

English 2800: Great Works of Literature I, Ancient Literature in our Modern World:
A Hybrid Course

Blog: <http://blogs.baruch.cuny.edu/mon2800/>

Baruch College, Spring 2015

Instructor: Nicole ZefTEL

Email: NZefTEL@gmail.com

Section: SWA, Location: 17-Lex, Room 1302

Class Hours: Mondays 5:40-7:20 & Online

Office: VC 7-290K (cubicle in the English department)

Office Hours: Mondays and Wednesdays, 4:00-5:00 PM and by appointment

Course Description

In this hybrid course, we will use a range of online platforms to explore both Ancient and Early Modern literature from around the globe. Beginning with poetry from China's Late Tang period, we will explore how ancient poetry is translated in our modern world, and look at theories of translation. In Unit Two, we will move to the stage, reading the Ancient Greek dramatic trilogy *The Oresteia* alongside the 17th century Jacobean play, *The Duchess of Malfi*. Here we will think about theatre and representations of violence in these plays and in our modern context. In our third unit we will focus on epics, reading and comparing *The Odyssey* and *The Tale of Genji*. The quest of this course is to think differently and creatively about ancient cultures and global perspectives: thus while writing is essential to this course, students will also have the opportunity to use digital resources such as WordPress, Wordle, Twitter, and Google Collaborate, creating dynamic and creative assignments that will compliment and enrich processes of writing.

Online Learning

This is a hybrid course: our face-to-face course time will take place in person on Mondays from 5:40-7:20, while the rest of the course will take place through various online platforms.

We will take this opportunity to explore how our digital world can provide new ways of reading and writing, often working collaboratively to think about Ancient and Early Modern Literature in our modern context. Some questions we will ask: how can older literary forms be "translated" into an online forum? What new kinds of translation, communication, and writing can emerge out of online collaborative work? Students should therefore be comfortable with sharing their writing, ideas, and presentations in an online environment.

Preparation and Requirements for Online Learning

In signing up for this hybrid course, students are agreeing to complete a large amount of self-initiated and self-directed online work. This online work comprises 25% of the student's grade. There are some requirements for successful participation in this class:

1. *Students must have regular access to a computer and to the internet, and must have their Blogs at Baruch and Blackboard accounts set up.*
2. *Students must set up a Gmail account (this will be used for Google docs and Google hangout).*
3. *Students must have access to their Baruch email, and knowledge of their username and password.*
4. *Students must use their Baruch email addresses to join our class blog, and must change their username on the blog to their first and last name*
5. *Students must have access to the Baruch college library and its online databases*
6. *Students must set up a Twitter account*
7. *Students must check the blog and their email regularly*

From the Center for Teaching and Learning:

Just like in traditional classes, online class time will be supplemented by homework. Successful college students are independently motivated and organized. **The requirements of self-motivation, accountability, and responsibility increase in online and hybrid courses.**

Following the guidelines below will help you succeed in online and hybrid courses.

- Devote sufficient time in your schedule to the online instruction and its associated homework. Assume that every hour of class time comes with at least two hours of study time (for example, if a hybrid class meets online for one and a half hours per week, expect three hours of homework in addition to that online session).
- Make a schedule for online class time, in-person class time, and study time for each. Routines can help students become successful. A good rule of thumb is to schedule two hours of study time for each hour of class time. So for a three hour per week class, assume that you will have six additional work hours outside of class.
- If you share a computer or workspace, or your primary computer is in a public space, negotiate time and privacy with other users so that you have reliable access to the tools you need.

Student Accessibility

At Baruch, we provide reasonable accommodations and modifications for students with disabilities. We strive to ensure that no student with a disability is discriminated against and that none is denied participation in College programs and activities for lack of auxiliary aids or other accommodations. Some people think that a disability has to be visible to be accommodated. This is not the case. There are many disabilities – diabetes, psychological illness, learning disabilities, AIDS, seizure disorders, arthritis, etc, which require accommodations. Examples of accommodations are more time for examinations for students with learning disabilities or illness, which reduce stamina or for students who take medication, which reduces processing speed; adaptive equipment for students with a variety of disabilities; taping of classes. It is best to speak with me as soon as possible so that you will have full access as quickly as possible. I am available to discuss these matters confidentially with any of you before or after this class or during my office hours, which are indicated on the syllabus. If any of you are unsure about your situation, please consult with the staff at the Office of Disability Services One Bernard Baruch Way, 2-271, 646-312-4590. The Office provides confidentially pursuant to federal law.

Course Requirements

Online Assignments: 25%

In-Class Participation (includes quizzes): 15%

In-class discussion leader: 5%

Close-Reading Paper 1 & Word Cloud: 15%

Close-Reading Paper 2: 20%

Final Digital Project: 20%

Required Texts for Purchase

All books listed below are available at the Baruch bookstore. You must obtain all of these books and *always* come to class prepared with your books. **Because we are dealing with ancient literature, translations can vary in significant ways so it is essential that you purchase the editions listed below.**

*****All other reading will be posted to the blog under course reading (which is password protected. Password will be distributed by email). It is required that you print these materials***

and bring them to class. You are also permitted to read them on an electronic reading device **(although reading on phones is not permitted).**

Title: *The Oresteia: Agamemnon; The Libation Bearers; The Eumenides*
Author: Aeschylus, Robert Fagles (Translator)
ISBN: 9780140443332
Publisher: Penguin Group (USA) Incorporated

Title: *The Duchess of Malfi and Other Plays*
Author: John Webster
ISBN: 9780199539284
Publisher: Oxford University Press

Title: *Odyssey of Homer*
Author: Homer, Richmond Lattimore (Translator)
ISBN: 9780061244186
Publisher: HarperCollins Publishers

Title: *The Tale of Genji (Abridged)* -- **Be sure to get the abridged version!**
Author: Murasaki Shikibu, Royall Tyler (Editor and Translator)
ISBN: 9780143039495
Publisher: Penguin Group (USA)

Requirements

In-Class Attendance and Participation 15%

Because we only meet once a week, attendance in this class's face-to-face sessions is essential. Attendance will be taken at the beginning of class. **Two latenesses will count as one absence. Because of our limited class time, this attendance policy will be strictly enforced: TWO or more absences will result in an F for participation.** Participation grades will be allotted as follows:

A = Daily participation throughout the semester. Always prepared for class with reading completed. Demonstrates evidence of close reading of all assigned reading. Brings necessary material to class and does well on most quizzes.

B = Often participates. Always prepared for class with all reading completed. Brings necessary material to class. Does well on most quizzes.

C = Rarely participates / never participates, but comes to class consistently with materials and performs adequately on quizzes.

D & F = Misses many classes and/or rarely brings material to class and/or fails majority of quizzes.

*Absolutely no cell phone use is permitted, including text messaging. Please switch your phone off before the start of class. **If you use your cell phone during class you will be marked absent for that day- again, no exceptions will be made.***

Be advised: From the official Baruch College attendance policy: "If a freshman or sophomore is absent in excess of twice the number of class sessions per week, the instructor must give the student a WU grade, which counts as an F. The instructor may give a junior or senior a WU grade if he/she has excessive absences. Attendance and lateness clearly play a role in class

participation. Instructors have the right to weigh attendance, lateness, and class participation in determining grades.”

Quizzes

Throughout the syllabus you will see designated classes in which quizzes will take place. It is possible that quizzes will take place on other class dates even if they are not designated. Quizzes will vary in length and will range in structure, sometimes addressing plot and sometimes addressing specific passages. Be aware that quizzes can cover the online reading and/or the in-class reading. Your quiz grade contributes to your in-class participation grade. If you are present for all quizzes I will drop your lowest quiz grade.

Online Assignments 25%

Almost every week you will have an online assignment that, as this is a hybrid course, takes the place of regular class session. **As the non-hybrid version of this class meets for an hour and forty minutes twice a week, you should expect that these online assignments, in addition to the reading, will often take you around 2 hours to complete. I strongly recommend you set aside one or two designated time slots each week in which you complete the reading and the assignment. Remember, if you leave everything for Sunday, you will be doing the reading for two class periods as well as completing an online assignment—this will make the class unnecessarily difficult for you.**

As indicated on the syllabus, online assignments are due by midnight on Sunday evenings. If you miss an assignment there is no possibility to make it up. This means that you must look ahead in the syllabus and make sure you understand the online platforms necessary for completing each assignment. Online assignments will consist of blog posts, collaborative writing, tweets, and online discussions.

There are twelve online assignments total and each assignment is worth 2 points of your final grade. Students who submit all online assignments on time will receive a bonus point.

2 points: Student demonstrates close analysis of assigned text and serious attention put towards the assignment. In the case of blog posts: student provides thorough analysis of the question/topic and interacts with other student’s posts. Post clearly written and grammatically correct. Serious thought and work put towards assignment, all requirements fulfilled, and on-time submission.

1.5 points: Evidence of attention to the assigned reading and assigned writing, however assignment needs more work and/or not all requirements fulfilled. Submitted on time.

1 point: Assignment is late and/or does not demonstrate sufficient work put towards assignment and not all requirements fulfilled.

0 points: Assignment is more than 2 days late or not submitted.

In-class discussion leading 5%

Once during the semester, you will lead 5 minutes of discussion and then serve as one of that day’s “experts” on the material. The only requirement is that you open with a specific quote from that day’s assigned reading, explain why you found that quote important, and then ask the class a question. Once your 5-minutes are up, you will remain the class’s “expert” which means I will occasionally turn to you throughout the class for your input. You will be assigned a date early in the semester and you cannot make up your date. More details on this assignment to come.

Close Reading/Word Cloud Assignments (Paper 1: 15%, Paper 2: 20%)

You will write two close readings during the semester (the first will be 2-pages and the second will be 3 to 4-pages). For the first paper you will design an accompanying “word cloud” generated by the wordle platform (www.wordle.net). In a close reading, you are closely analyzing the language, themes, structure and meaning of a short passage. The “word cloud,” which creates a network of frequently used words, will help you think differently about how word-choice and word frequency impact overall meaning. **Late papers will lose two points per day late, and papers will not be accepted 2 weeks after the due date. Late papers will not receive comments.** More details to follow.

Final Digital Project 20%

You will be creating and presenting a final digital project on any of the material from the semester. You will have choice in the design of your project (for instance, you may create an instagram, pinterest, VOCAT presentation, etc). You will write an accompanying paper in which you directly link the language of your chosen text to your digital project. This will be the culmination of the class’s creative work on digital platforms and our attention to close reading techniques. **As these are due at the end of the semester, no late projects will be accepted.** Much more information to come.

****Syllabus subject to change based on the pace of the course****

****Please note: Not all online assignments are explained in full here. Details will be distributed in class and posted to the blog.**

Unit 1: From the Ancient to the Modern: Adaptation and Translation

Date	Location	Reading	Due
Mon, Feb 2	Classroom	Introduction to Course	
By Sun, Feb 8	Online	Excerpt from Paul Jay’s <i>Global Matters: The Transnational Turn in Literary studies</i> (posted to blog)	Post to the blog introducing yourself: Tell us your name, your major (if you have one), your favorite book, and a couple of your interests. Your username must be your full name in order to receive credit. Copy a section (2 sentences or more) from Jay’s text that confused you and briefly explain what you did not understand about this section. Put your post under the category of “student introductions”

Mon, Feb 9	Classroom	<i>Late Tang Poetry</i> (posted to blog; please read and bring to class); Bring <i>Global Matters</i> to class as well	Set up all necessary accounts (listed on the first page of syllabus)
By Sun, Feb 15	Online	Adaptations of <i>Late Tang Poetry</i> (posted to blog) and adaptations of Sappho's poetry	Blog Post: Find a song from any genre (could be hip hop, country, blue grass, etc, as long as it has lyrics) that reminds you of a poem we've read in class: post a link to the song and/or its music video (if that exists) on the blog and in at least 250 words explain the relationship you see between the song and the poem making specific reference to the song's lyrics and to the poem's language. Write a brief response to a fellow student's post.
Mon, Feb 16	College is closed		

Unit 2: The Theatre

Date	Location	Reading	Due
Wed, Feb 18	Classes follow a Monday Schedule, we will meet in person	<i>Agamemnon</i> (first play included in <i>The Oresteia</i>)	
Mon Feb 23	Classroom	<i>The Eumenides</i> (last play in <i>The Oresteia</i>)	
By Sun, March 1	Online	<i>The Duchess of Malfi</i> , Acts 1 and 2	Read my post that includes background information on <i>The Duchess</i>. Twitter assignment (details TBA), make sure you have a twitter account set up by this point.

			Quiz on Monday
Mon, March 2	Classroom	<i>The Duchess of Malfi</i> , Act 3	Quiz
By Sun, March 8	Online	<i>The Duchess Of Malfi</i> , Act 4 - 5	Blog Post: Find either a scene from a film or television show or a work of art that you interpret as representing violence in a Jacobean style. Post your scene to the blog and write a 500-word explanation of your reading of this scene, and why you understand it as Jacobean. Respond to another student's post.

Unit 3: Epic Tales

Mon, March 9	Classroom	<i>The Odyssey</i> , 1-4	
By Sun, March 15	Online	<i>The Odyssey</i> , 5-8	Close reading blog posts. Details TBA
Mon, March 16	Classroom	<i>The Odyssey</i> , 9-12	Quiz
By Sun, March 22	Online	Close Reading Tips (posted to blog)	Work on close reading
Mon, March 23	Classroom	No Reading Assigned	Close Reading due in class and by email
By Sun, March 29	Online	<i>The Odyssey</i> , 13-16	Blog post & Response: Details TBA
Mon, March 30	Classroom	<i>The Odyssey</i> , 17-20	Quiz
By Fri, April 3	Online	<i>The Odyssey</i> , 21-24	Break out into small groups for online discussion. Details TBA
Mon, April 6	Spring Break—no class or online assignment		
Mon, April 13	Classroom	Anne Carson's writing on Penelope (posted to blog- please read and bring to class)	
By Sun, April 19	Online	<i>The Tale of Genji</i> ; Prologue- the end of The Broom Tree (page 53)	Read introductory information on <i>The Tale of Genji</i> posted to blog, Twitter

			assignment (details TBA)
Mon, April 20	Classroom	<i>The Tale of Genji</i> ; The Twilight Beauty (pages 54-86)	
By Sun, April 26	Online	<i>The Tale of Genji</i> ; Young Murasaki (pages 87-127)	Break out into small groups for online discussion. Details TBA.
Mon, April 27	Classroom	<i>The Tale of Genji</i> ; Beneath the Autumn leaves through Heart-to-Heart (pages 128-185)	Quiz
By Sun, May 3	Online	<i>The Tale of Genji</i> ; The Green Branch through the end of Suma (pages 186-252)	Partner Collaborative Writing on Google Docs: Details TBA
Mon, May 4	Classroom	<i>The Tale of Genji</i> ; Akashi-end	Quiz
By Sun, May 10	Online	No reading assigned	Find a piece that is a direct adaptation of Genji or that you believe derives some of its content from Genji (can be a film clip, a work of art, etc). Post the piece to the blog and briefly (in 250 words) explain your reading of this adaptation. Details TBA
Mon, May 11	Classroom	No reading assigned	Close reading 2 due; in class and by email

****Digital projects due over exam period; project presentations to take place during scheduled exam period**