

Fall 2015

ENGL 1159

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University of New Orleans

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English 1159.195: Freshman Composition (Honors)
Fall Semester 2015, MWF 10-10:50 a.m.
Dr. Lisa Verner, LA 329
Office Hours: MWF 8-9 a.m., 11 a.m.-noon,
and by appointment
lverner@uno.edu

Required Texts:

Aeschylus, *Oresteia* (University of Chicago, ISBN 0-226-30778-6) Tr. by Richmond Lattimore
Aristophanes, *Four Plays* (Meridian, ISBN 0-452-00717-8)
Aristotle, *Nicomachean Ethics* (Hackett, 2nd ed., ISBN 0-87220-464-2) Tr. by Terence Irwin
Aristotle, *On Poetry and Style* (Hackett, ISBN 0-87220-072-8) Tr. by G.M.A. Grube
Epictetus, *Handbook* (Hackett, ISBN 9780915145690) Tr. By Nicholas White
Euripides, *Euripides I* (University of Chicago, ISBN 0-226-30780-8) [*Medea*]
Euripides, *Euripides III* (University of Chicago, ISBN 0-226-30782-4) [*Trojan Women*]
Euripides, *Euripides V* (University of Chicago, ISBN 978-0226308982) [*Bacchae*]
Heaney, Seamus, *The Cure at Troy: A Version of Sophocles' Philoctetes* (Farrar Straus and Giroux, ISBN 0-374-52289-8)
Homer, *The Odyssey* (Farrar Straus & Giroux, ISBN 0-374-52574-9) Tr. by Robert Fitzgerald
Plato, *Five Dialogues* (Hackett, ISBN 0-915145-22-7) Tr. by Grube [Phaedo]
Plato, *Symposium* (Hackett, ISBN 0-87220-076-0) Tr. by Nehamas and Woodruff
Plato, *Republic* (Hackett, ISBN 0-87220-136-8) Tr. by Grube/Reeve
Sappho, *Sappho* (University of Californian Press, ISBN 0-520-22312-8) Tr. By Mary Barnard
Sophocles, *The Oedipus Cycle* (Harcourt Brace Jovanovich, ISBN 0-15-683838-9) Tr. by Dudley Fitts and Robert Fitzgerald
Thucydides, *On Justice, Power, and Human Nature* (Hackett, ISBN 0-87220-168-6), translated by Paul Woodruff

Course Description and Goals: English 1159 is the honors equivalent of English 1158, the final course in the freshman English sequence. The course fosters understanding of and control over the conventions of public and academic discourse through the study of ancient Greek literature, the basis of much of Western culture. Like English 1158, English 1159 is a course in argumentative and persuasive, as opposed to expository, writing and requires the student to formulate and defend a position on a variety of issues. To this end, we will emphasize critical reading and writing, textual analysis, and argumentative strategies. Our secondary focus will extend to developing style and tone and incorporating research and evidence into the student's writing.

Student Learning Outcomes: Students who pass English 1159 will exhibit proficiency in each of the three areas that comprise our program's goals. The following are the program outcomes for the UNO freshman writing program:

Rhetorical Knowledge

Students will be able to

- Determine purpose and audience in their own and others' writing
- Understand how purpose, audience, and context affect writing style, voice, and tone
- Apply appropriate rhetorical strategies for diverse writing situations
- Demonstrate familiarity with and/or compose in different genres (such as editorial writing, personal narratives, reviews, satires, dialogues, letters, or profile essays)
- Demonstrate familiarity with and/or incorporate different media (such as power point presentations, web pages, pod casts, or visual essays)

Critical Thinking, Reading, and Writing

Students will be able to

- Analyze and/or interpret texts and other forms of discourse in multiple genres
- Use logical reasoning
- Summarize, analyze, evaluate, and respond to the ideas of others
- Understand writing as a process that involves invention, drafting, collaboration, and revision
- Identify and incorporate persuasive techniques
- Write informative, analytical, and persuasive essays
- Incorporate the ideas and texts of others
- Use library and non-library research methods
- Evaluate sources

Knowledge of Conventions

Students will

- Use standard grammar
- Follow conventions for word choice, syntax, spelling, and punctuation
- Follow conventions appropriate for the given genre and/or medium, such as style, diction, and format
- Use a variety of sentence structures
- Document sources in MLA style

Course Requirements

Attendance: Attendance is mandatory. The student is allowed **five** absences. After five absences, the student's final grade will be penalized **one full letter grade** for each additional absence. After nine absences--three full weeks of class--the student will receive an F in the class regardless of his/her paper grades. Students who have questions concerning absences should consult the department's attendance policy (see attachment).

Papers: This course requires five graded essays, one of which will be written in class and four of which will be written out of class, and a final exam (an in-class essay written during the exam period). In addition, the instructor may give unannounced pop quizzes should it become apparent that students are not doing the required reading, and these quizzes will count towards the class participation grade. Out-of-class papers should be

approximately five pages in length, although students are allowed to exceed this minimum limit if they feel the need. The final out-of-class paper (#5) is a research paper that must employ at least three *scholarly* sources (the definition of which will be covered at a later date). The in-class paper will be written during two 50-minute class periods and should be at least 600 words in length. Each essay will constitute 10-25% of the student's final grade. Out-of-class essays should be double-spaced, typed in 12-point font on white paper with one-inch margins and stapled together through the upper left-hand corner. The upper left-hand corner should look like this (single-spaced):

Student's Name Here
Date
English 1159.195/Dr. Verner

Then double-space and type an appropriate title, centering it above the first paragraph. Then double-space, indent, and begin the essay. Turn the essay in to me inside a **folder**, along with any rough drafts and revisions of the paper. In-class essay should be written legibly in blue or black ink on 8 ½ by 11 inch white, lined notebook paper. ***DO NOT DISCARD GRADED ESSAYS!!! PLEASE NOTE: You must complete all five papers and the final exam in order to pass the class.***

Homework and Subjective Criteria: The instructor penalizes papers with an excess of major grammar errors, especially sentence fragments, run-on sentences, comma splices, and subject/verb disagreement. As you are all honors students, the instructor expects your papers to be free from these sorts of errors. If, however, you know that you have problems with grammar, you are advised to purchase the 1158 grammatical handbook, and use it to review and correct your specific grammatical shortcomings; the instructor is also available during office hours or by appointment to help students with any paper-related problem that may occur. Although this class requires no written homework, the instructor does expect students to come to class having read and prepared to discuss the readings assigned for each class day as indicated on the syllabus. In essence, 1159 functions as the discussion section for the lectures delivered in A&S 1119. Participation in class discussion is expected—**everyone must talk**—and such participation or lack of same will affect the student's final grade. Tardiness, rudeness or disrespect, and disruptiveness will adversely affect the student's final grade.

Electronic Devices: All electronic devices—cell phones, iPods, handheld video games, et cetera—should be turned off and put away for the duration of the class; the sole exception to this rule is the use of laptop computers for the purpose of taking notes **only**. I should not have to stipulate this, but sadly experience has proven that I must. Texting, playing video games, listening to music, checking email and surfing the net not only prevent students from devoting their full attention to lecture and discussion but are also ***profoundly rude behaviors that are a direct and personal insult to the instructor and to other students***. If the instructor detects a student texting, playing video games, or otherwise using technology for any unauthorized purpose during class, the instructor will deduct 2 points from the student's *final grade* for each infraction. Repeated infractions will result in expulsion from the class. The instructor does **not** give permission to have

her classes videoed in any way, including with camera phones. The instructor will consent to voice recordings of discussion and lecture provided the student has asked for and received individual permission to do so. These provisions should not be taken lightly as an entire legal category, intellectual property law, is devoted to this sort of thing, and infringing on the instructor's intellectual property rights is an actionable offense.

Disability Services: University policy provides, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructors and/or the Office of Disability Services 248 University Center, Amy King, Director, Student Accountability, Advocacy Affairs, and Disability Services, (504-280-6222 or aaking@uno.edu) to discuss their individual needs for accommodations.

Student Conduct: Students are expected to behavior courteously to each other and to the instructor at all times. See the student code of conduct at:
http://sacs.uno.edu/compliance-certification/docs%5CUNO_Student_Handbook.pdf

Paper Policies: Papers are due on the day indicated on the syllabus and on the paper assignment unless the instructor indicates otherwise. Late papers will not be accepted, *unless* the late paper is accompanied by a doctor's note, *not* the student's assertion that s/he was sick. Large numbers of serious grammatical problems--i.e., sentence fragments, subject/verb disagreements, comma splices, and run-on sentences--will lower a paper's grade significantly; minor grammatical errors can lower a paper's grade somewhat. With these facts in mind, the student should make every effort to purge his/her final draft of error through careful proofreading. Paper grades are final, but the instructor will read and respond to any and all rough drafts leading up to the final version of the paper. Students may also make use of the university's Writing Center for assistance on papers. Plagiarism, the use of someone else's ideas or words without adequate acknowledgment, is grounds for failure or worse and should be avoided (see attachment; also pages 6-8 on "Academic Dishonesty" at <http://www.studentaffairs.uno.edu/pdfs/StudentCode.pdf>.) When students use sources in their papers, excluding our textbooks but including websites (if permitted), dictionaries, and encyclopedias, they should employ the MLA method of bibliography and citation (in-text citations and a "Works Cited" page). Guidelines may be found in the *MLA Handbook* (available at most bookstores and libraries) or through Purdue University's Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/747/01/>.

Breakdown of Grade: Final grades will be determined by the following formula:

Paper 1	10% of the final grade
Paper 2	15%
Paper 3	10% [in-class paper]
Paper 4	20% [revision of in-class paper #3]
Paper 5	25% [research paper]
Class participation	10%
Final exam	<u>10%</u>
Total	100%

Concerning Paper Grades: It seems appropriate that I here define my criteria for paper grades to avoid confusion and misunderstandings.

A The paper is perfect or nearly perfect grammatically; the style is clear and graceful; and the thesis is obvious and argumentative. Each of the [minimum of] three supporting paragraphs contains a single point that is supported by a sufficient and topical combination of details, examples, explanation and, where appropriate, textual support from our reader and/or outside sources. Outside sources are properly documented in MLA style. The writer's original thinking must outweigh simple reproduction of class discussion and/or arguments made by the authors in the assigned readings. The refutation must offer a strong defense in face of the counterargument, not just the assertion that the counterargument is incorrect. The conclusion does not merely repeat the supporting points already made, but rather pulls the paper together for the reader.

B The paper may have some minor or perhaps one major grammar problem; the style is clear and not awkward; and the thesis is obvious and argumentative. Support (see above) is sufficient but probably not extensive, and sources, if used, are properly documented in MLA style. Some original thought should be present in the three supporting paragraphs, but the writer may reproduce some support from class discussion and the readings. The refutation must be adequate and not merely assertion. The conclusion may reiterate the supporting points of the paper but should also attempt to pull those points together into a bigger picture.

C The paper may have significant minor or a few major grammar problems; the style may be somewhat awkward, choppy or inelegant; the thesis should be obvious and argumentative. Each of the three supporting paragraphs should have at least one kind of support (details, examples, textual support) and explanation. Original thought is outweighed by the reproduction of support from class discussion and/or readings. The refutation must address the counterargument, and the conclusion must at least reiterate the supporting points. Note that a C- is the minimum passing grade for an 1159 paper.

D A paper that receives a D generally will have most of the components of a C paper, but will be missing one essential criterion. It will perhaps have only two supporting points, or two of the three supporting points will be essentially the same. It may have many grammatical problems but be otherwise adequate. It may lack a clear, argumentative thesis that relates to the supporting points. Any number of things may be wrong, but this grade indicates that the writer is close to doing adequate work.

F A paper that receives an F will be missing more than one essential criterion for a C paper.

Daily Schedule

August

W	19	A&S 1119, Introduction; ENGL 1159, go over syllabus.
F	21	A&S 1119, Homer, <i>Odyssey</i> , Books 1-4; ENGL 1159, discussion.
M	24	A&S 1119, <i>Odyssey</i> , Books 5-8; ENGL 1159, discussion & syllabus quiz-- <i>bring your syllabus to class!!!</i>
W	26	A&S 1119, <i>Odyssey</i> , Books 9-12; ENGL 1159, discussion.
F	28	A&S 1119, <i>Odyssey</i> , Books 13-16; ENGL 1159, discussion.
M	31	A&S 1119, <i>Odyssey</i> , Books 17-20; ENGL 1159, discussion.

September

W	2	A&S 1119, <i>Odyssey</i> , Books 21-24; ENGL 1159, discussion.
F	4	A&S 1119, Lyric poetry: Sappho and Archilochus; ENGL 1159, paper one due; review for 1119 exam.
M	7	No class—Labor Day holiday.
W	9	A&S 1119, FIRST EXAM; ENGL 1159 will not hold class; instead, the instructor will schedule individual conferences with students to discuss the first paper. Conferences will be held in LA 329 (my office).
F	11	A&S 1119, Aristotle, <i>Poetics</i> ; ENGL 1159, no class--conferences.
M	14	A&S 1119, Introduction to Greek Drama (lecture); ENGL 1159, no class—conferences.
W	16	A&S 1119, Aeschylus, <i>Agamemnon</i> ; ENGL 1159, discussion.
F	18	A&S 1119, Aeschylus, <i>Libation Bearers</i> ; ENGL 1159, discussion.
M	21	A&S 1119, Aeschylus, <i>The Eumenides</i> ; ENGL 1159, discussion.
W	23	A&S 1119, Sophocles, <i>Oedipus the King</i> ; ENGL 1159, discussion.
F	25	A&S 1119, Sophocles, <i>Oedipus at Colonus</i> ; ENGL 1159, NO CLASS.
M	28	A&S 1119, Sophocles, <i>Antigone</i> ; ENGL 1159, discussion.
W	30	A&S 1119, Plato, <i>Symposium</i> ; ENGL 1159, discussion.

October

F	2	A&S 1119, Plato, <i>Symposium</i> ; ENGL 1159, discussion.
M	5	A&S 1119, Plato, <i>Phaedo</i> ; ENGL 1159, discussion, paper two workshop
W	7	A&S 1119, <i>Phaedo</i> ; ENGL 1159, discussion; paper two due.
F	9	A&S 1119, <i>Phaedo</i> ; ENGL 1159, discussion, review for second exam.
M	12	A&S 1119, SECOND EXAM; ENGL 1159, library class.
W	14	A&S 1119, Euripides, <i>Medea</i> ; ENGL 1159, discussion.
F	16	No class--mid-semester break.
M	19	A&S 1119, Euripides, <i>Trojan Women</i> ; ENGL 1159, discussion.
W	21	A&S 1119, Euripides, <i>Bacchae</i> ; ENGL 1159, discussion.
F	23	A&S 1119, Thucydides, pages 1-58; ENGL 1159, discussion; prepare for paper 3 (i.e., topics, strategies for writing in class).
M	26	A&S 1119, Thucydides, pages 59-109; ENGL 1159, paper three written in class.
W	28	A&S 1119, Thucydides, pages 111-160; ENGL 1159, continue to write paper three in class.
F	30	A&S 1119, Aristophanes, <i>Lysistrata</i> ; ENGL 1159, discussion.

November

M	2	A&S 1119, Aristophanes, <i>The Clouds</i> ; ENGL 1159, discussion.
W	4	A&S 1119, Plato, <i>Republic</i> , Book 1; ENGL 1159, discussion.
F	6	A&S 1119, <i>Republic</i> , Books 2-3; ENGL 1159, discussion.
M	9	A&S 1119, <i>Republic</i> , Books 4-5; ENGL 1159, discussion.
W	11	A&S 1119, <i>Republic</i> , Books 6-7; ENGL 1159, discussion; paper four (revision of paper 3) due.
F	13	A&S 1119, <i>Republic</i> , Books 8-9; ENGL 1159, discussion.
M	16	A&S 1119, <i>Republic</i> , Book 10; ENGL 1159, discussion.
W	18	A&S 1119, Aristotle, <i>Nicomachean Ethics</i> , 1-2; ENGL 1159, discussion.
F	20	A&S 1119, <i>Nicomachean Ethics</i> , Books 3-5; ENGL 1159, discussion.
M	23	A&S 1119, <i>Nicomachean Ethics</i> , Books 6-7; ENGL 1159, no class--individual conferences on paper 5 (the research paper). Bring a rough draft of paper 5 to your conference.
W	25	A&S 1119, <i>Nicomachean Ethics</i> , Books 8-9; ENGL 1159, no class--individual conferences on paper 5 (the research paper). Bring a rough draft of paper 5 to your conference.
F	27	No class--Thanksgiving break.
M	30	A&S 1119, <i>Nicomachean Ethics</i> , Book 10; ENGL 1159, discussion.

December

W	2	A&S 1119, Epictetus, <i>Handbook</i> ; ENGL 1159, discussion.
F	4	A&S 1119, Sophocles, <i>Philoctetes</i> ; ENGL 1159, discussion, review for final exam, evaluations; paper 5 due.
W	9	1159 final exam, 12:30-2:30 p.m.
F	11	1119 final exam, 10 a.m.-noon.

Please be advised: Paper assignments and other important documents in addition to this syllabus will be posted on Moodle; students are responsible for reading ALL documents that appear on Moodle. The instructor will inform students when a new document has been posted; make sure to check Moodle on a regular basis.

Nota bene: For those of you unable to purchase Epictetus' *Handbook*, an online version is available from MIT at: <http://classics.mit.edu/Epictetus/epicench.html>

Paper Assignment One

Due: Friday, September 4, 2015

Length: approximately 5 typed pages

Text to be used: *The Odyssey* by Homer

Please note the following instructions apply to all out-of-class paper assignments.

Choose one of the prompts and write a critical, argumentative response to it; offer proof for your argument in the form of logical reasoning, quotations from our text, and close reading and analysis of the text you quote. Cite quotations from *The Odyssey* parenthetically by book and line number(s), e.g., (IV.243-6) for book four, lines 243-246. Any support you quote from outside sources--anything other than our textbooks--must be cited in MLA style and you must provide an MLA "Works Cited" page. **This includes any internet sources, which are strongly discouraged and which must be approved by the instructor prior to the paper's due date.** Internet sources are **NOT** cited parenthetically with the URL; there is a correct way to cite internet sources, so look it up. Please note that the use of Wikipedia as a source is strictly forbidden and any paper employing Wiki as a source will receive an "F." Papers that do not cite sources will not be accepted. Please note that dictionaries and encyclopedias must be documented in MLA style as well, and that these sources have specific formats to which your documentation must conform; this includes internet dictionaries and encyclopedias.

1- In our textbook's introductory essay, D.S. Carne-Ross claims that while *The Iliad* is a "huge tragic masterpiece" about war, *The Odyssey* is a poem about civilization: manners, rituals, social obligations, reverence for the gods, domestic life, procreation, et cetera.

This may be true, but we cannot help noticing how often "civilization" must be enforced at the point of a sword, especially at the poem's climactic and highly problematic end.

Which force do you think is stronger in *The Odyssey*: civilization or violence?

2-Telemachus is not the only character who must undergo a change in attitude in *The Odyssey*; Odysseus must also adjust. As Jonathan Shay has famously documented in *Achilles in Vietnam* and *Odysseus in America*, the psychological shift a soldier must make from a war environment to a domestic one is radical, difficult, and full of pitfalls. What are the most pronounced and serious changes that Odysseus must make in his transition from Troy to Ithaca? How does he make these adjustments, and to what extent is he successful, or not?

3- The gods in *The Odyssey* are constantly interfering in human affairs and to a large extent determine the action of the poem; yet the gods also consistently assert humans' responsibility for their own actions and thus justify the rewards and punishments they dole out to the humans. Who determines the course of events in *The Odyssey*, gods or humans? What does your answer tell us about ancient Greek attitudes towards fate, the gods, and human agency?