Great Works of Anc. Lit. II: Rome | Spring 2016 | Syllabus

**COURSE DETAILS**

<table>
<thead>
<tr>
<th>Instructor: Lisa Ellison</th>
<th>Office Hours</th>
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<tr>
<td><a href="mailto:ellisonl15@ecu.edu">ellisonl15@ecu.edu</a></td>
<td>Bate 3317</td>
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<td>MWF 12-1:30</td>
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**CLAS 2230**  
Bate 2021, TTh 11-12:15

*Required texts*, available at student stores  
*De Rerum Natura*, Lucretius (trans. Slavitt);  
*Georgics*, Vergil (trans. Fallon)  

*The Erotic Poems*, Ovid (trans. Green)  

*Optional texts*, available at student stores  
*Metamorphoses*, Ovid (trans. Mandelbaum)  
*Seneca: the Tragedies, Vol. 1*, trans. Slavitt  

**COURSE DESCRIPTION and OBJECTIVES**

In this course, we will read Roman poetry from the 1st century BC. Though all of the works are poetic, the styles and themes vary greatly: a philosophical work on Epicurean physics; agricultural poetry; lyric and moralizing poetry; love poetry (including a manual on seduction) and parts of an epic poem on transformations from the beginning of time to the deification of Caesar; and gruesome supernatural plays.

Students will gain knowledge of classical literature, history and philosophy and the times and people that produced it.

Students will hone critical thinking and writing skills by crafting essays in response to readings, editing peers’ writing, and editing their own peer-reviewed work.

**Course Requirements**

Attendance is taken daily and is crucial to success in this class.

If students are looking at phones in class, the instructor will assume they have looked up something relevant and will ask them to share what they have found. If phone use is unrelated to class, the violating student will not be counted present that day.

Students should read the assigned work instead of trying to find summaries online.

Students should come to class prepared (writing implement, paper, the day’s reading, any assigned work, etc.).

**Disclaimer**

This course contains content that some might find controversial (violence, sex or otherwise potentially offensive material). See the instructor if you have any concerns about your ability to handle the content of this course.
Writing Intensive (WI) Goals

CLAS 2230-001 is a writing intensive course in the Writing Across the Curriculum Program at East Carolina University. This course will focus on the development of writing skills.

Upon completion of the course students will:

1. Use writing to investigate complex, relevant topics and address significant questions through engagement with and effective use of credible sources.
2. Produce writing that reflects an awareness of context, purpose, and audience, particularly within the written genres (including genres that integrate writing with visuals, audio or other multimodal components) of their major disciplines and/or career fields.
3. Demonstrate that they understand writing as a process that can be made more effective through drafting and revision.
4. Proofread and edit their own writing, avoiding grammatical and mechanical errors.
5. Assess and explain the major choices that they make in their writing.

This course contributes to the twelve-hour WI requirement for students at ECU. Additional information is available at [http://www.ecu.edu/writing/wac/](http://www.ecu.edu/writing/wac/).

Foundations Credit: Humanities Classics Goals

1. Disciplinary Knowledge: Students have a foundational knowledge of the discipline of Classics.
2. Research Methodology: Students are able to locate, organize, and evaluate information in Classics from multiple sources within related disciplines.
3. Contribution to General Knowledge: Students can generalize their knowledge of Classics and apply it to other subjects.
GRADING

Attendance
Each student will have one no-questions-asked absence allowed. All other absences must be University- or Instructor-excused. (See http://www.ecu.edu/cs-studentaffairs/dos/-excused_absences.cfm for information about university-excused absences. For instructor-approved absences, contact the instructor before absence, if possible, or as soon after as possible.)

For each unexcused absence beyond the one free one, students will lose 1/3 of a letter grade from the final grade (A becomes A-, B+ becomes B, B becomes B-, etc.). An excellent attendance record will help the instructor make a decision to bump up a borderline grade.

Weekly Writing (20%)
There will be a 15-minute in-class writing prompt on the current reading most weeks. These will be graded on cohesiveness, understanding of the readings and class discussions, grammar and spelling (within reason).

Writing Project (30%)
Part 1 (5%): Write and self-edit a 5-page paper on an approved topic, citing the text to support claims.
Part 2 (5%): Complete a thorough peer-review of appointed paper.
Part 3 (5%): Revise paper using feedback from peer review. Paper may expand in scope and length.
Part 4 (5%): Complete thorough peer-review of different appointed paper. Does the revised paper address the comments/questions of first peer review?
Part 5: Final revision of paper using feedback from peer review. Paper may expand in scope and length.
Part 6: Write 1+ page self-analysis:
- What aspects of your writing in this project are effective? Ineffective? Be specific.
- What could be improved, and how? Be specific.
- Briefly describe the process you used to write the project. Was it effective? Why or why not?
- Have you applied anything you learned in previous WI courses to this project? What, and how?
Part 7 (15%): Turn in final draft, description of assignment and self-analysis to iWebfolio (how to: http://www.ecu.edu/cs-acad/qep/upload/Student-Checklist-11-12-15-2.htm).

Mid-term exam (20%)
The mid-term will test students' knowledge on the readings. Excerpts from the readings will be given and students will be asked to identify the author and the text and to answer questions about the passage and text. Bring a blue (or green) book, large or small.

Final exam (30%)
The final exam will be like the mid-term with an additional essay in which students will relate the content of the course to the world today. How is Roman poetry relevant to us today? Use examples from the literature we've read to support your claim. Bring a blue (or green) book, large of small.