

Legacy of Gods and Heroes:
MONSTERS AND MARVELS THROUGH THE AGES
Fall 2009

INSTRUCTOR: Dr. Leslie Donovan
OFFICE HOURS: M 11:30-2:30, TR 12:30-2:00, and by appointment
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COURSE WEBPAGE: <http://www.unm.edu/~ldonovan/>
Go to Current Courses > Monsters and Marvels
(Wiki site, Blog, and E-Reserves can all be accessed through this website)

DESCRIPTION:

Many of our culture's most fascinating and compelling stories involve monstrous characters or the marvelous realms of the otherworld. Goblins and fairies, Grendel and Circe, dragons and gargoyles are all creations from earlier periods that have inspired the imaginations of writers and artists since ancient times and continue to engage contemporary audiences. This course focuses on how conceptions of the imaginary creatures and worlds both reflect and comment on cultural ideologies important to earlier peoples as well as on the manner in which individual creativity expresses those same cultural ideologies. Although removed from "real life," the fantastical visions we will study provide windows that open on a wide range of historical ideas, social constructs, cultural patterns, and spiritual themes. For example, we may discuss whether werewolves are always evil and fairies always good, whether believing in dragons makes us more or less human, whether fantasy themes are only escapist entertainment or appropriate metaphors for how we live our lives, and whether modern people care more about vampires and unicorns than ancient peoples. Through exploration of the supernatural in literature, art, and architecture, students will be introduced to the historical traditions of monsters and marvels as these are reflected in epic literature, Celtic sculpture, classical mythology, gothic novels, Northwest American Indian legends, religious architecture, and courtly romances, among others. Through vigorous discussion, concentrated critical thinking, energetic writing in a variety of modes, and dynamic oral presentations, we will examine how the conventions of otherworldly beings and events have become integral to our own U.S. popular culture.

LEARNING OBJECTIVES:

By the end of this course, successful students will have accomplished the following measurable objectives:

- Strengthened their critical thinking skills through many types of written and oral exercises;
- Expanded their abilities in creative expression and problem-solving;
- Developed basic skills for constructing effective college-level analytical papers and informative presentations;
- Learned to incorporate fundamental concepts of college-level research into course assignments;
- Enhanced their ability to contribute ideas collaboratively and individually in small and large group discussions to improve their own and other students' learning process.

TEXTS:

Gilgamesh, trans. Stephen Mitchell

Beowulf, trans. Howell D. Chickering (or any English verse translation)

Homer, *The Odyssey*, trans. Robert Fagles (or any English verse translation)

William Shakespeare, *The Tempest* (any edition)

Mary Shelley, *Frankenstein* (any complete edition)

Michael Harvey, *The Nuts and Bolts of College Writing*

Anthony Weston, *A Rulebook for Arguments*

Electronic Reserve Readings will include: *Monsters* by Vincent Price and V.B. Price; "Bisclavret," a medieval werewolf story by Marie de France; "The Wasgo and the Three Killer Whales," a Northwest American Indian shape-shifter legend; "Culhwych and Olwen," a Welsh quest tale featuring King Arthur; readings on the Sheelana-gig in early Irish architecture; readings on Gothic gargoyle sculptures; selections from medieval bestiary books.

Optional texts, but strongly recommended

Any college writing handbook, such as that required for English 101 and 102

Cal Newport, *How to Win at College*

Cal Newport, *How to Become a Straight-A Student*

Gerald Nosich, *Learning to Think Things Through: A Guide to Critical Thinking Across the Curriculum*

GRADES:

Course requirements will earn up to 100 points distributed as follows:

Attendance	15 points max.
Participation	15 points max.
1 Group Oral Presentation	10 points max.
1 Creative Project	10 points max.
30 Blog Postings	10 points max.
2 Analytical Papers (each 10 points maximum)	20 points max.
Final Portfolio	20 points max.

Grading scale: A = 93-100 points CR = 70-92 points NC = 0-69 points

REQUIREMENTS:

Attendance (15% of total grade):

A substantial amount of learning in Honors courses takes place in the classroom. If you don't come to class, your learning experience suffers and you deny others the opportunity of learning from what you have to contribute. Material missed may never be made up completely, no matter how many notes you get from classmates. In order to get the most out of this educational experience, it is essential that you attend every class. Therefore, you will earn ½ point for every class you attend in full. Since we have 30 classes, you will earn the maximum 15 possible points, if you attend every class. However, be aware that no distinction will be made between excused and unexcused absences.

You will also attend 3 academic lectures/events during the semester. To fulfill this part of your attendance requirement, you may attend any of the UHP lectures given throughout the semester (announcements will be posted on the UHP listserv and around the Honors Center) or any other lecture on campus. After the lectures you attend, write a summary of what you heard and post it on our class blog. Your lecture summary should: 1) Identify who gave the lecture, as well as when and where the lecture took place; 2) Explain the information provided in the lecture; and 3) Evaluate the lecture in terms of its impact on you. Your summaries must be posted on the class blog no later than 2 days after the lecture to be counted toward your grade. Summaries posted more than 2 days after the lecture will earn credit as a blog posting, but will not fulfill your lecture requirement. If you post only two lecture summaries during the semester, 1 point will be automatically deducted from your course grade. If you post only one lecture summary during the semester, 2 points will be automatically deducted from your course grade. If you post no lecture summaries, 3 points will be automatically deducted from your final grade.

SUMMARY: To earn a high grade for the Attendance Requirement, you need to:

Come to every class; attend two academic lectures/events; post lecture summaries on blog in 2 days.

Participation (15% of total grade):

It is not only crucial that you attend class, but it is equally important that you participate actively and regularly in this class. Discussing actively, openly, and productively will not only help ensure that you earn a high grade for this portion of the class, but doing so will make classes more enjoyable and rewarding for all of us. Please note that participation is directly linked to class attendance. If you aren't present for class, you aren't participating. This means that you cannot earn more points for participation than you earn for attendance.

To be able to participate effectively, you are expected to be well prepared for every class discussion. This means you should read or review all readings prior to our discussion of those assignments. It also means that, as with any other 3-credit college Honors course, in order to pass the course you should plan on spending a minimum of 3 hours for every hour spent in class or a total of 7.5 hours a week on class-related activities, such as reading assignments, researching presentations, interacting with each other through our class blog, drafting and revising papers, etc. However, if you wish to earn a high grade for the course, you may need to spend substantially more time than this minimum.

In addition, effective participation in Honors courses involves more than simply coming to class well prepared; it also means voluntarily sharing ideas. While all students cannot express ideas in class all the time, I expect you to contribute your thoughts as often as possible. All seriously considered views are equally valuable to our collective learning process. If, for whatever reason, you keep such ideas to yourself, then the collaborative educational exchange this class is meant to be becomes impossible. To encourage our exchange of ideas, short in-class assignments, group exercises, freewrites, and other homework will be given frequently. The majority of these assignments should take about 15-30 minutes to complete. These assignments are designed to generate class discussion and to offer starting points when analyzing our subject. Although some of these short assignments will be included in your Final Portfolio, they will not be graded or collected during class. Nevertheless, you are expected to perform such assignments to the best of your ability and to have them ready when I ask for them. Responsible and serious effort on these exercises will form a substantial portion of your participation score. If you miss class, you may not make up in-class activities.

You will also make at least 1 posting to the UHP Forum Blog during the semester. To fulfill this part of your participation requirement, you may make an original posting on any topic you wish or you may post a comment on a topic submitted by someone else. Since you will need to be invited to join the UHP Forum Blog in order to make your posting, I will make sure you receive an invitation for this blog via your email address no later than the second week of classes. To be counted toward this part of your course grade, your posting must be made before October 16, 2009 (midterm) and turned in to me. If you choose not to post on the UHP Forum Blog by the due date, 2 points will be automatically deducted from your course grade.

SUMMARY: To earn a high grade for the Participation Requirement, you need to:

Share ideas respectfully and thoughtfully in most classes; perform strong work on all exercises and assignments for class; submit 1 posting to the UHP Forum Blog before midterm.
Selected exercises will be included in the Final Portfolio.

Class Blog (10% of total grade):

In addition to traditional class participation and instead of writing a third analytical paper for this class, every week you will also share your ideas about our course topic with your classmates on a Blog. You are required to write at least 2 postings each week on this Blog for a total of at least 30 postings by the end of the semester. Topics for the Blog will be generated primarily by you and your classmates, though I will also frequently suggest topics to help you get started discussing issues and ideas. This Blog is designed to encourage you to discuss ideas or questions with your classmates in an informal, but highly accessible manner. In addition, it will provide you with more opportunities to explore issues and interact with each other about course topics than our regular time in class allows.

This assignment should not require a substantial time commitment from you. Most students who consistently spend 30-60 minutes each week reading Blog posts from classmates and making at least 2 postings each week will earn full points for this requirement. While you may skip postings for a week or so during the semester, I expect you to contribute to the Blog regularly and during most weeks in order to earn a high score for this portion of your grade. In other words, you will not earn full points for this requirement if you make many of your postings together in a short period of time (at the beginning or end of the term, for example) or skip making postings for more than a week. Many of you will make substantially more than the minimum requirement of 30 postings, which will help insure that you earn the maximum number of points possible for this requirement.

The 30 postings required to earn full points for this portion of your grade must include:

- At least 3 postings in which you share your own new ideas or questions;
- At least 3 responses to one of my questions or topics; and
- At least 3 responses to one of your classmates' postings.

Each individual posting will earn the maximum of 1/3 point as long as it:

- Discusses content material related to our texts or our larger class subject;
- Consists of at least 3-5 substantial sentences; and
- Presents ideas in relatively error-free writing (i.e., few typos, grammatical errors, etc.).

Postings may be written in standard electronic forum or journal style, meaning they need not reflect any specific structure or organization of ideas. Those of you who have never used a blog before will not need extensive experience with blogs to succeed in this portion of the class. I am happy to help you learn to use such technology for our purposes. If you have problems accessing or posting to our class blog, contact me promptly so that we can make time to work out the problems as quickly as possible. Otherwise, it will be too easy for you to get behind in your postings and too hard for you to catch up in order to earn full points for this requirement. Regardless of any technical problems you might have with the blog, it is still your responsibility to make sure you fulfill this part of the course.

Our course website provides a link to our class blog as well as instructions on how to set up your account on it for the purposes of our course. To increase the comfort level of the blog discussions, you will be randomly assigned a pseudonym to be used for all your posts on this online discussion forum. This pseudonymity will allow you to offer new ideas to discussion without having to worry unduly about the opinions of others in the class.

SUMMARY: To earn a high grade for the Blog Requirement, you need to:

- Check it often; Don't be afraid to share ideas; Write on it at least twice weekly throughout the semester.
- Selected postings will be included in the Final Portfolio.

Group Oral Presentation (10% of total grade):

During the first week of class, you will be assigned randomly to a group to research and present information to your classmates on a classic fairy tale. While you may use any sources you wish for your presentation, a useful place to start will be the SurLaLune Fairy Tales website (<http://www.surlalunefairytales.com/index.html>), which may be accessed through the Links page on our course website. Since this assignment is a Group Presentation, you are expected to work as a team in which all members participate. A page on our course Wiki site for each group will allow you to share your work for this presentation. Each presentation must include the following material:

1. *Historical and Background Information:* Provide historical information and background about your fairy tale in which you discuss its early sources, influences, texts, and any authors.
2. *Contemporary Culture:* Describe your fairy tale's popularity in contemporary culture of the 20th and 21st centuries. To accomplish this, discuss at least one example of your fairy tales as it appears in a modern book, movie, television show, etc. As part of this, explore the similarities and differences between original or early forms of your fairy tale and how it appears in contemporary works.
3. *Visual Image:* Include in your presentation at least one visual image related to your group's fairy tale. These may be in the form of images from books, films, comic books, the internet, etc.
4. *Bibliography:* Provide a list of the sources your group used for its presentation. The bibliography must include a minimum of 5 sources (although most will include more than this). At least 2 of your sources must come from actual books or journal articles, rather than the Internet, and only one source may be from the SurLaLune Fairy Tales website. Your group's annotated bibliography must be formatted according to MLA style.

You will have 20 minutes for this oral presentation (that's no more than 10 minutes each for the first 2 required areas discussed above), plus an additional 10 minutes for questions. I will stop your presentation, if your group exceeds the maximum time of 30 minutes allotted to your group. In addition, if you do not leave at least 5 minutes (10 minutes is preferred) for questions, 2 points will be automatically deducted from your final score. Further, your group is expected to handout copies of your bibliography to classmates at the end of the presentation. If your group does not provide a bibliography in correct MLA format, 1 point will be automatically deducted from your group's final score.

This assignment has been designed to help you develop your oral presentation skills, so make it extremely professional, useful, and interesting. It is intended to give you practice and experience speaking before a group in a formal situation. This means you should dress up, stand when presenting, and make eye contact with your audience. It also means you should know your topic well enough to present information using notes, rather than simply reading it aloud. Each presentation must also reflect solid group activity and interaction. Since all students must participate in the presentation, work to make the presentation demonstrate effective teamwork, rather than individual effort.

In addition, I challenge you to be imaginative and inventive. The more interesting and lively your presentation is, the more likely it will make an effective impression on the audience. Plan your report carefully and practice it often as a group before presenting it. For superior presentations that earn high points, the general rule is that you should practice it together as a group at least 3 complete times. Also, make sure your group anticipates problems and is prepared to answer questions.

Your classmates will be your primary audience for this presentation. Therefore, your group's grade will be based on anonymous evaluations made by your peers. Their scores and comments on your presentations will evaluate how well your presentation meets the required items listed above, the professionalism of your presentation style, and its overall effectiveness. The evaluation form on which your Group Presentation scores will be based is on our course website under the Documents page. While you will not turn in any written work for your presentation, you are expected to keep a copy of your group's bibliography and your own portions of the presentation to include in your Final Portfolio.

If you wish to use a UHP laptop computer or other equipment, let me know at least a week in advance, so I can schedule the equipment for you. Also, I can photocopy black-and-white handouts for your group, if I have the original at least 2 working days before your presentation.

SUMMARY: To earn a high grade for the Group Oral Presentation, you need to:

Include all required material, work together as a group, practice often

Evaluation form is on our class website; Your portion will be included in the Final Portfolio.

Creative Project (10% of total grade):

This project is composed of two parts, a creative work and a short explanatory paper (each part 5% of total grade).

Part 1: Create your own original contribution to the cultural tradition of Monsters and/or Marvels

Using any creative medium of your choice, develop a work based on some monstrous or marvelous theme or character that you create yourself or that you substantially alter or adapt from an earlier work by someone else. To do this, you may write a short story (6 pages minimum), paint or draw a series of artworks or sculptures (1 large piece or 2 small pieces minimum), draw a comic book (4 pages minimum), write a long poem (8 pages minimum), or compose and perform (or have performed) original music (minimum 5 minutes long). If you wish to complete another type of creative project, clear it with me before you start on it. For example, you might write a series of love letters between Penelope and Odysseus, compose a song about the battle between Beowulf and the dragon, draw a series of images of Tolkien's Ringwraiths, write a short story in which Frankenstein's Monster befriends a leprechaun, etc. While this project is based on a creative format, I expect you to incorporate solid, significant thought into your work, which means you will need to start working on it well ahead of time. I hope you will be astounded by your own creativity; however, for you to earn a high score, I expect only that you make a sincere effort, not that the result be of professional quality.

Part 2: Write an explanatory paper (3 pages minimum) about your Creative Project

In this paper, describe the reasons behind the choices you made in your creative contribution to the cultural tradition of Monsters and/or Marvels. In particular, explain what choices you made and why you made these specific choices for your project. Further, I expect you to demonstrate that you are conscious of how other works (the texts we have discussed in class as well as others you may have read or movies you have seen) and ideas influence your particular perspective. For example, let me know if you think your werewolf is more indebted to *American Werewolf in London* or *I was a Teenage Werewolf*. Or, describe how your version of vampire love takes its themes from Anne Rice's vampire series. In this explanatory paper, also discuss any research or secondary source material you used in the making of your creative effort. As part of your paper, include a bibliography of the sources you consulted in proper MLA style. Even if you do not consciously perform research for your creative expression, you have been influenced by other works in your past experience. Since no creative work ever comes totally out of your head without any background, any works that influenced your project must be cited.

In addition, literary projects and explanatory papers that do not attend carefully to appropriate conventions of form and grammar will not earn a high score. If you need assistance with mechanical aspects of presentation (grammar, punctuation, MLA style for citing sources, etc.), please see me or someone at CAPS well before the project is due. The gradesheet used to score your Creative Project is on our course website under the Documents page. One point will be deducted automatically from your score, if you omit the bibliography for the explanatory paper.

While you are not required to share your Creative Project with the rest of the class, you are encouraged to upload your work to our course Wiki site for others to appreciate and enjoy, if you wish.

SUMMARY: To earn a high grade for the Creative Project, you need to:

Include all required material; start early; make a sincere effort.

Gradesheet is on our class website; The written portion will be included in the Final Portfolio.

Analytical Papers (each 10% of total grade):

For this class, you will write 2 fully developed, analytical papers (5 pages minimum) using standard essay structure. Since these are formal college papers, they must include: an introduction; supporting paragraphs; a conclusion; and correctly documented references in appropriate MLA format. To be successful, each paper will focus its analysis by means of a strong, analytical thesis statement supported and explained using examples from the texts. As with any college paper, the more focused your papers are, the more effective they are likely to be. Work to construct a fairly narrow topic that you develop in great depth. When developing ideas for your papers, remember that a topic is NOT a thesis! For each overarching topic, carve out your own individual, narrowly focused thesis statement that details and argues your specific position. While you are free to incorporate material from secondary sources into your papers, I am more interested in seeing you explore your own ideas in depth than in knowing you can properly regurgitate what someone else thinks.

While an analytical paper may include a brief summary of a text (5-10 sentences on plot and background) for the reader's convenience, such papers are not book reports. Instead, they require you to examine evidence from the text(s) critically and formulate a view of the text(s) based on that evidence. In your papers, work to develop insights that are original, significant, and assist your reader to a stronger understanding of the material. As with any college level analysis, your papers must go well beyond a simple overview or summary of your topics. Instead, your papers will analyze their material in light of a specific, important, unique point you wish to make about the evidence in the texts.

Consider as your audience for these papers a group of highly intelligent readers, such as your classmates, who are not experts in your subject. Imagine readers that your writing has to engage enough to make them want to read your paper. Understand that it is your job to make them think about your topic in a way they would not have thought about on their own, without your help. Since such an audience does not have to read your paper, your writing will need to capture their attention and persuade them to view the topic differently than they would if they had not read your paper.

In order to help you improve your skills for evaluating and revising your own work as well as the work of others, you will turn in a complete draft of each of your analytical papers in advance of the due date. A page on our Wiki site for each paper will be available for this purpose. You will upload your papers to the Wiki page, so that 1-2 of your peers can give you feedback to improve your work. In addition, you will give 1-2 of your peers suggestions for improving their papers. If you choose not to participate in this Wiki feedback opportunity by submitting complete drafts of your papers on time, 2 points will be deducted from your paper score. Instead of turning in printed copies of your final papers, you will email your papers directly to me before class begins on the day they are due.

The effectiveness of your analytical papers will be assessed for the success of the finished product (how well they meet the assignment, display serious and significant thought, stand alone without oral explanation, establish and support an appropriate logical structure, meet acceptable standards of written English, etc.). The gradesheet used to score your analytical papers is on our course website under the Documents page. If you need ideas for topics or help with your writing, I am happy to work with you as long as you make arrangements with me well before the paper's due date. Also, feel free to seek assistance from CAPS (3rd floor of Zimmerman Library).

Required topic areas for each paper are described below:

Analytical Paper #1: Outside Text

During the first week of class, you will be assigned a text not on our syllabus to read and explore for this paper. Once you have read your assigned outside text, develop your own thesis from a topic related to your text that strongly interests you. Work to find something unique of your own to say about the text. Your thesis may be based on a comparison/contrast, literary theme, character development, word field study or any other structure you wish as long as you thoroughly analyze some portion of your text, as long as you go well beyond a book report or plot summary of your text.

Analytical Paper #2: Legacy Topic

For this analytical paper, you will explore a legacy issue from any work you have read for this course in terms of its relationship to contemporary popular culture. For example, you might write on how the loyalty exhibited by a modern social group to which you belong is similar to the loyalty expected of the warriors in *Beowulf*. Or, you might consider whether Shelley's Creature in *Frankenstein* and the android Data in *Star Trek: The Next Generation* share similar qualities or experiences. When developing your topic, consider the how the ideas, themes, issues, statements from any of our class texts may correspond to similar subjects in contemporary popular culture. In other words, what does contemporary culture inherit from these texts? How does some particular concept in one of our class texts provide a legacy for modern life and/or popular consciousness? What you write about is completely up to you, as long as it explores the way some very specific area of our contemporary world connects with the themes of monsters and/or marvels discussed in one of our class texts.

SUMMARY: To earn a high grade for the Analytical Papers, you need to:

Focus topic carefully; support argument well with examples' proofread to correct mechanical errors.
Gradesheet is on our class website; Both papers will be included in the Final Portfolio.

Final Portfolio (20% of total grade):

For your Final Portfolio, you will include selections from your original class work as well as additional assignments that require you to assess your performance in this class, improve on some of your previous work, and develop at length your thoughts on our course topic of Monsters and Marvels in a new synthesis paper. Your Final Portfolio will contain the following:

1. *In-class Exercises* – 5 selections from your in-class exercises or assignments (freewrites, group exercises, debates, etc.) that represent your best work and 1-3 sentences for each exercise discussing its strengths;
2. *Blog Postings* – 5 selections from your blog postings that represent your best work and 1-3 sentences for each posting discussing its strengths. Also, 1 posting you made to the UHP Forums blog, along with 1-3 sentences discussing your reasons for making that posting;
3. *Group Oral Presentation* – Your group’s bibliography and your portion of the oral presentation, along with 3-5 sentences discussing its strengths and 3-5 sentences discussing what you personally could have done to improve the presentation. Your portion of the presentation may be printouts from the Wiki, notes to yourself, index cards, an outline, or simply highlighting your own part of the whole presentation;
4. *Creative Project* – Your original creative project and its explanatory paper, with my comments, along with 3-5 sentences discussing its strengths and 3-5 sentences discussing what could have improved its success for a general audience other than your classmates. If the creative portion of your project is too large or awkwardly shaped to be included in the portfolio, you may simply include the explanatory paper. This is a required part of your portfolio, even if you choose to revise it for #6 below;
5. *Analytical Papers* – Both of your original analytical papers, with my comments, along with 3-5 sentences discussing each of their strengths and 3-5 sentences discussing what could have been improved. This is a required part of your portfolio, even if you choose to revise one of these papers for #6 below;
6. *Revised Paper/Project* – A revised version of one of your analytical papers or your entire creative project. Your revision must do more than simply correct mechanical errors; it must substantially strengthen and improve your original work. The revised paper/project will be graded on the substantiality of the revision, improvement in its overall effectiveness, and mechanics (grammar, punctuation, bibliography, etc.);
7. *Synthesis Paper* – For this paper, re-read the course description, review your class notes and work, and write a paper at least 5 pages long that synthesizes your thoughts on the topic of Monsters and Marvels. You are not required to include all of our texts in this paper, but most should play some part in your discussion. Be aware that a synthesis paper is also an analytical paper, which means it must incorporate the same elements as your analytical papers. As with any college paper, your synthesis paper for this class must also include a bibliography of your sources presented in proper MLA citation style.

The gradesheet used to score your Final Portfolio is on our course website under the Documents page. Do not type any of your handwritten work; simply include it in its original form. Gather your work together into any kind of folder, binder or paper clip you wish. Be aware that your grade will be earned exclusively for the content of your portfolio, organized in a neat and orderly way. You will not earn higher points for extra work included in your portfolio or for attractive cover designs.

SUMMARY: To earn a high grade for the Final Portfolio, you need to:

- Include all required material; substantially revise one paper; write a strong synthesis paper.
- Gradesheet is on our class website.

POLICIES and SUGGESTIONS:

Classroom Behavior

1. Respect for your own education, classmates, and me is essential in making this class meaningful for all of us. While you may sometimes rather be somewhere else, non-class activities (reading newspapers, texting friends, whispering, passing notes, playing solitaire on your laptop, etc.) are inconsiderate, hinder your and others' ability to learn effectively, and will not be tolerated. All cell phones must be turned off before class starts.
2. You may express any idea you wish in class, as long as you back it up with evidence from the texts on the syllabus. While unsupported opinions may be acceptable in conversations with friends, they are not acceptable in academic discourse that is focused on encouraging critical thinking skills such as in Honors courses.

Grades and Absences

3. Although I am usually considered a tough grader, I honestly want you to learn and succeed in this class. By following the guidelines here and putting forth diligent effort, you have ample opportunity to pass the course. While only truly superior work will earn an A, work making sincere effort rarely earns lower than a CR.
4. If you miss class, informing me of a valid reason demonstrates a willingness to take your responsibility to the class seriously, which will count in your favor when I determine participation scores. However, I make no distinction between excused and unexcused absences. An absence is counted as an absence, regardless of the reason.
5. If you miss class, you are responsible for acquiring notes from classmates. In-class work may not be made up.
6. I do not automatically drop students who stop attending class. Therefore, you must take responsibility for dropping or withdrawing or be willing to accept the consequences.
7. Incompletes will be given only if you complete work through the 12th week with a passing grade.

Written Work

8. Analytical papers and creative projects may be turned in 1 class session after the due date without penalty. Papers or projects turned in after this will have 2 points automatically deducted for each class period they are late. Papers or projects turned in more than a week after the automatic extension will not be accepted. Late group oral presentations or final portfolios will not be allowed.
9. All papers and written portions of projects must:
 - Be typed (12 point Times or similar), double spaced, 1" margins, on white 8½" x 11" paper, all pages numbered and stapled;
 - Include your name, date, and assignment on the first page above an appropriate paper title (Paper #1 is an assignment NOT an appropriate paper title!);
 - Include a bibliography formatted according to the latest *MLA Handbook for Writers of Research Papers*.
10. For your own protection, keep copies of all work you turn in for a grade.
11. Each student is expected to maintain the highest standards of honesty and integrity in all academic and professional matters. You must do your own work and should not, under any circumstances, let others use your work or ask others to do your work for you. If you copy from others or sources without acknowledging them, you are guilty of plagiarism. If you have someone else write assignments or allow another person to copy work, you are guilty of dishonest scholarship. In addition to risking being expelled from UNM, if you are found guilty of plagiarism or dishonest scholarship, you will receive a 0 for the assignment and probably a NC for the course.

Extra Credit

12. You may earn a maximum of 3 extra credit points toward your final score. Although other voluntary forms of work may benefit your learning, only extra credit work earned as follows will count toward your grade:
 - 1 point if you attend a 4th public lecture and summarize it on our class blog within 2 days after the lecture;
 - 1 point if you maintain perfect attendance throughout the semester (i.e., miss no classes at all!);
 - 1 point if you attend class on the day Course Evaluations are given. These will be given sometime during the last 2 weeks of class, but you will not know the exact date beforehand.

Special Circumstances

13. Students with disabilities or other unusual circumstances are encouraged to see me as early as possible concerning any special accommodations that need to be made in order for you to succeed in this class.
14. Under EXTREMELY extraordinary circumstances exceptions to these policies may be made if you discuss the situation with me personally and provide written documentation (doctor's note, death certificate, etc.).

SYLLABUS (subject to change)

You are expected to read all assignments before class on the day they appear on the syllabus. Some of these readings are difficult and slow reading, even though they span a small number of pages. Because of this, I advise you to start your readings at least 3 days before we discuss it in class. For effective college-level reading, you should plan to read the assignment all the way through at least once and then thoroughly review it again the day before class. If you read assignments only the night before we discuss them in class, it is unlikely that you will have assimilated them as fully as is necessary for truly effective learning experience and class participation.

Due dates for graded work appear in **bold**. Page numbers in parentheses correspond to the texts ordered for this class, but may vary depending on the edition. Assignments followed by (ER) denotes texts available on the library's Electronic Reserves website, accessed through our course website or through the UNM library webpage.

Week 1	Tues. 8/25/09	Introduction/Syllabus
	Thurs. 8/27/09	Backgrounds and Beginnings Read entire online syllabus; bring questions to class
Week 2	Tues. 9/1/09	<i>Gilgamesh</i> : Introductory material, Books I- II (pp.1-90)
	Thurs. 9/3/09	<i>Gilgamesh</i> : Parts III-IV (pp. 91-200)
Week 3	Tues. 9/8/09	College Research Fundamentals Complete all Library Research and Plagiarism Tutorials before class (ER)
	Thurs. 9/10/09	Homer, <i>The Odyssey</i> : Introduction, Books 1-3 (pp. 3-123)
Week 4	Tues. 9/15/09	Homer, <i>The Odyssey</i> : Books 4-10 (pp. 124-248)
	Thurs. 9/17/09	Homer, <i>The Odyssey</i> : Books 11-17 (pp. 249-374)
Week 5	Tues. 9/22/09	Homer, <i>The Odyssey</i> : Books 18-24 (pp. 375-489)
	Thurs. 9/24/09	Group 1 Presentation: Cinderella Group 2 Presentation: The Frog King
Week 6	Tues. 9/29/09	Group 3 Presentation: Beauty and the Beast Group 4 Presentation: Puss in Boots
	Thurs. 10/1/09	Group 5 Presentation: The Little Mermaid Group 6 Presentation: The Ugly Ducklings
	Fri. 10/2/09	Post on Wiki before 5:00 p.m.: A complete draft of your Analytical Paper #1. If you do not post your paper on time, 1 point will be automatically deducted from your paper grade.
Week 7	Tues. 10/6/09	Writing Workshop Read the Writing Workshop paper(s) assigned to you on our Wiki; Bring with you to class a hard copy of the paper(s) you have been assigned. Harvey, <i>Nuts and Bolts of College Writing</i> : All, except Appendix (pp. ix-85) Weston, <i>A Rulebook for Arguments</i> : All (pp. 1-87)
	Thurs. 10/8/09	Monsters and Marvels in Manuscripts: Bestiaries and Fables (ER) Complete the Worksheet before class: Complete the worksheet for your assigned Writing Workshop paper(s), bring it to class and give it to the writer(s). If you do not complete your worksheet by class today, 1 point will be automatically deducted from your Analytical Paper 1 grade.

Week 8	Tues.	10/13/09	Monsters and Marvels in Architecture: Sheela-na-gigs and Gargoyles (ER) Analytical Paper 1 Due
	Thurs.	10/15/09	FALL BREAK — No Class
Week 9	Tues.	10/20/09	<i>Beowulf</i> : Introduction (pp. 1-28), Backgrounds (pp. 245-77), and lines 1-84 Re-Read entire online syllabus; bring questions to class
	Thurs.	10/22/09	<i>Beowulf</i> : First part of poem through fight with Grendel (lines 85-1231)
Week 10	Tues.	10/27/09	<i>Beowulf</i> : Middle part of poem until Beowulf returns to Geatland (lines 1232-2176)
	Thurs.	10/29/09	<i>Beowulf</i> : Last part of poem through Beowulf's death (lines 2177-end)
Week 11	Tues.	11/3/09	Shelley, <i>Frankenstein</i> : Introductory material (pp. vii-xxi) and Volume I (pp. 1-97)
	Thurs.	11/5/09	Shelley, <i>Frankenstein</i> : Volume II (pp. 98-179)
Week 12	Tues.	11/10/09	Shelley, <i>Frankenstein</i> : Volume III (pp. 180-284)
	Thurs.	11/12/09	Shelley, <i>Frankenstein</i> , continued discussion
	Fri.	11/13/09	Post on Wiki before 5:00 p.m.: A complete draft of your Analytical Paper #2. If you do not post your paper on time, 1 point will be automatically deducted from your paper grade.
Week 13	Tues.	11/17/09	<i>Culhwych and Olwen</i> (ER) Read your assigned peer's paper and complete the Worksheet before class: Complete the worksheet for your assigned Writing Workshop paper(s), bring it to class and give it to the writer(s). If you do not complete your worksheet by class today, 1 point will be automatically deducted from your paper grade.
	Thurs.	11/19/09	Marie de France, <i>Bisclavret</i> (ER) Analytical Paper 2 Due
Week 14	Tues.	11/24/09	"The Wasgo and Three Killer Whales" (ER)
	Thurs.	11/26/09	THANKSGIVING HOLIDAY — No Class
Week 15	Tues.	12/1/09	Shakespeare, <i>The Tempest</i> : Intro. (pp. ix-li), Essay (pp. 185-201), Act I (pp. 1-49) Creative Project Due
	Thurs.	12/3/09	Shakespeare, <i>The Tempest</i> : Acts II-III (pp. 50-117)
Week 16	Tues.	12/8/09	Shakespeare, <i>The Tempest</i> : Acts IV-V (pp. 118-171)
	Thurs.	12/10/09	Wrap-up discussion Final Portfolio Due
	Fri.	12/11/09	12:00 midnight, deadline for blog postings
Finals Week			No Class and No Final Exam