HU211: Literature of the Ancient Western World

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Office hours by appointment only.

To communicate with me outside of class:
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The Erlepedia Web Site: Contains copies of the syllabus, essay evaluation form, assignments, and handouts: http://www.hu.mtu.edu/~aerlebach
Or, call me at home: 482-4139

Course Objective: To gain an understanding and appreciation of some of the literature of ancient Mesopotamia, Israel, Greece, and Rome, and its importance to Western Culture.

Texts: (Bring the book to class each day.)¹

Course Requirements:
Regular class attendance and participation in discussion. I take attendance every day; I deduct for excessive, unexcused absences. Those who regularly contribute to class discussion are rewarded at the end of the term.

Three written essays (2500 words, double-spaced, typed) on three assigned topics, each worth 150 points. (Specific due dates and topics to be assigned. Papers will be graded for content as well as style and correctness. The second and third papers will each be a literary analysis of one or more of the works we have read. See attached grading sheet (do not lose it) as well as "Literary Analysis Essays: Information on Writing Your Essay" (listed above) before you start writing.

In-class or take-home quizzes (20 pts each) over lectures, introductions and reading selections, BEFORE EACH IN-CLASS DISCUSSION, AND SOMETIMES AFTER CLASS DISCUSSION. NO MAKE-UPS. NO MAKE-UPS. NO MAKE-UPS.

Students with excused absences (verified illnesses, ill children, or university approved absences) will be excused from the quizzes, and his or her average quiz score will be substituted for the missing score, provided the student provides the instructor with a written explanation for his or her absence immediately upon returning to class, listing all the particular information relating to his or her absence, including the date. KEEP TOTAL ABSENCES (EXCUSES AND UNEXCUSED) TO A MINIMUM, or your grade will suffer a reduction. At the end of the term, each student's lowest score will be dropped.

Plagiarism
If any student cheats or plagiarizes work for this class, he or she will fail this course and the Dean of Students will be notified. "Plagiarism is the taking of writings, ideas, or thoughts of others and passing them off as one's own original work. Plagiarism is not

¹ I'm not kidding about this. You will need your book for class discussion. Each time you do not bring your book, you risk losing 10 penalty points.
restricted to published material: if you submit an old paper written by your roommate, if you buy a paper from a so-called 'service,' or even if you base your paper on a lecture you heard in a course without acknowledging that lecture, you are still guilty of plagiarism. Plagiarism is not restricted to long quotations; if you quote a sentence or even a phrase without acknowledging it, you are plagiarizing. You can plagiarize without even using the exact words of the original author; if you paraphrase a passage without crediting its author, you are plagiarizing.

Notice to All Students:
MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Associate Dean of Students (487-2212). For other concerns about discrimination, you may contact your advisor, department head, or the Affirmative Action Office (487-3310).

I may amend this syllabus at any time during the term, either orally or in writing.

Order of Reading Assignments (A Quiz Will Precede and Sometimes Follow Class Discussion):
6. Homer, The Odyssey (pp. 275-596), read in parts, with several quizzes.
7. Sophocles, Oedipus the King (pp. 735-784), with more than one quiz.
8. Virgil, The Aeneid, Book II & III (pp. 1045ff, read in parts, with one or two quizzes.)

Dates When Essays Due:
Essay One: 2PM, Tuesday, September 28.

Essay 1 Assignment: Historical Research
Write a 5 page research paper (see above) which describes one feature of life in the one of the cultures we are studying in the time we are studying (during approximately 2000 B.C.E. to the end of the first century in the Common Era. For example: What might we know about the 'real' Homer?; What does Archeology tell us about the earliest life in Mesopotamia?; What do we know about the historical Gilgamesh?; Who were "the Sea Peoples" and why do scholars connect them with both the biblical Philistines and Odyseus?; What about the importance of women to the economies of ancient Asia Minor and Greece?; Might there be a basis in history for the story of the Trojan war?; Can the locations in The Odyseaus be traced to actual locations? You might be especially intrigued by the technological background to the era and describe such things as what Odysseus' ship might be like (in ca. 1250 B.C.E.), etc. BE SURE TO LOOK AT THE RESERVE READING before deciding. Remember that we also have issues of Biblical Archaeology Review, with should prove helpful in learning about all features of life Before the Common Era, not just relating to items found in the Bible. You have a lot of freedom on this assignment. Enjoy!
**ESSAY EVALUATION FORM**

**INTRODUCTION (1)**
1. The introduction engages interest, indicates purpose, addresses the appropriate audience, and clearly states the thesis of the essay.
2. The introduction indicates purpose, addresses the appropriate audience, states the thesis of the essay, though it doesn't specifically state the point (thesis) that you will prove.
3. The introduction adequately indicates your purpose, but does not state thesis or does not capture the interest of your reader.
4. The introduction does not indicate the specific purpose of the essay. Usually this means that it takes you more than one paragraph to get to the real introduction to your essay.

**BODY (15)**
15-18. The body of the paper has a clear purpose and is organized effectively. Paragraphs relate to the thesis statement and follow the order of discussion implied by the introduction. Transitions between paragraphs are smooth and relevant.
18. The body of the paper has a clear purpose and is organized effectively. Paragraphs relate to the thesis and follow the order of discussion implied by the introduction. Transitions between paragraphs are usually smooth and relevant, though not always so.
12. The body of the paper has a clear purpose and is organized effectively. Paragraphs relate to the thesis statement.
11. Body of the paper is loosely organized. Transitions are somewhat awkward; you do not stick to a thesis.

**CONCLUSION (3)**
7. Conclusion effectively maintains central idea, is identifiable as a conclusion, is not abrupt, but concludes the points made in the essay.
6. Conclusion is a little more "past" than a 7-point conclusion.
5. Conclusion adequately maintains central idea, is identifiable as a conclusion, is not abrupt, but concludes the points made in the essay, though it is a little "past," or awkward.
4-0. Concluding paragraph does not function adequately as a conclusion it just ends.

**DEVELOPMENT (9)**
36-38. Paragraphs are fully developed, unified, coherent, effective. All material in the paragraph is relevant to the paragraph. The paragraphs effectively discuss the points they make.
34-35. Paragraphs are unified. They usually discuss thoroughly the points they make, though not always.
32-33. All material in the paragraph is relevant to the topic sentence or to the paragraph. The paragraphs usually adequately discuss the points they make, though not always. There is more what you say than you have written.
30-29. Paragraph development is not as effective as it could be. Paragraphs do not always thoroughly discuss the points they present. Some questions are left unanswered, some issues left unaddressed.
0-29. Paragraph development is weak. Too many issues left unanswered.

**ANALYSIS (45)**
48-46. Thoughtfully and logically developed.
44-42. Thoughtfully and logically developed, for the most part, though your analysis is not as rigorous as it might have been.
40-38. Thoughtfully and logically developed, although there is more to your subject than you have shown. Sometimes misses without proving.
36-32. Somewhat general and simplistic. Tends to assert without proving.
30-29. Logical analysis is poor. Relies too much plot or source.
29-0. Logical analysis is poor. Relies too much plot or source instead of analyzing.

**EVIDENCE (20)**
38-36. Factful, specific, and logical. You cite sources when you should and smoothly incorporate them into your paper.
34-33. Usually specific. Page number, line reference (including references to events in work) not always cited, or correctly cited, or smoothly incorporated.
30-29. Somewhat general. Page number/line references to events in work) not always cited, correctly cited, or smoothly incorrectly.
0-29. Evidence is missing or too general. Sources incorrectly cited, or not cited at all.

**LESS POINTS DEDUCTED FOR STYLISTIC PROBLEMS: ONE POINT DEDUCTED FOR EACH OCCURRENCE:**
- Including: awkward or choppy paragraph, poor or vague wording, faulty parallels, poor diction, weak use of passive voice, wordiness, monotone sentence patterns, insecure sentence fragments. MARKED IN MARGINS.
- Including: standard grammar and usage, punctuation, spelling, capitalization, manuscript form, typing, documentation format or punctuation. (These do not belong in college work). MARKED IN MARGINS.

**LESS POINTS DEDUCTED FOR MECHANICAL ERRORS: ONE POINT DEDUCTED FOR EACH OCCURRENCE:**
- Including: standard grammar and usage, punctuation, spelling, capitalization, manuscript form, typing, documentation format or punctuation. (These do not belong in college work). MARKED IN MARGINS.

**LESS POINTS DEDUCTED FOR TRIVIAL CHOICE OF THEMES: TOO EASY TO PROVE, THEMES OBVIOUS, NEEDING LITTLE PROOF OR THEMES REQUIRES LESS THAN 1600 TO 2000 WORDS TO PROVE.**
(1 - 20 points.)

**FINAL SCORE**

**FINAL PERCENTAGE**

More detailed comments are written on your essay.

http://www.hunt.edu/serlebac

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