers Due Discussion Vita Nuova	
Ten	11/3: Return Papers; Class Writing Conference	Mandatory Paper revisions due 11/10 Readings: Malleus Maleficarum (Excerpts Provided)
	11/5: Discussion of the Malleus Maleficarum	Readings: Malleus Maleficarum (Excerpts Provided)
Eleven	11/10: Discussion Malleus Maleficarum	Readings: Malleus Maleficarum (Excerpts Provided)
	11/12: Paper Revisions Due; Discussion of Malleus Maleficarum	Readings: The Roaring Girl

Twelve	11/17: Return Paper revisions; Discussion of The Roaring Girl	Readings: The Roaring Girl
	11/19: Discussion of The Roaring Girl	Final Paper Assignment: Due 12/11 to my mailbox in LT 15** An assignment sheet will be distributed in class.
Thirteen	11/24: No Class INSTEAD I'll be holding appointments to discuss your papers	Work on your papers Read: "Twelfth Night or What You Will"
	11/26: No Class	Work on your papers Read: "Twelfth Night"
Fourteen	12/1: paper questions; Introductory notes on "Twelfth Night"	Work on your papers
	12/3: Paper questions; Discussion of "Twelfth Night" *please also bring "Roaring Girl" to class	Work on your papers
Fifteen	12/8: Paper questions; Short in class assignment; Closing remarks *please also bring "Roaring Girl" to class	Work on your papers
	12/10: Final Papers Due during the class period	

** Instructor reserves the right to make changes to the schedule at any time. Information about schedule changes will be given to the students in class or by email.

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