



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>College of Liberal Arts and Sciences</u>	Department	<u>School of International Letters and Cultures</u>
Subject	<u>HEB</u>	Number	<u>316</u>
Title	<u>Literary Readings of the Hebrew Bible</u>		Units: <u>3</u>
Is this a cross-listed course?	<u>Yes</u>		
If yes, please identify course(s)	<u>REL 316</u>		

Is this a shared course? No If so, list all academic units offering this course \_\_\_\_\_

Course description:  
The course introduces to the literary analysis of biblical narrative art and poetry. Each class comprises the study of a literary aspect, close readings, and thematic discussions. Biblical texts are read only in translation.

**Requested designation:** Literacy and Critical Inquiry-L  
*Note- a separate proposal is required for each designation requested*

**Eligibility:**  
Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

**Area(s) proposed course will serve:**  
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

- Checklists for general studies designations:**  
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
  - Mathematics core courses (MA)
  - Computer/statistics/quantitative applications core courses (CS)
  - Humanities, Fine Arts and Design core courses (HU)
  - Social and Behavioral Sciences core courses (SB)
  - Natural Sciences core courses (SQ/SG)
  - Global Awareness courses (G)
  - Historical Awareness courses (H)
  - Cultural Diversity in the United States courses (C)

- A complete proposal should include:**
- Signed General Studies Program Course Proposal Cover Form
  - Criteria Checklist for the area
  - Course Syllabus
  - Table of Contents from the textbook, and/or lists of course materials

**Contact information:**

Name Francoise Mirguet Phone (480) 965 2663

Mail code 0202 E-mail: Francoise.Mirguet@asu.edu

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Robert Joe Cutter Date: 1/7/14

Chair/Director (Signature):

**Arizona State University Criteria Checklist for**  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

**Literacy** is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU - [L] CRITERIA</b>			
<b>TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus p. 2 (yellow)
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p style="text-align: center;"><b>C-1</b></p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 2:</b> The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus p. 2-3 (blue)
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p style="text-align: center;"><b>C-2</b></p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>CRITERION 3:</b> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus p. 2 (green), additional sheets ("Guidelines for the First Paper," "Guidelines for the Final Paper")
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. <b>Also:</b> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center; margin: 10px 0;"> <p style="background-color: yellow;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p style="text-align: center;"><b>C-3</b></p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>	<p>Syllabus p. 3 (red); appended sheet ("Grading Sheet"); additional documentation available upon request</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</p> </div>			
<p><b>C-4</b></p>			

Course Prefix	Number	Title	Designation
HEB/REL/ENG	316	Literary Readings of the Hebrew Bible	L

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criterion 1 (yellow on the syllabus)	80% of the grade is based on extensive writing assignments.	As shown on p. 2 of the syllabus, the final grade is based: - 20% on first paper , - 40% on final paper, - 20 % on weekly written assignments (plus 10% based on written tests, and 10% on participation).  Both papers as well as the weekly assignments involve a literary analysis of biblical texts, use of secondary literature, and reference to Western culture.
Criterion 2 (blue on the syllabus)	The course introduce to the gathering, use and assessment of secondary academic literature.	Readings for the class involve secondary literature and its assessment (p. 2 of the syllabus);  One session (10/29 on p. 3 of the syllabus) is devoted to the gathering of secondary literature.  Assignments and the final paper involve the gathering, use, and assessment of secondary literature.
Criterion 3 (green on the syllabus)	The course includes two substantial writing tasks (papers), as well as weekly writing assignments, in addition to tests completed in class.	As shown on p. 2 of the syllabus, the course includes: - a first paper (8-10 pages), - a second paper (12-15 pages), - weekly written assignments to be completed at home and graded by the instructor.  For the description of the requirements of the first and second paper, see appended sheets: "Guidelines for the First Paper," and "Guidelines for the Final Paper."

<p>Criterion 4 (red on the syllabus)</p>	<p>All written tasks are progressive, and built upon one another. Students receive the instructor's feedback on all assignments.</p>	<p>The instructor grades the weekly assignments and returns them to the students on the following week. The first paper is due around the midst of the semester, and is returned to students with abundant feedback (sample available upon request). Elements of the final paper (topic, secondary literature) are due weeks before the final completion date in order to receive the instructor's feedback.</p> <p>See appended sheet "Grading Sheet" for instructor's feedback.</p>
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## Literary Readings of the Hebrew Bible

### HEB/REL/ENG 316

3 credits

**Instructor: Francoise Mirguet**

Office: LL 410 C

Office Hours: Mon 10 am – 12 pm  
and by appointment

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#### 1. Course Description

The course offers an introduction to the literary analysis of two of the main genres of the Hebrew Bible: narrative art and poetry. Students learn the main literary conventions of biblical prose and poetry, and how these conventions are applied or subverted. Each class comprises the study of a literary aspect, close readings, and thematic discussions. Biblical texts are read only in translation. They are situated in the religious, literary, and artistic traditions that have developed on their basis.

**Prerequisite:** minimum 45 earned hours.

#### 2. Students' Learning Outcomes

Upon successful completion of this course, students:

- will know the basic literary conventions of biblical stories and poetry;
- will be familiarized with the narrative and poetic literature of the Hebrew Bible;
- will be able to present an original literary analysis of a biblical narrative or poem in an English translation;
- will be able to relate biblical texts and artistic interpretations;
- will be able to find and use academic secondary literature on given biblical texts;
- will cultivate and improve their critical-thinking, analytical and writing skills.

### 3. Listing of Assignments

Assignments	Number and Frequency	Link to Learning Outcomes
<b>11 written assignments</b> (about 3-4 pages); to be completed at home. Include: <ul style="list-style-type: none"> <li>- Reflection on readings;</li> <li>- Analysis of biblical texts;</li> <li>- Link with cultural and artistic representations.</li> </ul>	1 assignment by session	All the outcomes mentioned above.
<b>Tests completed in class:</b> On the readings.	3 to 5 by semester	Learning the basic conventions of biblical literature; Using academic secondary literature; Improving critical-thinking, and analytical skills.
<b>Readings:</b> Biblical texts and secondary literature	Average of 1 biblical book and 2 articles/book chapters by session	Learning the basic conventions of biblical literature; Becoming familiarized with biblical literature; Using academic secondary literature.
<b>2 papers:</b> First paper: 8-10 pages; Final paper: 12-15 pages.	2 per semester	All the outcomes mentioned above.

C-2

C-3

### 4. Grading Policies and Percentages

C-1

20% of the final grade	First Paper
40%	Final Paper
20%	Assignments
10%	Tests
10%	Participation and Attendance

Grading Scale				65-69	C <sup>+</sup>
95-100	A <sup>+</sup>	80-84	B <sup>+</sup>	60-64	C
90-94	A	75-79	B	55-59	D
85-89	A <sup>-</sup>	70-74	B <sup>-</sup>	0-54	E

### 5. Required Readings

Robert Alter, *The Art of Biblical Narrative*. New York: BasicBooks, 1981;  
 An English translation of the Bible (and a Hebrew Bible for HEB 598);  
 Readings posted on Blackboard and mentioned under “Course Itinerary.”



## 6. Course Itinerary

Date	Readings	Topics Covered in Class
08/27		Introduction Jdg 19: a literary analysis Methods in biblical Interpretation
09/03	<b>LABOR DAY</b>	
09/10	Read Brettler, <i>How to Read the Bible</i> , chap. 2, 3 and 4 Read Alter, "A Literary Approach to the Bible" Read Bar-Efrat, "The Plot" Read Genesis	The Plot Genesis and the cycle of Joseph Human and divine history
09/17 Rosh Hashanah	Read Alter, "The Techniques of Repetition" Read Alter, "Biblical Type-Scenes" Read Ruth	Repetition and Type-Scenes Gen 19; Gen 38; Ruth 3-4 Motherhood in the Bible
09/24	Read Alter, "Characterization and the Art of Reticence" Read Alter, "Narration and Knowledge" Read 1 Samuel 8 – 2 Sam 18:33 Read Gilgamesh	Characterization and Knowledge Saul, David, Michal Leaders in the Bible
10/01	Read Berlin, "Point of View" Read Fuchs, "The Ideal Daughter" Read Judges 1-16	Points of View Fate and Human Freedom
10/08	Read Walsh, "Manipulation of Time" Read Alter, "Sacred History and the Beginnings of Prose Fiction" Read Esther	Time and Irony Esther Violence and Retaliation
10/15	<b>FALL BREAK</b>	
10/22	<b>First paper due</b> Read Alter, "The Dynamics of Parallelism"	What is Biblical Poetry? Parallelism
10/29	Read Fokkelman, "The Poem as a Whole" and "In Search of the Correct Division"	The Composition of the Poem Psalms <b>How to find secondary literature?</b>
11/05	<b>Topic for final paper due</b> Read Isaiah Read Stromberg, <i>Introduction to the Study of Isaiah</i> , chap. 1-4	History and Literature Isaiah
11/12	<b>VETERAN'S DAY</b>	
11/19	Read Alonso Schökel, "Images" Read Landy, "Song of Songs" Read Song of Songs	Images in Biblical Poetry Song of Songs
11/26	Read Fokkelman, "Preliminary Exercise" Read Alter, "From Line to Story" Read Exodus 13:17–15:21; Judges 4–5 Read Händel, Libretto of <i>Deborah</i> and listen to selected sections.	Poetry in Narrative and Narrative in Poetry
12/03	<b>Secondary literature references for the final paper due</b> Read Alonso Schökel, "Figures of Speech" Read Job Watch Joel & Ethan Coen, <i>A Serious Man</i>	Poetic Figures of Speech Job
12/10	<b>Final Paper due</b>	Presentation of Final Papers Conclusion

C-4

C-2

## 7. Attendance and Absence Policies

**Class attendance is mandatory. More than ONE unjustified absence** will result in lower final grade. **Attendance record** will be posted on Blackboard. **Unjustified absence at the midterm or exam** will result in a fail grade. Tests can be made up only in case of a justified absence, with the instructor's approval. Assigned work will be accepted after the due date only in case of a justified absence; the new due date will be decided by the instructor.

Absences related to **religious observances and practices** are considered justified when in accord with the policies described in ACD 304-04 (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>). Absences related to **university sanctioned events/activities** can be considered justified, in accord with ACD 304-02 (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

## 8. Academic Dishonesty

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal.

For more information, see <http://provost.asu.edu/academicintegrity>.

## 9. Classroom Behavior Statement

Use of pagers, cell phones and recording devices is prohibited during class, unless special approval of the instructor.

## 10. Threatening Behavior Statement

Violent and threatening behavior in class or in interactions with the instructor or other students will not be tolerated. Any such behavior will be reported to university police and handled according to university policy. (See <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>.)

## 11. Disability Policy Statement

**Disability Accommodations:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests at the beginning of the semester. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential. DRC office is located on the first floor of the Matthews Center Building (Mo-Fri, 8:00 AM to 5:00 PM). Phone: 480-965-1234 (V), 480-965-9000 (TTY). Web: [www.asu.edu/studentaffairs/ed/drc/](http://www.asu.edu/studentaffairs/ed/drc/)

## Printing

Students enrolled in courses offered by the **School of International Letters and Cultures** may print from **LL61** and **LL65.1** in the basement of the LL building. Each enrollment in an undergraduate SILC course is automatically given **\$5** of print quota (either 50 single-sided or 62 double-sided pages); each enrollment in a graduate SILC course (500-level and above) is given **\$15** of print quota. Students may purchase more in LL66 during regular hours of operation (cash only).

## Withdrawals and Incompletes

<http://www.asu.edu/aad/manuals/ssm/index.html>

### Guidelines for the First Paper

**Length:**

8-10 pages

**Deadlines:**

- Topic to be determined by Oct. 8;
- Paper to hand in class on Oct. 22.

**Steps:**

1. Choose a narrative episode (no longer than a chapter) in the Hebrew Bible.

Possible examples:

- o Cain and Abel (Gen 4:1-17);
- o The Tower of Babel (Gen 11:1-9);
- o Abram and Sarai in Egypt (Gen 12:10-20);
- o Jacob's marriages (Gen 29);
- o Moses' birth and marriage (Exod 2);
- o Golden Calf (Exod 32);
- o Ehud and Eglon (Jdg 3:12-30);
- o Deborah and Jael (Jdg 4);
- o A portion of Samson's story (Jdg 13 – 16);
- o The Ark of God with the Philistines (1 Sam 5);
- o Saul's anointment (1 Sam 9);
- o David and Goliath (1 Sam 17);
- o Abner's defection and death (2 Sam 3);
- o David's succession (1 Kgs 1);
- o The Man of God and the Old Prophet (1 Kgs 13);
- o Some of Elisha's miracles (2 Kgs 4 – 5);
- o Elisha and the blinded Arameans (2 Kgs 6:1-23).

2. Briefly introduce the episode in its literary context: which book, narrative context, etc.

3. Explain where the episode begins and where it ends. Which elements allow us to consider the episode a narrative unit?

4. Study the internal structure of the plot: different scenes, how they are related to each other, possible recurrent key words.

5. Study the different techniques of repetition:

- o Keyword
- o Motif
- o Theme
- o Sequence of actions
- o Repeated Statements

6. Does the episode refer to other biblical episodes? Do we have a parallel narrative? Is the episode part of a type-scene pattern?

7. How are the characters portrayed? Possible means of portrayal include:
  - Character's naming
  - Character's first appearance in the narrative
  - Costume, clothes
  - Gestures and postures
  - Actions
  - Speeches
  - Feelings
8. Study what the characters know and what they do not know (if relevant). Do certain characters have a superior level of knowledge than others?
9. Whose point(s) of view is/are adopted? Is the story told according to one or different point(s) of view? What does it suggest?
10. If applicable, what is the temporal organization of the story?
11. If applicable, does the story include any ironic statement?
12. If applicable, look for one or different artworks/cultural objects that refer to your episode. What is emphasized? How does it relate to your literary analysis?
13. Reflect on your observations: Which aspect of the story does your literary analysis unveil? Which literary aspects are particularly significant to focus on? What will be the main focus of your paper? What is your interpretation of the story? Choose a title for your paper that reflects that original contribution.
14. Does Alter, *The Art of Biblical Narrative* or another reading for class mention your episode? Is any information from the readings relevant to your analysis? **Refer at least twice to the class readings.** Make sure to quote your sources adequately and to indicate the relevant pages. For example:
 

Robert Alter, *The Art of Biblical Narrative*. New York: Basic Books, 1981, pp. 2-3.

Esther Fuchs, "The Ideal Daughter: Useful Gaps and Some Didactic Implications." In: Esther Fuchs, *Sexual Politics in the Biblical Narrative: Reading the Hebrew Bible as a Woman*. Sheffield: Sheffield Academic Press, 2000, pp. 177-199 (quotation p. 180).
15. **A close reading is expected:** pay attention to textual details (ask me for the Hebrew!), quote biblical texts carefully (examples: Gen 2:24; Exod 3:24-25; Jdg 13-15).
16. Nicely structure your paper. Add a title, an introduction (explaining your main idea and the structure of your paper), a conclusion (bringing everything together, and explaining your main original contribution), subtitles if necessary, and divide the text into paragraphs.
17. Have your paper read by someone with good writing skills if necessary.

**Use of secondary literature outside the class readings is not required at this point.** If you do use secondary literature, quote it adequately. **NEVER ATTRIBUTE TO YOURSELF IDEAS OR TEXTS WRITTEN BY SOMEBODY ELSE.**

At any time, email me for **questions:** [Francoise.Mirguet@asu.edu](mailto:Francoise.Mirguet@asu.edu)

I am available to meet to discuss your paper!

#### **Grading:**

Literary analysis (#2-12 above)	60 pts
Personal interpretation (#13)	10 pts
Reference to the class readings (#14)	10 pts
Close reading + attention to textual details (#15)	10 pts
Structure (#16)	5 pts
Writing style (clarity, spelling, etc.)	5 pts

### Guidelines for the Final Paper

**Length:**

12-15 pages

**Deadlines:**

Paper due December 12, 2012.

**Steps:**

1. Choose a passage/literary unit in the Hebrew Bible, in prose or in poetry (no longer than one chapter).
2. Briefly introduce the text in its literary context: which book, where in the book, etc.
3. Explain where the text begins and where it ends. Which elements allow us to consider the text a literary unit?
4. Study the internal structure of the passage: different scenes (if narrative), stanzas and strophes (if poem).
5. Study the different techniques of repetition:
  - o Keyword
  - o Motif
  - o Theme
  - o Sequence of actions
  - o Repeated Statements
6. Does the passage refer to other biblical texts?
7. Continue the literary analysis of the passage with attention to its specific literary aspects:

**Narrative Texts:**

Different techniques of characterization  
Inclusion in a type scene pattern  
Different levels of knowledge  
Different points of view  
Temporal organization  
Irony

**Poetic Texts:**

Parallelism (syntactic and semantic), antithesis  
Anaphora, merism, litotes, refrains  
Chiasm, ellipsis  
Comparison, metaphor, symbols  
Allegories, parables  
Other figures of speech (see Alonso Schökel, "Figures of Speech").

8. If applicable, look for one or different artworks/cultural objects that refer to your text. What is emphasized? How does it relate to your literary analysis?
9. Reflect on your observations: Which aspect of the text does your literary analysis unveil? Which literary aspects are particularly significant to focus on? What will be the main focus of your paper? What is your interpretation of the text? Choose a title for your paper that reflects that original contribution.

10. **Then**, using the databases presented in class (see Blackboard, “Secondary Literature”), find 3 academic/scholarly secondary sources (article, book, book chapter, commentary). Compare your own analysis and interpretation with those sources, and introduce references to them in your text (in the main text or in footnotes). When you quote then for the first time, briefly explain the method that the author is using. Dialog with your sources (agree, disagree, criticize, etc.). Add EXACT references to the sources (including pages), either in footnotes or at the end of your paper. **NEVER ATTRIBUTE TO YOURSELF IDEAS OR TEXTS WRITTEN BY SOMEBODY ELSE.**
11. **A close reading is expected:** pay attention to textual details (ask me for the Hebrew text!), quote biblical texts carefully (examples: Gen 2:24; Exod 3:24-25; Jdg 13–15).
12. Nicely structure your paper. Add an introduction (explaining your main idea and the structure of your paper), a conclusion (bringing everything together, and explaining your main original contribution), subtitles if necessary, and divide the text into paragraphs.
13. Have your paper read by someone with good writing skills if necessary.

At any time, email me for **questions:** [Francoise.Mirguet@asu.edu](mailto:Francoise.Mirguet@asu.edu)

I am available to meet to discuss your paper, or to write a literal translation of your text.

**Grading:**

Literary analysis (#2-8 above)	50 pts
Close reading + attention to textual details (#11)	10 pts
Personal interpretation (#9)	20 pts
Choice of relevant secondary literature references (#10)	5 pts
Use of secondary literature (dialog with external sources) (#10)	5 pts
Structure (#12)	5 pts
Writing style (clarity, spelling, etc.)	5 pts

**Grading Sheet** (see the handout "Guidelines for the First Paper" for the references of each grading component)

Literary analysis	/60 pts
Close reading + attention to textual details	/10 pts
Personal interpretation	/10 pts
Reference to the class readings	/10 pts
Structure	/5 pts
Writing style (clarity, spelling, etc.)	/5 pts