

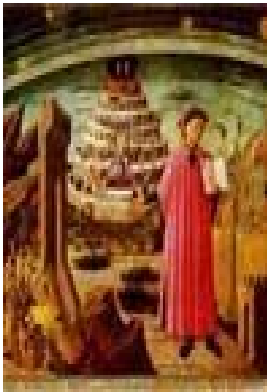
# FA18\_ENGL\_292\_501\_CUNICOJ

## English 292-501 (CRN 47149) World Literatures: Ancient World through the 16<sup>th</sup> Century (3)

ONLINE



Fafnir and Gold Hoard - Arthur Rackham



↑ Don Quixote by Pablo Picasso

### Course Policy Syllabus

**English 292-501 (CRN 47149) World Literatures: Ancient World through the 16th Century (3)**  
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)

**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 from ancient Mesopotamia and other regions (including Native creation stories) early modern European texts, Norse mythology (*Ragnarøk*), and texts from the Far East, Elizabethan England and New World explorers. We will read, analyze, discuss, and enjoy these stories, poems, plays, and essays and learn about the major political, social, and cultural contexts which shaped them. In addition, we will explore how the issues raised in these texts form the base 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 texts are, we'll discover their strong influence as seen in one or two popular stories and current films. **There are no prerequisites for this course.**

### Contact Information

Dr. Juliette Cunico

[juliette@unm.edu](mailto:juliette@unm.edu)

Office: Academic Bldg., UNM-Valencia 505-925-8600

Land line: 505-268-0585 (messages)

**Face-to face office hours: UNM-Valencia, MW 12:15-1:15. Main Campus area meetings by appointment**

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

Monday-Wednesday 9:00- 11p.m.

Tuesday-Thursday 10:00 a.m. -11:00 p.m.

Fridays: mornings 10-12 a.m. plus afternoons.

Times may vary on Tuesday, Thursday, and Friday evenings and on weekends.

I am not available on a regular basis on Saturday or Sunday, but I will login on those days.

**Messages?** You may contact me anytime through Course Messages in LEARN. I am usually not online before 9:00 a.m., so please give me time to respond. Use UNM email **in an emergency if and only if** Learn is having issues.

Please feel free to leave a message using the land line number listed above which includes the reason for your call and a phone number where you can be reached. I will return your call in a timely fashion.

### 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

**In Blackboard Learn:** The *Poetic Edda* (selections) Native creation stories, alternate translations of Dante's *Inferno*, and *The Tempest*.

**Supplemental Resources:** These will consist of authors' background information, additional films, instructional videos, art works, and **interactive learning materials** designed to help us gain a fuller understanding of the written text, as well as to serve as sources for papers. All resources will be available (free) **in Learn either in the *Norton Anthology* Web Resources (see below) or posted in Additional Resources.**

***Norton Anthology of World Literature* 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, go to [http://www.wwnorton.com/college/english/worldlit\\_splash/](http://www.wwnorton.com/college/english/worldlit_splash/) and click on "Student Website Third Edition.

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

**\*A Films on Demand Account:** This account must be set up through the UNM-VC library even if you are a UNM Main Campus student or CNM student. Please contact our librarian and course builder Ms. LeAnn Weller at [lweller1@unm.edu](mailto:lweller1@unm.edu) for assistance. If you come to the Valencia campus, anyone in the Library can help you set up the account. If you are not on campus, Ms. Weller will set the account up for you. You must use the link from the UNM-VC Library website as the Main Campus version of Films on Demand is not the same.

**Success:** College classes pose their own set of challenges, especially online classes, 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.

**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.

**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:**

In this course, students will read representative world masterpieces from ancient, medieval, and Renaissance literature. Students will broaden their understanding of literature and their knowledge of other cultures through exploration of how literature represents individuals, ideas and customs of world cultures. The course focuses strongly on examining the ways literature and culture intersect and define each other. We will also be mindful of the ways in which these , as well as

1. **Identify and comprehend** key authors and literary works from ancient periods to the Enlightenment. . [NM HED Area V Core Competencies 2 and 3];
2. **Understand** each text's historical and cultural context. . [NM HED Area V Core Competencies 2 and 3];
3. **Identify and analyze** a variety of literary forms, including poetry, plays, and philosophical and religious texts. [NM HED Area I Core Competency 1; Area V Core Competency 1];
4. **Compare** works from different cultures and historical periods examining genre, style, and content or theme. [NM HED Area V Core Competencies 2 and 3];
5. **Analyze** how literary works reflect historical, national, cultural, and ethnic differences. [NM HED Area V Core Competencies 3 and 4], and
6. **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” -Encounters of Europe and the New World, God, Church, and Self**

### **Course Requirements:**

Write a minimum of 4 response papers.

Complete 2-3 shorter writing assignments

Engage in all online discussions

Watch assigned films and videos 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. Your participation will be monitored in two ways 1) through login to Learn records and 2) date of assignment submissions. Students who do not login to the course during the first two weeks will be dropped.

## Course Grades

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:

- Participation in and completion of 10 required discussion topics. 5 points each .....50 points
- Policy Syllabus, Online Learning Skills, and Plagiarism Quiz .....25 points
- Quizzes in Norton.....125 points
- Short writing assignments (3 at 50 points each.....150 points
- Response / Analysis Papers (4 at 100 points each) .....400 points
- Two Open Book Exams @ 100 points each ..... 200 points
- A Course Synthesis Paper.....50 points

Total Points possible = 1000

**Extra Credit.** Completion of extra credit items will result in points added to your overall course grade. Extra credit cannot be substituted for a missing assignment. All assignments must be completed before extra credit can be counted.

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

1. Two (2) points if you attend / view / listen to one of the following and post a two-paragraph summary of it on our Discussion Board within 24 hours: lecture, talk, live performance, video recording, audio performance or recording, television program, or film showing related to our class focus.
2. Complete one or more of the **extra credit quizzes**. The highest scores on two of these will replace the low scores on two required quizzes.
3. Complete one or more of the extra credit items on the open book exams.

### Points-to-Grade Conversion

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%	

### Course Participation and Conduct

**Participation:** Students are expected to actively engage in the course and with fellow students and instructors. Check Blackboard Learn regularly. You are responsible for all materials, assignments, responses to discussion topics, and any changes. Check the assignment schedule announcements, and the major assignments calendar to find out what is due when and check to see whether any changes have been made.

**Respectful Campus Policy:** You are expected to contribute constructively to the learning environment. For everyone to participate fully, and in accordance with UNM campus policy, **you are responsible for expressing utmost respect for your classmates and for your instructor at all times.**

**Do not text, message, or post material that is unrelated to course content or inappropriate to share with the class. If your communication contains language, images, or behavior that violates the Respectful Campus Policy, you will be dropped from the course.** Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process.

**Please use professional etiquette when sending e-mails or course messages to me during the semester.** All messages should be addressed with a subject heading including the type of question you are asking. E-mails and course messages should also include a salutation. For example, “Dear Professor Cunico” or “Dr. C” would be an appropriate salutation for an electronic message. Be sure to sign your first and last name and proofread for grammatical errors. Please avoid text-speak.

The English Department affirms its commitment to the joint responsibility of instructors and students to foster and maintain a positive learning environment. **UNM students and instructors are bound by the terms of the Student Code of Conduct, which is published in the UNM Pathfinder:**

<https://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>. All communication with me and with your classmates (by Course Messages, email, Discussion Board, or Learn comments features) must be in compliance with the Respectful Campus Policy: <http://policy.unm.edu/university-policies/2000/2240.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.

### **Accommodations**

**In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you bring such needs to instructors’ attention, as they are not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.**

**Contact the UNM’s Accessibility Resource Center <http://as2.unm.edu> (Mesa Vista Hall 2021, 505-277-3506). It provides academic support to students who have disabilities. If you think you need alternative**

accessible formats for undertaking and completing coursework, you should contact this service right away to assure your needs are met in a timely manner. If you need local assistance in contacting the Accessibility Resources Center, see the UNM-VC Student Services, Accessibility Services at 505-925-8560, or at <http://www.unm.edu/~vcadvise/equalaccess.htm>.

If you believe you need accommodations but have not documented a disability, please contact Jeanne Lujan, the coordinator for Equal Access Services at 925-8910 or [jmlujan@unm.edu](mailto:jmlujan@unm.edu).

Click on the Student Support Services and Accessibility Links module in the Course Menu for a complete list of support services and contact information.

## 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](http://oeo.unm.edu)). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>.

SafeZone



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.

## Assignment Submission

**Submit** all papers and exams through My Grades unless otherwise noted. See special directions for the Norton Quizzes below.

## Assignment Details

**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**. Your discussions 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. I will join in the discussion when appropriate.

**Quizzes:** Norton quizzes are submitted through the *Norton StudySpace* website.

**Register** on the *Norton StudySpace* website. As soon as you have your textbooks, go to

<http://www.wwnorton.com/college/english/nawol3/> Once you enter the *Norton StudySpace* [www.wwnorton.com/studyspace](http://www.wwnorton.com/studyspace), look at the menu on the left-hand side; click on English. Then click on “Enter Study Space” under *The Norton Anthology of World Literature, Third Edition* and click on the appropriate Volume (upper left-hand corner of the menu). Take the assigned quiz; then submit it. Once a student submits work from a Studyspace, the entry is waiting for the instructor to view. Here's how that works: When students submit *Norton* quizzes, the results are sent to the Norton Gradebook. I use a password to view the results. I then record the scores in the Full Grade Center as well.

**Quiz #1 and all Extra Credit Quizzes not in *Norton* are to be submitted as attachments to Course Messages.** I grade these and then record the scores in the Full Grade Center. All other quizzes, as you know, (*Norton*) are submitted through the *Norton StudySpace* website.

**Short Writing Assignments:** These might be short answers to questions about a particular reading, one-page single-spaced creative reflections about an issue or theme, an original poem in the style of one of the readings, and so forth.

**Response Paper Requirements:** Students will write 4 Response / Analysis papers that explore / evaluate specific aspects of the stories and other texts we read. Each paper is expected to be a minimum **3 ½ 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 will 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 in order to pass the course. All papers must reflect an accurate reading of authors' ideas.**

**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

**Synthesis Paper / Essay:** 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 every one of these (readings) 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 relate to that objective. Include a Works Cited which includes the course texts you reference and is presented in correct MLA format.

### **General and Specific Writing Requirements for Papers and other Written Work**

The following are the general requirements for any written material.

**Guidelines:** Make sure you have some sort of thesis and conclusion, that any assertions you make are backed up with evidence and cited with the page number(s). **This paper should be at least 3 ½ pages long, exclusive of Works Cited, double-spaced. All papers must follow current MLA format. Review documentation procedures and follow the distinctions for shorter and longer quotations. Be sure you edit, revise, and proofread your paper for coherence, grammatical correctness, and good transitions.**

### **Response / Analysis / Reflection Paper Guidelines**

## General Conventions:

- Paper is a **minimum** 3 ½ **full** pages long. Your grade can be lowered if the paper is too short.
- Paper contains your name, my name, English 292-501, and the date submitted; use MLA format.
- All papers must include quotes and/ or paraphrased material, correctly formatted in-text citations, and a separate Works Cited page formatted per current MLA guidelines.

## Content:

### Introductory Paragraph

- Intro is at least 5 sentences long.
- Intro contains a thesis.

### Body Paragraphs

Display summary when appropriate, but main emphasis is on student's original, thought- provoking analysis.

- Student's original analysis is based on textual evidence, which is properly cited.
- Ideas are fully explained.
- Content of body paragraphs relates to the thesis.

### Conclusion

- Is at least 5 sentences long.
- Reiterates thesis and ties up the main ideas expressed in the paper and how they relate to the thesis.

## Mechanics:

- Spelling and Grammar
- Proper use of syntax and vocabulary
- Correct sentence structure
- Organization within paragraphs
- Overall paper organization

**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!

**Always** include your name, the name of the assignment, and the date submitted on the paper itself. Papers must contain this information; I will not grade them unless they do. **Dates must accurately reflect the date the assignment was submitted.**

**Revisions:** You may revise some of your assignments. Sometimes I will ask individuals to do so; other times, students will have that option. In such cases, the revision grade REPLACES the original.

**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.

**Revising** includes work on organization, argument, analysis, development, and focus. **Editing** includes correcting grammatical and mechanical errors. Revisions must be submitted together with original documents including rough draft and any rubrics. Revisions must be attached to the first graded draft. Some revisions may be graded holistically. **For final grade averaging, the revision grade replaces the original.**

**ALL sources must be cited; plagiarism, whether intentional or unintentional is not acceptable.** 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.

**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.**

**Detailed descriptions and prompts for all papers are available in the Response Paper Prompts and Short Writings folder.**

**Late Assignments:** If you know that you will not be able to complete an assignment by the due date, please let me know at least two days in advance. If an emergency has prevented you from completing an assignment, please contact me right away, so that we can make arrangements. Late assignments if submitted without explanation, will not be accepted.

Students will not be allowed to make up work missed without instructor permission. I will not accept assignments after the due date unless a) you have contacted me in advance, and b) in my opinion, good and sufficient reason exists for so doing.

English 292-501

A Guide to Instructor Grading

Cunico

**What you should know:**

**I value “thinking outside the box” in discussions and in written work. Do not be afraid to take risks; my responsibility is to assist in figuring out how to think, not what to think (except in matters of grammar, punctuation, and organization).**

**I value content over matters of grammar, punctuation, and sentence division, but:**

- when the above errors occur frequently, they become a distraction and interfere with the message the writer is trying to convey, they can lower the overall grade;
- correct use of standard English, grammar, and mechanics are the hallmark of clear and professional-grade writing, and
- proofreading is essential.

**I read carefully for correct and current (8<sup>th</sup> edition) MLA format in all areas, citation of all sources, and for accurate Works Cited formatting.**

**I check for plagiarized material.**

**I use a specially designed grading rubric for each longer paper.**

**Comments can appear in either bubbles in the right-hand margin of the paper (I use the Word Review function or as in-text comments, or a combination of both.**

**I highlight problem areas and use colors to emphasize same; if anyone finds this practice distracting, please let me know.**

**Most important!**

- I encourage revision. The revision grade always replaces the original.
- You must keep abreast of the assignments.
- I will accept late assignments, but only under certain conditions:

- a. **you must contact me at least two days prior to the assignment due date;**
- b. **in case of personal or family emergency**
- **I encourage questions and opposing viewpoints presented respectfully!!**

### Plagiarism

**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).)

Students should also consult with the instructor and use the sources listed below to discover how to avoid 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. 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 CHESS Chair. Plagiarism is an offense that meets with dire consequences; simply put, it is theft.

### Plagiarism tutorials

<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html>

**For more about plagiarism, check out The Owl at Purdue website**

<http://owl.english.purdue.edu/owl/resource/589/01>.

## UNM Main and UNM VC Student Support Services

### Technical Support from UNM VC or UNM Main Campuses

All Campuses Computer Support 505-277-5757

UNMVC Computer Support 505-925-8911

Learn Support <http://online.unm.edu/help/learn/support/index.html> (505) 277-0857 [learn@unm.edu](mailto:learn@unm.edu)

Library: Contact LeAnn Weller, Public Services Librarian at the UNM Valencia Campus Library. [lweller1@unm.edu](mailto:lweller1@unm.edu) 505-925-8993.

### Accessibility Support

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

### Academic Services Support, and Student Services Support

<http://valencia.unm.edu/students/student-services.html>

Veterans Resource Center (<http://vrc.unm.edu/>) (505) 277-3181

Student Services Affairs UNM VC Hank Vigil [vigilh@unm.edu](mailto:viglih@unm.edu) (505) 925-8560

Student Support Services-TRiO (<http://ceop.unm.edu/sss/index.html>)

LGBTQ Resource Center (<http://lgbtqrc.unm.edu/>) [277-5428](tel:277-5428), [277-LGBT](tel:277-LGBT)

### 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](mailto:arcsrvs@unm.edu)

### 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: the 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 team](#).

## Fall Calendar

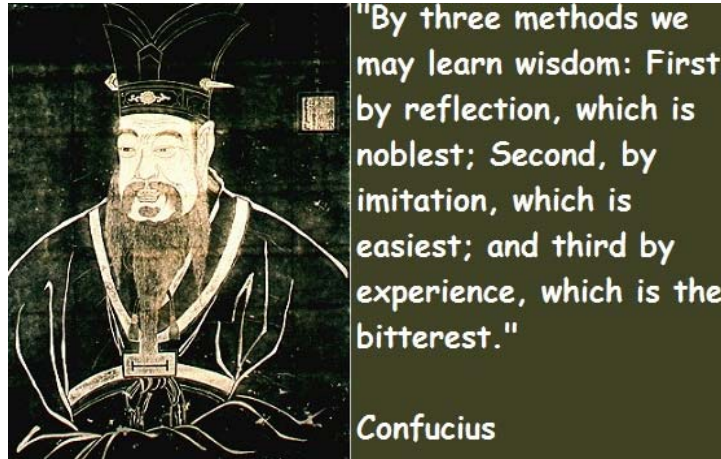
### Fall Semester 2018

**All Transactions need to be completed by 5:00 PM on deadline dates**

Registration for Fall 2018 begins	April 16, Monday
Senior Citizen special tuition rate registration opens	August 20, Monday
<b>Instruction Begins</b>	
8-week term	August 20, Monday
First 4-week term	August 20, Monday
Second 4-week term	October 15, Monday
Enrollment Cancellation for non-payment	August 31, Friday
<i>Labor Day Holiday (campus closed)</i>	<i>September 3, Monday</i>
<b>Registration Ends – Last Day to Add Courses or Change Sections</b>	
16-week term	August 31, Friday
First 8-week term	August 24, Friday
Second 8-week term	October 19, Friday
<b>Last Day to Drop for 100% Tuition Refund/Last Day to Drop Without a "W"</b>	
16-week term	September 7, Friday
First 8-week term	August 31, Friday
Second 8-week term	October 26, Friday
<b>Tuition and fees for courses dropped after the above deadlines will <i>Not</i> be refundable.</b>	
<b>Last Day to Change Grading Options</b>	
16-week term	December 7, Friday
First 8-week term	October 12, Friday
Second 8-week term	December 7, Friday
<b>Last day to drop a course without a grade</b>	

16-week term First 8-week term Second 8-week term	September 7, Friday August 31, Friday October 26, Friday
<i>Fall Break</i>	October 11, Thursday October 12, Friday
Last Day to Withdraw Without Student Services Permission	
16-week term First 8-week term Second 8-week term	November 9, Friday September 28, Friday November 31, Friday
Last Day to Withdraw with Student Services Permission	
16-week term First 8-week term Second 8-week term	December 7, Friday October 12, Friday December 7, Friday
Last day of instruction	December 8, Saturday
<b>Finals Week (Mon-Sat)</b>	December 10-15
Last Day for Removal of Incomplete grade	December 14, Friday
Semester Ends	
16-week term First 8-week term Second 8-week term	December 15, Saturday October 13, Saturday December 15, Saturday

**Winter Intersession Begins Monday 12/17/2018**



English 292.501: (CRN 47149) World Literatures: Ancient World through the 16<sup>th</sup> Century (3)

*The Norton Anthology of World Literature* (Third Edition), Package 1: Vols. A, B, C) Paperback – March 12, 2012; Martin Puchner (Editor), Suzanne Conklin Akbari, (Editor), Wiebke Denecke (Editor)

ISBN-13: 978-0393933659

In Blackboard Learn: *The Poetic Edda* (selections) and *The Tempest*.

### Assignment Schedule Weeks 1 and 2

Fall 2018

**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: Introduction to the Course. Creation and Cosmos. Mesopotamia, Egypt.

Weeks 1 and 2: August 20-September 1

**Objectives:** To become familiar with the policies and basic tools associated with the course.

To discover the historical and cultural contexts of the works we are reading and the societies that fostered them.

Week 1, August 20-25 Introduction to the Course.

Read Course Policy Syllabus and Assignment Schedule, Weeks 1-2; ask about unclear items.

Read “How Students Develop Online Learning Skills” (Success in Online Classes)

Complete plagiarism tutorials posted at the end of the Policy Syllabus.

Register on the *Norton StudySpace* website. As soon as you have your textbooks, go to <http://www.wwnorton.com/college/english/nawol3/> Once you enter the *Norton StudySpace* [www.wwnorton.com/studyspace](http://www.wwnorton.com/studyspace), look at the menu on the left-hand side; click on English. Then click on “Enter Study Space” under [The Norton Anthology of World Literature, Third Edition](#) and click on the appropriate Volume (upper left-hand corner of the menu).

Respond to Discussion Topic #1. **Due by midnight Saturday, August 25<sup>th</sup>.**

**Take** Policy Syllabus, Plagiarism, and Success Quiz #1 located in the **English 292 Quizzes and Extra Credit** folder content area, Course Menu. **Due by midnight Sunday August 26<sup>th</sup> as an attachment to a Course Message.**

Read “English 292-501-Overview: Ancient Mesopotamia” (posted in **Course Content**). Explore the **Norton Student Website** [http://www.wwnorton.com/college/english/worldlit\\_splash/](http://www.wwnorton.com/college/english/worldlit_splash/)

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

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 Folder**.

**Week 2, August 26-September 1 +**

**September 3: Labor Day Holiday – No classes**

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 Content)

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

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 in Norton. Due by midnight Monday, September 3rd**

Respond to Discussion Topic #2 in the [Discussion Board Module](#). Don’t forget to reply / discuss each other’s’ posts. **Due by midnight Tuesday, September 4<sup>th</sup>.**

**Prepare to write Response Paper #1a. Look at the materials in the Course Content and in Due by midnight Sunday, September 16<sup>th</sup>.**

Watch *Star Trek: The Next Generation* - “Darmok” (web link) in **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. 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 and how they are part of the societal fabric and conflicts of their countries / regions of origin.

**\*\*\* Note: If you run into difficulties accessing the video, let me know, and I'll send you my login information.**

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

**Weeks 3 and 4: September 2-15**

**Objectives:** To identify the imagery / metaphors central to the literatures of different cultures and demonstrate an understanding of what those metaphors mean.

To identify commonalities between cultures, both ancient and modern, make connections, and learn how these same concepts and metaphors are seen in modern societies and in conflicts of their countries / regions of origin.

**Monday September 3, Labor Day Holiday (campus closed)**

**Due: Quizzes #2 and #3. Due by midnight Tuesday, September 4<sup>th</sup>**  
**Discussion Topic #2 in the Discussion Board Module, midnight Tuesday, September 4<sup>th</sup>.**

**Response Paper #1a due by midnight Sunday, 9/16**

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

Read in Course Content "Navajo Creation Stories (**Links in folder**). Watch the video "The Navajo Creation Story as told to children" <http://navajocodetalkers.org/navajo-creation-story/>

Read in Course Content "Zuñi Origin Myths" by Ruth L. Bunzel. In *Zuni Creation Stories and Cosmology* <http://www.native-languages.org/zuni-legends.htm>. Look under the heading Zuni Indian Folklore for the article and the story.

Read in Course Content Norse Creation Story in *The Prose and Poetic Eddas plus assorted poems and the Story of the Volsungs* 1-11. Read in *The Poetic Edda* "Voluspo /pa, in Volume I "The Lays of the Gods" (**Web Link**).

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, and the Rig Veda Folder **in Course Content**.



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 Content**

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

**Take Quiz #4 in Norton. Due midnight Sunday, September 9<sup>th</sup>**

Read in **Additional Resources**, “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).**  
**Respond to Discussion Topic #3. Due Sunday September 16<sup>th</sup> by midnight**

**Response Paper #1a due by midnight Sunday, 9/16. Submit**

### Weeks 5 and 6: September 17-September 29

**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.”

**Add to your readings** from the *Rig Veda* “The Creation Hymn” and “Purusha, the Cosmic Person.”  
[http://public.wsu.edu/~brians/world\\_civ/worldcivreader/world\\_civ\\_reader\\_1/rig\\_veda.html](http://public.wsu.edu/~brians/world_civ/worldcivreader/world_civ_reader_1/rig_veda.html)  
and Hymn VI. Indra . Go to the website below; click on [Click for Text of Rig Veda](#)  
[http://hinduism.about.com/cs/vedasvedanta/a/aa120103a\\_2.htm](http://hinduism.about.com/cs/vedasvedanta/a/aa120103a_2.htm)

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

Read in Norton A, Laozi (Lao Tzu), from *Dao De Jing* **1344-1354**.

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

Read “What is a Hero?” in Course Content (web link)

**Take Quiz #5 in Norton. “Early Chinese Literature and Thought.” Due midnight September 30<sup>th</sup>**

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

**Complete Short Writing Assignment #1. Due midnight 9/30**

Read “Homer’s *Odyssey*” file in Course Content

**Write Response Paper #2a. Due midnight Sunday, October 7<sup>th</sup>**

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

Weeks 7 and 8: September 30-October 13

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

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

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

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

**Extra Credit possibility, Quiz #5a (optional). Due midnight October 6<sup>th</sup>. Submit as an attachment to a Course Message.**

**Prepare for Exam** by answering the questions on the Exam #1 preparation and study guide posted in the Exams Content Area. **Due midnight Saturday October 13<sup>th</sup>**

**Submission is optional. You may submit it if you wish for review; send as an attachment to a Course Message.**

**\*\*\*\*\*Fall Break October 11 and 12\*\*\*\*\***

**Exam #1 will be available on Monday 10/15**

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

**Objective:** Using critical terms of literary analysis, demonstrate and explain how works from different cultural traditions and genres address questions about civil versus moral law and the importance of burial rituals.

Weeks 9 and 10: October 14-27

**Catch Up.** Prepare for Exam. The exam will cover material through -Week 8 (10/13) only.

**Take Exam #1- Open Book. Due by midnight Sunday, October 21<sup>st</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.

**Read in Norton *Oedipus the King* 707-747.** Watch *Oedipus Rex* (in Folder, Course Content.

**Read in Norton, *Antigone* 747-783.** translated by Robert Bagg. If you like, you may listen to (read along) with another translator Robert Fagles as he read it (*YouTube*).

**Watch *Antigone YouTube*.** You choose which of the *YouTube* versions to watch, but at least watch part of the Greek language version Αντιγόνη (*Antigone*) (1961) to get a feel for the language.

**Respond to Discussion Topic #5. Due 10/29**

## Unit 4: Rome, Europe, the North, and the Islamic World - Guides to Living

**Objective: Develop an understanding of each text's historical and cultural context by determining how each operates within the society that fostered it.**

**Weeks 11 and 12: October 28-November 10** Happy Hallowe'en, Samhain, Día de los Muertos



**“Remember, Remember, the Fifth of November”**

[http://www.rhymes.org.uk/remember\\_remember\\_the\\_5th\\_november.htm](http://www.rhymes.org.uk/remember_remember_the_5th_november.htm)

<http://www.potw.org/archive/potw405.html>

A digital reconstruction of the *forum romanorum*, the central public place in Rome, can be found at AncientWorlds.net in their SPQR. This edutainment game is free of charge and includes many factoids about life in Imperial Rome: <http://www.ancientworlds.net/aw/SPQR/GamePage>

**Read in Course Content, files (2) in “Ancient Rome and the *Aeneid*”**

**Read in Norton Volume A, Virgil, from *The Aeneid*, Intro and selections 960-1072.**

**Read in Norton Volume B, Introduction 3-16; John 1. 32-33**

**Read in Norton Volume B, The Qur'an, Intro 71 and all *suras* 74-97, Ibn Ishaq, “The Biography of the Prophet 98-100.**

**Take Quizzes #6 and #7 in Norton Period Introduction Quizzes, “Circling the Mediterranean” and “Encounters with Islam.” Due Sunday by midnight 11/18**

**Complete Short Writing Assignment #1. Due midnight 11/18**

**Week 13 November 11-17**



HELL-MOUTH

Not all the Hell-Mouths seen in the miracle plays were so elaborate as this one taken from an old print.

Fletcher, R. H. *A History of English Literature*.  
Boston: Richard G. Badger, 1916. 110.



Read in **Course Content** *The Medieval Period* “Overview: Medieval Europe” and “Death in the Underworld”

**Intro to *Beowulf***: Open the *Beowulf* Folder in **Course Content**. Watch Videos #3, #4, #5, and #7. Explore Additional Websites (#8).

**Begin** reading in *Norton Volume B Beowulf* 107-181. Use Videos #1, #2, and #6 in the *Beowulf* Folder in **Course Content** to help you.

Read “Notes on Particular Sections/Features of *Beowulf* “Why Read *Beowulf*?” <http://greenehamlet.com/why-read-beowulf/>

**Watch** “*Beowulf*: The Oldest Story in the English Language, “all 15 segments

Respond to **Discussion Topic #6** **Due by midnight Wednesday November 21<sup>st</sup>**

## Unit 5: Europe and the New World: The Undiscovered Country

Week 14: November 18-24

**NOVEMBER 22-25 THANKGIVING BREAK--NO CLASSES \*\*\***

**Read** Lecture on Petrarch, *Canzoniere*. Posted in Course Content /Francesco Petrarch

**Read** in *Norton Volume B* from *The Song of Roland* 219-222; 222-284. Listen to *The Song of Roland* (Audiobook) in Course Content

**Read** in *Norton Volume B*, Marie de France 294-295; Medieval Lyrics 315-317. One selection from each— your choice.

**Explore** “DanteWorlds” in Course Content, Dante folder. Read “Dante’s *Inferno*: A Discussion Guide.” **Free e-book.**

**Read** in *Norton* Volume B, Dante Alighieri 387-391; from *The Inferno* Cantos I through XXXIV.

**Complete** Short Writing Assignment #2. Due Monday 11/26

**Watch** “A Prologue to Chaucer” all 8 segments in Course Content

**Read** in *Norton* Volume B Geoffrey Chaucer 657-662; The General Prologue 662-681; “The Wife of Bath’s Prologue and Tale” 682-708.

**Take** Quiz #8 in *Norton*, Geoffrey Chaucer, *The Canterbury Tales*. Due Wednesday November 21<sup>st</sup>

## **Unit 5: Europe and the New World: The Undiscovered Country - Continued**

**Objective:** Evaluate how some literary works reflect historical changes and, national, cultural, and ethnic differences while they also 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],

### **Week 15: November 25-December 1**

Read in **Course Content** Lecture: “Early Modern Europe.”

**Read** in *Norton* Volume C, “Europe and the New World” 123-134; Humanism and the Rediscovery of the Classical Past”

**Take** Quiz #9 in *Norton* “Europe and the New World” **Due by Midnight Wednesday 11/28.**

**Prologue to Shakespeare:** Explore the material in the Shakespeare and Cervantes Folder, Course Content.

**Read** in *Norton* Volume C William Shakespeare 652-656. **Read** in the Shakespeare and Cervantes Folder, “Thoughts on Shakespeare, Tragedy, and Suicide”

**Read** in *Norton* Volume C *Hamlet* 656-751.

Respond to **Discussion Topic #7.** **Due by midnight Sunday 12/2**

Complete Short Writing Assignment #3: Become a Sonneteer! **Due midnight Thursday 12/6**

### **Week 16: December 2-8**

**Watch** PBS Great Performances: *Hamlet* 04/28/2010 **in the Shakespeare Plays folder**

**Take** in *Norton* Volume C, Reading Comprehension Quiz #10 “William Shakespeare *Hamlet*.”

Respond to **Discussion Topics #8 and #9.** **Due by midnight Friday, 12/9**

Read in *Norton* Volume C Miguel de Cervantes 381-; from *Don Quixote* 386-459; 498-ff.

**Watch** in Shakespeare and Cervantes, Film *Don Quixote*

**Write Response Paper #4. Due by midnight Sunday 12/9**

*Catch up and Review: Online Conferences*

**Prepare for Exam #2. Open Book Exam #2 will be posted on Sunday, 12/9. The Exam will cover from Weeks 10-16. A study guide and sample questions will be available**

*Catch up and Review: Online Conferences*

**Discussion Topic #10 Synthesis ‘Paper’ Due by midnight, Thursday 12/14**

**Week 17: December 10-15      Finals Week**

**Take Open Book Exam #2 Due by midnight Saturday December 15<sup>th</sup>. No Exceptions**

**Finals Week Saturday, December 8-Saturday, December 15**

**Last Day for Removal of Incomplete grade, Friday, December 14**

**Winter Intersession begins December 17, 2017**