

# ENGL 2309.013:

## World Literature:

### The Hero in the Epic, Romance, & Genre Fiction

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Spring 2015

Dr. Worlow

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## General Information

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**Office:** CARH 604  
**Office Hours:** TR 12-1:30 PM

**ENGL 2309. WORLD LITERATURE (3-0).** Significant works of world literature with emphasis on ideas and the ways in which they reflect cultural and aesthetic values; emphasis on critical methods of reading, writing, and thinking. Examines at least three genres and six authors.

This course approaches the topic of the hero in the genres of epic poetry, medieval metrical romance, novels, short fiction, and others. We begin with the “first” hero, the god-king Gilgamesh, and conclude with recent works that draw on many of the same themes and conventions of heroism. We will address:

- Character types including heroes, anti-heroes, and Byronic heroes
- Constructions of heroes from a gendered perspective
- Heroes as figures that defy the easy categories of beast, human, and divinity

This course is a sophomore-level literature course, and as such, you should expect quite a bit of reading, writing, and discussion. Although societies have historically classified heroism as a *masculine* trait, this course will also examine female heroes and heroes written by female authors.

## Required Texts

- *Gilgamesh*, trans. Stephen Mitchell, Atria (ISBN 0743261690)
- Homer, *The Iliad*, trans. Robert Fagles, Penguin (ISBN 0140275363)
- Marie de France, *The Lais of Marie de France*, trans. Robert Hanning and Joan Ferrante, Baker (ISBN 080102031X)
- Mikhail Bulgakov, *The Master and Margarita*, trans. Richard Pevear, Larissa Volokhonsky, Penguin (ISBN 0141180145)
- Ursula K. Le Guin, *The Tombs of Atuan*, Aladdin (ISBN 9780689845369)
- Warren Ellis, *Gun Machine*, Mulholland (ISBN 9780316187411)
- Grant Morrison and others, *All-Star Superman*, DC (ISBN 978-1401232054)
- Additional readings via Blackboard

## Grades & Major Assignments

<b>Midterm Exam:</b>	20%
<b>Final Exam:</b>	20%
<b>Pearls (3):</b>	5% each (lowest grade dropped)
<b>Abstract/Proposal:</b>	5%
<b>Annotated Bibliography:</b>	5%
<b>Signature Assignment:</b>	20%
<b>Daily Work/Quizzes:</b>	10%
<b>Participation:</b>	10%

**Midterm and Final Exams:** These exams test your understanding of readings and class lecture/discussions. These exams include a brief in-class essay, multiple choice, passage identification, matching, and short answer. They are non-cumulative, per se, but the final exam may touch on concepts and materials from across the term. The final does focus on material *since* the mid-term, though.

**Pearls:** The pearls are half-page, single-spaced argumentative essays in which you argue for an interpretation of a passage, character, theme, or other matter relating to a text. You have a very limited space to advance an argument, and obviously, you cannot offer a reading of the *entire* text in half a page. Nor can you waste time establishing context or quoting the text. Point to evidence and quote only select phrases or words that help you make your point. At the same time, your pearl should offer a complete argument that you could expand into an argumentative, full essay. Students will belong to a group (A-D, assigned on the first day of class), and due dates for the pearls are staggered over the course of the term by group. NB: The pearls are individual assignments, not group projects: your due dates depend on which group you are in. NB: The pearls are *not* reviews or why you liked or disliked a reading.

**Signature Assignment:** The SA is a 1250-2000 word argumentative, research-based essay in which you advance a specific argument about topic relating to the texts and issues raised in this course. You will also be responsible for a brief abstract/proposal (including tentative thesis statement for your term paper) and an annotated bibliography, both of which are due before the final term paper is due. See below.

**Daily Work/Quizzes:** Reading quizzes over the readings will appear on Blackboard and are due before class. I may assess other daily grades as the term progresses, averaged in with the quizzes.

**Participation:** All students should fully prepare before each class by reading the assigned texts for the day and taking notes. Students should participate actively in class discussion by asking questions, answering questions, offering their opinions and responses, and arriving punctually.

## The Signature Assignment

### Overview

The signature assignment addresses all four of the course University prescribed objectives. **Personal responsibility:** This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn't just a matter of mechanics. It's a question of personal responsibility (with real consequences for students) that overlaps with students' responsibility to the academic community of which they are a part. The construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence demonstrates **critical thinking** and **communication skills**. The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further addresses the communication objective. The critical analysis of the way the selected text engages a significant issue of social responsibility addresses the **social responsibility** outcome.

### Specific Requirements

Write a well-organized, effectively developed 1250-2000 word analysis of one of the texts. (There will be an additional MLA style formatted Works Cited page.)

This essay should have an argumentative thesis and adhere to MLA guidelines for academic essays, including the formatting guidelines found below. This essay should use evidence from the text to support an interpretation of the passage/text, and it cannot use block quotes. All quotations from the text must be selective and limited to words, phrases, or perhaps individual sentences. Draw in secondary sources (a minimum of two—no more than five) to help you establish a context for the argument that you make in the essay. In particular, your topic for the SA should establish how questions of social and personal responsibility—as they relate to passion and its sublimation and representation—emerge from the text and its period's context. In doing so, you should demonstrate critical thinking and communication skills by crafting a well-reasoned argument that draws upon textual evidence from the primary source (the work in question) while using secondary sources to provide further support for your argument. Your essay must have an argumentative structure with claim-driven topic sentences, evidence, support, and effective transitions. The essay should advance complex ideas in clear, concise language.

## Responsible Integration of Sources (personal responsibility)

Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which students draw on the selected text and secondary sources to communicate an interpretive argument about their chosen text through the lens of social responsibility. The Library offers a quick, on-line plagiarism tutorial:

<http://library.uta.edu/plagiarism/>.

## Appropriate Secondary Sources

- **Scholarly articles:** e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all of which UTA's library gives you access to online
- **Scholarly books or book chapters:** it's a good bet a book is scholarly if it's published by an academic press, such as Duke University Press; if you're not sure, ask your instructor
- **Historical documents:** e.g., old newspaper articles, letters, speeches, journal entries from academic databases (see the History subject guide on the library website for ideas)
- Students interested in using a source that isn't listed here, should check with the instructor.

The general criteria to receive a passing grade are the following for all the sophomore English courses except English 2350: Your essay should be a Word document that is double-spaced, with 1-inch margins, in 12-pt., Times New Roman (or some other serif font like Garamond) font. Follow the MLA's recommendations for formatting, citation, and style. **Here is a direct link to the Library's excellent guide to MLA format:**

<http://www.uta.edu/library/help/files/cite-mla.pdf>.

In order to receive a passing grade on the signature assignment, students *must*

- Write an essay that is at least 1250 words (about 5 pages long), but no more than 2000 words (8 pages)
- Integrate at least two appropriate sources (no more than five) other than the text being analyzed
- Have an argumentative thesis
- Have a title other than the title of the assignment (Signature Assignment) or the title of the work you are writing about (for example, "*Iliad*")
- Incorporate evidence (i.e., quotations and specific citations/references) from the literary text
- Have a Works Cited page using MLA form.

## Course Policies

### Blackboard Quizzes

Prior to each class, students are responsible for completing reading quizzes on Blackboard. These quizzes constitute your primary Daily Grade in the course, but I will drop your lowest quiz grade at the end of the term.

### Late Work and Make-Up Policy

I will not accept any late assignments for credit, and you will earn a zero for any late assignment or work. If you know you will miss class, then you are still responsible for submitting your assignments on time. Similarly, I will not give make-up quizzes or exams except in instances of excused university absences for the exams, but you must schedule alternative exam arrangements with me in advance of the exam dates.

### Turning in Assignments to Blackboard

All major assignments in this course will be submitted to Blackboard. I will not accept any assignments via e-mail. All assignments submitted to Blackboard must be saved as a .pdf, .doc, or .docx file to ensure that I am able to open them on my computer. It is your responsibility to ensure that you have saved and submitted all of your work in the correct format. **If you submit work in the wrong format, then you will receive a zero for the assignment. If you assignment does not meet the minimum length required for the assignment, then you will receive a zero for the assignment.** All grading and feedback/comments will also be come via Blackboard for these assignments.

I will not discuss any grade you receive on an assignment until at least 24 hours have passed.

### Paper Formatting Requirements

You must format the essay exams and term paper as per MLA guidelines, including the following requirements:

- One-inch margins
- 12-point serif font (for example, Times New Roman, Garamond, Goudy)
- MLA style name block at the top of the first page
- MLA style name and page number header
- MLA style Works Cited page and entries included at the end of the document
- MLA style parenthetical citation

For the pearls, your essays should follow the same guidelines as above with the following exceptions:

- Margins can be as low as 1/2 inch
- An MLA style name block at the *bottom* of your essay

## Late Enrollment Policy

Though I realize that at times enrolling in a course after the start date is unavoidable, understand that you are responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up missed opportunities for participation points or any other assignments that occurred before you enrolled. If you enroll in class after the start date, then your responsibility is to contact your peers in order to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

## Paper Reuse Policy

You may not reuse papers from prior classes in this course or any other course that you have taken at any institution. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this situation with me prior to the due date of the assignment.

## Attendance

At The University of Texas at Arlington, taking attendance is not required. Rather, faculty members are free to develop their own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section for the Spring 2015 term, I will take attendance every class period. Please note, though, that class attendance and participation are important for this class, as lecture and class discussion material *will* appear on the exams. Students should read the assigned reading for the day, should complete the quiz on Blackboard *before* class, and should have any books or reading materials with them for class that day.

If you are late to class or tardy, you are responsible for coming to me immediately after class to tell me you were late.

## Missed Class

If you miss a class, do **not** come to me to ask what you missed. I do not put lecture notes or presentations on Blackboard. I recommend you exchange emails with your classmates, so that you can find out what we did in class when you were absent.

## Excused Absences

The only excused absences recognized by the University of Texas at Arlington are those wherein a student is representing the university in an official capacity. *These absences will **not** be excused without appropriate documentation.* Athletes and other students who will miss class for an official university activity **must advise me in writing at least 48 hours in advance of the absence.** Notice only lets the instructor know that a student will be missing class; this notice does not extend due dates for assignments or allow the student to make up missed quizzes. Students must make arrangements with the instructor at least 48 hours prior to the absence for turning in the work. No guaranteed extensions.

## Classroom Behavior

Class sessions are short and require your full attention. All cell phones, laptops, and other electronic devices should be **turned off and put away when entering the classroom**. Although secondary readings are available on Blackboard in many cases, you are responsible for coming to class with a hard copy so you can refer to the text in class.

Remove all earpieces while in class. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 4326 readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students should participate respectfully in class, should listen to other class members, and should comment appropriately. I also expect consideration and courtesy from students. Address your instructors appropriately, and communicate professionally.

According to *Student Conduct and Discipline*,

students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks. (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202)

Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or be referred to the Office of Student Conduct.

## Classroom Visitors

Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time

## Academic Integrity

All students enrolled in this course must adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct, and the university will not tolerate academic dishonesty in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University:

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2)

You can get in trouble for plagiarism by failing to indicate correctly where you are making use of the work of another or by colluding with another to prepare assignments. You are responsible to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Remember your First Year Writing courses and consult a writing handbook for more information on quoting, paraphrasing, summarizing, and citing properly to avoid plagiarism. If you still do not understand, **ask your instructor**. I will refer all students caught plagiarizing or cheating to the Office of Student Conduct.

### Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate because of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. You can find information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

### Title IX

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

## Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to withdraw officially if they do not plan to attend after registering. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

## Writing Center

The English Writing Center is located in Room 411 Central Library. Hours are 9 am to 8:15 pm Mondays-Thursdays, 9 am to 3 pm Fridays, and Noon to 5:15 pm Saturdays and Sundays. Students must register and can make appointments online at <http://uta.mywconline.com>. Face-to-Face and online appointments for undergraduate students last 40 minutes. Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service: consultants will not correct grammar or rewrite assignments during our long sessions. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for more information about services and guidelines.

**Quick Hits:** A Writing Center consultant is available in the Writer's Studio, 413b, to help students find answers on citation, style, minor editing, punctuation, and other quick questions that require 5 to 10 minutes. Although students must register with the Writing Center, Quick Hits walk-ins are welcome and students are assisted on a first-come, first-served basis. These are not one-on-one sessions. Quick Hits is available Mondays Noon-3:45 p.m., Wednesdays Noon-4:30 p.m., and Tuesdays and Thursdays 4:30-8:15 p.m. Students also may post short questions to our Facebook page during these periods at [www.facebook.com/WritingCenteratUTARlington](http://www.facebook.com/WritingCenteratUTARlington). QH Consultants will not make corrections, but will point clients to the answers.

## Restroom Breaks

- Students may leave the class and return without asking permission for restroom breaks.
- Be polite and quiet.

## Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

## Student Feedback Survey

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

## Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located just outside this classroom and to the right. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will arrange to assist handicapped individuals.

## Electronic Communication Policy

The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

However, please note the following requirements and guidelines regarding email communications for this course:

- Include ENGL 2309.006 and a detailed topic in the subject line of all emails; I will not open emails that do not include a correct subject line. (For example: *ENGL 2309.006: Question About Mid-Term*)
- Sign your first and last name at the bottom of each email, so I know who you are.
- I check email daily, except on the weekends. I try to respond to emails within 24 hours. I will not check email after 7 PM.
- If you email me after noon on Friday or over the weekend, you will likely not hear back from me until Monday.

## Conferences and Questions

The office hours indicated on the syllabus are for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days, but please note I am only on campus on Tuesdays and Thursdays.

## Syllabus and Schedule Changes

Instructors try to make their syllabuses as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any major changes in writing.

## Frequently Asked Questions (FAQ)

### **Q. Can I turn in late work?**

A. No. If your work is late, you get a zero.

### **Q. What if it's a couple of minutes late?**

A. Tough. Don't wait until the last minute.

### **Q. Can I revise for a better grade?**

A. No. Turn it in right the first time. Besides, in my experience, students don't "revise" so much as fix a comma or two and call that a "revision." So no, you can't revise.

### **Q. What if my assignment is too short/doesn't meet the minimum length required?**

A. Then it earns a zero.

### **Q. What if my assignment is longer than the listed maximum length?**

A. If you're a little over the maximum, then don't worry about it. If you're well over the maximum (for example, 10 pages rather than 5), then I'm only reading and grading until page 5.

### **Q. Can I have an Incomplete?**

A. No.

**Q. Can I do anything to get a better grade?**

A. Do the work in the first place the first time around. If we are approaching the end of the term and you're worried about passing, then you probably should have done more/done a better job/gotten help sooner. If extra credit has already been offered, then do that, but don't expect to magically change a failing grade into a passing one.

**Q. But I need this class for my nursing degree/engineering degree/teaching certificate!**

A. If you're having problems, maybe that program isn't right for you. You might consider speaking with an advisor for other options with your academic career.

**Q. But I need [some particular grade] for financial aid/to graduate!**

A. Maybe you should've done better before this point.

**Q. How many absences can I have?**

A. I used to have a maximum number of absences policy, but UTA has no official attendance policy. I take roll each class, but you have no "maximum" number of absences. Of course, if you miss several classes and several daily/in-class grades, then you'll fail under your own power.

**Q. Can I go to the restroom?**

A. Yes. Stop asking me. Just go. Be discrete and don't disrupt class, but you aren't in high school anymore.

**Q. Can you look at my draft for me and give me feedback?**

A. Sure. Bring it by my office as a hard copy. Don't bring your laptop. I will send you on your way if you slide your MacBook towards me. *Print out your draft.* Be aware: My job is not to edit/copyedit/revise your work. I will point to issues or give you guidance on how to improve your draft, but I do not give out a formula to students for specific grades. That is, I do not say, *If you do this and this and this with your draft, you will earn an A.*

**Q. But you said my draft looked fine! Why did I get [grade I do not want]?**

A. Because your work earned that grade. Do not mistake "You're on the right track" or "This looks okay" for "This gets an A." A *D* is passing. A *C* reflects *average* work.

**Q. But I worked so hard on this!**

A. Effort does not equal competency or success.

**Q. But I submitted my assignment to Blackboard/I had a Blackboard issue!**

A. If it's before the deadline, try using a different browser. If that doesn't work, email it to me before the deadline as an attachment. If it's after the deadline, start thinking about how to avoid having this problem on the next assignment. If a quiz has an issue, then contact me before class.

**Q. Do you drop any grades?**

A. I typically drop a lowest daily grade at the end of the term. If you have perfect attendance, I will drop *another* lowest daily grade.

**Q. I was late to class! What should I do?**

A. Come to me at the end of class to let me know you were present but late. Do not *assume* I marked you down. If you came in *very* late, then I will likely mark you absent nonetheless.

**Q. What does it take to earn an A on an assignment?**

A. For papers, projects, essays, etc., the assignment must satisfy all requirements. It must have few if any errors, and it should be engaging to read, demonstrating a mastery of the material and concepts the project addresses. It should demonstrate *excellence*, not merely *goodness* or *seems good* or *well, it's doing most of what I asked you to do*. It should demonstrate any and all of the following: good writing style; mastery of grammar, spelling, and punctuation; effective organization; engaging content and rhetoric appropriate to the intended audience and purpose; concision and clarity; and mastery of the subject matter at hand.

For argumentative essays/projects, it should demonstrate an effective argumentative organization: an introduction and strong, clear thesis; claim-driven topic sentences for unified, coherent paragraphs; a clear, strong conclusion; convey complex ideas in simple, clear, concise prose.

For technical writing projects, it should demonstrate excellent writing style (including few if any passive constructions or other style issues) and excellent document/graphic design based upon the principles taught in class.

**Q. Can I have a letter of recommendation?**

A. Two things: Firstly, you cannot have a recommendation until after the class is over. I want to see if you are the kind of student I feel confident and comfortable in recommending for something. Also, I might have something to *talk about* by that point. I've used students' work and projects in my classes as specific examples to *justify* why I recommend students for scholarships, academic programs, etc. Secondly, I only write letters of recommendation for students who earned A's in the course overall.

**Q. Can I use Wikipedia, Ask Jeeves, About.com, Ask.com, Metafilter, Reddit, or some other general internet resource as a source in my paper/project?**

A. No. If you're in a Literature course, then you should use the MLA International Bibliography or maybe Academic Search Complete via our library. Otherwise, for literature or composition or technical writing, you should be searching for reputable sources—and have a good understanding of what reputable sources *are* and which are appropriate to the project or discipline you are working within.

**Q. What citation style should I use for my projects/assignments?**

A. My answer varies depending on the kind of course you are taking:

- For *composition and literature courses*, use MLA Style parenthetical citation with Works Cited pages.
- For *Shakespeare*, use MLA Style or Chicago Manual of Style (CMS), but do not mix the two. Offer parenthetical citations for primary text passages or references. If you use MLA, be sure to have a Works Cited page. If you use CMS, use end notes or footnotes.
- For Technical Writing, choose a citation style and stick to it on particular projects. Note that choice on the Style Sheet. NB: The Formal Project requires you to use APA style citation. You will have a Works Cited, References, or Bibliography section as appropriate to the style you choose.

Please note that the library can direct you to more information about those specific styles. I recommend you *avoid* using Citation Machine and similar web services to generate your Works Cited entries unless you are working with printed, hardcopy sources like books and journal articles.

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.

## **Tentative Schedule**

All readings are due on the day indicated below. Please check Blackboard for supplemental readings and for quizzes due before class. Pearls are due on Blackboard by noon Monday of the week a particular group's pearls are due—and in class on Tuesday as a hardcopy. Other assignments are due by 11:59 PM on Blackboard on the Tuesday of the week the assignment is due.

### **Week 1**

Jan. 20 Introduction

Jan. 22 Writing about Literature (in-class); Syllabus Quiz due on BB

### **Week 2 – Group A**

Jan. 27 *Gilgamesh* books I-IV

Jan. 29 *Gilgamesh* books V-VIII

**Week 3—Group B**

Feb. 3        *Gilgamesh* books IX-XI  
Feb. 5        *Iliad* books I-V – budget yourself time for reading the *Iliad*  
                 assignments

**Week 4—Group C**

Feb. 10       *Iliad* books VI-X  
Feb. 12       *Iliad* books XI-XV

**Week 5—Group D**

Feb. 17       *Iliad* books XVI-XX  
Feb. 19       *Iliad* books XXI-XXIV

**Week 6—Group A**

Feb. 24       Marie de France, *Bisclovet*  
Feb. 26       MdF, *Lanval* & *Guigemar*

**Week 7—Group B**

Mar. 3        Bulgakov, *The Master and Margarita*  
Mar. 5        *TMaM*

**Mar. 9-13 Spring Break****Week 8**

Mar. 17       Mid-Term  
Mar. 19       *TMaM*

**Week 9—Group C**

Mar. 24       *TMaM*  
Mar. 26       Le Guin, *The Tombs of Atuan*

**Week 10—Group D**

Mar. 31       *The Tombs of Atuan*  
Apr. 2        *The Tombs of Atuan*  
Abstracts Due

**Week 11—Group A**

Apr. 7        Short Fiction (on Blackboard)  
Apr. 9        Short Fiction (on Blackboard)

**Week 12—Group B**

Apr. 14       Ellis, *Gun Machine*  
Apr. 16       *Gun Machine*  
Annotated Bibliographies Due

**Week 13—Group C**

Apr. 21      *Gun Machine*

Apr. 23      *The Incredibles* (in-class)

**Week 14—Group D**

Apr. 28      *The Incredibles*

Apr. 30      *The Incredibles*

**Week 15**

May 5      Morrison, *All-Star Superman*

May 7      *All-Star Superman*

SA Due

**Week 16**

Finals