Introduction to Greek Life and Literature
(Classics 201-201)
Spring Semester, 2017
Instructor Name: R. M. Calkins, Ph.D.
Instructor Phone: 414-229-3239
Instructor Email: calcinsr@uwm.edu
Instructor Office: CRT 809
Instructor Office Hours: 9-10am, W-Th

Class Meeting Times and Location(s): online
Final Exam Date/Time and Location: Final Essay due in dropbox by 11:59pm on 5/19
Mode of Delivery: online
Special Technology Requirements: Students will be required to have a functional computer and reliable internet service in order to complete and submit assignments via D2L.

Course Description
This class will introduce students to the early phases of ancient Greek civilization and literature from the Bronze Age through the Archaic period by examining the archaeological remains alongside the works of early Greek poets.

Credit Hour Policy Time Allocation
Per the University credit hour policy, students are expected to devote 144 hours/semester to each 3-credit course. This amounts to approximately 10 hours/week. A weekly estimate for the allocation of these hours is as follows:

- reading assignment + prep quiz: 6 hours/week
- streamed lecture + module quiz: 2 hours/week
- writing assignments: remaining 28 hours/semester (approx. 9 hours/assignment)

Required Readings: Texts will be available through E-Campus; a copy of each text will also be on reserve at the UWM Library. Alternate translations of texts EXCEPT GREEK LYRIC are freely available online at http://www.perseus.tufts.edu/hopper/collection?collection=Perseus:collection:Greco-Roman.
Assessment and Descriptions of Required Assignments

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>preparation quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>module quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>essay outlines (3 total)</td>
<td>10%</td>
</tr>
<tr>
<td>essays (3 total)</td>
<td>30%</td>
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</table>

Course Design: Each week of the semester is divided into two modules. For example, week 1 includes module 1.1 and 1.2. Each (non-essay) module generally includes the following assignments to be completed in the following order:

1. reading assignment and preparation quiz;
2. streamed lecture;
3. module quiz.

Reading assignments will be suspended during essay modules, during which students will complete a preliminary worksheet (D2L/Content/Course Information) or essay. The preliminary worksheets are designed to lead students through outlining each essay. Each student will receive feedback from Professor Calkins that s/he is expected to incorporate when producing the subsequent essay.

Preparation Quizzes: Students will be required to complete open-book preparation quizzes on D2L while reading the assignment for each module (fill-in-the-blank, time limit: 2 hours). Note that responses must be spelled properly and employ proper capitalization to be counted as correct.

Module Quizzes: After viewing the streamed lecture for each module, students will be required to complete a closed-book module quiz on D2L (10 randomized multiple-choice questions, time limit: 8 minutes).

Essays: Students will be responsible for turning in individual outlines and essays three times over the course of the term. Failure to post the assignment in the appropriate dropbox in an acceptable format (.doc/.docx/.pdf) by the due date will result in a grade of 0 for that assignment. Plagiarized assignments will also receive a grade of 0 (see below under Academic Conduct). See “FAQs about Essays” (D2L/Content/Course Information) on D2L for additional details.

D2L and Internet Service Issues: Problems with D2L are fortunately rare, but they do happen occasionally. If D2L locks up or is inaccessible, students should contact Professor Calkins via email ASAP. If a student’s personal internet service fails, s/he is responsible for using an alternate service option in order to submit/complete assignments by the due date.

Grading Scale: A: 94-100%; A-: 90-93%
B+: 87-89%; B: 84-86%; B-: 80-83%
C+: 77-79%; C: 74-76%; C-: 70-73%
D+: 67-69%; D: 64-66%; D-: 60-63%
F: below 60%
Schedule of Topics and Assignments

Please note that the instructor reserves the right to make changes to the syllabus as needed as the course progresses.

Week 1: Module 1.1 (due by 11:59pm on 1/25)
Barringer, p. 11-39 (D2L/Content/Weekly Materials), Preparation Quiz 1.1 (D2L/Quizzes)
Lecture 1.1 (D2L/Content/Weekly Materials), Module Quiz 1.1 (D2L/Quizzes)

Module 1.2 (due by 11:59pm on 1/27)
Barringer, p. 39-61 (D2L/Content/Weekly Materials), Preparation Quiz 1.2 (D2L/Quizzes)
Lecture 1.2 (D2L/Content/Weekly Materials), Module Quiz 1.2 (D2L/Quizzes)

Week 2: Module 2.1 (due by 11:59pm on 2/1)
Homer, *Iliad*, Books 1-2, Preparation Quiz 2.1 (D2L/Quizzes)
Lecture 2.1 (D2L/Content/Weekly Materials), Module Quiz 2.1 (D2L/Quizzes)

Module 2.2 (due by 11:59pm on 2/3)
Homer, *Iliad*, Books 3-4, Preparation Quiz 2.2 (D2L/Quizzes)
Lecture 2.2 (D2L/Content/Weekly Materials), Module Quiz 2.2 (D2L/Quizzes)

Week 3: Module 3.1 (due by 11:59pm on 2/8)
Homer, *Iliad*, Books 5-6, Preparation Quiz 3.1 (D2L/Quizzes)
Lecture 3.1 (D2L/Content/Weekly Materials), Module Quiz 3.1 (D2L/Quizzes)

Module 3.2 (due by 11:59pm on 2/10)
Homer, *Iliad*, Books 7-8, Preparation Quiz 3.2 (D2L/Quizzes)
Lecture 3.2 (D2L/Content/Weekly Materials), Module Quiz 3.2 (D2L/Quizzes)

Week 4: Module 4.1 (due by 11:59pm on 2/15)
Homer, *Iliad*, Books 9-10, Preparation Quiz 4.1 (D2L/Quizzes)
Lecture 4.1 (D2L/Content/Weekly Materials), Module Quiz 4.1 (D2L/Quizzes)

Module 4.2 (due by 11:59pm on 2/17)
Homer, *Iliad*, Books 11-12, Preparation Quiz 4.2 (D2L/Quizzes)
Lecture 4.2 (D2L/Content/Weekly Materials), Module Quiz 4.2 (D2L/Quizzes)

Week 5: Module 5.1 (due by 11:59pm on 2/22)
Homer, *Iliad*, Books 13-14, Preparation Quiz 5.1 (D2L/Quizzes)
Lecture 5.1 (D2L/Content/Weekly Materials), Module Quiz 5.1 (D2L/Quizzes)

Module 5.2 (due by 11:59pm on 2/24)
Homer, *Iliad*, Books 15-16, Preparation Quiz 5.2 (D2L/Quizzes)
Lecture 5.2 (D2L/Content/Weekly Materials), Module Quiz 5.2 (D2L/Quizzes)

Week 6: Module 6.1 (due by 11:59pm on 3/1)
Homer, *Iliad*, Books 17-18, Preparation Quiz 6.1 (D2L/Quizzes)
Lecture 6.1 (D2L/Content/Weekly Materials), Module Quiz 6.1 (D2L/Quizzes)

Module 6.2 (due by 11:59pm on 3/3)
Homer, *Iliad*, Books 19-20, Preparation Quiz 6.2 (D2L/Quizzes)
Lecture 6.2 (D2L/Content/Weekly Materials), Module Quiz 6.2 (D2L/Quizzes)
Week 7:  
Module 7.1 (due by 11:59pm on 3/8)  
Homer, *Iliad*, Books 21-22, Preparation Quiz 7.1 (D2L/Quizzes)  
Lecture 7.1 (D2L/Content/Weekly Materials), Module Quiz 7.1 (D2L/Quizzes)  

Module 7.2 (due by 11:59pm on 3/10)  
Homer, *Iliad*, Books 23-24, Preparation Quiz 7.2 (D2L/Quizzes)  
Lecture 7.2 (D2L/Content/Weekly Materials), Module Quiz 7.2 (D2L/Quizzes)  

Week 8:  
Module 8.1 (due in dropbox by 11:59pm on 3/15)  
Essay Outline 1 (D2L/Content/Weekly Materials)  

Module 8.2 (due in dropbox by 11:59pm on 3/17)  
Essay 1  

Week 9:  
3/19-26 SPRING RECESS  

Week 10:  
Module 10.1 (due by 11:59pm on 3/29)  
Lefkandi and Early Iron Age Athens (D2L/Content/Weekly Materials),  
Preparation Quiz 10.1 (D2L/Quizzes)  
Lecture 10.1 (D2L/Content/Weekly Materials), Module Quiz 10.1 (D2L/Quizzes)  

Module 10.2 (due by 11:59pm on 3/31)  
Hesiod, *Works and Days*, p. 23-50, Preparation Quiz 10.2 (D2L/Quizzes)  
Lecture 10.2 (D2L/Content/Weekly Materials), Module Quiz 10.2 (D2L/Quizzes)  

Week 11:  
Module 11.1 (due by 11:59pm on 4/5)  
*Homeric Hymns*, “Hymn 2, to Demeter,” p. 3-18, Preparation Quiz 11.1 (D2L/Quizzes)  
Lecture 11.1 (D2L/Content/Weekly Materials), Module Quiz 11.1 (D2L/Quizzes)  

Module 11.2 (due by 11:59pm on 4/7)  
*Homeric Hymns*, “Hymn 3, to Apollo,” p. 19-37, Preparation Quiz 11.2 (D2L/Quizzes)  
Lecture 11.2 (D2L/Content/Weekly Materials), Module Quiz 11.2 (D2L/Quizzes)  

Week 12:  
Module 12.1 (due by 11:59pm on 4/12)  
*Homeric Hymns*, “Hymns 5-6, to Aphrodite,” p. 57-67, Preparation Quiz 12.1 (D2L/Quizzes)  
Lecture 12.1 (D2L/Content/Weekly Materials), Module Quiz 12.1 (D2L/Quizzes)  

Module 12.2 (due by 11:59pm on 4/14)  
*Homeric Hymns*, “Hymn 4, to Hermes,” p. 38-56, Preparation Quiz 12.2 (D2L/Quizzes)  
Lecture 12.2 (D2L/Content/Weekly Materials), Module Quiz 12.2 (D2L/Quizzes)  

Week 13:  
Module 13.1 (due by 11:59pm on 4/19)  
Epinician Poetry: Pindar and Bacchylides (D2L/Content/Weekly Materials),  
Preparation Quiz 13.1 (D2L/Quizzes)  
Lecture 13.1 (D2L/Content/Weekly Materials), Module Quiz 13.1 (D2L/Quizzes)  

Module 13.2 (due in dropbox by 11:59pm on 4/21)  
Essay Outline 2 (D2L/Content/Weekly Materials)
Week 14: Module 14.1 (due in dropbox by 11:59pm on 4/26)
   Essay 2
Module 14.2 (due by 11:59pm on 4/28)
   Greek Lyric Poetry, Sappho, Preparation Quiz 14.2 (D2L/Quizzes)
   Lecture 14.2 (D2L/Content/Weekly Materials), Module Quiz 14.2 (D2L/Quizzes)

Week 15: Module 15.1 (due by 11:59pm on 5/3)
   Greek Lyric Poetry, Stesichorus, Ibycus, and Anacreon, Preparation Quiz 15.1 (D2L/Quizzes)
   Lecture 15.1 (D2L, ‘Content’), Module Quiz 15.1 (D2L/Quizzes)
Module 15.2 (due by 11:59pm on 5/5)
   Greek Lyric Poetry, Archilochus, Semonides (NOT Simonides!), and Mimnermus, Preparation Quiz 15.2 (D2L/Quizzes)
   Lecture 15.2 (D2L, ‘Content’), Module Quiz 15.2 (D2L/Quizzes)

Week 16: Module 16.1 (due by 11:59pm on 5/10)
   Greek Lyric Poetry, Tyrtaeus, and Alcman, Preparation Quiz 16.1 (D2L/Quizzes)
   Lecture 16.1 (D2L/Content/Weekly Materials), Module Quiz 16.1 (D2L/Quizzes)
Module 16.2 (due by 11:59pm on 5/12)
   Greek Lyric Poetry, Solon, Preparation Quiz 16.2 (D2L/Quizzes)
   Lecture 16.2 (D2L/Content/Weekly Materials), Module Quiz 16.2 (D2L/Quizzes)

Finals Week: (due in dropbox by 11:59pm on 5/17)
   Essay Outline 2 (D2L/Content/Weekly Materials)
(due in dropbox by 11:59pm on 5/19)
   Essay

Course Policies:
Email: Details regarding assignments and course announcements will regularly be communicated to students through their official UWM email account; thus students are required to check their UWM email account regularly (several times/week) while in this course.

Late Assignments: If a student fails to submit an assignment to the appropriate dropbox by the day/time that the assignment is due, s/he may submit the assignment to the dropbox up until 5pm on the following day. Late submission will incur, however, a 2-point deduction from the student’s overall score. No assignments will be accepted after the late submission deadline without documentation of hospitalization, military service, or other circumstance recognized by the University as a valid excuse for failing to submit coursework on-time.

Make-up Policies: A make-up assignment or exam will only be permitted if the student provides documentation of excusable circumstances recognized by the University (military service, hospitalization, etc.).

Incomplete Policies: A grade of "incomplete" will only be permitted under the circumstances recognized by the University. The campus conditions for awarding an incomplete to graduate and undergraduate students can be found at: http://www4.uwm.edu/secu/docs/other/S31.pdf.
Students with disabilities: Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at: http://www4.uwm.edu/sac/SACltr.pdf. VISA students are expected to contact Professor Calkins within the first week that they are enrolled in the course in order to discuss arrangements for any accommodations to which s/he is entitled.

Religious observances: Policies regarding accommodations for absences due to religious observance may be found at the following: http://www4.uwm.edu/secu/docs/other/S1.5.htm.

Students called to active military duty: University policies regarding accommodations for absences due to call-up of reserves to active military duty may be found at: http://www4.uwm.edu/current_students/military_call_up.cfm.

Discriminatory conduct (such as sexual harassment): Definitions of discrimination, harassment, abuse of power, and the reporting requirements of discriminatory conduct may be found at: http://www4.uwm.edu/secu/docs/other/S47.pdf.

Academic misconduct: Students are responsible for completing assignments in an ethical manner and must not copy materials produced by others in print or electronically without giving due credit to the author(s). This policy also applies to writing assignments by fellow students and internet sources. Plagiarized assignments will receive a grade of 0. Plagiarism is a serious offence, and students are responsible for understanding university policies regarding academic misconduct, including plagiarism, which may be found at: http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm.

Complaint procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. http://www4.uwm.edu/secu/docs/other/S49.7.htm.


Humanities Distribution General Education Requirement
Humanities are the academic disciplines that investigate human constructs and values. The humanistic disciplines - such as art history, history, language and literature, philosophy, religious studies, film and media studies - are concerned with questions, issues, and concepts basic to the formation of character and the establishment of values in a human context. They also provide literary, aesthetic, and intellectual experiences that enrich and enlighten human life. In these courses, students will use humanistic means of inquiry, such as: the critical use of sources and evaluation of evidence, the exercise of judgment and expression of ideas, and the organization, logical analysis, and creative use of substantial bodies of knowledge in order to approach the subject of study.

Explanation of how this course fits with the above definition of the humanities. By definition, UWM GER courses in the humanities "investigate human constructs and values (and) are concerned with questions, issues, and concepts basic to the formation of character and the establishment
of values in a human context.” The artistic, literary, and philosophical products of ancient Greek culture meet this definition through their foundational role in the humanistic disciplines of subsequent Western Civilization. This course will introduce students to ancient Greek culture of the Archaic period, the point of transition from oral to written transmission of cultural knowledge. Alongside the investigation of this period, the course will develop critical thinking and communication skills through close reading and analysis of literary sources and material remains from Archaic Greece.

**Humanities GER Rationale**
Students will perform close readings of canonical texts and attend lectures that contextualize the narratives and genres within the broader Archaic Greek culture. Class meetings will be focused on identifying how dominant customs and cultural values are reflected in Archaic Greek poetry and art (Humanities Criterion 1).

Students will be able to respond coherently and persuasively to the materials of humanities study through logical, textual, and historical analysis, argument and interpretation. (Humanities Criterion 2)

**Learning Outcomes**
By the end of this course students should be able to:
1. identify the most prominent figures, customs, and places that pertain to the production of early Greek literature and art that influenced subsequent artistic, literary, and philosophical traditions in Western Civilization.
2. explain how originally oral works of early Greek poetry became canonical within a written literary tradition.
3. analyze cultural values transmitted through Archaic Greek art and literature.
4. present their analysis through structured essays that construct logical arguments based on the evidence provided by Archaic Greek poetry and art.

**Explanation of how this course will allow students to achieve the learning outcomes identified above.**
Students will be responsible for reading canonical works of Archaic Greek poetry and attending lectures focused on the cultural and historical context in which the poetry was produced. Streamed lectures will be aimed at drawing connections between cultural context and the values and ideas transmitted through Archaic Greek poetry.

**Description of the assignments through which students will achieve each of the learning outcomes described above.**
Students will demonstrate critical thinking skills and ability to communicate a logical analysis of evidence based on the acquired knowledge of Archaic Greek culture through formal thesis-driven essays. The essays will meet these objectives by requiring students to perform close reading and analysis in order to illustrate and interpret patterns relating to the cultural values represented in the assigned texts.

**UW System Shared Learning Goals** that will be met in this course are:
1. critical and creative thinking skills including inquiry (analysis of poetry), and higher order qualitative and quantitative reasoning (drawing connections between cultural context and values communicated through poetry).
2. effective communication skills including listening (streamed lectures), reading (Archaic Greek poetry in translation), and writing (essays).

**Explanation**
The development of critical and creative thinking skills, as well as written communication skills, will be evaluated through the sequence of short essays (essays), which require students to recognize patterns, make logical deductions through textual analysis, and follow specific written guidelines.

**Explanation of how the assignments will be used to determine if students achieved each of the learning outcomes; identification of the standards according to which the assessment will be measured.**
A sequence of short thesis-driven essays over the course of the semester will demonstrate whether or not students have mastered basic features of the history and culture of Archaic Greece, as well as the dominant cultural values and ideas represented in Archaic Greek poetry. Students will communicate their analysis of patterns in the source materials that reflect the values and ideas of Archaic Greek culture through logical presentation and analysis of the evidence in these essays.

Assessment of essays is based on the following criteria (see assessment rubric below):

1. Thesis: student identifies prominent figures, places, and customs that pertain to Archaic Greek culture and introduces his/her interpretation of the evidence (Humanities Criterion 1 and 2; Learning Outcomes 1 and 4; UW-System Goals 1 and 2).
2. Identification of key terms: student demonstrates acquired knowledge of prominent figures, places, and customs that pertain to Archaic Greek culture (Humanities Criterion 1; Learning Outcome 1).
3. Evidence of the pattern: student demonstrates close reading of textual sources (Humanities Criterion 1 and 2; Learning Outcomes 3 and 4; UW-System Goals 1 and 2).
4. Sources: student demonstrates knowledge of sources of evidence (Humanities Criterion 1 and 2; Learning Outcomes 1 and 4).
5. Analysis of the pattern: student demonstrates ability to analyze evidence and construct a logical argument based on the evidence of literary and artistic sources (Humanities Criterion 1 and 2; Learning Outcomes 3 and 4; UW-System Goals 1 and 2).
6. Grammar and syntax: student demonstrates the ability to communicate his/her ideas clearly (Learning Outcome 4; UW-System Goal 2).
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Levels</th>
<th>4-5 points</th>
<th>3-4 points</th>
<th>2-3 points</th>
<th>0-2 points</th>
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<tbody>
<tr>
<td>Thesis</td>
<td></td>
<td>There is a clear, 2-part statement of thesis at the beginning of the assignment. The first part specifies 3 parallel key terms that illustrate a pattern in the source materials. The second part of the thesis proposes an interpretation of why and how the pattern reflects some specific values or concerns in Archaic Greek culture.</td>
<td>There is a clear statement of thesis at the beginning of the assignment. But the 3 key terms are not parallel, or the second part of the thesis is absent.</td>
<td>There is a statement of thesis, but it lacks multiple required components.</td>
<td>There is no clear statement of thesis in the assignment.</td>
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<tr>
<td>Identification of Key Terms</td>
<td>3 points</td>
<td>All 3 key terms are clearly and accurately identified in the course of the assignment.</td>
<td>Only 2 key terms are clearly and accurately identified in the course of the assignment.</td>
<td>Only a single key term is clearly and accurately identified in the course of the assignment.</td>
<td>None of the key terms are identified in the course of the assignment.</td>
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<td>Evidence of the Pattern</td>
<td>3 points</td>
<td>There is a specific example of the pattern drawn from the reading assignments that is accurately summarized for each of the 3 key terms.</td>
<td>There are specific examples of the pattern drawn from the reading assignments that are accurately summarized for only 2 of the key terms. Or the summarized examples contain a few inaccuracies.</td>
<td>There is only 1 specific example of the pattern drawn from the reading assignments that is accurately summarized. Or the summarized examples contain many inaccuracies.</td>
<td>No specific supporting examples drawn from the reading assignments are included in the assignment.</td>
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<tr>
<td>Sources</td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
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<td>The source of each example of the pattern is accurately identified by author (when known), poem, and, in the case of the <em>Iliad</em>, book number.</td>
<td>The sources of only 2 examples of the pattern are accurately identified. Or there are minor inaccuracies in the identification of the sources.</td>
<td>The source of only 1 example of the pattern is accurately identified. Or there are many inaccuracies in the identification of the sources.</td>
<td>No sources are provided for any examples of the pattern.</td>
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<tr>
<td>Analysis of the Pattern</td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
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<td>For each example of the pattern (1/key term), there is an explanation of: 1. how the term fits into the pattern, and 2. how the example reflects the values or concerns of ancient Greek culture that produced the pattern in our source materials.</td>
<td>There is an explanation of: 1. how the term fits into the pattern, and 2. how the example reflects the values or concerns of ancient Greek culture that produced the pattern in our source materials for only 2 examples of the pattern. Or the interpretation is illogical to a degree.</td>
<td>There is an explanation of: 1. how the term fits into the pattern, and 2. how the example reflects the values or concerns of ancient Greek culture that produced the pattern in our source materials for only 1 example of the pattern. Or the interpretation is highly illogical.</td>
<td>No interpretation is provided for any examples of the pattern.</td>
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<td>Grammar and Syntax</td>
<td>3 points</td>
<td>2 points</td>
<td>1 point</td>
<td>0 points</td>
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<td>The assignment is well-written using standard, formal, American English with few errors in grammar and syntax.</td>
<td>Frequent errors in choice of vocabulary, grammar, and/or syntax make the assignment difficult to understand at times.</td>
<td>The assignment contains such a large number of errors in choice of vocabulary, grammar, and/or syntax as to be nearly incomprehensible.</td>
<td>The assignment is not written as an essay.</td>
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<td>Total Score</td>
<td>Strong: 18-20</td>
<td>Mediocre: 16-17</td>
<td>Competent: 14-15</td>
<td>Weak: less than 14</td>
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<td>The assignment demonstrates exceptional mastery of learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.</td>
<td>The assignment demonstrates full mastery of learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.</td>
<td>The assignment demonstrates minimal mastery of most learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.</td>
<td>The assignment fails to demonstrate mastery of learning objectives for the course that are based on humanities criteria and UW-System Shared Learning Goals.</td>
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