INSTRUCTORS       Dr. Leslie Donovan, UHP Faculty, and Megan Abrahamson, Senior Teacher
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OFFICE HOURS      Leslie Donovan, Mon. 12:00-2:00, Thurs. 12:30-2:00, and by appointment
                   Megan Abrahamson, Thurs. 2:00-3:00, and by appointment
WEBPAGES          Course webpage, http://www.unm.edu/~ldonovan/
                   under Current Courses, click on link to J.R.R. Tolkien’s Legacy

COURSE DESCRIPTION:
Vastly popular, immensely learned, and profoundly spiritual, J.R.R. Tolkien’s epic trilogy The Lord of Rings has spawned a 1970s cult following as well as a 21st-century blockbuster film trilogy. Nevertheless, Tolkien’s books have remained literary classics as well as foundational texts in the genre of modern fantasy. In recent years, national and international surveys even identified Tolkien as the most popular or influential writer of the 20th century. Yet, while millions have enjoyed and treasured The Lord of Rings and its precursor The Hobbit, few readers seriously study the myth, meaning, historical sources, and literary background of Tolkien’s work. In this course, we will survey not only Tolkien’s literary and scholarly work, but also other medieval works that influenced Tolkien’s writing and the mythic constructs that underlie his epic vision. In addition, we will examine some of the languages, music, drama, and visual art Tolkien created in his career. While hard-working novices to Tolkien are welcome, newcomers should be advised that this course expects at least a strong, basic knowledge of Tolkien’s primary literary works.

COURSE OBJECTIVES
By the end of this course, successful students will have accomplished the following objectives:
- Acquired knowledge of the variety of Tolkien’s works as well as the sources for his major writings;
- Expanded their critical thinking skills through a variety of written and oral exercises;
- Developed their abilities in creative expression and problem-solving;
- Improved skills necessary to construct effective college-level analytical papers and informative oral presentations;
- Strengthened their experience performing college-level research;
- Enhanced their ability to collaborate successfully with others in small and large group discussions and projects.

TEXTS
Required
- Tolkien, J.R.R. The Hobbit (any edition)
- Tolkien, J.R.R. The Lord of the Rings (all 3 volumes, any edition)
- Tolkien, J.R.R. A Tolkien Reader
- Tolkien, J.R.R. The Silmarillion (any edition)
- Tolkien, J.R.R., trans. Sir Gawain and the Green Knight, Pearl, and Sir Orfeo
- Sturluson, Snorri. The Prose Edda. Trans. Jesse Byock
- Vinaver, Eugene, ed. King Arthur and His Knights (this edition only; others under the name are different texts)

Optional, but highly recommended
- Foster, Robert. The Complete Guide to Middle-Earth
- Shippey, Tom. J.R.R. Tolkien: Author of the Century
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GRADES
Course requirements will earn up to 100 points distributed as follows:

- **Attendance** .................................................. 15 points max.
- **Participation** .................................................. 15 points max.
- **Pub Groups** .................................................. 10 points max.
- **Blog Postings** .................................................. 10 points max.
- **Group Oral Presentation** .................................. 10 points max.
- **Creative Project** ............................................. 10 points max.
- **1 Analytical Paper** ......................................... 10 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 or don’t come on time, 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. Students who consistently come to class late will not earn full points for this requirement, even if they attend some portion of every class. Since we have 30 classes, you will earn ½ point for each class you attend in full for a maximum of 15 possible points. However, be aware that no distinction will be made between excused and unexcused absences.

**Participation (15% of total grade)**
It is not only crucial that you attend class, but that you participate regularly in class discussions. Exchanging ideas actively, openly, respectfully, and productively will not only earn you a high grade for this portion of the class, but will also make classes more enjoyable and rewarding for all. Participation is directly linked to class attendance.

To be able to participate effectively, you must be well prepared for every class discussion. This means you are expected read or review all readings prior to class discussion of those assignments. It also means that, as with any other 3-credit college Honors course, in order to pass the course (i.e., earn a CR) you should plan on spending a minimum of 3 hours for every hour spent in class or 7.5 hours a week on class-related activities, such as reading assignments, researching presentations, blogging your ideas on our course topic, drafting/revising papers, etc. If you wish to earn a high grade for the course, however, you may need to spend substantially more time than this minimum.

Effective participation in Honors courses involves more than simply coming to class well prepared; it also means voluntarily sharing ideas. While not all students can express ideas in class all the time, we 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 ideas to yourself, then collaborative educational exchange becomes impossible. To encourage our exchange of ideas, short in-class assignments, group exercises, free-writes, and other homework will be given frequently. Most of these assignments can be completed in about 15-30 minutes. These assignments are designed to offer starting points to generate class discussion. Although you will choose some of these assignments to include 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 we 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.

**Pub Groups (10% of total grade)**
In the first week of class, you will be divided up into groups with 3-4 of your classmates, with whom you will work throughout the semester for the Pub Group portion of your grade. These Pub Groups are designed to provide you with something similar to the experience Tolkien had with a group of his colleagues known as the Inklings. The Inklings met in a local pub to read and comment on (and, yes, frequently even argue about!) each others’ works, discuss ideas, and generally help each other grow into the best writers and thinkers they could be. For this class, the main purpose of our Pub
Group meetings will be to serve as work groups for oral presentations, discussion groups for class readings, and peer support groups for writing your analytical papers and creative projects. For more information, see the Pub Groups section on the class website. Where you meet, when you meet, and how you handle your meetings is completely up to your group to decide, as long as the necessary requirements below are fulfilled.

- **Number/Length of Meetings:** While ideally we would like these groups to meet every week, we are requiring only that your Pub Group meet together at least 8 times for roughly an hour in 8 different weeks throughout the semester. In addition, you must meet at least 4 times before Spring Break and 4 times after Spring Break. You are free, however, to meet as many times as you wish.

- **Location:** Of course, your Pub Group for this class is not required to meet in an actual pub; you may meet anywhere you wish. Still, we urge you to meet in some place that will encourage friendly, fun and informal interaction, rather than a place that connotes getting lots of work done such as at the library or in the Honors Forum. The Inklings always met where food were easily available (as well as alcohol and smoking, but we are NOT encouraging those!). So, consider meeting at a restaurant, someone’s house, a coffee bar, or even a park. Anywhere is fine as long as it is a place you can get to know each other by talking about Tolkien-related ideas and subjects.

- **Meeting Topics:** your required meetings must focus on the following topics: 1 meeting will work on your group’s oral presentation, which occurs in Weeks 5 and 6; 1 meeting will discuss your group members’ analytical papers; 1 meeting will discuss your group members’ creative projects; 2 of the meetings must feature thoughtful (but informal!) discussions based on any subject from our class readings; 1 meeting must discuss one work from the list of additional outside readings on our class website.

- **Pub Group Form:** After each meeting, each member of your Pub Group will fill out a short form (stored on the class website) and post it on the class website. We strongly suggest that you submit them within 48 hours of your meetings in order to better include relevant and factual information, but it will be up to you to set your own schedule for turning in these forms. To earn full points for this requirement, however, you may not submit more than 1 form per week and must submit at least 4 Pub Group Forms from the first half of the semester and 4 more for the second half. Also, you may not turn in any Pub Group Forms after 5/6/11.

**Class Blog (10% of total grade)**

In addition to traditional classroom participation, every week you will share your ideas about our course topic with your classmates a blog space called the Green Dragon. This blog space is hosted on the website of the UNM Hobbit Society and, therefore, will be open to others not enrolled in our class, who wish to join in our discussion. However, partly to protect your privacy because your postings on this blog will be factored into your course grade, you will be randomly assigned a pseudonym to be used for all your work on this online discussion forum. These pseudonyms also are intended to increase your comfort level in the blog discussions by allowing you more freedom to offer new, untested ideas to discussion without being unnecessarily concerned about the judgments of others reading your work.

For your work on the Green Dragon blog, you are required to write at least 2 postings every week for 15 weeks of the semester. Because this assignment is designed to help you develop critical thinking skill and collaborative problem-solving, you are encouraged to write as many postings each week as you wish, even though only 2 per week will count toward your requirement for this assignment. Topics for the blog will be generated primarily by you, your classmates, the instructors, as well as other Hobbit Society members who may also post on this blog. This requirement is intended to provide you with more opportunities to explore issues related to our course topics than regular class time allows. In addition, it will make it easier for you to discuss ideas or questions with your classmates in an informal, but highly accessible manner.

This assignment require a regular and consistent (though not substantial) time commitment from you. As long as you consistently spend 30-60 minutes each week reading blog posts and making at least 2 on-topic, relevant, and reasonably substantial postings each week, you will earn full points for this assignment. Postings may be as long or as short as needed to make a reasonable point, but postings that say simply “I agree” or “Woohoo, Dude!” do not represent enough substance to count for this part of your grade. You may not save or carry over postings from any week for a later week. 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 2 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.
By the end of the semester, your 30 postings must include:
- At least 6 postings in which you share your own new ideas or questions;
- At least 6 responses to one of the instructors’ questions or topics; and
- At least 6 responses to one of your classmates’ postings.

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. Our course website provides a link to our class blog as well as instructions on how to set up your account and use it for the purposes of our course. The instructors are also happy to help you learn to use such technology for our purposes. If you have problems accessing or posting to our class blog, it is your responsibility to contact us promptly, so we can work out problems as quickly as possible. Otherwise, it will be too easy for you to get behind in your postings and be unable to earn full points for this requirement. Failure to contact the instructors about difficulties accessing or posting to the Green Dragon blog will not constitute a legitimate excuse for neglecting this requirement.

Group Oral Presentation (10% of total grade)
As a part of your “Pub Group” assignment, you will research and present information to your classmates on a Tolkien-related subject. Since this assignment is a group presentation, you are expected to work as a team in which all members participate. Our course website will have a page for each group that will allow you to share drafts of your work for this presentation with each other. Further, this same website page will provide a space through which you will share your finished presentation (simply your notes or Powerpoint presentations) with the rest of your classmates.

Each group’s presentation must include the following material:
- Basic Information: Identify all important facts related to your subject (necessary dates, people, places, etc).
- Analysis: Discuss the central concepts, themes or ideas associated with your subject and analyze why these are important to the study of Tolkien’s works.
- Comparison/Contrast: Explain similarities and differences between your subject and some of Tolkien’s other works.
- Visual Image: Include at least one visual image related to your group’s subject. These may be in the form of images from books, films, comic books, the internet, etc.
- Annotated Bibliography: Provide an annotated bibliography of the sources your group used for its presentation. This 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. An annotated bibliography provides not only the necessary bibliographic information about your sources, but also brief descriptions (usually 2-5 sentences) of the subject, scope, and importance of the sources. A good example of an annotated bibliography is stored on our class website site for you to review. Your group’s annotated bibliography must be formatted according to MLA style (information on MLA style may be found on our course website under the Links page) and posted on each group’s website page before you make your presentation. You do not need to provide handouts of this bibliography. If your group does not post a bibliography in correct MLA format prior to your presentation, 1 point will be deducted from your score.

Your group will have a maximum of 25 minutes for this oral presentation; no more than 15 minutes each for the first 3 areas above, plus an additional 10 minutes for questions. We will stop your presentation, if your group is still presenting at 30 minutes. In addition, if you do not leave at least 5 minutes (10 minutes is preferred) for questions, 2 points will be deducted from your score for this requirement.

This assignment is designed to help you develop your oral presentation skills, so it should be 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. Presentations should not simply read aloud word for word from notes or Powerpoint slides. 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.

The more interesting and lively your presentation is, the more likely it will make an effective impression on the audience. Plan your presentation carefully and practice it often as a group. 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. If you wish to use a UHP laptop computer or other equipment for your presentation, let the instructors know at least 1 week in advance.

Your classmates, rather than the instructors, will be your primary audience for this presentation. Your group’s grade for this assignment will be based on anonymous evaluations made by your peers that assess:

- How well your presentation meets the required items listed above;
- The professionalism of your entire group’s presentation style, and;
- The overall effectiveness of your presentation.

In addition, your group’s finished presentation (including all Powerpoint slides, notes, etc.) must be uploaded to your group’s website page no later than 24 hours after making your presentation. This will allow your classmates and instructors to be able to consult your work later. If your group does not store its finished presentation on our website before the deadline, 1 point will be deducted from your presentation’s score. Also, be aware that you are expected to include any portions of the presentation for which you were responsible in your Final Portfolio.

Scores for group presentations will be based on evaluations made by your classmates. These evaluations will be completed through an online form that we will make available to class members through our course website. These evaluations must be completed by all class members who have not taken part in the presentation within 24 hours. While you will be required to submit your name with your evaluations, all names will be removed before the results are shared with presenters. If you do not submit evaluations of presentations made by your classmates within 24 hours of their presentations, ½ point for each presentation you neglect to evaluate will be deducted from your grade.

Creative Project (10% of total grade)
Your creative project will be composed of two parts, a creative work and a paper explaining this work’s background and the rationale of the choices you made in constructing it. For the creative portion of your project, you will construct your own original addition to Tolkien’s enduring world. In other words, you will explore some facet of our course material in your own way. You may examine some element that has not been dealt with fully in any of our texts or you may re-examine some part of the work from a new perspective. For example, you might write a series of love letters between Sam and Rosie, compose a series of songs about the battle of Helm’s Deep, or paint a series of pictures of Shelob in all her horror. You may use any medium you wish. While each project will vary, you should plan to spend at least 10-15 hours on the project, since it is worth 10% of your total course grade. However, while this project is based on a creative format, we expect you to incorporate solid thought into your work. The grading sheet used to score your Creative Project is on our course website. The two parts of this project are described below:

**Part 1: Create your own original contribution to Tolkien’s legacy**
Construct some type of “fan fiction” based on Tolkien’s work in any media you wish. For example, you may write a short story (10 pages minimum), construct a screenplay (10 pages minimum), paint or draw a series of artworks or sculptures (3 large pieces or 6 small pieces minimum), draw a comic book (10 pages minimum), write a long poem (10 pages minimum), make a film (minimum 5 minutes long), or compose and perform original music (minimum 5 minutes long). If you wish to complete another type of creative project (costume or fabric art, collage, set design, papier-mâché model, photography, etc.), check with us before you start on it. While we hope you will be astounded by your own creativity, we expect only that you make a sincere and substantial effort in creating this project, not that the result be of professional quality.

**Part 2: Write an explanatory paper (3 pages minimum, NOT including bibliography) about your Creative Project**
In this paper, explain the reasons behind the choices you made in your creative contribution to Tolkien’s world. In this paper, describe not only the choices you made and why you made these particular choices instead of others, but also discuss the sources you considered when constructing your creative effort. In particular, we expect you to discuss how other works (the texts we have discussed in class as well as others you may have read) and ideas inform or influence your particular perspective. For example, are your ideas about Galadriel’s childhood more indebted to Malory or Marion Zimmer Bradley? Or, as another example, does your version of Sam’s courtship of
Rosie Cotton reflect themes from Celine Dion’s love songs or from medieval troubadour poetry? In this paper, also discuss all research or secondary source material you used in your work. Include with your paper a bibliography of the sources you consulted presented in MLA style. Even if you use no sources outside those on our syllabus, you must cite the texts from our syllabus that informed your own work. If you omit this bibliography, 1 point will be deducted from your score.

**Analytical Paper (10% of total grade)**

For this class, you will write a fully developed, analytical paper (5 minimum, not including bibliography; 10 pages maximum) on any topic of your choice. Since this is a formal college paper, it must be organized according to standard analytical essay structure. Such standard analytical essay structure requires an introduction, supporting paragraphs, a conclusion, and correctly documented references in appropriate MLA format. In addition, as with any college-level analytical work, successful papers focus their arguments on a strong, very narrowly defined thesis statement that is supported and defended throughout the rest of the paper by using examples from the texts. As with any college paper, the more focused your paper’s argument is, the more effective your overall paper is likely to be. Work to construct a fairly specific thesis that you develop in great depth. When developing ideas for your paper, also be aware 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 may incorporate material from secondary sources into your paper, we are more interested in seeing you explore your own ideas in depth than in knowing you can accurately regurgitate what someone else thinks.

While an analytical paper may include a brief summary of a text (no more than 5-10 sentences on plot and background) for the reader’s convenience, such a paper is not a book report. Instead, it requires you to examine evidence from the text(s) critically and formulate a view of the text(s) based on that evidence. 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 paper must go beyond a simple overview or summary of your topics. Instead, to earn a high grade, your paper must analyze its material in light of a specific, important, unique point you wish to make about the evidence in the texts.

Regardless of how much effort you put into this paper, its score will be assessed for the overall success of the finished product (how well it meets the assignment, addresses the directions described here, displays serious and significant thought, stands alone without oral explanation, establishes an argument, supports its argument through appropriate logical structure, meets acceptable mechanical standards of written English, etc.).

As your audience for this paper, consider a group of highly intelligent readers, such as your classmates, who are quite knowledgeable about your topic, but who are not necessarily professional experts in the field. Your writing has to engage these readers enough to make them enjoy reading your paper. It is your job to capture their attention and interest them enough to think about your topic in a new way. Your writing also needs to be compelling enough to persuade them to view the topic differently than they would have if they had not read your paper.

Instead of turning in a printed copy of your paper, you will upload your finished paper (as a .doc, .rtf, or .pdf file) to our course website. Sharing your finished papers with each other on our course website not only allows us to save precious resources (such as ink, paper, trees, money, etc.), but also encourages you and your classmates to be able to read and benefit from each other’s work. This assists the enriched, collaborative educational experiences that Honors courses are meant to promote. If you do not post your paper on our website within 24 hours of the date you turn it in, 1 point will be deducted from your paper’s score. The gradersheet for scoring your analytical paper is stored on our course website. Comments on your paper and its gradersheet will be emailed to you.

If you need ideas for topics, feel free to browse the list of possible paper topics on our course website or talk with one of us. If you would like help with your writing, we strongly encourage you to seek assistance from CAPS (3rd floor of Zimmerman Library) early in your writing process. In addition, we have provided many helpful links for writing papers and thesis statements on our course website under the Links page. We are also happy to work with you as long as you make arrangements with us well before the paper’s due date.
Final Portfolio (20% of total grade)
As a capstone to our course, you will compile a Final Portfolio that documents the depth and breadth of your development as an Honors student in this course over the semester. In this Final Portfolio, you will: 1) Include selections from your original class work along with reflections about your performance on those works; 2) Improve on some of your work; and 3) Develop a new synthesis paper on our course topic of Tolkien’s Legacy.

Each Final Portfolio must contain the following:

- **In-class Exercises** – 5 of your in-class exercises or assignments (freewrites, group exercises, debates, etc.) that represent your best work with 1-3 sentences for each exercise discussing its strengths. Do not spend time retyping any handwritten exercises, as we are adept at reading those and would rather you spend your time on other parts of the portfolio;
- **Pub Group Forms** – 4 of your Pub Group Forms (2 from the first half of the semester and 2 from the second half) that you consider your most interesting work and 3-5 sentences in which you explain your Pub Group’s growth as a fellowship throughout the semester;
- **Blog Postings** – 5 of your blog postings that represent your best work and 1-3 sentences for each posting discussing its strengths;
- **Group Oral Presentation** – Your group’s annotated bibliography and the excerpted portions of the presentation for which you had substantial input, along with 3-5 sentences discussing its strengths and what you personally could have done to improve the presentation overall;
- **Creative Project** – Your graded creative project and its explanatory paper, with both instructors’ 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 photographed and uploaded as a digital image to include in your portfolio, you may simply include the explanatory paper. This is a required part of your portfolio, even if you choose to revise it;
- **Analytical Paper** – Your graded analytical paper, with both instructors’ comments, along with 3-5 sentences discussing its 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 it;
- **Revision** – A revised version of your analytical paper or your entire creative project. Your revision must do more than simply correct mechanical errors; it must substantially strengthen and improve on 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.);
- **Synthesis Paper** – For this paper, re-read the course description, review your class notes, graded assignments, Pub Group’s work, and our blog discussions for the entire semester. Then, write a paper at least 5 pages long in which you synthesize your thoughts on the topic of Tolkien’s Legacy. Most of our course texts should play some part in your paper’s discussion, although you may omit a few texts if necessary. Be aware that a synthesis paper is also an analytical paper, which means it must incorporate the same elements as your analytical papers, including a bibliography of sources presented in proper MLA style.

Your Final Portfolio may be submitted in either hard copy or digital format. The gradesheet used to score your Final Portfolio is stored on our course website. You will not earn higher points for including extra work beyond the requirements on the gradesheet or for fancy graphics.

POLICIES and SUGGESTIONS

Classroom Behavior
- Respect for your own education, classmates, and the instructors 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 games on cellphones, etc.) are inconsiderate, hinder your and others’ ability to learn effectively, and will not be tolerated. All cell phones must be turned off or muted before class starts.
- 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.
You may use your own laptop/netbook computer in class as long as you only use it for work we are doing in class. Checking your email, Facebook, playing computer games, or even doing your blog assignments for this class is not appropriate and will result in your computer being shut down for the rest of the class.

Grades and Absences

- Although Dr. Donovan is usually considered a tough grader, we 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.
- If you miss class, informing us of a valid reason demonstrates willingness to take your responsibility to the class seriously, which will count in your favor when we determine participation scores. However, we make no distinction between excused and unexcused absences. An absence is counted as an absence, regardless of the reason.
- If you miss class, you are responsible for acquiring notes from classmates. In-class work may not be made up.

Written Work

- 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 out of the 10 possible points deducted for each late class period. Papers or projects turned in more than a week after the automatic extension will not be accepted. No late group oral presentations, blog postings, pub group work, or final portfolios will be allowed.
- All papers and written portions of projects must be formatted as follows: Saved as a PC-readable file in .doc, .rtf, or .pdf format; Typed (12 point Times or similar), double spaced, 1” margins on all sides of an 8½” x 11” page; Pages numbered on the top right or bottom center; Your name, date, and assignment title appearing on the first page above your title (no separate title pages); All written work must have a title that appropriately reflects the contents of the assignment (Analytical Paper #1 is NOT an appropriate title!); Include a bibliography formatted according to the latest *MLA Handbook for Writers of Research Papers*.

- For your own protection, keep copies of all work you turn in for a grade.
- 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

- 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 one of the public lectures related to Tolkien studies and/or popular culture or other approved events during the semester and write a summary of it that you email to the instructors. Instructors will announce lectures or approved events in class or on the blog;
  - 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

- Students with disabilities or other unusual circumstances are encouraged to see the instructors as early as possible concerning any special accommodations that need to be made in order for you to succeed in this class.
- Under EXTREMELY extraordinary circumstances exceptions to these policies may be made if you discuss the situation with the instructors personally and provide written documentation (doctor’s note, death certificate, etc.).
You are expected to read all assignments before class on the day they appear on the syllabus. You should expect to be reading at least 100 pages per class meeting. Some of these readings are difficult, even though they span a small number of pages. Because of this, we 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 and class participation.

Due dates appear in bold. Page numbers in parentheses correspond to the texts ordered for this class, but may vary depending on the edition.Abbreviations are: TR = The Tolkien Reader; CW = Course Website.

Week 1  Tues.1/18/11 Introduction/Syllabus
        Thurs. 1/20/11 The Hobbit, Chapters 1-5

Week 2  Tues. 1/25/11 The Hobbit, Chapters 6-10
        Thurs. 1/27/11 The Hobbit, Chapters 11-19

Week 3  Tues. 2/1/11 The Fellowship of the Ring, Prologue-Chapter I.7
        Thurs. 2/3/11 The Fellowship of the Ring, Chapters I.8-II.2

Week 4  Tues. 2/8/11 The Fellowship of the Ring, Chapters II.3-II.10
        Thurs. 2/10/11 The Two Towers, Chapters III.1-III.6
Week 5  Tues. 2/15/11 The Two Towers, Chapters III.7-IV.2
        Thurs. 2/17/11 Group Presentation 1: Biography
                  The Two Towers, discussion continued

Week 6  Tues. 2/22/11 Group Presentation 3: Visual Art
        Thurs. 2/24/11 Group Presentation 4: Early Literary Criticism
                  Group Presentation 4: Music
                  Group Presentation 5: Languages

Week 7  Tues. 3/1/11 The Two Towers, Chapters IV.3-IV.10
        Thurs. 3/3/11 The Return of the King, Chapters V.1-V.7
Week 8  Tues. 3/8/11 The Return of the King, Chapters V.8-VI.5
        Thurs. 3/10/11 Analytical Paper Due
                  The Return of the King, Chapters VI.6-Appendix A

Week 9  SPRING BREAK No Classes

Week 10 Tues. 3/22/11 “On Fairy-stories” (TR, “Tree and Leaf,” pp. 33-100)
           Thurs. 3/24/11 Smith of Wootton Major (CW)

Week 11 Tues. 3/29/11 Beowulf, Introduction and all of poem
           Thurs. 3/31/11 “Beowulf: The Monsters and the Critics,” (Heaney and O’Donoghue or CW)

Week 12 Tues. 4/5/11 “The Homecoming of Beorhtnoth, Beorhthelm’s Son” (TR, pp. 1-28),
                   and “Battle of Maldon” (CW)
           Thurs. 4/7/11 The Silmarillion, Introductory material, “Ainulindale” and “Valaquenta”
Week 13  Tues. 4/12/11  Byock, *The Prose Edda*, Introductory material (ix-xxx) and “Gylfaginning (‘The Deluding of Gylfi’)” (pp. 1-79)
        Thurs. 4/14/11  *The Silmarillion*, “Turin Turambar”
                      Creative Project Due

Week 14  Tues. 4/19/11  *King Arthur and His Knights*, pp. 3-112
        Thurs. 4/21/11  *King Arthur and His Knights*, pp. 113-226 – Megan’s teaching day

Week 15  Tues. 4/26/11  *Sir Gawain and the Green Knight*, Introductory material and all of poem
        Thurs. 4/28/11  “Leaf by Niggle” (TR, “Tree and Leaf,” pp. 100-20)

Week 16  Tues. 5/3/11  Creative Projects Discussion (3 minutes each)
        Thurs 5/5/11  Wrap-up Discussion
                      Final Portfolio Due
        Fri. 5/6/11  Deadline for Blog postings and Pub Group Forms (12:00 midnight)