

General Education Course Approval Form

Date of Submission: May 7, 2010

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input checked="" type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: History

Course Prefix and Number: His 229 Credit hours: 3

Course Title: The Ancient Near and Greece to the Death of Alexander the Great

Expected Number of Students per Section: 60+ Course Required for Majors in your Program? No

Prerequisite(s) for Course? None

Departmental Contact Information Date: May 7, 2010 *existing course*

Name: Bruce F. Holle Email: Bholl2@uky.edu

Office Address: 1797 POT Phone: 257-5753

3. In addition to this form, the following must be submitted for consideration:

- A major course change form for revision of existing courses or a new course form for new courses.
- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative that explains: 1) how the course will address the General Education and Course Template Learning outcomes; 2) active learning activities for students; and 3) the course assignment(s) that can be used for Gen Ed course assessment.

4. Signatures

Department Chair: *Francie Phasen, L'88* Date: 5/3/10

Dean: Anna R. K. Bosch *ARKBosch* Date: 8/13/10

Submit all proposals electronically to:
Sharon Gill
 Office of Undergraduate Education
Sharon.Gill@uky.edu

General Education Course Narrative

History 229: The Ancient Near East and Greece to the Death of Alexander

Directed at non-majors as well as majors, History 229 is a survey course which discusses the history of Egypt, Western Asia, and Greece from approximately 3500 BCE to 323 BCE. Through lectures, readings, discussions, and composition of essays, the class will begin to understand the basic outlines of the cultures of these regions, how they developed over time, and their interactions and mutual influences. The discipline of history requires the individual student to carefully engage the multiple aspects of cultures and to analyze their development over time. As historians have evolved their craft over the last two centuries, the process of understanding the history of previous cultures has evolved as well. This course will be an introduction to that process. The interactions between the numerous cultures and civilizations of the ancient Near East and later with the Greeks has produced a variety of examples of religious, political, economic, intellectual, and social convergences which have spawned numerous scholarly explanations. This course will attempt to introduce the student to some of the explanations of these interactions, to demonstrate the different methods by which scholars approach these subjects, to clearly demarcate chronological markers which inhibit facile comparisons, and to make students aware of the complicated differences among the cultures in ethnicity, cultural orientations, religious structures, and political formations.

The course is divided into two parts: the first seven weeks will concentrate on Egypt, the cultures of Mesopotamia and Israel; the last eight weeks will focus on Greece from its Mycenaean beginnings to the death of Alexander the Great. From the lectures the students will become acquainted with the following:

- a. a familiarity with the differences among the numerous Near Eastern cultures and their Indo-European counterparts
- b. an ability to recognize and analyze multi-causal explanations of historical changes
- c. an understanding of the differences between the ancient and the modern concepts of society and their underlying elements: the roles of women, slavery as defined in Near Eastern and Greek cultures, law codes as snapshots of ancient societies, and how ethnicity, class, and gender roles are environmentally situated.

As discussions are an integral part (20%) of this course, all students will be expected to read the material assigned and be prepared to discuss the texts on the days noted in the syllabus. The skills to be acquired from discussion include:

- a. the ability to read critically both primary and secondary sources
- b. the skill to articulate the author's argument and to notice if bias is present
- c. the necessity of using specific citations from the sources to prove your points
- d. the ability to argue with another person on the facts and on the interpretation of the facts, not on one's feelings about the subject
- e. the necessity to realize that the ancient world, its cultures and peoples are far different from our own times and that one must be respectful of the differences and not be caught up in the bias of presentism

There will be two short essays (1500-2000 words each) which will examine the student's ability to analyze primary sources (Homer and Euripides), organize data, present a clear thesis, and argue it logically with specific citations from the sources. These two assignments (10% each) will enhance the student's abilities in the mastery of English prose style, in the organization of data into coherent formats, and in the ability to present a compelling argument. All these skills will be accomplished within the context of an ancient culture (Greece) where students will work solely with primary sources and their own intellect. See syllabus for complete instructions for the papers.

There will be an hour exam (25%) on the cultures of the ancient Near East and a final exam (35%) on the Greek world. Both exams will be essay exams where study questions will be given in advance to the students. All questions will require students to integrate material they have received from the lectures, from the textbook, and from the supplemental readings assigned every week. The questions are complex, and the answers require significant study; thus they are given in advance.

University Senate Syllabi Guidelines

HIS 229
chg mtg pattern
add Gen Ed

General Course Information

- Full and accurate title of the course.
- Departmental and college prefix.
- Course prefix, number and section number.
- Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- N/A Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- UK email address.
- Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description.
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- Final examination information: date, time, duration and location.
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- N/A For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance.
- Excused absences.
- Make-up opportunities.
- Verification of absences.
- Submission of assignments.
- Academic integrity, cheating & plagiarism.
- Classroom behavior, decorum and civility.
- N/A Professional preparations.
- N/A Group work & student collaboration.

HISTORY 229/CLASSICS 229 THE ANCIENT NEAR EAST AND GREECE
M-W-F 10-10:50 204 CB
PROFESSOR HOLLE
1707 Patterson Office Tower
Office Hours: MW 1:30-3, TTH 3:30-5 & by appointment. If my door is open, come on in.
I am in the office every day.
859 257-5753 Office
859 327-3068 Home (not after 10 PM)
bholl2@uky.edu email

REQUIRED BOOKS:

C.G. Starr, *A History of the Ancient World* 4th ed. Oxford
Homer, *The Iliad* tr. R. Fagles Penguin
R. Kebric, *Greek People* 4th ed. Mayfield 2005
Euripides, *Electra and Other Plays* tr. J. Davie Penguin
Euripides, *Medea* tr. A.J. Podlecki rev. 2005 printing Focus Publishing
Supplementary Packet of readings available from the instructor for copying

When buying your books for this course, please request the specific citations listed in the syllabus; it will make discussions of the texts easier and the citations for your papers more accurate. Sometimes bookstores want to sell 'old inventory' and will leave other or out-of-date editions of the texts on the shelves. Tell the clerks/salespeople that your professor is requiring these specific editions.

GRADE DETERMINATION:

Hour Exam	10/11/2010	10-11 AM	25%
Final Exam	12/13/2010	8-10 AM	35%
Two Papers	10/25/10 & 12/6/10		20%
Class Participation/Quizzes	See below		20%

COURSE STRUCTURE AND LEARNING OUTCOMES

1. History 229 is a survey course covering the history of Egypt, Western Asia, and Greece from approximately 3500 BCE to 323 BCE. Through lectures, readings and discussions, the class will begin to understand the basic outlines of the cultures of these regions, how they developed over time, and their interactions and influences. This course is organized into two parts: the first seven weeks will center on Egypt, the cultures of Mesopotamia and Israel. The last eight weeks will focus on the history of Greece from its Mycenaean beginnings to the death of Alexander the Great. From the lectures students will become acquainted with the following:
 - a. a familiarity with the differences among the various Near Eastern cultures and their Indo-European counterparts
 - b. an ability to recognize and analyze multi-causal explanations of historical change

- c. how to understand the differences between ancient and modern concepts of society and their underlying elements: roles of women, slavery as defined in Near Eastern and Greek cultures, law codes as snapshots of ancient societies, and how ethnicity, class and gender roles are environmentally situated.
2. The hour exam (25%) will cover Egypt, Mesopotamia and Israel; the final exam (35%) will test your knowledge of Greek history. All paper topics and instructions are included in the syllabus (see below) and allow students to begin working on their papers long before their due dates. All written assignments must be typewritten or computer-generated, double-spaced with 1" margins and a 12 font. Class discussion will be an integral part (20%) of this course. You will be expected to organize, criticize and discuss the topics or the documents assigned. There will be two quizzes (one announced and one unannounced) before the Hour Exam and before the Final Exam. I will make one assumption concerning students and the required readings. I will assume that you have read (and taken notes) on the material assigned for that week and are ready to discuss the material or take a quiz. If a substantial portion of the class is not prepared for the weekly discussions, I shall increase the number of quizzes. **BE PREPARED.** The skills to be acquired from the discussion include:
 - a. the ability to read critically both primary and secondary sources
 - b. the skill to articulate the author's argument and to notice bias if present
 - c. the necessity of using specific citations from the sources to prove your point
 - d. the ability to argue with another person on the facts and interpretation of the facts, not on one's feelings about the subject
 - e. the necessity to realize that the ancient world, its cultures and peoples are far different from our own time and one must be respectful of the differences and not be caught up in the bias of presentism.
3. All papers are due on the dates assigned on the class schedule (see below). It is the responsibility of each student to take the exams and quizzes and to submit the papers at the appointed times. If you believe you will be unable to do so, contact me prior to the date to discuss the possibility of an extension. Since the dates for the hour and final exams as well as the due dates for both papers are listed on the syllabus, no **post facto** (after the fact) excuses will be accepted for missing an exam or for failing to turn in a paper on time. Students who miss more than one quiz and/or three discussions without an acceptable excuse will receive a grade of 0 for class participation. This is far worse than an E; check the page on Numerical Equivalents for Letter Grades below for the full implications. The **only exceptions** to this policy are those occasions of need specified in the booklet, **Students Rights and Responsibilities**, available on-line (S.R.5.24.2). For situations that meet these criteria, the specified make-up procedures (agreed upon by both the professor and the student) will be followed. Students are always responsible for contacting their instructors in these instances.
4. Upon enrolling at the University of Kentucky, you have entered a profession. Just as in Medicine or Law, the academic profession operates by its own standards and rules

of ethics and conduct. These entail, among other things, decorum (see below), respect for one's colleagues, and, above all, the honest representation of one's own work. Unfortunately, cheating and plagiarism have become rapidly growing problems across the country and here at the University of Kentucky. Be very aware that I take cases of academic dishonesty with the utmost seriousness. It is very important for all students to read the policies concerning cheating and plagiarism in **Students Rights and Responsibilities** carefully (www.uky.edu/Ombud/Plagiarism.pdf). If you have any doubts or question whatsoever as to whether something could be construed as dishonest, ask your academic advisor or me for advice. Students have sadly committed acts of dishonesty through ignorance and have been punished for them. **Be advised that in this course the minimum punishment for cheating or plagiarism is an E for the course.**

5. In this course, where discussion is an important part of class routine, order and decorum are necessary for all of us to conduct the class. Here are a few rules for all of us to follow:
 - a. You may bring beverages to drink, but no food.
 - b. Do not chat or whisper when the instructor or another student is talking; it disrupts the class and is discourteous.
 - c. Do not under any circumstances read a newspaper during class.
 - d. If your cell phone rings during class, turn it off and bring the phone to me. I will return it to you after class. Cell phones and other electronic devices should be turned off prior to entering any classroom.
 - e. Students are expected to arrive on time for the class and to remain until the class is dismissed. Individuals who disregard this policy will be personally notified that their actions are unacceptable.
 - f. Due to the number of assignments, all appeals to reconsider grades **must be made with in one week of receipt of the grade**. If, upon receiving your grade, you think that the grade does not reflect the answers you provided on the quiz/exam or the quality of the paper, contact me immediately. We will go over the work in question and resolve the problem; I have made mistakes and have been corrected.
6. The Reading schedule and the Lectures and Assignment schedule, which detail all readings and assignments, are extremely important resources for all students. Keeping these parts of the syllabus always in mind will assist you in obtaining a good grade.
7. Remember the following statement: The only dumb question is the unasked one. Never hesitate to ask a question if I do not make my point clearly (others are probably confused as well) or if you do not understand what is required from an assignment. These questions can occur in class, during office hours or whenever.
8. Remember, the most difficult aspect of this course is not 'keeping up' with the lectures and the readings, but 'catching up' if you fall behind.

HISTORY 229/CLASSICS 229
READING SCHEDULE

- Week of Aug 26: Starr, 3-26.
- 31: Starr, 27-35; Course Packet I, pp 2-50. What is History?
- Sep 7: Starr, 35-50; Course Packet II, pp1-15. Mesopotamian Documents.
- Sep 14: Starr, 51-71; Course Packet III, pp55-83. Who were the Egyptians?
- Sep 21: Starr, 88-98; Course Packet IV, pp 101-144. Who were the Egyptians, again?
- Sep 28: Starr, 75-88, 99-104, 123-163; Course packet V, pp 35-50. Jewish Documents.
- Oct 5: No assignment
- Oct 12: Starr, 104-111, 185-204; Homer, *The Iliad*, Introduction & Books 1-10.
- Oct 19: Homer, *The Iliad*, Books 11-24.
- Oct 26: Starr, 205-227; Kebric, *Greek People*, Chapters 1-3.
- Nov 2: Starr, 228-272
- Nov 9: Starr, 275-297; Kebric, Chapters 4 & 5.
- Nov 16: Starr, 298-318, 339-356; Kebric, Chapter 6; Euripides, 'Hecabe' from *Electra and Other Plays*
- Nov 23: Starr, 319-338; Euripides, *Medea*
- Nov 30: Starr, 359-393; Euripides, *Electra & Trojan Women*; Kebric, Chapter 7.
- Dec 7: Starr, 394-412.

HISTORY 229/CLASSICS 229
LECTURES AND ASSIGNMENTS SCHEDULE

Aug 26		Introduction to the course
28		Origins of Civilization
31		Mesopotamian political history I
Sep 2	*	Discussion: What is History? Course Packet I, pp. 2-50.
4		Pre-Labor Day: NO CLASS
7		Labor Day: NO CLASS
9		Mesopotamian political history II
11	*	Discussion: Documents in Mesopotamian history. Course Packet II, pp. 1-15.
14		Mesopotamian cultural history
16		Egyptian political history I
18	*	Discussion: Who were the Egyptians? The question of race in the ancient world. Course Packet III, pp. 55-83.
21		Egyptian political history II
23		Egyptian cultural history
25	*	Discussion: Who were the Egyptians, again? Did the Greeks steal Or borrow from the Egyptians? Course Packet III, pp. 101-144.
28		Hittites, Assyrians and Indo-Europeans
30		Israel: Its political history
Oct 2	*	Discussion: Documents in Jewish history and religion. Course packet, IV, pp. 35-50.
5		Israel: Religious and cultural influence
7		STUDY DAY: NO CLASS

	9	MID-TERM EXAMINATION
Oct	12	Early Greece and the Minoans
	14	The Mycenaeans
	16	* Discussion: Homer, <i>The Iliad</i> , Introduction & Books 1-10. How can one learn history from poetry?
	19	Trojan War and the Greek Dark Ages
	21	Beginnings of Literacy: Homer and Hesiod
	23	* Discussion: Homer, <i>The Iliad</i> Books 11-24
	26	Changes in Greek History 750-500; FIRST PAPER DUE
	28	More Changes in Greek History 750-500
	30	* Discussion: R. Kebric, <i>Greek People</i> , Chapters 1-3.
Nov	2	Sparta
	4	Athens
	6	Introduction to Greek religion and philosophy
	9	Rise of Persia and Persian Wars I
	11	Persian Wars II and the rise of the Delian League
	13	* Discussion: Kebric, Chapters 4 & 5.
	16	Democracy
	18	Peloponnesian War
	20	* Discussion: Pericles and Athenian Democracy: Kebric, Chapter 6; Euripides, 'Hecabe' from <i>Electra and Other Plays</i> .
	23	Greek culture and Greek tragedy & Discussion: Euripides, <i>Medea</i>
	25	Thanksgiving Holiday: NO CLASS
	27	Thanksgiving Holiday: NO CLASS

	30	*	Discussion: Euripides, 'Electra' and 'Trojan Women': The role of women in Athenian life and in the plays of Euripides
Dec	2		Fourth century Greek politics and education
	4	*	Discussion: Kebric, Chapter 7.
	7		Phillip II and the rise of Macedon; SECOND PAPER DUE
	9		Alexander the Great
	11		Review and Recapitulation
	14		FINAL EXAM 8-10 AM!!!

*** Indicates a discussion or a possible quiz and your absence could have a very negative effect upon your grade. See above, #3 of Course Description and Requirements.**

PROFESSOR HOLLE
History/Classics 229

GRADE CALCULATION:

90 – 100 points	A
80 – 90 points	B
70 – 80 points	C
60 – 70 points	D
Less than 60 points	E

As I shall round up the total at the end, the actual range for an A is 89.50 – 100. All other grades will have the same type of range. If one does not complete an element of the course, one will receive a negative value equal to the percentage of that element.

An example:

Mid-term Exam	$88 \times 25\% = 22$	points
Papers	$92 \times 20\% = 18.4$	points
Discussion & Quizzes	$80 \times 20\% = 16$	points
Final Exam	$80 \times 35\% = 28$	points

Total 84.4 points = B

Mid-term Exam	$88 \times 20\% = 22$	points
Book Review	$92 \times 22\% = 18.4$	points
Discussion & Quizzes	$0 \times 20\% = -20$	points
Final Exam	$80 \times 35\% = 28$	points

Total 48.4 points = E

It is very important to complete every element of the course, as you cannot pass this course unless you do.

LATE PAPER POLICY:

The final grade of the paper will drop five (5) points per day until it is turned in. If there is a question about missing the due date for the Book Review, students should always contact me in advance of that date.

INCOMPLETES:

Except for the most grave or compelling reasons, I do **not** give incomplete grades.

PAPER TOPICS FOR HOMER'S ILIAD

Homeric Politics: Kings, Councils and Other Aristocrats
Kingship in the Homeric World
Slavery in Homeric Society
The Place of Women in Homeric Society
Shame, Honor and/or Status in the World of Homer
Trade and Piracy in the Homeric World
The Relationship Between Men and Gods in Homer
Free Will and Divine Intervention in Homer
How 'Godlike' are the Homeric Gods?
Relationships among the Homeric Deities
The Ideal Man in Homeric Society
Duty in the World of Homer
Friendship in Homeric Society
Justice and Law in the World of Homer
The Concept of Love in Homeric Society
Killing and Death in Homer

PAPER INSTRUCTIONS

1. All papers will begin with a title page which will include the title of the paper, the name of the student, the course number, and the due date.
2. Each student will choose a topic from those listed above or create another one with the consent of the instructor. Unapproved topics will not be graded, and the student will receive the grade of 0 for the assignment. See the page in the syllabus titled **THE NUMERICAL EQUIVALENT OF LETTER GRADES** for the full implication of this grade.
3. In a 1-2 paragraph introduction/thesis statement, the student will identify in specific terms the topic under analysis and which question this essay will address or answer. The main body of the paper will demonstrate your points or argue your contention(s) with specific citations from the text noted in parentheses (IV, 22-25 would identify line 22-25 from Book IV of the *Iliad*). No footnotes or endnotes are required, but remember: No page numbers, just book and line numbers. Quotes of two lines or less may remain in the body of the text; quotes longer than two lines **must be indented and single-spaced** (one-tab indent for each line). After the long quote, return to double-spacing the text.
4. All students must use Homer's *Iliad* as their only source; no secondary sources or material from the internet is allowed. I want your opinions on Homer. See the discussion of plagiarism in COURSE DESCRIPTION AND REQUIREMENTS, #4.

HISTORY 229/CLASSICS 229
PROFESSOR HOLLE

The Plays of Euripides

STUDY QUESTIONS:

1. Describe the historical background to the presentation of drama in fifth-century Athens. Where does Euripides stand in the development of Greek drama as compared to Aeschylus and Sophocles? What role does the chorus play in his works?
2. Explain with a minimum of detail, but reasonable clarity, the legends which support these plays.
3. Who are the tragic figures in these plays? Are their faults/weaknesses similar?
4. What message does Euripides try to give his Athenian audience from his play, *Medea*?
5. Compare and contrast the female roles in these plays. How would a fifth-century audience react to their actions?
6. Do you see any commentary in these plays on contemporary Athenian activities? Is this a legitimate question to ask, as we are so far removed from the authors and the actions of the Athenians?
7. Both *Medea* and *Jason* claim to justify their actions. Which one is correct, or do both of them have legitimate arguments? Explain fully.
8. Describe the differences in the treatment of these characters by Euripides and Homer.

PAPER TOPICS:

Political power in the plays of Euripides	The role of the gods
The roles of women in Euripidean tragedy	Concept of duty in Euripides
Tragic figures and Euripides	The role of minor characters in Euripides
The role of kings in the plays	Gender and power in the plays of Euripides
Fate and free will in the plays of Euripides	
Role of law (secular and/or divine) in the plays of Euripides	

INSTRUCTIONS FOR THE PAPER

1. All papers will begin with a title page which will include the title of the essay, the name of the student, the course number, and the due date.
2. Each student will choose a topic from those listed above or create another one with the consent of the instructor. Unapproved topics will not be graded, and the student will receive the grade of 0 for the assignment. See the page in the syllabus titled **Grade Calculation** for the full implication of this grade.
3. In a 1-2 paragraph introduction/thesis statement, the student will identify in specific terms the topic under analysis and which question this essay will address or answer. The main body of the paper will demonstrate your points or argue your contention(s) with specific citations from the text noted in parentheses (the page number from the Penguin or Focus edition is sufficient; if you use a different edition, you must turn it in so that I can check the citations.). No footnotes or endnotes are required. Quotes of

two lines or longer **must be indented and single-spaced** (one-tab indent for each line). Quotes of two lines or less may remain in the text. After the long quote, return to double-spacing the text. It is not necessary to use all four of the Euripidean tragedies which were assigned; you may find an acceptable topic and thesis by using two or of the plays. If you have any questions, please come and see me for advice.

4. All students must use the Penguin edition of Euripides, *Electra and other Plays*, and the Focus edition of *Medea* as their only source; no secondary sources or material from the internet is allowed. See the discussion of plagiarism in COURSE DESCRIPTION AND REQUIREMENTS, #4.
5. The paper must come to some conclusion, as even a negative conclusion has value.
6. The essay must be double-spaced in a readable font (no less than 12) and with normal one inch margins. There will be no page requirements, only a minimum of **1500** words and a maximum of **2000** words. The students must provide a page which documents word count of the essay. After the essay is complete, go to file, then open print, click on options, check document properties, click ok, and then print the essay. After you have completed the assignment, remember to remove the check from document properties, or all of your future documents will include this data.
7. All references to the names of the plays must be in italics, as this is the correct way to identify titles.
8. At the end of the paper, the following statement with the student signature must be included:

I attest that this essay assignment is based solely on my use of the plays of Euripides and that I have not used any secondary sources, any information from the internet, nor received any assistance from another individual (Writing Center excepted).

Student signature
Student name
9. In the formal prose style required for this assignment, the following **are not allowed**:
 - a. The overuse of the first or second person: no I, we, us, my, you, your, etc.
 - b. Colloquialisms or slang (writing as you speak or worse)
 - c. Rhetorical questions (Alas, what would Medea do?)
 - d. An under-developed vocabulary; use a thesaurus (avoid the phrase, he, she, it says)
 - e. The passive voice (Medea killed many 229 students, not many 229 students were killed by Medea)
 - f. Incorrect grammar (subject-verb agreement, subject-antecedent agreement, etc); without correct grammar, your essay will lack clarity and this will lead to a reduction in the grade.
 - g. Incorrect punctuation; learn the rules for the proper use of the comma, colon, semi-colon, and period. Incorrect use may lead to a lack of clarity and a lower grade.
 - h. Unclear antecedents for the relative pronouns (this, that, those, etc.).
 - i. Pluralizing words with an apostrophe (four dog's) or the incorrect use of it's for the

neuter possessive. There will be a 10-point deduction for each occurrence!

10. **MAKE SURE TO PROOFREAD THE ESSAY BEFORE TURNING IT IN!
SPELL-CHECK AND GRAMMAR-CHECK ARE NOT ENOUGH.**