Moberly Area Community College  
Common Syllabus  
LAL210 A Survey of World Literature I  
Current Term

Instructor:  
Office number:  
Office hours:  
Contact information:  
Classroom number:  
Class days and time:  

Catalog Description:  *LAL210 A Survey of World Literature I  (3-0-3)  
This course is a survey of world literature from the earliest texts to the 18th century. (IN)

Prerequisite/Co-requisite:  None

Text:  
Title:  *The Norton Anthology of World Literature, Short Edition, Volume 1  
Author:  Puchner  
Publisher:  Norton  

Other Required Materials:  Curiosity and intellect; the instructor may provide additional handouts

Purpose of Course:  Survey of World Lit I will introduce the students to the canon of literature that stretches unbroken down to us from the great cradles of early civilizations. It will introduce to students the great differences between episodes and centers of World literature, while examining the great similarities as well. The diverse modes (epic, lyric, prose) will be explained, and the students will also develop an appreciation for the evolution of literary taste and the impact of wider material culture on the internal workings of literature.

Course Objectives:  Upon successful completion of this course, students will be able to:  
• Demonstrate a familiarity with the major names, works, themes, and modes of the World literary tradition from its earliest texts to the 18th Century;  
• Explain the historical contexts which produced those works;  
• Demonstrate the ability to think independently and critically about literature as a cultural artifact;  
• Demonstrate basic research skills using material original, primary, and secondary;  
• Demonstrate basic skills in critical thinking, reading, and writing.  
• Write college-level English; and  
• Communicate orally at college-level standards.
Course Content:
1. The Classical World
2. China and Japan
3. India and Arabia
4. The Meetings of Worlds

Assessment of Student Learning: Student outcomes of the above objectives that will constitute the student’s final grade may be measured through, but not limited to, the following: objective and essay examinations, quizzes, oral presentations, class participation, small group work, and/or projects. If class participation counts towards a student’s final grade, then the instructor will describe what behaviors s/he will accept for credit to be earned; identify the percentage that class participation is worth; and explain how s/he tracks participation.

Determining percentage weight of components is, of course, the instructor’s prerogative. For example:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>30%</td>
<td>3 @ 100</td>
</tr>
<tr>
<td>Essay #1</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Essay #2</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Think pieces</td>
<td>30%</td>
<td>10 @ 10</td>
</tr>
<tr>
<td>Participation</td>
<td>5%</td>
<td></td>
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Grading Scale:
100%-90% = A
89%-80% = B
79%-70% = C
69%-60% = D
59% or below = F

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignment(s)/Project(s): (as an example)
There will be three tests, each short answer/essay. For Essay #1, you have two options: you can write a close analysis, book report or review; or you may write a creative work in imitation of the style of any work read in class during the semester, or you might create a painting, sculpture, etc. of any scene. Essay #1 should be 3-4 pages; if you choose the creative option, you should strive for approximately 100 lines of work. If your creative project is visual, accurateness of detail and completeness will be among the criteria. Essay #2 should be 5-6 pages and is the result of your independent research project: you must choose a work from our text and prepare a critical study of its history, importance, and features. Essay #2 requires that you utilize secondary critical material. The think pieces are your reaction(s) to what you have read; each is approximately 500 words. They
should not be mere plot summary. You must complete ten, but can turn in no more than two per week.

Schedule of Student Assignments/Activities: Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education outcomes, the student who successfully completes this course will be able to:

- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- **Valuing:** Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

College / Instructor Policies:

**Academic Dishonesty:** MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook M.010*). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy:** Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”

**Term Length Drop Calculations**

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by
the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

**Definition of Course Attendance**

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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| Hybrid Course                                                                 | Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following: *
| Online Course                                                                 | Active participation in an online course includes the following: *

*Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. ([Policy Handbook, I.090 & M.095](#))

**Tardiness:** Per instructor’s policy
Make-up and late work: Per instructor’s policy

Extra-credit work: Per instructor’s policy

Student Email: MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement: Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu.