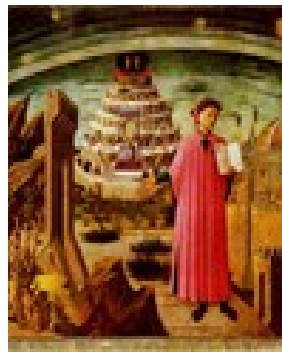


# FA15\_ENGL\_292\_501\_CunicoJ

## 292.501: World Literature: Ancient through Early Modern –Online

Dr. Juliette Cunico



Fall 2015

English 292-501 Online

Dr. Juliette Cunico

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Phone: 505-268-0585

English 292-501 World Literature: Ancient through 16th Century – Online

Survey of key texts in world literature from the ancient world through the 16th century. Meets New Mexico Lower-Division General Education Common Core Curriculum Area V: Humanities and Fine Arts (NMCCN 2613). (LL)

Policy Syllabus and Assignment Schedule

**Course Description:** Need to fulfill core requirements? Then, this is the course for you. **English 292** is one of the required courses in the World Literature Survey that fulfills core curriculum requirements. We will engage with key centuries-old texts that come from ancient Mesopotamia, India, Asia and other regions, early modern European texts and those from Elizabethan England and New World explorers. Not only will we read, analyze, and enjoy these stories, poems, plays, and essays in and of themselves, but we'll also become familiar

with the major political, social, and cultural contexts which shaped them. In addition, we will explore how the issues and themes raised in these texts are the basis of many of our own perceptions of current events, social norms, political ideologies, and cultural constructs, such as the concept of the hero. To emphasize how truly timeless these key texts are, we'll sample their strong influence as seen in one or two popular stories and films.

### **Required Texts and Materials:**

*The Norton Anthology of World Literature* (Third Edition) (Vol. Package 1: Vols. A, B, C)

Paperback – March 12, 2012; Martin Puchner (Editor), Suzanne Conklin Akbari (Editor),

Wiebke Denecke (Editor) ISBN-13: 978-0393933659

*The Poetic Edda* (selections) and *The Tempest*. Texts available in Blackboard Learn

**Additional materials:**(Optional) texts, short readings, musical compositions, paintings, videos, illustrations, background materials, and student resources will be available in Blackboard Learn in Course Information, Additional Resources, and in Web Links.

**Web Resources:** To find more information on the historical and cultural contexts of the works we are reading as well as an interactive time line, and links to other related websites,

<http://www.wwnorton.com/college/english/nawol3/section/vola/quiz.aspx>

From time to time, issues, special programs, films, etc. that relate directly to our course material may surface. When this happens, we will let each other know.

**Films on Demand Account:** For those students who are truly "long distance learners," Ms. LeAnn Weller - librarian and course builder - can help with setting up Films on Demand access; please contact her at [lweller1@unm.edu](mailto:lweller1@unm.edu)

**Additional materials** - (optional) texts, short readings, musical compositions, paintings, videos, illustrations, background materials and student resources and will be available in **Blackboard Learn** in **Course Information** and Content modules and in **Web Links**.

**Dr. Juliette Cunico**

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Home Phone: 505-268-0585

Offices: UNMVC Academic Building 505-925-8600.

Face-to-face office hours are M-W 8:30-9:00 and by appointment

UNM Main Campus SHC Room 6 505-277-4211

Face-to-face office hours are M-W 2:30-3:30 and by appointment

**Online Availability:** Daily, especially during the following times:

Monday-Wednesday 6:30-9:00 p.m.

Tuesday mornings 10-12 a.m. Times may vary on Tuesday and Friday evenings and on weekends. I am not available on a regular basis on Saturday or Sunday afternoons and evenings between 5 and 10 p.m.

**Messages?** You may contact me anytime through Course Messages in Blackboard LEARN. I am usually not online before 8:00 a.m., so please give me 12-24 hours to respond.

**In an emergency**, or if, **and only if** either Learn or UNM LoboMail is having issues, e-mail me at [juliettemcunico@gmail.com](mailto:juliettemcunico@gmail.com).

**Please feel free to call me using the phone number listed above. I will return your call in a timely fashion**

**Communication:** 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, call me, and arrange a time to meet--whatever we need.

**Success:** College classes pose their own set of challenges, and one of these is time management. During this first week, experiment with and develop a time management strategy. Take advantage of all the resources available to you.

**MOST IMPORTANT!** This is your class. Your ideas and input shape the discussion.

### **Course Objectives / Student Learning Outcomes (SLOs):**

**Once you successfully complete this course you will be able to:**

**Situate** key authors and literary works from the earliest literatures of Sumeria to about 1650 within their historical and cultural contexts (in response papers and examinations) and demonstrate an expanded understanding of the development of literary forms and cultural traditions of the world as expressed in the stories. In other words, we will become familiar with the complex interactions between these texts and the political, social, and cultural contexts which shaped them. [NM HED Area V Core Competencies 2 and 3];

**Compare** and **contrast** works from different cultures and historical periods to those from other cultural traditions and other historical eras examining genre, style, and content or theme (in discussions, short essays and examinations) [NM HED Area V Core Competencies 2 and 3];

**Analyze** and **interpret** works from different historical and cultural traditions using appropriate critical terms of literary analysis and responding to questions about genre, style, and content or theme (in discussions, short essays and examinations) [NM HED Area I Core Competency 1; Area V Core Competency 1];

**Recognize** and **evaluate** how some literary works reflect historical, national, cultural, and ethnic differences, even as they invoke shared human experiences and **relate to readers and the world today** (in discussions short essays and examinations) [NM HED Area V Core Competencies 3 and 4], and

**Write** with increasing proficiency critical essays characterized by original and insightful theses, supported by logically integrated and sound subordinate ideas, appropriate and pertinent evidence, and good sentence structure, diction, grammar, punctuation, and spelling [NM HED Area I Core Competencies 2 and 3; Area V Core Competencies 1 and 5].

**Course Organization:** Our discussion / 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, The "Undiscover'd Country" -Encounter of Europe and the New World, God, Church, and Self**

### **Course Requirements:**

--You will write a minimum of 5 response papers and one synthesis paper. All papers must be completed in order to pass the course.

--Engage in all online discussions

- Film and Video viewing through Blackboard Learn
- Complete short quizzes over the assigned material
- Complete two open book exams
- Complete one longer synthesis-type paper

**“Attendance”:** UNM **requires** that students’ participation in online courses be monitored. Work submitted indicates attendance and can be used to take attendance. There will be two assignments due per week. Dates will vary, but plan to submit these first two weeks’ assignments on the dates indicated in the Announcements and / or in the assignment schedule. Response papers and formal essay assignments’ due dates will usually be Saturday or Sunday by midnight. You may, of course, submit assignments before the due date. I can monitor attendance by checking work submitted.

**Participation:** Students are expected to check Blackboard Learn regularly and are responsible for all materials, assignments, responses to discussion topics, and any changes. Check the assignment syllabus announcements, and the 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 will receive a lower course grade. Students will not be allowed to make up work missed without instructor permission.

**Grades for this course are calculated as follows:**

Students may earn a course grade of A, B, C, D (fractionated), F, or I (Rarer than a Unicorn!).

Course grades are based upon the following:

**Grading Scale:**

- Participation in and completion of all 10 online discussion topics at **2.0% each..... 20%**
- Short writing assignments and quizzes.....**15%**
- Response / Analysis Papers (**5 at 5% each**) .....**25%**
- Two Open Book Exams @ 15% each .....**30%**
- A Course Synthesis Paper.....**10%**
- Extra Credit is available

**Online Discussion Topics:** The topics are a combination of those posted by the instructor and students. 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 formal 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 thoughts clearly, be mindful of your sentence structure, grammar, punctuation, spelling, word choice, and so forth. While your 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.

**Quizzes:** Responses to each of the 10 quizzes are assessed on a Percentage correct basis. The quizzes folder is available in Course Information.

**Response Papers:** Students will write 5 Response / Analysis papers that explore / evaluate specific aspects of the stories and other texts we read. Each paper is expected to be a minimum of **2 full pages and a maximum of 3-4 pages** long, **plus a Works Cited page**. These papers require careful reading of the materials 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. **Detailed descriptions and prompts for each paper will be available in the Response Paper Prompts folder.**

**Synthesis Paper / Essay:** This paper represents your own ideas. You will write a paper (minimum of 3 pages, exclusive of Works Cited) that synthesizes and integrates your thoughts on the focus, ideas, themes, readings, assignments, and discussions from throughout the course. While you need not discuss all the readings in this paper, be sure to reference “a goodly number.” As you do so, look at the Student Learning Outcomes (Course Objectives) listed above; choose **one**, and reflect upon how the above relates to that objective. Include a Works Cited which includes the course texts you reference and is presented in correct MLA Works Cited format.

**Your grade for this paper will reflect both the originality of your approach, the specificity of your thoughts, and the style with which you present your work. For assistance in formatting, consult any up-to-date handbook or visit the Purdue Online Writing lab (OWL).**

**Two Open Book Exams:** 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.

**Each Paper Grade - Response and Longer Paper grade - is** calculated on a traditional percentage system, with the appropriate plus or minus sign, using a standard 0-100 point scale:

<b>99-100% (99-100 points) = A+</b>	<b>78-79% (78-79 points) = C+</b>
<b>92-98% (92-98 points) = A</b>	<b>74-77% (74-77 points) = C</b>
<b>89-91% (89-91 points) = A-</b>	<b>70-73% (70-73 points) = C-</b>
<b>86-88% (86-88 points) = B+</b>	<b>68-69% (68-69 points) = D+</b>
<b>82-85% (82-85 points) = B</b>	<b>67-61% (67-61 points) = D</b>
<b>80-81% (80-81 points) = B-</b>	<b>60-63% (60-63 points) = D-</b>
	<b>59% or below (59 points or less) = F</b>

### **Writing Requirements**

All papers must be completed in order to pass the course. The following are the requirements for the essays and Response papers.

**Response papers** must 1) be a minimum of **2 full pages and a maximum of 3-4 pages long, plus a Works Cited page**; 2) include support from outside sources; 3) follow MLA format unless otherwise indicated overall and for both parenthetical citations and the works cited page; 4) address the questions asked, and 5) not be plagiarized (See Plagiarism section). Prompts will be posted in the Response Papers folder in Course Information.

**Formal Synthesis Paper / Essay** should be double-spaced, and **at least 3 full pages long, plus a Works Cited page.**

**Assignment Submission:** You will submit all papers, quizzes, and exams as attachments to an e-mail sent through Learn E-mail. All items MUST include your name, the name of the assignment, and the date



submitted in the paper / quiz itself, not just in the e-mail. ALL dates must accurately reflect the date the paper -- draft or revision -- was submitted.

**Assessment:** The essays and response papers will be assessed using the following criteria:

**All papers must reflect an accurate reading of authors' ideas.**

- 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
- 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.

**Papers must be received on time to receive full credit. Late paper grades may be lowered by one full letter. In order to receive a passing grade, ALL papers MUST follow MLA format. ALL sources must be cited in the text of the paper; plagiarism, whether intentional or unintentional is not acceptable.**

**Revision (when allowed):** Students will be allowed to revise. Sometimes I will ask individuals to do so; other times, all students will have that option. Revisions must illustrate substantial work done on the papers, including both revising and editing. **The revision is due one week from the time of its return.** **Grading:** the revision grade REPLACES the original.

**Paper Requirements:** Here are some additional instructions and requirements for your papers:

Do NOT include a separate title page, but always title your paper. All papers must use Times New Roman 12-point font, be double-spaced, and least THREE quotations for support.

**Use only MLA format.** 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 – no footnotes! Address the questions asked, and **not be plagiarized** (See Plagiarism section).

### **More on 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.

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 Pathfinder. 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. **. For more about plagiarism, check out The Owl at Purdue website <http://owl.english.purdue.edu/owl/resource/589/01>.** To avoid plagiarism, students can speak to the instructor, consult a tutor, and complete two Plagiarism Tutorials.

**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 Chair of the English Department. Plagiarism is an offense that meets with dire consequences; simply put, it is theft. The student will receive an F for the course.**

**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.

**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.

**You Quote It; You Note It (Acadia University):** <http://library.acadiau.ca/tutorials/plagiarism/>  
<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html>

**Grade Disputes:** 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.

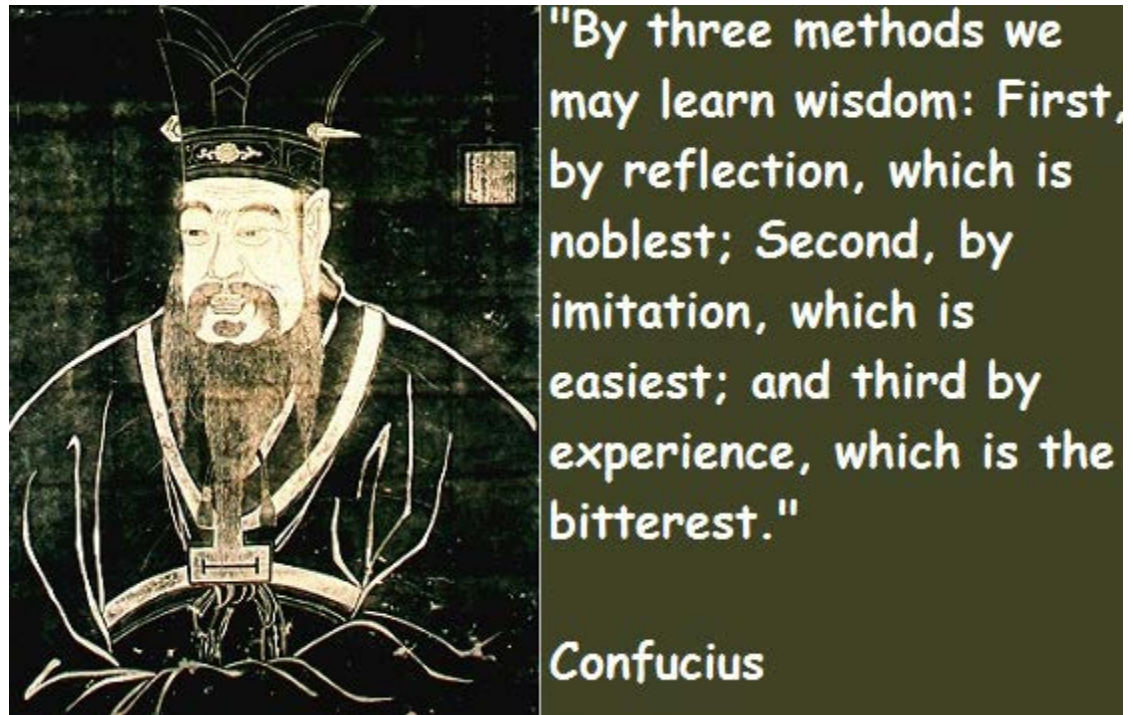
**3) WILL NOT make any exceptions to this policy.**

**Concerning grade disputes, there are several guidelines. 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.

**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](http://as.unm.edu/home)**





**English 292.501: World Literature: Ancient through Early Modern –Online**

**Assignment Schedule**

**Dr. Juliette Cunico**

**Fall 2015**

**Required Texts:**

***The Norton Anthology of World Literature* (Third Edition) (Vol. Package 1: Vols. A, B, C)**

***The Poetic Edda* (selections) and *The Tempest*. Texts available in Blackboard Learn**

**A Film on Demand Account.** Our Librarian, Ms. LeAnn Weller will set up an account for you if you are not close to a UNM campus.

**Additional materials** - (required and optional) texts, short readings, musical compositions, paintings, videos, illustrations, background materials. and other student resources will be available through Blackboard Learn in our Course Information. Additional Resources, and Content modules and in Web Links.

**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

## **Unit 1: Creation and the Cosmos. Love and War: Mesopotamia, Egypt, India, Greece and Rome**

### **Weeks 1 and 2: August 17-August 29**

**Introduction to the Course.** Explore content.

**Respond to Discussion Topic #1. Due Thursday August 20<sup>th</sup> by midnight.**

**Provide** name, contact information, and post photo.

**Complete** Background Info Sheet in **Course Information**. **Send to me** as an attachment to a Course Message. **Due Saturday August 22<sup>nd</sup>**

**Read Course Policy Syllabus and Assignment Schedule, Weeks 1-6;** ask about unclear items.

**Take** and complete plagiarism tutorials posted in **Additional Resources**

**Read** “Overview: Ancient Mesopotamia” (posted in **Course Information**). **Explore** the links provided.

**Watch All Segments in “Sign, Symbol, and Script: Origins of Written Communications and the Birth of the Alphabet.”** In **Film on Demand Folder**

**Read in Norton**, Vol. A, Chapter 1 **Introduction** “Ancient Mediterranean and Near East Literature” 3-21; **“Creation and the Cosmos”** 23-25.

**Read in Norton** Vol. A, “The Great Hymn to the Aten” (with a side trip to “Cannibal Spell for King Unis”) 29-33; The Babylonian Creation Epic *Enuma Elish* 34-39, **and** –

**Choose** your favorite Egyptian Love poem (*Norton A* 76-80). Then, listen to Ancient Egyptian Love Song” and “The Oldest Known Melody “Hurrian Hymn no. 6 c. 1400 B.C. (**YouTube** links in Course Information)

**Read in Norton A**, *The Epic of Gilgamesh* **95-151**.

**Take Quiz #1. Due Thursday August 27<sup>th</sup> by midnight.**

**Read in Norton A** “The Hebrew Bible” 151-158.

**Read in Norton** Genesis (all chapters / selections), “Noah and the Flood” (Gen 6-9)”; Tower of Babel; Abraham and Isaac 96-98, and Exodus 98-113.

**Take Quizzes #2 and #3. Due Sunday August 30 by midnight**

**Respond to Discussion Topic #2** in the **Discussion Board Module**. **Don’t forget** to reply / discuss each other’s’ posts. **Due Sunday August 30<sup>th</sup> by midnight.**

**Write Response Paper #1. Due Sunday September 6<sup>th</sup> by midnight. Submit directly as an e-mail attachment; use Course Messages.**

## **Unit 2-Creation and the Cosmos. East and West, Travel and Encounter: India, Greece and Rome, The Northland**

### **Weeks 3 and 4: August 30- September 12**

**Due: Response Paper #1 by midnight 9/6; Submit directly as an e-mail attachment; use Course Messages.**

**Read** in Norton “Hesiod” 39-44; Ovid from the *Metamorphoses* 1073-1115.

**Read in Course Information** “The Story of the Volsungs” 1-16 (file); **Read in** *The Poetic Edda* “Voluspo /pa, in Volume I “The Lays of the Gods” (Web Link).

**Respond to Discussion Topic #3. Due Sunday September 13<sup>th</sup> by midnight**

**Read in Course Information** “What are Vedas? A Brief Introduction”

**Read** “Hymns from the *Rig Veda*” (Web Link) In the **Ancient India, the Bhagavad Gita, The Ramayana, and the Rig Veda Folder in Course Information**

**Read** in Norton A “II. India’s Ancient Epics and Tales” 1161-1170; Read **selections from** *The Bhagavad Gita* 1282-1301; then

**Watch** “Oppenheimer Quotes out of Hinduism's Bhagavad Gita after the first nuclear explosion.”  
**In the Ancient India, the Bhagavad Gita, The Ramayana, and the Rig Veda Folder in Course Information**

**Read** in Norton A selections from the **Ramayana 1170-1233** and the **Mahabharata 1234-1281.**

**Take Quiz #4. Due Sunday September 13<sup>th</sup> by midnight.**

**Read** in “Literary Devices” (web link) the definitions for: Metaphor, Archetype, Epithet, Imagery, Simile, Symbol, Motif, [Kennings](#), Parallelism, Connotation, Consonance, Denotation. **After you read the above,**

**Watch** *Star Trek: The Next Generation* - “Darmok” a second time (web link). 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. For example, we can tell from both the Bible stories (Genesis), the Egyptian and Babylonian creation epics, and the *Epic of Gilgamesh*, what images seem to be tied to the lands from whence these stories came, what moral and ethical values are important to each society, and how these values are similar to and different from those portrayed, say, in the Greek, Roman, Icelandic, and Indian epics. In so doing, we can begin to see connections and commonalities between cultures, both ancient and modern, and learn how these same concepts and metaphors remain relevant today- how they are part of the modern societal fabric of their countries / regions of origin.

**Weeks 5 and 6: September 13-26:**

**Due 9/13 Response to Discussion Topic #3**

**Read in Norton A III: Early Chinese Literature and Thought 1311-1319.**

**Read in Norton A, Laozi (Lao Tzu), from *Dao De Jing* 772-783**

**Write Response Paper #2. Due Sunday, September 20<sup>th</sup> by midnight.**

**Watch in Rhythm and Meter:** “Conventions of Epic Poetry,” “10 podcasts / The Close Reading Cooperative,” Hesiod, and *Greek Mythology Gods and Goddesses Documentary* (web Links)

**Read “Homer, *The Odyssey*” file in Course Information**

**Respond to Discussion Topic #4. Due September 24<sup>th</sup> by midnight.**

**Unit 3: Travel and Conquest - Heroes, Adventure, and Quests**

**Weeks 7 and 8: September 27-October 10**

**Note: This section can be modified dependent upon student needs**

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

**Read *The Odyssey*, Books 1- 12**

**Take Quiz #5. Due September 28<sup>th</sup> by midnight.**

**Read *The Odyssey*, Books 13- 24**

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

**Watch “Odysseus: Warrior’s Revenge” Films on Demand Folder**

**Take Quiz #5a. Due October 7<sup>th</sup> by midnight.**

**Prepare for Exam**

**Write Response Paper #3a-Exam #1 preparation and study guide paper. Due Sunday October 11<sup>th</sup>**

**Exam #1 will be available on Wednesday 10/14.**

**\*\*\*\*\*Fall Break October 8 and 9\*\*\*\*\***

**Unit 3: The Ancient World-Drama: Rulers, Moral and Civil Law, Politics**

**Weeks 9 and 10: October 12-25 (to be added to)**

**Catch Up. Prepare for Exam. The exam will cover material through -Week 8 (10/10)only.**

**Take Exam #1- Open Book. Due by midnight Sunday, October 18<sup>th</sup>**

**Read “Some Thoughts on Tragedy and the Tragic Hero” in “Greek Drama-Tragedy” folder.**

**Read** “The Importance of Funeral Rites, Suicide, and Proper Burials in Ancient Greece and Rome” pages 1-6 in **“Greek Drama-Tragedy” folder.**

**Read** “Aristotle’s Theory of Tragedy from his *Poetics*” in **“Greek Drama-Tragedy” folder**

**Listen to** “Aristotle's Theory of Tragedy.avi” **YouTube:SVClarkson. (17:55)**

**Watch** Steve Cleberg, “Ancient Greek Tragedy” **YouTube:** Somerset Community College Digital Video Program. Unit 2, Section 9; “The Stagecraft” Unit 2, Section 8.

**Watch** *The Oresteia*, “Agamemnon” Parts 1 and 2; **YouTube**



## **Due Date Calendar Fall 2015 August 17-October 10, 2015**

### **English 292.501: World Literature: Ancient through Early Modern –Online**

**If the due dates on this schedule change (changes are usually made to give students more time), you will be notified in Announcements on Learn.**

#### **Background Information Sheet due by midnight 8/22**

**Quiz #1..... Due by midnight, 8/27**

**Quiz #2..... Due by midnight, 8/30**

**Quiz #3..... Due by midnight, 8/30**

**Quiz #4..... Due by midnight, 9/13**

**Quiz #5..... Due by midnight 9/28**

**Quiz #5a..... Due by midnight 10/7**

**Discussion Topic #1 ..... Due by midnight, 8/20**

**Discussion Topic #2 ..... Due by midnight, 8/30**

**Discussion Topic #3 ..... Due by midnight, 9/13**

**Discussion Topic #4 ..... Due by midnight, 9/24**

**Response Paper #1..... Due by midnight, 9/6**

**Response Paper #2..... Due by midnight, 9/20**

**Response Paper #3 .....Mid-term prep paper due by midnight 10/7**