English 209.006  Introduction to Mythology
MWF 11:00–11:50, Ferguson 181, Fall 2018

Dr. Kevin R. West, Dept. of English
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Office Hours: MW 2:30–3:30, TR 9:30–11:00

Bulletin Description: Focuses primarily on studies of Greek, Roman, and Hebraic mythologies, emphasizing the role of myth in history, culture, and consciousness. Prerequisite: six semesters of freshman English with a grade of C or better.

Required Texts:


General Education Core Curriculum: The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives. By enrolling in ENG 209, you are also enrolling in a Core Curriculum Course that fulfills the **Written Communication Skills** requirement (to include effective development, interpretation and expression of ideas though written, oral, and visual communication). You will see this course in your D2L list. At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this assignment, the **Core Capstone Essay, due 12 November**, you will need to submit a paper copy to your professor and upload the assignment to the “Core Curriculum” dropbox. The Core Curriculum dropbox will be identified by the Objective for which work is being collected. (Examples: Critical Thinking, Teamwork, Social Responsibility Empirical & Quantitative Skills, Personal Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills-Oral & Visual.) Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations. If you have any questions, please see your Instructor or contact the Office of Student Learning and Institutional Assessment at (936) 468-1130.

Student Learning Outcomes for ENG 209: By the end of the course, students should be able to
1. Exhibit an understanding of and appreciation for key works in world literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations (this outcome aligns with the Core objectives of Critical Thinking and Communication Skills);
2. Demonstrate an understanding of periodization in world literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations. Periodization is not merely a historical consideration, as defined by events, persons, or dates; students will demonstrate an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and affect motivations (this outcome aligns with all four Core objectives);
3. Read literature with increased critical acumen, as evidenced in daily discussions of readings and in responsive essays (this outcome aligns with the Core objectives of Critical Thinking and Communication Skills); and

4. Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manners in and causes by which humans interact with one another (this outcome aligns with all four Core objectives).

Course Requirements: Your reading of each day’s assignment will be explicitly tested during practically every session in some manner, whether through quizzes or other written or oral responses. (The 250 points allotted for quizzes and daily work breaks down as 10 points x 25 meetings.) Grades will be computed in terms of the 1000 points possible for the semester as follows:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes and Daily Work</td>
<td>250 pts</td>
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<tr>
<td>Presentation Project</td>
<td>100 pts</td>
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<tr>
<td>Core Capstone Essay</td>
<td>150 pts</td>
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<td>Midterm Exam</td>
<td>250 pts</td>
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<td>Final Exam</td>
<td>250 pts</td>
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<tr>
<td>Total</td>
<td>1000 pts</td>
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More information about the presentation project and essay will be forthcoming. Exams will include MC, fill-in-the-blank, and short answer questions. Your running points will be available on D2L (http://d2l.sfasu.edu); please advise me ASAP if you see anything that seems amiss. The final course grade will depend entirely on the points earned: 1000–900=A, 899–800=B, 799–700=C, 699–600=D, fewer than 600=F. No individual “bonus points” arrangements will be made.

Attendance: The attendance policy for this course is the official SFASU policy, by which regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events—and documentation may be required. Students with acceptable excuses may be permitted to make up work for absences to a maximum of three weeks of a semester when the nature of the work missed permits. Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments. Note also that you must turn in the essay and take both exams to pass the course.

**Note regarding make-up and late work: Make-up tests and quizzes (which will be given only in the case of excused absences) must be taken during my office hours (or at a mutually arranged time) on your own initiative within one week of the absence, and they may be more challenging than the original versions. Late essays will lose one letter grade per business day of lateness. I will not accept the submission of material via e-mail without prior approval. Note also that late arrival to class may mean that you miss that day’s quiz, and early departure may mean that you forfeit that day’s quiz.

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom (especially with respect to phones). Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert
Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

**Academic Integrity:** Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Read the complete policy at [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf).

**Withheld Grades Policy:** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities:** To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

### Schedule of Readings/Topics

NB: Assignments are to be read for (i.e., sometime before) the date by which they are listed. Quizzes cover that day’s assigned material.

**Week 1**
- 27 Aug: Introduction to the course

**Week 2**
- 3 Sep: “Homeric Hymn to Demeter” (to be supplied)
- 5 Sep: Homer, *Iliad*, book 1
- 7 Sep: *Iliad*, books 3–4

**Week 3**
- 10 Sep: *Iliad*, books 5–6
- 12 Sep: *Iliad*, books 8–9
14 Sep  Iliad, books 14–15

Week 4
17 Sep  Iliad, books 16, 18–19
19 Sep  Iliad, books 20–21
21 Sep  Iliad, books 22, 24

Week 5
24 Sep  The Odyssey (DVD in class)
26 Sep  Homer, The Odyssey, books 1, 3–4
28 Sep  Odyssey, books 5–6

Week 6
1 Oct   Odyssey, books 8–9
3 Oct   Odyssey, books 10–12
5 Oct   Odyssey, books 13, 16, 17, 19

Week 7
8 Oct   Odyssey, books 21–24
10 Oct  Miscellaneous literature inspired by The Odyssey (to be supplied)
12 Oct  Midterm Exam

Week 8
15 Oct  Aeschylus, Agamemnon
17 Oct  Aeschylus, The Libation Bearers
19 Oct  Aeschylus, The Eumenides

Week 9
22 Oct  Sophocles, Electra
24 Oct  Sophocles, Ajax
26 Oct  Ovid on the Judgment of Arms (Odysseus vs. Ajax [to be supplied])

Week 10
29 Oct  Sophocles, Philoctetes
31 Oct  Sophocles, The Women of Trachis
2 Nov   Euripides, Heracles

Week 11
5 Nov   Euripides, Medea (film in class)
7 Nov   Medea continued
9 Nov   Euripides, Bacchae

Week 12
12 Nov  Capstone Essay due. Ovid on Orpheus and Eurydice, Echo and Narcissus (to be supplied)
14 Nov  Gaiman, Norse Mythology, introduction and chps 1–3
16 Nov  Norse Mythology, chps 4–7

Thanksgiving Break

Week 13
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<th>Date</th>
<th>Event</th>
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<tr>
<td>26 Nov</td>
<td><em>Norse Mythology</em>, chps 8–10</td>
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<td>28 Nov</td>
<td><em>Norse Mythology</em>, chps 11–13</td>
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<tr>
<td>30 Nov</td>
<td><em>Norse Mythology</em>, chps 14–16</td>
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<td><strong>Week 14</strong></td>
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<td>3 Dec</td>
<td>Presentations</td>
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<td>5 Dec</td>
<td>Presentations</td>
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<td>7 Dec</td>
<td>Presentations</td>
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<td><strong>Finals Week</strong></td>
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