FA20_ENGL_2650_501_CunicoJ

English 2650-501. World Literature I, Fall 2020 _Juliette Cunico, Ph.D.

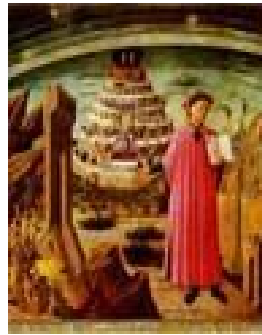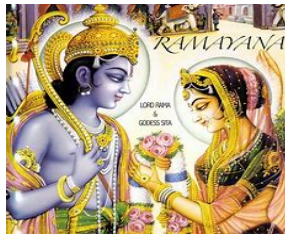Om   Fafnir Guards the Gold-Hoard. By Arthur Rackham

The Tale of Genji   The Ramayana   Sandro Botticelli, Divina Commedia   The Wife of Bath, Ellesmere Manuscript

The New Globe, Bankside   Don Quixote. By Pablo Picasso

Policy Syllabus

Course Description. **English 2650** is one of the required courses in the World Literature Survey that fulfills core curriculum requirements. The course focuses strongly on examining the ways literature and culture intersect and define each other, as well as how those elements are reflected in the paintings, music, and other visuals of the time. We'll read representative world masterpieces from ancient, medieval, and Renaissance times and broaden our understanding of the literature of other cultures by exploring how their stories reflect the individuals, ideas and customs of cultures worldwide. We will engage with texts from ancient Mesopotamia, Mesoamerica, Native American creation stories, early modern Europe, Norse mythology, and texts from the Near and Far East, Elizabethan England and New World explorers. As we read, analyze, discuss, and enjoy, we will learn about the political, social, and cultural contexts which shaped them, and via video lectures and live group discussions, discover how the issues and themes raised in the texts reflect themselves in our perceptions of current events, social norms, political ideologies, and cultural constructs. To

emphasize the timelessness of these texts, we'll find out how they have influenced one or two popular stories, current films, and current events **Prerequisites: None**

Required Texts and Materials

The Norton Anthology of World Literature . Eds Martin Puchner, et al. Package 1: Volumes A, B, C,

Fourth Edition, June 2018. ISBN: ISBN: 978-0-393-26591. Paperback.

Supplemental Resources: These will consist of authors' background information, Audio recordings, films, instructional videos, art works, and other materials designed to help us gain a fuller understanding of the written text, as well as to serve as sources for papers. All resources are available (free) **in Learn and through the appropriate *Norton* websites.**

Oftentimes, current events, special programs, films, etc. that relate directly to our course material surface. When this happens, please send a message to the class with details. We can also discuss these via Flipgrid.

Web Resources: To find information on the historical and cultural contexts of the works we are reading, as well as an interactive timeline, and links to other related websites, visit the websites listed in the assignment schedules, and the general website links to Volumes A, B, and C of the fourth edition. https://digital.wwnorton.com/worldlit4pre1650. Before you can access the site, you will need to register at "Getting Started with Norton Digital Products," register your Norton digital product(s) and join the course.

Supplemental Resources: These will consist of authors' background information, Audio recordings, films, instructional videos, art works, and other materials designed to help us gain a fuller understanding of the written text, as well as to serve as sources for papers. All resources are available (free) **in Learn and through the appropriate *Norton* websites.**

A Film on Demand Account: This account must be set up through the UNMVC library http://valencia.unm.edu/library/ even if you are a Main Campus student. Please contact Kat Gullahorn, Public Services Librarian at the UNM-Valencia Campus Library 505-925-8990 | krg@unm.edu and she will set the account up for you.   If **you come to campus (Valencia), anyone in the Library can help you set up the account. You must use the link from the UNM Valencia Library website; the Main Campus version of Films on Demand is not the same.**

Additional materials: Optional texts, short readings, musical compositions, paintings, videos, illustrations, background materials, and student resources will be available in Blackboard Learn in Course Content: Readings + Additional Resources.

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Online Availability and Office Hours

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Online Office hours.   Monday through Friday, 11:00-12:00 and by appointment. You can find the ZOOM link in the Office Hours and Contact Information section, Course Menu

Online Availability: Daily, especially during the following times:

- **Monday-Wednesday 10:00 a.m. - 12:30 p.m.; 9:00 -11:00 p.m.**

- **Tuesday-Thursday 10:00 a.m. -12:30 p.m., 2:00-4:00 p.m., 9:00-11:00 p.m.**

- **Fridays: mornings 10:30 a.m.-2:00 p.m.**

Times may vary on Tuesday, Thursday, and Friday evenings and on weekends. I am generally not online on a regular basis on Saturday or Sunday, but I will login on those days.

Contact Information: Contact me anytime, either through Course Messages or UNM email.   Course messages should be our primary communication channel, but if it's more efficient to do so from another device, use UNM regular email. I will respond in a timely fashion. In an emergency, or if Learn or UNM LoboMail is having issues, e-mail me at juliettemcunico@gmail.com or call the number below.

Please feel free to call my landline at 505-268-0585. Please leave a message. Include your name, a phone number, and the best time to call. I will return your call within 6-8 hours of receipt.

Success in Online Classes: Online classes require self-discipline and engagement with classmates, even more so than face-to-face classes. Here are some ways to help you be successful in this class.

1. **Set and keep to an established study schedule that fits in with your individual schedule.**
2. **Login to the course at least once a day to check for announcements, scheduling changes, etc.**
3. **Make the most of online discussions.**
4. **Ask thoughtful questions of both instructor and other students.**
5. **Let the instructor know which techniques work best for you.**
6. **Develop a personal motivation strategy.**

Full participation is required. Students are expected to check Learn daily and are responsible for all materials, assignments, responses to discussion topics, and any changes.
Check the assignment schedule and the announcements to find out what is due and whether assignments have been modified, omitted, or added.

"Attendance": UNM requires that students' participation in online courses be monitored. I monitor attendance by checking assignment submissions, messages, and discussion participation. There will be two assignments due per week. Dates will vary, but plan to submit these during the first two weeks on the dates indicated in the announcements and / or in the assignment schedule. Response papers and quiz due dates will usually be Saturday or Sunday by midnight. You may, of course, submit assignments before the due date.

Student Learning Outcomes (SLOs)

By the end of this course you should be able to

1. Identify and comprehend key authors and literary works from ancient periods to the Enlightenment.
2. Understand each text's historical and cultural context.
3. Identify and analyze a variety of literary forms, including poetry, plays, and philosophical and religious texts.
4. Compare works from different cultures and historical periods examining genre, style, and content or theme.
5. Analyze how literary works reflect historical, national, cultural, and ethnic differences.

Positive Learning Environment

UNM affirms its commitment to the shared responsibility of instructors and students to foster and maintain a positive learning environment online and face-to face. This commitment has consequences for a range of academic and interpersonal dynamics. Many of our readings address political ideologies, religious beliefs, and

other "hot-button issues." Some tend to be controversial and elicit strong emotions. It is therefore critical that in our discussions, we remain sensitive to one another's viewpoints and feelings. If we respect each other's ideas and opinions, we can maintain open dialogue and even engage in heated debate. The benefit of such open dialogue is that it helps us to understand what these texts tell us about not only its original audiences but also ourselves.

UNM Student Handbook.

The UNM Student Handbook contains, among other things, the Student Code of Conduct.
See https://pathfinder.unm.edu

Racism, classism, sexism, homophobia/heterosexism, ableism, ageism, or any other discriminatory attitude will not be tolerated in this class. **Please feel free to share any concerns you might have.**

I support undocumented students.

SafeZone This class is free of racism, classism, sexism, homophobia /heterosexism, ableism, ageism, or any other discriminatory attitude.

Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see page 15 - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html.

Course Requirements

Students will
- Write a minimum of 3-4 response papers.
- Complete 3-4 short writing assignments.
- Engage in all online discussions
- Watch assigned films and videos available in Blackboard Learn or through Films on Demand
- Complete short quizzes over the assigned material
- Complete two open book exams
- Complete one longer synthesis-type paper
- Complete all assignments in order to pass the course.

Participation: Students are expected to check Learn daily and are responsible for all materials, assignments, responses to discussion topics, and any changes. Check the assignment schedule, announcements, and the Major Assignments Due Dates calendar to find out what is due when and check to see whether any changes have been made.

Late Work: Students who do not respond to postings or who consistently submit papers late with no explanation or notification will receive a lower course grade. Students will not be allowed to make up work missed without instructor permission.

Course Grades

Students may earn a course grade of A, B, C, D (fractionated), F, or I

Course grades are based upon the following:

- **Participation in and completion of 10 required discussion topics @ 6 points each.... 60 points**
- **Policy Syllabus, Online Learning Skills, and Plagiarism Quiz ....25 points**
- **Quizzes, including the NortonInQuizitives..175 points**
- **Short writing assignments (4 @ 50 points each.............……………………………200 points**
- **Response / Analysis Papers (3 @ 100 points each) ....300 points**
- **Two Open Book Exams @ 100 points each …………….............................. .... 200 points**
- **A Course Synthesis Paper…………………………………………………………...........50 points**

Total Points possible = 1010

Extra Credit is available. Completion of extra credit items will result in points added to your overall course grade. Extra credit is not a substitute for a missing assignment, however.

The following approved forms of extra credit work will count toward your grade:

2 points if you view / listen to one of the following and post a summary of it on our Discussion Board within 48 hours: lecture, talk, live performance, video recording, audio performance or recording, television program, or film showing related to our class focus.

Extra credit quizzes: If you complete one or more of these, the one with the highest score will <u>replace</u> a low score on a required quiz.

Additional extra credit short writing assignments are available in the Extra Credit Content area, Course Menu.

Points-to-Grade Conversion

There are 1000 points possible in this course. Grades will be determined using a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1000-900 points); 89-80% = B (899-800 points); 79-73%= C (799-700 points); 69-60% = D (699-600); and below = F.

A+ 99-100+%	**B+** 86-89.9%	**C+** 76-79.9%	**D+** 66-69.9%	**F** 0-59.9%
A 93-98.9%	**B** 83-86.9%	**C** 73-76.9%	**D** 63.66.9%	
A- 90-92.9%	**B-** 80-82.9%	**C-** 70-72.9%	**D-** 60-62.9%	

Discussion Topics: The topics are a combination of those posted by the instructor and students. Most of our discussions will be traditional text-only postings in the Learn Discussion Module. The other(s) will be conducted via Zoom. Whatever the venue, each student is to post at least one topic that **shares a new idea or formulates a question.** Remember that your discussions, as well as your response papers, will be read with an eye to the timeliness, content and completeness of your response as well as the overall coherence of the

discussion. To communicate your written thoughts clearly, be mindful of your sentence structure, grammar, punctuation, spelling, word choice, and so forth. While your written responses and individual entries may use informal language, you are expected to present ideas in relatively error-free writing (i.e., few typos, no grammatical errors, no texting abbreviations, etc.). Again, these are not text or e-mail messages but rather reflections of your thought processes and reactions.

Writing Requirements and Policies

Requirements: The following are the general requirements for any written material.

Assignments must contain a Works Cited unless otherwise indicated; 2) include support from outside sources when appropriate; 3) use current (2016) MLA formatting for both parenthetical citations and the works cited page; 4) address the questions asked, and 5) not be plagiarized (See Plagiarism section).

Use MLA Parenthetical Citation (no footnotes) and a separate Works Cited. For the works cited page, **use the title Works Cited**; "Bibliography" is used only when the writer provides a lengthy list of everything major written about the topic!

Websites and other Sources for MLA formatting

> **MLA Handbook 2016**
> **Pocket Style Manual by Diana Hacker**
> MLA Style and Formatting **(Purdue Owl)**
> MLA 8th ed. guide
> APA help **from APA**
> OWL **Purdue Writing Lab (This site is your best friend).**
> EasyBib.com
> KnightCite (Calvin College)

> **Nota bene: Do not use Wikipedia as a source. It is a good place to go to for an overview and for references, but since anyone can edit it, it is not to be used as a reliable source itself.**

Submission Dates: When you submit written assignments, please include the date you submitted the assignment, not the due date.

Specific Requirements for Papers

> **Response/Analysis** papers should be a minimum **3 full pages** long, **plus a** Works Cited page. Each paper must follow current (2016) MLA format unless otherwise indicated, both for parenthetical citations and the works cited page; address the questions asked; **contain at least three quotations for support** and not be plagiarized. (**ALL sources must be cited in the text of the paper; plagiarism, whether intentional or unintentional is can result in a failing grade. See Plagiarism section**). These papers require careful reading of the materials and support from outside sources as well as thinking hard about your own relationship to the texts. The short format of these papers should encourage you to focus on expressing your thoughts clearly and succinctly. **All papers must be completed to pass the course. All papers must reflect an accurate reading of authors' ideas.**

> **Shorter writing assignments:** Length will vary.

All papers and other assignments **must include** complete identifying information: your name, my name, English 2650-501, and the date submitted **in the document paper / quiz itself, not just in the ~~message subject line.~~ Assignments lacking that information will be returned and will not be graded until the information appears on the assignment itself.**

Revisions: You may revise some of your assignments. Sometimes I will ask individuals to do so; other times, students will have that option. **The revision is due one week from the time of the graded original's return**. Revisions must illustrate substantial work, including both revising and editing and a date change in the identifying information. Revisions must be attached to the first graded draft. Some revisions may be graded holistically. T**he revision grade replaces the original.**

Assessment: The response papers and short writing assignments will be assessed using the following criteria:

> **1) a demonstration of critical reading,**
> **2) analysis and /or interpretation**
> **3) an ethical and correct integration of research,**
> **4) proper MLA documentation including works cited pages when required**
> **5) show an understanding of the conventions of literature**
> **6) address audience and purpose using effective strategies**
> **7) maintain focus and mature expression of ideas**
> **8) employ the conventions of Standard American English**
> **9) revision which improves writing.**
> **10) Times New Roman 12-point font, double-spaced, and least THREE quotations for support**
> **11) Use only MLA format, 8th edition (2016). For the works cited page, use the title Works Cited; "Bibliography" is used only when the writer provides a full list of everything written about the topic! Use in-text citation only – no footnotes!**
> **12) Always title your paper.**

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Synthesis Paper / Essay

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You will complete this assignment in the Discussion Board toward the end of the semester. **This assignment consists of a** synthesis and integration of your thoughts on the course focus, ideas, themes, readings, assignments, and discussions. While you need not mention every reading, please be sure to reference "a goodly number." As you do so, look at the Student Learning Outcomes; choose **one**, and reflect upon how the above relate to that objective. Include a Works Cited which contains the texts you reference and is presented in correct MLA format.

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Two Open Book Exams

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The exams are not cumulative. Each will cover the material studied during the appropriate half of the semester. The questions will be a combination of single identifications, short answers, and short essays. The exams will incorporate definitions, short identifications of passages, characters, authors of works, and a short essay or two.

Late Assignment Policy: I will accept late assignments, but only when

> **a) you have contacted me about the delay, and / or in my opinion,**

> **b) good and sufficient reason exists for so doing. If an emergency prevents you from completing an assignment or contacting me before the due date, please contact me as soon as you can, so that we can plan.**

> **c) Assignments, if submitted late without explanation, will not be accepted.**

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Assignment Submission

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Submit all papers and exams through the Assignments Links unless otherwise noted.

Include your name, the name of the assignment, and the date submitted on the document itself. Dates must accurately reflect the date the paper -- draft or revision -- was submitted.

Plagiarism

Academic Honesty and Integrity: "Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters"—this statement, which you will find in the UNM Catalog and Pathfinder, establishes the expectations for the University, the College, the English Department, and this class. This means that you are expected to write your own papers, and to provide full and accurate citations when you use others' specific language (words, phrases, sentences) visuals, or ideas.

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own, or submitting **your own work completed for another class without my permission.** Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

1. A student **must not** adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

2. A student **must** give credit to the originality of others and **acknowledge** indebtedness whenever:

    a. Directly quoting another person's actual words, whether oral or written;
    b. Using another person's ideas, opinions, or theories;
    c. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
    d. Borrowing facts, statistics, or illustrative material; or
    e. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

(modified from *Code of Student Rights, Responsibilities, and Conduct*, Part II, Student Responsibilities, Academic Misconduct, By action of the University Faculty Council (April 12, 2005) and the Trustees of Indiana University (June 24, 2005).)

This is not to say that students cannot use other sources; they should! Sources provide support for ideas. When using **any** sources, however, students **must** cite them properly. Students should also consult with the instructor and use the sources listed below to discover how to avoid plagiarism.

> **The University considers plagiarism a serious form of academic dishonesty. Academic dishonesty, especially plagiarism, will not be tolerated and may result in administrative withdrawal with a final grade of F– and can result in dismissal from the University For UNM's policies, refer to the UNM Catalog and the UNM Student Handbook– Pathfinder which defines academic dishonesty as "including, but not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records" (2.4.). https://pathfinder.unm.edu/**

If you do plagiarize, you will face one or more of the following consequences: failing the assignment, failing the course, or facing disciplinary action taken by the University. Any infraction of UNM's policies on academic integrity and honesty will be documented and may also be reported to the Chair of CHESS. To avoid plagiarism, students can speak to the instructor, consult a tutor, and complete two Plagiarism Tutorials located in

The departmental policy on cheating is as follows: If a paper is intentionally plagiarized, all or in part, the student will receive a "0" and may be reported to the CHESS Chair. Plagiarism is an offense that meets with dire consequences; simply put, it is theft.

Consequences: **I check each paper for plagiarized material. Any paper which is plagiarized, either whole or in part will receive an automatic grade of 0. Students will NOT be allowed to redo the assignment. Plagiarism in this course will result in one or more of the following: failure of the assignment, failure of the course, or disciplinary action by the University.**

This is not to say that students cannot use other sources; they should! Sources provide support for ideas. When using **any** sources, however, students **must** cite them properly. Students should also consult with the instructor and use the sources listed below to discover how to avoid plagiarism

Student Privacy: The Student Privacy Act, a federal statute called FERPA, strictly prohibits instructors or administrators from talking to anyone but the student about his/her grades, progress, or work. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the ONLY ONE who may speak the
instructor regarding grades, work, or progress. In other words, UNM instructors and administrators cannot speak to parents or anyone else about student grades, progress, or work unless the student is present and gives his / her permission to do so.

Students can expect that UNM instructors and administrators will follow the guidelines set forth by FERPA.
Instructors and administrators

1) MUST and WILL protect student privacy.

2) CANNOT and WILL NOT discuss a grade with or hand back assignments to a student's parents, friends, or relatives.

3) WILL NOT make any exceptions to this policy.

Grade Disputes

There are several guidelines concerning grade disputes, Below is a BRIEF outline of some of the policies.

1) A student must discuss the grade dispute with the instructor first.
2) If a student has discussed the problem with his/her instructor and if the problem has not been solved, then the student may discuss the problem with the Chair of the English Department.
3) If the student has discussed the problem with the Chair and if the problem has not been solved, then the student may discuss the grade dispute with the Dean of Instruction. Students can read more about how to dispute a grade by consulting the University of New Mexico Student Handbook, which outlines the procedure in detail.

Accessibility Services

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), accommodations may be made for qualifying students. If you qualify for ADA or have a disability that I need to provide accommodation for, please let me know, as I am not legally permitted to inquire. You should also contact UNM's Accessibility Services at 277-3506 or online at: as.unm.edu/home

Conferences: I want you to succeed in this class. If you are having difficulty, please contact me right away-- don't wait until you feel completely lost. Keep the lines of communication open. E-mail me; arrange a time to meet--whatever we need.

MOST IMPORTANT! This is your class. Do not hesitate to ask questions and / or voice your opinions. It is not my intention to tell you **what** to think; instead it is to act as a guide through ways in **how** to think about these texts and issues.

Student Support Services

UNM-Main and UNM-Valencia Student Support Services

Technical Support from UNM-Valencia or UNM-Main Campus
    All Campuses Computer Support   505-277-5757
    UNM-VC Computer Support   505-925-8911
    Learn Support: http://online.unm.edu/help/learn/support/index.html
    (505) 277-0857   learn@unm.edu

    UNM-Valencia Library: Please contact the Public Services Librarian, Kat Gullahorn, MLS
    Public Services Librarian
    UNM-Valencia Campus Library
    http://valencia.unm.edu/library/
    505-925-8990 | krg@unm.edu

Accessibility Support

UNM's Accessibility Resource Center http://as2.unm.edu **505-277-3506**

Alternate Format Course Materials
If you are a student with a disability who is having problems with any of the content delivered through UNM Learn, you should contact your instructor and the UNM Accessibility Resource Center. Your instructor may be able to provide you with a more accessible version of the information or make other accessibility accommodations. Resource Center staff can help both of you determine the best format.

Adaptive Technology Support

Resource Center staff may also be able to provide you with access to adaptive technology that can help you use UNM Learn course sites. The Accessibility Resource Center website contains a listing of computer labs and adaptive software available to Resource Center clients. Contact Details for ARC Phone: (505) 277-3506 Fax: (505) 277-3750 Email: arcsrvs@unm.edu

UNM Valencia Academic Services Support, and Student Services
Support http://valencia.unm.edu/students/student-services.html (**505) 925-8581**

Additional Student Support Services
    Veterans Resource Center (http://vrc.unm.edu/) (505) 277-3181
    Student Services Affairs UNM VC   (505) 925-8560
    Student Support Services-TRiO   (http://ceop.unm.edu/sss/index.html)
    LGBTQ Resource Center   (http://lgbtqrc.unm.edu/) 277-5428, 277-LGBT
    UNM Dream Team (unmdream@unm.edu) The UNM Dream Team is committed to create power for
    multigenerational, undocumented, and mixed status families toward
    liberation. UNM Dream Team is an affiliate of the New Mexico Dream Team and United We Dream.

Blackboard Learn

Blackboard, the company that develops the Learn software, is committed to ensuring that the software is usable and accessible. Blackboard measures and evaluates accessibility levels using two sets of standards: Web Content Accessibility Guidelines (WCAG) issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. The Learn software has been awarded Non-visual Accessibility Gold Certification by the National Federation of the Blind.

 If you have any concerns regarding the functionality of the UNM Learn application in relation to accessibility, please **contact the UNM Learn Support**

Fall 2020 Instructional Calendar

Aug 17 – 21	First week of classes	
Aug 24 – 28	2nd week of classes	
Aug 31 – Sept 4	3rd week of classes	
Sept 7		Labor Day – no classes (3-day weekend)
Sept 8 – Sept 11	4th week of classes	
Sept 14 – Sept 18	5th week of classes	
Sept 21 – Sept 25	6th week of classes	
Sept 28 – Oct 2	7th week of classes	
Oct 5 – Oct 9	8th week of classes	**CHANGE** – there is no Fall Break as originally scheduled on Thursday and Friday. There is a one-day break on Wednesday, Oct 7 (no classes on Wednesday). (This is to discourage travel back home over Fall Break.)
Oct 7		One day break – no classes
Oct 12 – Oct 16	9th week of classes	
Oct 19 – Oct 23	10th week of classes	
Oct 26 – Oct 30	11th week of classes	
Nov 2	12th week of classes	
Nov 3		Tuesday Election day – no classes **(this is new for UNM)**
Nov 4 – Nov 6	12th week of classes	
Nov 9 – Nov 13	13th week of classes	
Nov 16 – Nov 20	14th week of classes	
Nov 23 – Nov 25	15th week of classes	
Nov 26 – Nov 29	Thanksgiving Break	No Classes

		CHANGE - Students are not to return to campus after Thanksgiving. There will be remote instruction/finals from this point forward.
Nov 30 – Dec 4	Remote week	Remote instruction only. No in-person classes.
Dec 7 – Dec 12	Remote exam week	Remote exam week. No In-person exams.

Genesis 1.1. KJV, 1611.
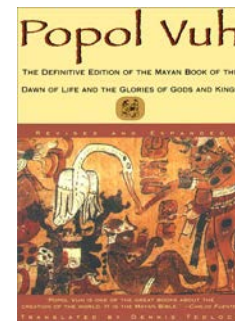
English 2650. 501, World Literature I Fall 2020

Assignment Schedule Weeks 1-4

Nota Bene: The assignment syllabus is a tentative schedule of assignments. Assignments may be deleted, added, or changed. Any changes will be posted in the Announcements Module and e-mailed through Course Messages.   Changes are usually made to give students more time.

Course Organization: Our discussions / assignments will follow interrelated themes-Creation and the Cosmos, Travel and Conquest, Speech, Writing, Poetry, Medieval Lyrics, Travel and Encounter, Literature About Literature, Humanism and the Rediscovery of the Classical Past, Petrarch and the Love Lyric, Encounters of Europe and the New World, God, Church, and Self

You will notice that each major section as indicated in the *Norton* Table of Contents has introductory material. These sections contain valuable background information and provide context for each of the readings listed therein. Each might not appear in the Assignment Schedule proper but assume that each is <u>always</u> required reading.

Unit 1: Introduction to the Course. Creation and Cosmos. Mesoamerica, Mesopotamia, Egypt, and the Middle East.

Course Objective: Compare works from different cultures and historical periods, examining genre, style, and content or theme.

Unit Objectives: Identify and recall basic course policies and tools by describing selected tools and completion of plagiarism tutorials, discussions and responses to quizzes.

Identify and demonstrate understanding of the similarities and differences in the creation stories of designated

cultures in discussion, quizzes, and in a response paper.

Week 1. August 17-22

Introduction to the Course. In "Start Here," Read "Navigating the Course."
Watch "What is World Literature." **Read "**How Students Develop Online Learning Skills," and "A Guide to Instructor Teaching and Grading Philosophy."

Read Policy Syllabus. **Purchase** textbooks. As soon as you have the texts, **register.** You will need to **register** for Access to Norton Quizzes (InQuizitive) and other Norton Materials. **Please see Start Here!** for detailed instructions. **Visit this link**

https://digital.wwnorton.com/worldlit4pre1650. Then, https://digital.wwnorton.com/worldlit4pre1650

First, click on the link above. Then click https://wwnorton.knowledgeowl.com/help/getting-started-students-DLP-registration

Lastly, go to how-do-i-register-for-my-norton-digital-product? The instructions will take you through the registration process.

Respond to **Discussion Topic #1**. **Introductions, Who Are We? Due by midnight, August 24.**

Complete Plagiarism Tutorials #1 and #2. In the "Plagiarism: Definition, Articles, and Tutorials" Content Area.

Take "Policy Syllabus and Plagiarism Quiz" posted in Course Information. **Submit through the Assignments link.**

Read "What Has Gone Before" and "More What Has Gone Before" **in Course Content Background Folder.**

Creation of the Dine (Navajo).
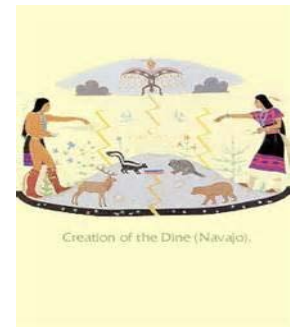
Unit 1 continued. Creation and Cosmos. Mesoamerica, Mesopotamia, Egypt, and the Middle East.

Weeks 2-3. August 23-September 5

Labor Day Holiday Monday, September 7th

Course Objective: Compare works from different cultures and historical periods, examining genre, style, and content or theme.

Unit Objective: To demonstrate awareness of the similarities and differences in the creation stories of world cultures through discussion, short essays, and quizzes.

Watch All Segments in "Sign, Symbol, and Script: Origins of Written Communications and the Birth of the Alphabet" and "Myths and Legends of Lost Civilizations" in **Films on Demand Content Area.**

Read in *Norton* **Volume C,** from *Popol Vuh* 515-529. **Look at** the *Popol Vuh* materials in the **content folder; Read** in *Course Content*, "Navajo Creation Stories" (folder); "Zuni Creation Stories and Cosmology" weblink; **Read** file in the Norse / Icelandic Creation Stories   folder: the Poetic Edda - "Creation Story – The Prose and Poetic Eddas / The Story of the Volsungs."

Read in *Norton* Vol. A*,* "The Great Hymn to the Aten" 24-28; The Babylonian Creation Epic *Enuma Elish* 29-34; Hesiod from "Theogony" and "Works and Days"34-42; **Read** in *Norton* The Hebrew Bible 145; Genesis 1-4, 152; "Noah and the Flood" (Gen 6-9) 157; "Tower of Babel" (Gen 11) 161; and Exodus (19-20) 185.

Take *Norton* **InQuizitive [Quiz #1]** *Popol Vuh*. **Due Sunday, September 6th by midnight.**

Prepare to respond to Discussion Topic #2. Due 9/13

The Oldest Known Melody (Hurrian Hymn no.6 - c.1400 B.C. ↓   ↓

Akhenaten's Hymn to the Aten

Weeks 3-4. September 6-19

Course Objectives: Compare works from different cultures and historical periods, examining genre, style, and content or theme. Analyze how literary works reflect historical, national, cultural, and ethnic differences**.**

Unit Objectives: To compare the creation stories from eastern and western cultures and identify their similarities and differences, especially as the commonalities between cultures and these same concepts and metaphors inform our current notions of a) the afterlife and b) the concept of "hero."

Identify and analyze 3-5 central metaphors central to the stories read so far, focusing on the commonalities between cultures.

Choose your favorite Egyptian Love poem (*Norton* A 70-75). Then, **listen** to Ancient Egyptian Love Song" *and* "The Oldest Known Melody "Hurrian Hymn no. 6 c. 1400 B.C. (**YouTube** links in Course Content).

Respond to Discussion Topic #2. **Don't forget** to reply to and discuss each other's posts. **Due 9/13**

<u>Week 4.</u>

Plagiarism and Citation Workshop via Zoom. Date TBD. You can find the link in the ZOOM section just below the Office Hours and Contact Information menu item.

Prepare to write Response Paper #1b. **Look** at the additional materials in the Course Content for background and context. **Due by** September 20th.

Read in **Course Content** "What are Vedas? A Brief Introduction; "**Read** "Hymns from the *Rig Veda*" (Web Link) In the Ancient India, the *Bhagavad Gita, The Ramayana, Mahabharata and the Rig Veda* Folder **in Course Content. Read in** *Norton* A, "India's Ancient Epics and Tales" 1113-1121; the Rāmāyana of Vālmīki 1122-1127, **and** from Books 2 and 6 1128-1133, 1184-1186.

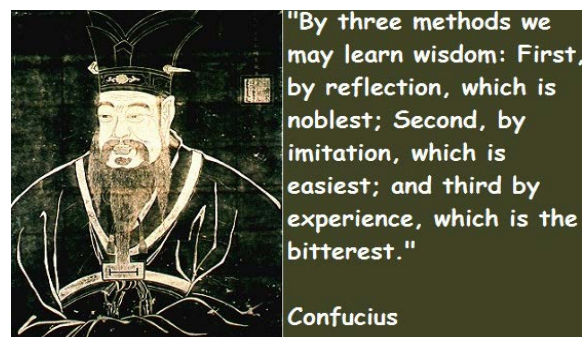**Take** *Norton* **InQuizitive #3 <u>Introduction: India's Ancient Epics and Tales</u>**

https://digital.wwnorton.com/28680 **and InQuizitive #4 <u>The *Rāmāyana* of Vālmīki</u>** https://digital.wwnorton.com/28689   **Due Sunday 9/15.**

Read in **Writing Resources**, "Literary Devices" (web link) the definitions for: Metaphor, Archetype, Epithet.

Write **Response Paper #1b. Due Sunday September 20th. Submit** through the assignments link.

OM

"By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest."

Confucius

English 2650-501, World Literature I Fall 2020

Assignment Schedule Weeks 5-6

Reminders: **You will notice that each major section as indicated in the *Norton* Table of Contents has introductory material. These sections contain valuable background information and provide context for each of the readings listed therein. Each might not appear in the Assignment Schedule proper but assume that each is <u>always</u> required reading.**

The assignment syllabus is a tentative schedule of assignments. Assignments may be deleted, added, or changed. Any changes will be posted in the Announcements Module and e-mailed through Course Messages.   Changes are usually made to give students more time.

Unit 3. Poetry and Life Lessons: Asia, India, Greece and Rome.

Course Objectives: Compare works from different cultures and historical periods, examining genre, style, and content or theme. Analyze how literary works reflect historical, national, cultural, and ethnic differences.

Unit Objectives: To identify the imagery / metaphors central to the literatures of different cultures and demonstrate an understanding of what those metaphors mean. To demonstrate how these same concepts and metaphors inform our current notions of) the concept of "hero."

Weeks 5 and 6. September 13-26

Week 5. September 13-19

> **Read** in *Norton* A: Aesop 603—612*; The Jātaka* 1294-1295, and "Early Chinese Literature and Thought" 1305-1313**.**

> **Read** in *Norton* A**, Laozi (Lao Tzu), from *Dao De Jing* 1340-1349. https://plato.stanford.edu/entries/laozi/**

> **Take** *Norton* **InQuizitive #5** <u>**Introduction: Early Chinese Literature and Thought**</u>. **Due Wednesday, September 23rd**

> **Prepare for Short Writing Assignment #1. Due midnight September 26th**

> **Read** and **Watch** in the **Tips for Success: Writing and Tutoring Resources Content area, Writing about Literature - Guidelines for Prose, Poetry, and Drama folder:**

> Literary Terms and Literary Devices**,** Rhythm and Meter: "Conventions of Epic Poetry**,"** Rhythm and Meter Podcasts "10 podcasts / The Close Reading Cooperative, Eastern Illinois University."

> **Begin** reading in *Norton* A*, The Epic of Gilgamesh* 89-145.

Gilgamesh Tablet, B.M.   The *Iliad* and the *Odyssey*

Unit 4: Travel and Conquest - Heroes, Adventure, and Quests

Course Objectives: Compare works from different cultures and historical periods, examining genre, style, and content or theme. Analyze how literary works reflect historical, national, cultural, and ethnic differences**.**

Unit Objectives: To identify the imagery / metaphors central to the literatures of different cultures and demonstrate an understanding of what those metaphors mean. To demonstrate how these same concepts and metaphors inform our current notions of) the concept of "hero."

Week 6. September 20-26

Complete **Short Writing Assignment #1. Due midnight September 26th**

Read in *Norton* **A***, The Epic of Gilgamesh* 89-145.

Read in the *Epic of Gilgamesh* folder (Course Content) "Previously Unknown Lines to the Epic of Gilgamesh discovered in Stolen Cuneiform Tablet" (Holloway, April. 3 October 2015).**Listen to / explore** the audiobooks**.**

Watch **CBS** *Star Trek-The Next Generation* / *Darmok.* web link) in the *Gilgamesh* folder (**Course Content).** This episode from Season 5 (1991) is perhaps one of the best illustrations of the importance of finding out what imagery / metaphors are central to the literatures of different cultures and what those metaphors mean.

Take *Norton* **InQuizitive #6** *The Epic of Gilgamesh*. **Due 9/27.**

Read in **Course Content, Ancient Greece Folder** Overview: Ancient Greece and Homer, the *Odyssey***.**

Read **in Course Content,** "What is a Hero? The Hero Archetype in Literature, Religion, and Popular Culture."

Read in *Norton* **A** Homer, the *Iliad* 232-307.

Prepare for **Response Paper #2**. **Due midnight Monday, September 28th**

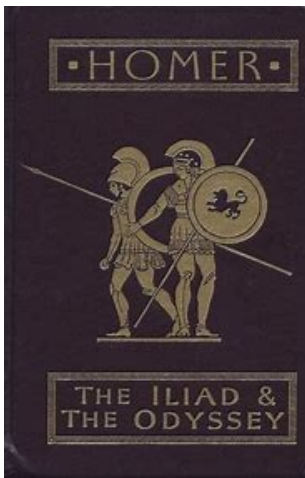**Read** **"Homer's** *Odyssey"* file in **Course Content**

Watch "A Critical Guide to *The Odyssey*" **Film on Demand Folder**

Read in *Norton* **A**, *The Odyssey* 325-603.

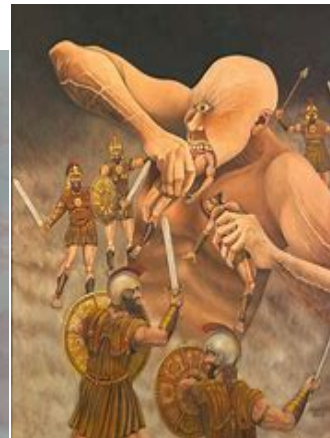**Watch** *The Perilous Journey*: Homer's *Odyssey* (Web Link)

Watch "Odysseus: Warrior's Revenge" **Films on Demand Folder**

Write **Response Paper #2**. **Due midnight Monday, September 28th**

English 2650.501, World Literature I Fall 2020

Assignment Schedule Weeks 7-8

Reminders: You will notice that each major section as indicated in the *Norton* Table of Contents has introductory material. These sections contain valuable background information and provide context for each of the readings listed therein. Each might not appear in the Assignment Schedule proper but assume that each is <u>always</u> required reading.

The assignment syllabus is a tentative schedule of assignments. Assignments may be deleted, added, or changed. Any changes will be posted in the Announcements Module and e-mailed through Course Messages.   Changes are usually made to give students more time.

Note: This schedule can be modified to accommodate student needs.

<u>Weeks 7 and 8. September 27-October 10</u>

Week 7. September 27-October 3   Catch up!

To help you prepare for Open Book Exam #1, please **take** *Norton* InQuizitives <u>Homer, *The Iliad*</u> https://digital.wwnorton.com/28684 and <u>**Homer, *The Odyssey.***</u> https://digital.wwnorton.com/28687

For grading purposes, the scores on these quizzes will not be included in your Norton Quizzes **175 points** total. They are to help you prepare for Open Book Exam #1. **Please try** to complete these quizzes by **Sunday, October 4th**

Week 8. October 4-10

CHANGE – there is no Fall Break as originally scheduled on Thursday and Friday. There is a one-day break on Wednesday, Oct 7 (no classes on Wednesday). (This is to discourage travel back home over Fall Break.).

More preparation for Open Book Exam #1. The exam will cover material through Weeks 1-7.

Prepare for the exam by answering the questions on the Exam #1 preparation and study guide paper posted in the Exams Content Area. **Submission of this paper is optional**. You may submit it if you wish for review and for 50 extra credit points. If you decide to do so, submit it through the

assignments link included in the paper. **Due midnight Saturday, October 10th.**

Exam #1 will be available on **Monday October 12th. Due by Sunday October 18th.**

Please submit through the assignments link in the Major Exams, Submission Links, and Study Guides.