English 209 Introduction to Mythology
English 209.007 Spring 2018 Syllabus

Instructor: Mrs. Annaliese Chaudhuri

Meeting time: Tu/Th 2-3:15, Ferguson 292

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Office hours: Mon/Wed 11 AM- 1 PM, Tuesday 9:45 AM – 10:45 AM, or by appointment

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.” - SFASU Catalogue Description

The influence of ancient myths on the contemporary world cannot be overstated. In this course, we will examine the relationship between mythology and subjects as varied as ethics, philosophy, gender, race and human psychology. Beyond studying ancient myths, we will also engage with both their ancient and modern “retellings” in order to underscore their enduring relevance to human culture and society.

This section of English 209 will focus more on interpreting and critically discussing ancient mythology, from both a historical and modern perspective, rather than simply demonstrating an objective knowledge of these texts. In other words, outside of any quizzes or exams, students will be primarily evaluated on their ability to critically engage with ancient mythology. Independent research and reading are expected and required.

Verbal contributions during in-class discussions and writing assignments are the most important tools for demonstrating critical analysis, which is why they are weighted more in the grading breakdown for the course. After completing this course, students will be able to use their written and verbal critical analysis skills they've developed to address more topics or situations than just literature.

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.
English Program Learning Outcomes
As ENG 209 is a core course, English Program Learning Outcomes do not apply; English majors or minors, seeking to fulfill sophomore-level literature requirements, should enroll in ENG 211, 212, 221, 222, 229, 230, or 233H.

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 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, theme, genre, motif, and so on, in literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations. Periodization, for example, is not merely an historical consideration, as defined by events, persons, or dates; furthermore, literature encompasses a spectrum of thematic, genre, and literary considerations. Thus, 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).

Required Materials:

Various handouts/readings will be distributed in class or posted on D2L on our course page throughout the semester. These will need to be brought to class if and when you are instructed to do so. You may be required to print reading materials posted to D2L for reference in class discussion.

A schedule of the required readings will be posted on D2L.

Bring reading and writing materials to class every day so you can participate in class discussion, take notes, or do in-class writing assignments. Not bringing reading or writing materials with you will lower your participation grade.

Recommended Materials:
A flash drive or access to an online drive (such as Google Drive) for making backup copies of your assignments. Creating safety nets ahead of time will help you reduce stress in the long run.

Course Requirements:

Your reading of each day's assignment will be explicitly tested during practically every session in some manner, whether through quizzes, written responses, or through course discussions. Exams and essays are graded on a 100 point scale.

Grades will be computed in the following fashion:

**Grading Breakdown**

*Participation (in-class discussion/writing, homework, quizzes, etc.)* 30%

Mid-Term Exam 20%

Final Exam 25%

Final Essay 25%

Total 100%

*Participation*

Attending class does not equate to class participation. In order to earn class participation credit, you have to participate in class discussion. There will be assigned reading and questions to help you feel more prepared for what you might want to choose to contribute during class. Taking notes on your readings, highlighting, etc. can help you a lot with making sure that you can contribute. Asking questions that pertain to discussion is also an appropriate way to be part of class discussion.

**Don't let electronic devices (phones, earbuds/headphones, tablets, laptops, etc.) distract you in class, or let them become a distraction to me or other students in class.**

**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.
**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; i.e., 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. Students are responsible for providing written documentation for EVERY absence, from which a decision will be made regarding the absence’s excusability. Without written documentation, the absence will automatically be considered unexcused. 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. However, no absences beyond the six that may be excused will be excused, and no student shall be allowed to pass the course whose unexcused absences exceed three (3)—this is not a correspondence course! 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 final essay and take all the exams to pass the course.

**Attendance/tardiness**

Attendance is an important part of succeeding in a college classroom, and students who attend class on time and every day are more likely to understand material learned in class. Attendance will be taken every day at the beginning of class. If students are more than five minutes late, they will be counted as tardy. Two tardies will count as a full absence. Participation is also a part of attendance, so students who do not participate in class discussions or group work are absent. Rude, disruptive behavior, or sleeping in class will also affect attendance grades. These behaviors affect whether or not a student is fully participating in the class, and are a distraction to classmates and to me.

**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 on your own initiative within one week of the absence. 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.

**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.
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.

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.

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/.