



Department of Literature, Journalism, Writing, and Languages

School of Humanities, Arts, & Public Engagement

ENG 3050 – Diverse Voices of World Literature

Spring 2026

Section 4

3 Units

MWF 2:45pm – 3:55pm

Bond Academic Center (BAC) 103

Final Exam: Wednesday, May 6th, 2026, 1:30pm - 4:00pm

Instructor	Meghan Coley (she/her)
E-mail	mcoley@pointloma.edu
Office Hours	Mondays and Wednesdays, 10:45am - 11:45am (and by appointment)
Office Location	BAC 126 (Bond Academic Center)

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and

service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description

This course will function as a study of representative works of literature and cultural contexts.

Extended Course Description

Ancient stories influence the stories we swap and hear today, influenced by foundational plot lines, character types, and human nature. In this class, we will specifically focus on how key elements of one of the world's most ancient texts, Homer's *Odyssey*, explores classic themes regarding the hero's journey, as well as how the text has influenced more modern texts, with a specific emphasis on Rick Riordan's *Percy Jackson and the Lightning Thief*. Paying attention to the *Odyssey's* legacy as it manifests in literature marketed for young readers and audiences interested in the intersection of ancient mythology and current life will allow us to not only grasp how mythology endures as a large part of storytelling practice, but is a nearly inexhaustible source of new inspiration for telling meaningful and lasting tales. You will be expected to engage with these two main texts among other supplemental readings, participate in small and all-class discussions, and partake in other various reading-related activities.

Course Learning Outcomes (CLOs)

By the end of ENG 2000, students will be able to:

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation. **(GELO 2c)**

2. Recall (knowledge), identify (knowledge), and use (application) fundamental concepts of literary study to read and discuss texts.
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments) **(GELO 2c)**
3. Connect (synthesis) the works with their own lives and with the social, cultural, and historical contexts of the works and their authors. **(GELO 2c)**

General Education Learning Outcomes (GELOs)

As a General Education (GE) course, ENG 2000 helps to equip you with a broad range of knowledge and skills that will enrich not only your academic studies but also your lifelong learning and vocational service as a Christ-like participant in the world's diverse societies and cultures. Find below the specific GE Learning Outcome (GELO) that ENG 2000 serves.

GELO 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Required Texts and Materials

- Homer, translated by Emily R. Wilson. *The Odyssey*. W.W. Norton & Company, 2018.
- Riordan, Rick. *The Lightning Thief*. Hyperion, 2005.
- Additional readings will be posted on Canvas.

Lomabooks Instructions for Students

- This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrate into Canvas.

- You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.
- For more information about **LomaBooks**, please go: [HERE](#).

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks.

Assessment and Grading

The grading scale for this course is as follows:

A	93-100	B-	80-82.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	63-66.9
B+	87-89.9	C	73-76.9	D-	60-62.9
B	83-86.9	C-	70-72.9	F	0-59.9

I grade all coursework not listed as a major assignment using the Canvas complete/incomplete grading system.

- A “complete” indicates that you successfully completed the assignment in a timely, thoughtful, and thorough manner.
- An “incomplete” suggests that either your work was too brief or superficial to demonstrate learning, indicated confusion or an incomplete understanding of the course concepts, failed to respond fully to the prompt, demonstrated evidence of not reading, or was missing altogether.

Finally, I do not discuss grades over email. I will be happy to talk about your grades with you at any point in the semester, and if you want to discuss your grade, email me to make an appointment.

Revision

I allow revisions for all of your assignments. Revisions should be *substantial* (not just fixing mechanical errors), and any revisions are due within two weeks of the date I hand back graded assignments. If you choose to submit a revision for any assignment, the new grade will completely replace the original grade. (It's really rare to make your project worse by revising it, but if for some reason it happens to you, your grade will remain the same; a revision will never lower your grade, except in cases of plagiarism.)

If you wish to revise, you must:

1. Schedule an appointment with me to discuss your plans for revision.
2. Upload your revision as a re-submission to the original assignment prompt in Canvas.

Note: If you plagiarize and receive a zero as the penalty, you will not be allowed to revise the paper. (For more information about plagiarism, see "Academic Honesty" section).

Late Work

This course requires extensive reading and writing on a regular basis, and due dates are to help us all work at a manageable pace. Work is due on Canvas by the start of class on its due date, and you must complete all assignments and readings on time to keep up with the course. But I will grant most extensions when they are needed, so please come talk to me if you're concerned or falling behind.

Attendance and Participation

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement, which means students are expected to attend and participate in class every day. Success in ENG 2000 is highly dependent upon interaction with your peers and the instructor. That means arriving to class on time, having completed all assigned readings and homework, and participating actively and respectfully in all class activities. Sleeping, talking, texting, being uninvolved with group work, or outright disruptive behavior can negatively impact your grade. If you are experiencing difficulty with attendance or participation, please talk with me so that we can work out an appropriate arrangement.

If you are absent for more than 10% of class sessions (4 classes for a MWF course), I will issue a written warning of de-enrollment. If your absences exceed more than 20% (8 classes for a MWF course), you may be de-enrolled without notice until the university drop date or, after that date, receive an "F" grade.

Students who are absent due to illness or other emergencies do not need to submit documentation for that absence, but you should email me as soon as you are able to let me know about your absence. Should you miss a class (for any reason), it is your responsibility to reach out to a classmate to get notes and any other material you may have missed. Some in-class work, such as certain group activities, cannot be made up later if they are missed.

Showing up to class on time is not only imperative but respectful—to both your peers and your professor. Wandering into class late is disruptive and impedes your ability to be fully prepared for class. Refrain from consistent issues of tardiness.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted. Your final will consist of a required Signature Assignment given to all ENG305x students, as well as a group project (details for both below).

For the Signature Assignment:

This signature assignment is a formal, but personal, essay due by the beginning of the final examination period. This essay will require you to reflect on your interpretive reading and as such will rely solely on the literary text and your own thoughts and perspectives. More information on the essay prompt will be provided to you as we near the last 1-2 weeks of the semester.

For Our Group Project:

In groups, you have two choices concerning what you want to analyze and expand upon for your project from our course's two main texts. First, determine which of the two avenues below your group will select:

1. Choose a single episode from *The Odyssey* (e.g., the Cyclops, the Underworld, Circe, the Sirens, etc.)
2. Choose a character marginalized in *The Odyssey* (e.g., Penelope, Circe, Calypso, enslaved women, Polyphemus, etc.)

If your group chooses to analyze a single episode from *The Odyssey*, your task is to:

- Analyze Emily Wilson's translation choices (tone, diction, gendered language, moral framing, etc.)
- Reimagine that episode as if it occurred in the Percy Jackson universe
- Produce:
- A visual presentation of your choosing to communicate your group's conclusions concerning Wilson's translation style and how that single episode would play out in Rick Riordan's fictional universe.

If your group chooses to analyze a marginalized character from *The Odyssey*, your task is to:

- Examine how Wilson's translation gives (or limits) their voice
- Rewrite or invent a scene where that character appears in the *Percy Jackson* world
- Produce:
- A visual presentation of your choosing to communicate your group's conclusions concerning Wilson's translation style and how that character would appear in Rick Riordan's fictional universe.

Each group may present their project's final work to the class in whatever way they see fit. As such, make sure that you present your group's work and findings in a manner that is engaging and presentable to the entire class. You may choose to make some sort of Canva, Google Slides, or PowerPoint presentation, or deliver your analysis in another creative fashion (act out your creative retelling or scene, explain and expand on the main parts of your group's analysis, find or make your own visuals pertaining to your episode or marginalized character, etc.)

We will devote our entire final exam period time (Wednesday, May 6th, 1:30-4:00pm) to conducting these presentations. Your attendance at our final exam time is mandatory to ensure you are present for your own group's presentation as well as to ensure you are an engaged audience member for your peers.

A detailed rubric will be provided to you as we draw closer to the end of the semester, as well as time in class to meet, brainstorm, and work with your peers.

Note: This project values interpretation over “right answers.” You are being assessed on how thoughtfully and responsibly you engage with the texts, their characters, and the ethical or thematic questions they raise.

Final Exam: Wednesday, May 6th, 2026, 1:30pm - 4:00pm

Language & Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Spiritual Care

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

You are not allowed to use Artificial Intelligence (AI) tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. **However,** you are allowed to use AI tools (e.g, ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity) to generate or brainstorm ideas. **Cite anytime** you use AI where necessary, and include a 2-3 sentence explanation as to why you weren't able to complete the assignment or task without the use of AI, or I will not accept your use of this tool.

Use the following sources to guide your citations when using AI.

- [MLA Style Center: Citing Generative AI](#)
- [APA Style: How to Cite ChatGPT](#)
- [Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

If you have any doubts or questions about using AI and/or when it's appropriate to cite or make your use of AI known to me, please come talk to me for clarification.

Use of Technology

Most of the readings and assignments for this course will be accessed and submitted via Canvas. As such, you will need to bring a device capable of accessing Canvas with you when you are in class. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In ENG 2000, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement with literature and aspects of literary culture, and I will support you throughout your learning in this course.

Sexual Misconduct & Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Respect

Respect for other students and your instructor in our classroom is essential to a healthy classroom dynamic. We may discuss ideas and concepts that challenge your current thinking, so we all must respect one another and be open to new ideas. Show courtesy to other students and your instructor. Please do not sleep, carry on private conversations, text, or work on assignments for other classes during our active class time. Students who do so are not actively present in class and will be asked to leave our learning environment as a result.

Resources

There are a lot of resources available to you as a student in this course and at PLNU. I will highlight three here that I believe are particularly useful: the Loma Writing Center, the Ryan Library, and the Wellness Counseling Center.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You're encouraged to talk with one of the Loma Writing Center's trained consultants about getting started on an assignment, organizing your ideas, writing with sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see <https://www.pointloma.edu/centers-institutes/loma-writing-center> or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

Ryan Library

The Ryan Library is staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at PLNU. The easiest way to get help is to connect with a reference librarian in the “Ask a Librarian” chat window on the Ryan Library homepage at <https://libguides.pointloma.edu/ryanlibrary>. You can also stop by the “Research Help” desk inside the Ryan Library.

Wellness Counseling Center

The Wellness Counseling Center helps students maintain and develop emotional well-being to achieve their educational and personal goals and promotes a healthy and inclusive community through relationship building, education, crisis intervention, and support. They provide short-term therapy to all undergraduate students registered for classes on the main campus, and they can recommend and refer to other resources for more long-term care and support. If you could benefit from their assistance, contact them anytime:

- Website: <https://www.pointloma.edu/offices/wellness-counseling-center>
- Email: counselingservices@pointloma.edu
- Phone: (619) 849-3020

If you need emergency assistance, please call 911 or the Access and Crisis Line at (888) 724-7240.

Class Schedule (MWF)

I reserve the right to change the course schedule this semester, and I will always notify you in advance of any changes. **Our class’s Canvas page will be the most up-to-date schedule for our class week by week.** Unless otherwise noted, all assignments are due on Canvas by the start of class on its due date. All assignments and readings should be completed **by the time you come to class.** Details for all assignments can be found on Canvas.

Week 1: Course Introduction

Date	Class Description	Reading	Assignments Due
------	-------------------	---------	-----------------

M 1/12	Welcome to ENG3050		
W 1/14	Prior Knowledge and the "Why?"	Syllabus	Greek Myth Knowledge & Curiosity
F 1/16	The Topic of Translation	Higgins' "The Odyssey translated by Emily Wilson review - a new cultural landmark." from <i>The Guardian</i>	Short Answer Questions

Week 2: An Introduction to *The Odyssey*

Date	Class Description	Reading	Assignments Due
M 1/19	<i>MLK Jr. Day - no class</i>		
W 1/21	An Introduction to <i>The Odyssey</i>	Read select pages from Wilson's "Introduction": pgs. 1-13, 23-29, 37-48, and 57-65	Short Answer Questions
F 1/23	The Boy and the Goddess	Read <i>The Odyssey</i> Book 1 (pages 105-120) Read pgs. 14-17 from <i>Mythology</i> Read "Becoming A Man" from Wilson's "Introduction": pgs. 48-53	Reading Quiz #1 Reading Response #1

Week 3: Telemachus & Trojan War Heroes

Date	Class Description	Reading	Assignments Due
M 1/26	A Dangerous Journey	Read <i>The Odyssey</i> Book 2 (pages 120-135) Read "Gods" from Wilson's "Introduction": pgs. 29-37	Reading Quiz #2 Reading Response #2
W 1/28	An Old King Remembers	Read <i>The Odyssey</i> Book 3 (pages 135-152) Read pgs. 260-262 from <i>Mythology</i>	Reading Quiz #3 Reading Response #3
F 1/30	What the Sea God Said	Read <i>The Odyssey</i> Book 4 (pages 152-180) Read pgs. 112-113 & 240-245 from <i>Mythology</i>	Reading Quiz #4 Reading Response #4

Week 4: Disaster, Princesses, & Hospitality

Date	Class Description	Reading	Assignments Due
------	-------------------	---------	-----------------

M 2/2	From the Goddess to the Storm	Read <i>The Odyssey</i> Book 5 (pages 180-197) Read pgs. 154-156 & 100-102 from <i>Mythology</i> Read " Calypso Takes A Stand " by Lauren Ziment	Reading Quiz #5 Reading Response #5
W 2/4	A Princess and Her Laundry	Read <i>The Odyssey</i> Book 6 (pages 197-208)	Reading Quiz #6 Reading Response #6
F 2/6	A Magical Kingdom	Read <i>The Odyssey</i> Book 7 (pages 208-220) Read " Athena among the Phaeacians " by Douglas Frame	Reading Quiz #7 Reading Response #7

Week 5: Hospitality Abused & Circe

Date	Class Description	Reading	Assignments Due
M 2/9	The Songs of a Poet	Read <i>The Odyssey</i> Book 8 (pages 220-240) Read pgs. 53-55, 130-131, & 93-96 from <i>Mythology</i>	Reading Quiz #8 Reading Response #8
W 2/11	A Pirate in a Shepherd's Cave	Read <i>The Odyssey</i> Book 9 (pages 240-259) Read pgs. 106-109 from <i>Mythology</i> Read pgs. 28-29 of Wilson's "Introduction" (the end of the "Friends, Strangers, Guests" section)	Reading Quiz #9 Reading Response #9
F 2/13	The Winds and the Witch	Read <i>The Odyssey</i> Book 10 (pages 259-279) Read pgs. 134-136 from <i>Mythology</i> Read <i>Circe</i> excerpts, pgs. 196-205	Reading Quiz #10 Reading Response #10

Week 6: A Prophecy & Dangers at Sea

Date	Class Description	Reading	Assignments Due
M 2/16	The Dead	Read <i>The Odyssey</i> Book 11 (pages 279-301) Read pgs. 124-125, 253-254, & 265-266 from <i>Mythology</i>	Reading Quiz #11 Reading Response #11

W 2/18	Difficult Choices	Read <i>The Odyssey</i> Book 12 (pages 301-316) Read pgs. 102 & 118-119 from <i>Mythology</i> Read "The song of the Sirens between sound and sense" by Silvia Montiglio	Reading Quiz #12 Reading Response #12
F 2/20	Two Tricksters	Read <i>The Odyssey</i> Book 13 (pages 316-332) Read pgs. 266-270 from <i>Mythology</i>	Reading Quiz #13 Reading Response #13

Week 7: Homecoming, Loyalty, & Schemes

Date	Class Description	Reading	Assignments Due
M 2/23	A Loyal Slave	Read <i>The Odyssey</i> Book 14 (pages 332-350) Read "Slaves" from Wilson's "Introduction": pgs. 54-57	Reading Quiz #14 Reading Response #14
W 2/25	The Prince Returns	Read <i>The Odyssey</i> Book 15 (pages 350-369)	Reading Quiz #15 Reading Response #15
F 2/27	Father and Son	Read <i>The Odyssey</i> Book 16 (pages 369-386) Read "Hated Odysseus" from Wilson's "Introduction": pgs. 65-71	Reading Quiz #16 Reading Response #16

Week 8: Biding Time & A Curious Queen

Date	Class Description	Reading	Assignments Due
M 3/2	Insults and Abuse	Read <i>The Odyssey</i> Book 17 (pages 386-408)	Reading Quiz #17 Reading Response #17
W 3/4	Two Beggars	Read <i>The Odyssey</i> Book 18 (pages 408-424) Read "Friends, Strangers, Guests" from Wilson's "Introduction": pgs. 23-29	Reading Quiz #18 Reading Response #18
F 3/6	The Queen and the Beggar	Read <i>The Odyssey</i> Book 19 (pages 424-445) Read "Female Stereotypes in the Odyssey: Do Homer's Women Have"	Reading Quiz #19 Reading Response #19

		Agency?" by Rhianna Padman	
--	--	--	--

Week 9: Spring Break

Date	Class Description	Reading	Assignments Due
M 3/9	<i>Have a safe and restful Spring Break!</i>		
W 3/11			
F 3/13			

Week 10: Patience, Tests, & Vengeance

Date	Class Description	Reading	Assignments Due
M 3/16	The Last Banquet	Read <i>The Odyssey</i> Book 20 (pages 445-460)	Reading Quiz #20 Reading Response #20
W 3/18	An Archery Contest	Read <i>The Odyssey</i> Book 21 (pages 460-476) Read " Odysseus' trial of the bow as symbolic performance " by Joseph Russo	Reading Quiz #21 Reading Response #21
F 3/20	Bloodshed	Read <i>The Odyssey</i> Book 22 (pages 476-494) Read pgs. 270-272 from <i>Mythology</i>	Reading Quiz #22 Reading Response #22

Week 11: 'The End' & An Introduction to *Percy Jackson*

Date	Class Description	Reading	Assignments Due
M 3/23	The Olive Tree Bed	Read <i>The Odyssey</i> Book 23 (pages 494-507) Read " The Tale of Two Beds: Wandering and Homecoming in The Odyssey " by Mateusz Stróżyński	Reading Quiz #23 Reading Response #23
W 3/25	Restless Spirits	Read <i>The Odyssey</i> Book 24 (pages 507-525) Read "Endings" from Wilson's "Introduction": pgs. 71-74	Reading Quiz #24 Reading Response #24
F 3/27	An Introduction to <i>Percy Jackson</i>	Watch " Rick Riordan on How His Son Inspired "	Short Answer Questions

		the Percy Jackson Book Series (1:06 to 2:44)	
--	--	--	--

Week 12: Homeric Myth in Another Context

Date	Class Description	Reading	Assignments Due
M 3/30	From Odysseus to Percy	Read <i>PJ&tLT</i> Chapters 1-3 Read pgs. 138-141 & 190-191 from <i>Mythology</i>	Reading Quiz #25 Reading Response #25
W 4/1	At Camp Half-Blood	Read <i>PJ&tLT</i> Chapters 4-6 Read pgs. 161-164 from <i>Mythology</i>	Reading Quiz #26 Reading Response #26
F 4/3	<i>Easter Break - no class</i>		<i>Enjoy your break!</i>

Week 13: The Jackson Journey Commences

Date	Class Description	Reading	Assignments Due
M 4/6	<i>Easter Break - no class</i>		<i>Enjoy your break!</i>
W 4/8	An Accepted Quest	Read <i>PJ&tLT</i> Chapters 7-9	Reading Quiz #27 Reading Response #27
F 4/10	Monsters in the Wild	Read <i>PJ&tLT</i> Chapters 10-12 Read pgs. 200-203 & 174-176 from <i>Mythology</i>	Reading Quiz #28 Reading Response #28

Week 14: A Quest (Nearly) Fulfilled

Date	Class Description	Reading	Assignments Due
M 4/13	War Gods and Cheeseburgers	Read <i>PJ&tLT</i> Chapters 13-15 Read pgs. 104 & 283 from <i>Mythology</i>	Reading Quiz #29 Reading Response #29
W 4/15	Almost to Hadestown	Read <i>PJ&tLT</i> Chapters 16-18 Read pgs. 122-126 & 198-200 from <i>Mythology</i>	Reading Quiz #30 Reading Response #30
F 4/17	The Prophecy on A Cliffhanger	Read <i>PJ&tLT</i> Chapters 19-22 Read pgs. 6-9 & 128 from <i>Mythology</i>	Reading Quiz #31 Reading Response #31

Week 15: Myth Today & Final Prep

Date	Class Description	Reading	Assignments Due
M 4/20	The Legacy of Myth and Story	TBD	Short Answer Questions
W 4/22	Final Project Intro Day		
F 4/24	Final Project Planning Day		Outline of Group's Final Project

Week 16: Wrapping Up

Date	Class Description	Reading	Assignments Due
M 4/27	Final Project Work Day, Pt. 1		
W 4/29	Final Project Work Day, Pt. 2		
F 5/1	No class meeting		Rough Draft of Final Project

Final Exam Period: Wednesday, May 6th, 2026 1:30pm - 4:00pm