

**2019 FALL SEMESTER. Dr. Juliette Cunico ([juliette@unm.edu](mailto:juliette@unm.edu))**

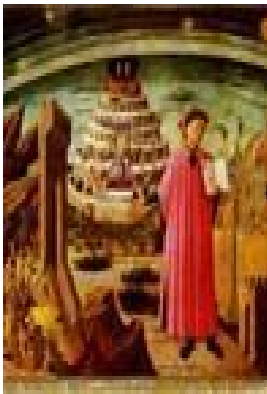
**English 2650. 501, CRN 64646 World Literature I (3). **ONLINE****



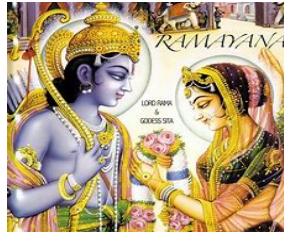
**Fafnir and Gold Hoard  
Arthur Rackham**



↑↑ Don Quixote by Pablo Picasso ↑



**Sandro Botticelli, Divina Commedia**



## Policy Syllabus

**Course Description.** Need to fulfill core requirements? Then, this is the course for you! **English 2650** is one of the required courses in the World Literature Survey that fulfills core curriculum requirements. This course allows us to read representative world masterpieces from ancient to early modern times and broaden our understanding of literature and knowledge of other cultures through exploration of how literature represents individuals, ideas and customs of world cultures. We will engage with texts from ancient Mesopotamia, India, North, Central, and South America, (including Native creation stories) early modern Europe, Norse mythology, and texts from the Far East, Elizabethan England and New World explorers. As we read, analyze and discuss these stories, poems, plays, and essays, we will learn about the major political, social, and cultural contexts which shaped them, discover how the issues raised in these texts form the basis of the ways we look at current events, social norms, political ideologies, and cultural constructs – and how these timeless stories appear in today’s popular literature, and in movies and television series. **Prerequisites: None**

**Required Texts and Materials:** *The Norton Anthology of World Literature* 4th Edition, Pkg 1 (Vols. A+B+C) + *Writing About World Literature* 978-0-393-68680-7

**In Blackboard:** The *Poetic Edda* (selections) and others. Free supplemental texts, musical compositions,

paintings, videos, films, interactive learning materials, 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.**

**Films on Demand Account.** This account needs to be set up through the UNM-VC library even if you are a UNM Main Campus or CNM student. You must use the link from the UNM-VC Library website as the Main Campus version of Films on Demand is not the same. If you come to the Valencia campus, anyone in the Library can help you set up the account. If you are not on campus, please contact Cory Meyer Library Info Specialist II at [cjmeyer@unm.edu](mailto:cjmeyer@unm.edu), [505.925.8992](tel:505.925.8992) and she will set the account up for you.

### **Student Learning Outcomes (SLOs)**

By the end of the course, students will 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.

### **Contact Information**

**Dr. Juliette Cunico**

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

**Office: Academic Bldg., UNM-Valencia 505-925-8600  
505-268-0585 (messages)**

**Face-to face office hours:** UNM-Valencia, W 11:00-12:00 and by appointment. **Main Campus area** meetings by appointment.

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

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

Tuesday-Thursday 10:00 a.m. -12:00 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.

You may contact me anytime through Course Messages. I am rarely online before 9:00 a.m., so please give me time to respond. In Course Tools, click on "Course Messages" to send a message. I will respond within 8 hours. If Learn is having issues, please use LoboMail - [juliette@unm.edu](mailto:juliette@unm.edu). In an emergency, or if both Learn and UNM LoboMail are having issues, use this email address [juliettemcunico@gmail.com](mailto:juliettemcunico@gmail.com). Or, please feel free to call 505-268-0585. Leave a message; please include your name, a good number to reach you, and the reason for your call. I check voicemail daily, so I will return your call in a timely manner.

### **Course Requirements**

**Students will**

- Write a minimum of 4 response papers.
- Complete 2-3 short writing assignments.

- Engage in all online discussions
- Watch assigned films and videos available in Blackboard Learn
- 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.

**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 the assignment schedules and the announcements to find out what is due and whether assignments have been modified, omitted, or added.**
- 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.**

**‘Attendance’.** UNM requires that students’ participation in online courses be monitored. I monitor attendance by checking assignment submissions, messages, discussion participation, and upon occasion, login tracking.

**Participation.** Students are expected to actively engage with course materials and with fellow students and instructors. and are responsible for all materials, assignments, responses to discussion topics, and any changes. Please login to Learn daily; check the assignment schedule, announcements, and the Major Assignments Due Dates calendar to find out what is due when and whether any changes have been made.

**Assignments.** There will be two assignments due per week. Dates will vary, but plan to submit these on the dates indicated in the Major Assignments Due Dates content area, 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.

**Late Assignment Policy.** I do not accept late assignments unless a) you have contacted me in advance of the due date, and b) in my opinion, good and sufficient reason exists for so doing (I am flexible). If you know that you will not be able to submit an assignment by the due date and time, please let me know. If an emergency prevents you from completing an assignment, please contact me right away, so that we can make arrangements. Assignments, if submitted late without explanation, will not be accepted. 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.

### **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. 5 points each..... 50 points**
- **Policy Syllabus, Online Learning Skills, and Plagiarism Quiz .....25 points**
- **Norton Quizzes. Scores calculated on a % age correct basis and converted to points.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 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 attend / view / listen to one of the following and post a 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; extra credit items in open book exams, and extra credit short writing assignments.

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

### Points-to-Grade Conversion

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

**Discussion Topics:** The topics are a combination of those posted by the instructor and students. Students will

- Respond to all 10 required topics, and please reply to at least two other postings.
- Post your own topic. Each student is to post at least one topic that **shares a new idea or formulates a question.**

**Guidelines:** Remember that 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.

**Blog Posting. What's on your mind?** Do you have a burning question? Do you want to start a conversation on a topic? Concerns? Create a thread in our "What's on your Mind?" blog. This is your venue!

**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.

### 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!

**ALL 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. **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. **The revision grade replaces the original.**

**Response papers.** 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 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.**
- **All items MUST include your name, the name of the assignment, 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.

### Websites and other Sources for MLA formatting

MLA Handbook 2016

Pocket Style Manual by Diana Hacker (On Reserve at the Library).

[MLA Style and Formatting](#) (Purdue Owl)

[MLA Rules](#) (UNM-Valencia Campus Library)

[MLA 8th ed. guide](#)

[APA help from APA](#)

[OWL Purdue Writing Lab](#). **\*\*This 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.

**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, 8<sup>th</sup> 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 – no footnotes!
- 12) Always title your paper.

### 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.

### 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).)

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 <https://policy.unm.edu/regents-policies/section-4/4-8.html> 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 CHES. 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 CHES Chair. Plagiarism is an offense that meets with 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 posted in the Plagiarism: Definition, Articles, and Tutorials menu item to discover how to avoid plagiarism. **If you have questions, please don't hesitate to ask.**

### 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's Student Code of Conduct:** Please see <https://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>

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.**



SafeZone



I support undocumented students.

### 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>.

## 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. If you have a documented disability, the Equal Access Services office will provide me with a letter outlining your accommodations. I will then discuss the accommodations with you to determine the best learning environment. If you feel that you need accommodations, but have not documented your disability, please contact Stacie Kirtley, the coordinator for Equal Access Services at UNM-Valencia (505)- 925-8560 or [skirtley@unm.edu](mailto:skirtley@unm.edu). Or, contact UNM's Accessibility Services at (505) 277-3506, [arc.unm.edu](http://arc.unm.edu)

**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.

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

**UNM-Valencia Library:** Contact Barbara Lovato, Library Director, 925-8991; the Public Services Librarian, 925-8993, or Cory Meyer, Technical Information Specialist II. 925-8992



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

## UNM-VC 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>

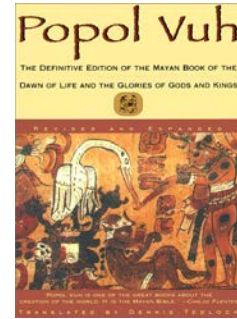
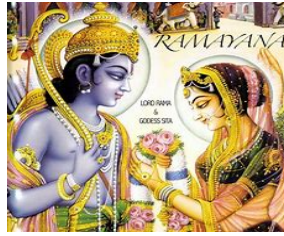
LGBTQ Resource Center <http://lgbtqrc.unm.edu/> 277-5428, 277-LGBT

**UNM Dream Team** ([unmdream@unm.edu](mailto:unmdream@unm.edu)) The UNM Dream Team is committed to create power for multigenerational, undocumented, and mixed status families towards 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 team](#).



## English 2650. 501, CRN 64646 World Literature I Fall 2019 ONLINE

### Assignment Schedule Week 1

**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 always required reading.**

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

#### **Week 1: August 19-August 24**

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

**Unit Objectives:** To demonstrate comprehension of basic policies and tools through discussion and responses to quizzes.  
To demonstrate awareness of the similarities and differences in the creation stories of world cultures.

**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:**

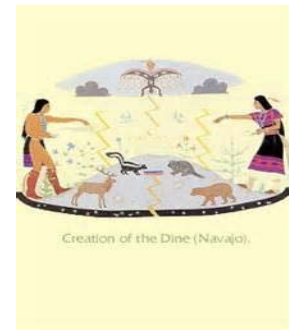
<http://www.norton.knowledgeowl.com/help/getting-started-students-DLP-registration>

**Respond to Discussion Topic #1. Due by midnight Saturday, 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 the Quizzes and Extra Credit. Folder #1 Content area. **Due Sunday, August 25<sup>th</sup>. Submit through the Assignments link in Learn.**

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



**English 2650. 501, CRN 64646 World Literature I Fall 2019 ONLINE**

**Assignment Schedule Weeks 2-3**

**Reminder:** 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 always required reading.

**Unit 1 continued. Creation and Cosmos. Mesoamerica, Mesopotamia, Egypt, and the Middle East.**

**Weeks 2-3: August 25-September 7**

**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 and quizzes.

**Week 2. August 25-August 31**

**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. ILook 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.”

### Week 3. September 1-September 7

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; Abraham and Isaac (Gen 21-22), and Exodus (19-20) 185.

Take *Norton InQuizitive* [Quiz #1] ***Popol Vuh***. Due Sunday, September 15<sup>th</sup> by midnight  
Respond to Discussion Topic #2. Due 9/15.



English 2650. 501, CRN 64646 World Literature I Fall 2019 ONLINE

### Assignment Schedule Weeks 3-4

**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 always 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 2-Creation and the Cosmos. Travel and Encounter: The Middle East, 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 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.”

### Weeks 3-4 September 1-14

#### **Week 3. September 1-September 7 continued.**

**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).

**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.

**Take Norton InQuizitive #2 The Epic of Gilgamesh**. <https://digital.wwnorton.com/28683>. **Due Tuesday, September 17<sup>th</sup>**.

**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.

**Respond to Discussion Topic #2. Don’t forget** to reply to and discuss each other’s posts. **Due by midnight Sunday September 15<sup>th</sup>**

#### **Week 4. September 8-14**

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

**Due by midnight Friday September 20<sup>th</sup>**.

**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; -1170; **Read selections from** *The Ramayana 1122-1186*; *Mahabharata*, 1186-1275, and *Bhagavad Gita 1278-1294*. Then

**Watch and enjoy** the associated films and videos -“Oppenheimer Quotes out of Hinduism's Bhagavad Gita after the first nuclear explosion, for example.”

**In the Ancient India, the *Bhagavad Gita*, *The Ramayana*, *Mahabharata*, and the *Rig Veda* Folder in Course Content.**

**Take Norton InQuizitive #3 Introduction: India's Ancient Epics and Tales** <https://digital.wwnorton.com/28680> and **InQuizitive #4 The Rāmāyana of Vālmīki** <https://digital.wwnorton.com/28689> **Due Wednesday September 18<sup>th</sup>**.

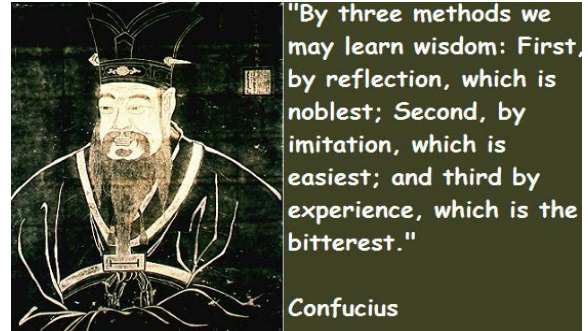
**Read in Writing Resources**, “Literary Devices” (web link) the definitions for: Metaphor, Archetype,



Epithet, Imagery, Simile, Symbol, Motif, Parallelism, Connotation, Consonance, Denotation.

**After you read the above, skim through** *Star Trek: The Next Generation* - "Darmok" **a second time.**

Write **Response Paper #1b**. Due midnight Friday September 20<sup>th</sup>. **Submit** through the assignments link.



English 2650. 501, CRN 64646 World Literature I Fall 2019 ONLINE

### 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 always 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 15-28

#### **Week 5. September 15-21.**

**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/>

**Respond to Discussion Topic #3. Due September 16<sup>th</sup> by midnight.**

**Take Norton InQuizitive #5 Introduction: Early Chinese Literature and Thought. Due Friday, September 20<sup>th</sup>.**

**Complete Short Writing Assignment #1. Due midnight September 22<sup>nd</sup>**

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

**Watch** the Greek Creation Story, Hesiod, and the “Greek Mythology Gods and Goddesses Documentary.”

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

**Read and Watch** in the **Writing 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.”

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

**Prepare for Response Paper #2. Due midnight Monday, September 30<sup>th</sup>**

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

### Week 6. September 22-28

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

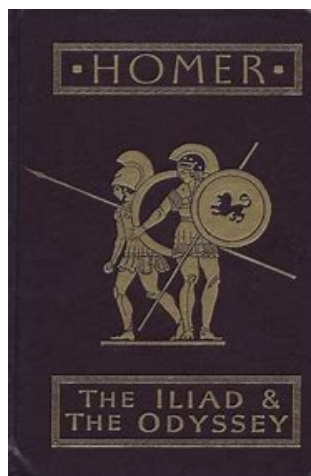
**Watch** “A Critical Guide to *The Odyssey*” **Film on Demand Folder**

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

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

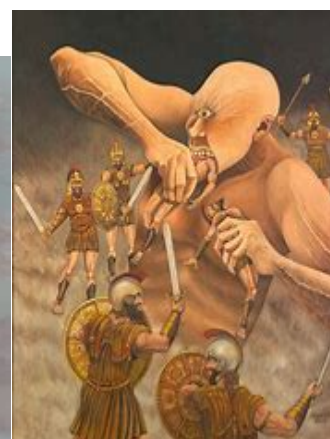
**Watch** “Odysseus: Warrior's Revenge” **Films on Demand Folder-**

**Write Response Paper #2. Due midnight Monday, September 30<sup>th</sup>**



**Key Facts: Iliad**

- **PROTAGONIST** • Achilles
- **MAJOR CONFLICT** • Agamemnon's demand for Achilles' war prize, the maiden Briseis, wounds Achilles' pride; Achilles' consequent refusal to fight causes the Achaeans to suffer greatly in their battle against the Trojans.
- **RISING ACTION** • Hector's assault on the Achaean ships; the return of Patroclus to combat; the death of Patroclus
- **CLIMAX** • Achilles' return to combat turns the tide against the Trojans once and for all and ensures the fated fall of Troy to which the poet has alluded throughout the poem.
- **FALLING ACTION** • The retreat of the Trojan army; Achilles' revenge on Hector; the Achaeans' desecration of Hector's corpse



English 2650. 501, CRN 64646 World Literature I Fall 2019 ONLINE

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 always 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.

Weeks 7 and 8: September 29-October 12

**Week 7. September 29-October 5 Catch up!**

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

For grading purposes, the scores on these quizzes will not be included in your Norton Quizzes 125 points total. They are to help you prepare for Open Book Exam #1. Please try to complete these quizzes by Sunday, October 6<sup>th</sup>

**Week 8. October 6-12**

**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. **Due midnight Sunday, October 13<sup>th</sup>.**

Submission of this paper is optional. You may submit it if you wish for review and for extra credit. If you decide to do so, submit it through the assignments link included in the paper.

**\*\*\*\*\*Fall Break October 10 and 11\*\*\*\*\***

Exam #1 will be available on Monday 10/14.