Introduction to Mythology

English 209.500, .501

Course Syllabus

Department of English, SFASU

Spring 2018

Before the gates of excellence the high gods have placed sweat . . .

Hesiod

Professor: Anne M. Duncan

E-mail: aduncan@sfasu.edu

Office Phone: (936) 468-2028 Home Phone: (936) 564-0830

Office: F288

Office Hours: 24/7 via e-mail, face-to-face times by appointment

Meeting Times and Location: On-line (d2l.sfasu.edu) This class is taught entirely on-line; no face-to-face meetings are required.

Best Ways to Contact Me

- I may be reached using the e-mail tool in our course. Sending me an e-mail in MySFA is NOT a good option after our course opens.
- If necessary, you may call me using my home phone number.
- I will meet with any student in my office by appointment.

Technical Support Information

For D2L technical support, contact student support in the Center for Teaching and Learning (CTL) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.
For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you’ll find written instructions and video tutorials.

**English Program Learning Outcomes**

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**General Education Core Curriculum Objectives:**

In any given semester, one or more of the following Core Curriculum Objectives for the English Foundational Component Area in Language, Philosophy, and Culture may be assessed. These objectives are:

1. Critical Thinking: Creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

2. Communication Skills: Effective development, interpretation and expression of ideas through written, oral and visual communication.


4. Personal Responsibility: The ability to connect choices, actions and consequences to ethical decision-making.

**General Education Core Curriculum**

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: 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.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.
The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>All reading, discussion and writing assignments.</td>
<td>Various due dates.</td>
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<tr>
<td></td>
<td></td>
<td>Capstone assignment</td>
<td>Due April 22</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>All reading, discussion and writing assignments.</td>
<td>Various due dates.</td>
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<tr>
<td></td>
<td></td>
<td>Capstone assignment</td>
<td>Due November 30</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>All reading, discussion and writing assignments.</td>
<td>Various due dates.</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Reading assignments; all individual and group assignments.</td>
<td>Various due dates.</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Reading assignments from various places in the world and points of view</td>
<td>Various due dates.</td>
</tr>
</tbody>
</table>

**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 to the Core objective of Critical Thinking and Communication);

2. Students will 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 an 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 impact motivations (this outcome aligns to the Core objective of Critical Thinking and Communication as well as Personal Responsibility and Social Responsibility);

3. Students will read literature with increased critical acumen, as evidenced in daily discussions of readings and in responsive essays (this outcome aligns to the Core objective of Critical Thinking and Communication); and

4. Students will be able to 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 manner and causes by which humans interact with one another (this outcome aligns to the Core objective of Social Responsibility and Personal Responsibility).

**Specific Course Information**

**Course Description:**

“Study of Greek, Roman and Hebraic mythology, emphasizing the role of myth in history, culture and consciousness. Prerequisite: six semester hours of freshman English.” *General Bulletin, 2012-2013.*

Students in English 209, Introduction to Mythology, will read myths from a variety of world cultures for the purpose of examining the similarities and differences among them. Special emphasis is given to Greek myths and literature. All students in this upper level English class are expected to demonstrate writing competence. The writing assigned is an integral part of the course.

**Prerequisite**

Students who take English 209 must have a C or better in English 131 and English 132, or equivalent credit.

**Required Textbooks**


**Course Requirements**

For this course, students will complete reading assignments from the two required textbooks. Students will respond to the literature by writing discussion posts and reading and commenting
on posts from classmates. Students will take reading quizzes and three major exams and will write essays. The course work includes sending e-mails, using the discussion board and participation in virtual office hours. The course requires that the reading and writing be done in a timely fashion so that students can participate in discussion and submit writing assignments when they are due.

**Assignments**

All writing assignments must be typed and submitted as a Microsoft Word (or Rich Text Format) document online through D2L. All assignments will be graded for proper format, soundness of content, attention to rhetorical context, resourcefulness, grammar, and mechanics.

All assignments must be completed in the order in which they are given. Assignments should be turned in by the due date in the Timeline. If you need extra time, you should consult with me. Allowing yourself to get behind, in an on-line class especially, can be disastrous. No assignments will be accepted after the last class date.

All assessments for a particular module must be completed before the next module opens.

**Essay format**

All essays must be in MLA format, with one inch margins, no cover page, and a Works Cited page if specified in the assignment instructions. Text should be either Cambria or Times New Roman 12 point, and double-spaced. Pages must be left justified. Pages must be numbered at the top right hand side of all pages, along with your last name (for example: Duncan 1).

**Quizzes and Exams**

You have the option of taking each quiz two times; the higher of your grades will count. One attempt is offered for exams.

**Grades**

In order to pass, students are expected to do all the reading and writing assignments required in the class. Doing all the assignments as they are described in the course increases the possibility of academic success.

**Assignments and Point Values**

<table>
<thead>
<tr>
<th>Getting Started and Orientation Modules</th>
<th>Practice Composition</th>
<th>5 points</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>5 points</td>
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<td></td>
<td></td>
<td>10 points</td>
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<tr>
<td>Module One</td>
<td>Orientation Quiz</td>
<td>Syllabus Quiz</td>
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<tr>
<td>Module Two</td>
<td>Module One discussion</td>
<td>8 points</td>
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<td></td>
<td>Vocabulary Quiz</td>
<td>12 points</td>
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<tr>
<td>Module Three</td>
<td>Short essay</td>
<td>50 points</td>
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<td></td>
<td>2 Reading Quizzes</td>
<td>10 points</td>
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<td>10 points</td>
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<td></td>
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<td>20 points</td>
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<td>20 points</td>
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<tr>
<td>EXAM ONE</td>
<td>Exam</td>
<td>50 points</td>
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<tr>
<td>Module Four</td>
<td>Group Discussion</td>
<td>100 points</td>
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<tr>
<td></td>
<td>2 Reading Quizzes</td>
<td>10 points</td>
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<td></td>
<td></td>
<td>20 points</td>
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<tr>
<td>Module Five</td>
<td>2 Discussion Posts</td>
<td>10 points</td>
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<td></td>
<td>4 Reading Quizzes</td>
<td>10 points</td>
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<td></td>
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<td>10 points</td>
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<tr>
<td>EXAM TWO</td>
<td>Exam</td>
<td>50 points</td>
</tr>
<tr>
<td>Module Six</td>
<td>2 Reading Quizzes</td>
<td>10 points</td>
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<td></td>
<td>Capstone assignment</td>
<td>10 points</td>
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<td></td>
<td></td>
<td>100 points</td>
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<tr>
<td>Module Seven</td>
<td>Discussion Post</td>
<td>20 points</td>
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<tr>
<td></td>
<td>2 Reading Quizzes</td>
<td>20 points</td>
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<td></td>
<td></td>
<td>20 points</td>
</tr>
<tr>
<td>EXAM THREE</td>
<td>Final Exam</td>
<td>80 points</td>
</tr>
</tbody>
</table>

Total 730 points

657 points or more = A
584 points to 656 points = B
511 points to 583 points = C
438 points to 510 points = D
437 or less = F

You will write a core capstone essay on an aspect of mythology as defined by the instructor. Your essay will be graded based on your use of critical thinking skills; the quality of your grammar, vocabulary, and written style; and your ability to show the effect of social background on the personal choices of characters in the literary work, comparing and contrasting these choices with those made by people in the modern world.

More information on essay assignments will be forthcoming. Essays will be graded both on substance (quality and accuracy of ideas) as well as expression (tone, style, syntax).

**Grade Criteria and Policy:**

There is very little wiggle room in this system of allotting points. With each assignment, students have the opportunity to ask questions, write thoughtfully and carefully, and submit work on time. These are behaviors that maximize your chance of being successful in this class.

Overall, your grade will be based on a total of the available points. To figure your grade at any point in the semester, simply add up the number of points that you have and divide that by the number of points possible. This will give you an overall percentage. At the end of each module, your "Average to Date" will be posted in your "Grades" list.
Grading Standard:

A: 90-100: Students earning the grade of an A on any assignment will have completed work that obviously demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of an A is reserved for that work which expertly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors.

B: 80-89: Students earning the grade of a B on any assignment will have completed work that demonstrates a more than average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a B is reserved for that work which adeptly displays one’s ability to engage the ideas at hand, recognize and dialogue about the complications of such ideas, and translate such dialogue into clear, academic prose that is free of stigmatized errors. However, the level of thought, while still above average, may fluctuate in terms of analytic abilities and expression.

C: 70-79: Students earning the grade of a C on any assignment will have completed work that demonstrates an average understanding of the course material and completion of all aspects and requirements of the assignment. The grade of a C is reserved for that work which displays one’s ability to engage the ideas at hand (more so through summary and response rather than analysis), recognize and dialogue about the complications of such ideas (however, the complications recognized will focus more on surface level issues rather than the greater whole), and translate such dialogue into clear, academic prose that is free of stigmatized errors. As can be seen from this description, the level of thought will be acceptable and display that a student has read the assignment, but his/her analytic abilities and level of expression will not be nearly as complicated nor developed. Instead, C work will display a student’s hold to traditional methods of expression (simpler construction of sentence and paragraph development) and a struggle to develop complex, critical thinking skills.

D: 60-69: Students earning the grade of a D on any assignment will have completed work that demonstrates a below average understanding of course material and a lack of completion of all aspects and requirements of the assignment. The grade of a D is reserved for that work which displays one’s struggle or refusal to engage the ideas at hand, simply summarizes the work under study with no actual recognition of or dialogue about the complications of such ideas, and the translation of ideas into writing is completed in such a convoluted manner that the audience will have difficulty following the conversation.

F: 0-59: Students earning the grade of a F on any assignment will either not have completed the assignment, will have completed the assignment but not followed the guidelines, or will have completed the assignment and demonstrated a complete misunderstanding of the course material. In this case, it will be obvious that the student has either not completed the required reading and/or given him/herself enough time to develop the work. The grade of a F is reserved for that work which does not engage the issues at hand, offers a base (not complete) summary of the work at hand with no critical engagement, and the translation of ideas into writing is either incomplete or the audience will be unable to follow the conversation. It is important to remember
that a student can receive 0 out of 100 points. In the case that a student only partially completes an assignment or completes a work (in terms of page length, but not purpose) s/he may receive 0 points.

**Deadlines and late work**

You are expected to turn in all assignments on time. Late work will be accepted only according to the following guidelines:

- If you are running into delays completing any assignments, CONTACT ME AHEAD OF THE DUE DATE to explain the problem.
- Failure to complete each module on time will have an impact on your success in this class.
- Group work must be completed within the timeframe allowed in the Timeline. There is no option for an alternate assignment or for a late submission.

**Academic Integrity (A-9.1):** 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. Please read the complete policy at

http://www.sfasu.edu/policies/academic_integrity.asp.

**Major assignments in this course are submitted to Turnitin.com.**

**Other course policies**

**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, policy D-34.1). 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. 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.

Withheld Grades Policy (A-54):

The following is taken from SFASU’s Policy Manual (2012), “Semester Grades Policy” (A-54):

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.

Attendance:

The attendance policy for this course is the official SFASU policy as stated at http://www.sfasu.edu/policies/class_attendance_excused_abs.asp.

Enforcing an attendance policy in an on-line class is difficult, something that can attract students for the wrong reasons. Obviously, students are often happy not to be locked into a class attendance policy. However, students in on-line classes have a greater responsibility for creating their own class time. You should log-in to the course every day. You may, of course, do so as it suits your schedule, but this on-line class will require the same sort of discipline that is required in a face-to-face class.

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/.

Difficulties
If you do not understand an instruction, or if you have questions or are having difficulties with the reading or writing assignments, please contact me as soon as possible. I can work with you (online or in person) to solve the problem.

**Email and phone messages**

The most reliable way to reach me is by sending an e-mail through D2L. But if you need to send e-mail through mySFA instead, please include "English 209" in the subject line. If you need to reach me by phone, use my home phone number: as long as all my teaching is on-line, my home phone number is my office number.

**Course Timeline**

**Spring 2018**

*Important note:* Every assignment is not listed in the timeline. Read every module to be sure of what is required for each one. The most important dates are the beginning and ending dates for each module. All the work for each module must be completed by the time the next module opens.

<table>
<thead>
<tr>
<th>Orientation to the Course</th>
<th>January 16 - January 19</th>
<th>Getting Started Module</th>
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</thead>
<tbody>
<tr>
<td>January 16 - January 19</td>
<td></td>
<td>Orientation Module</td>
</tr>
<tr>
<td>Module One - Mythology, the Basics</td>
<td>January 19 - January 26</td>
<td>Module One</td>
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<td></td>
<td>January 26</td>
<td>Discussion posts due</td>
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<td></td>
<td>January 26</td>
<td>Complete Module One</td>
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<tr>
<td>Module Two</td>
<td>January 26 - February 9</td>
<td>Module Two</td>
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<tr>
<td>Module</td>
<td>Start Date</td>
<td>End Date</td>
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<tr>
<td>Cosmic Myth</td>
<td>February 2</td>
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<td>February 9</td>
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<tr>
<td>Module Three</td>
<td>February 9 - February 22</td>
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<tr>
<td>Women in Myth</td>
<td>February 20</td>
<td>February 22</td>
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<td>February 22</td>
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<tr>
<td>Exam</td>
<td>February 23</td>
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<tr>
<td>Module Four</td>
<td>February 23 - March 23</td>
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<td>Gods and Heroes, the World</td>
<td>February 23</td>
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<td>March 23</td>
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<td>March 23</td>
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<td>Module Five</td>
<td>March 23 - April 5</td>
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<tr>
<td>Module</td>
<td>Start Date</td>
<td>End Date</td>
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<tr>
<td>Gods and Heroes, the Greeks</td>
<td>March 23</td>
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<td>April 5</td>
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<tr>
<td>Exam</td>
<td>April 6</td>
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<tr>
<td>Module Six</td>
<td>April 6 - April 25</td>
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<tr>
<td>Themes in Myth</td>
<td>April 20</td>
<td>(Essays will be accepted through April 25 without penalty.)</td>
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<td>April 25</td>
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<tr>
<td>Module Seven</td>
<td>April 25 - May 4</td>
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<tr>
<td>Myth in Cultural Heritage</td>
<td>May 2</td>
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<td>May 4</td>
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</tbody>
</table>

No work, except the Final Exam, will be accepted after 12:00 midnight on Friday, May 4.

Final Exam | May 7 | The exam will open at 12:01 am and close at 11:59 pm.