Introduction to Mythology

English 209.501, .502, .503

Course Syllabus

Department of English, SFASU

Fall 2019

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

Hesiod

Name: Anne M. Duncan

E-mail: aduncan@sfasu.edu

Phone Number: 936 615-9050 This is my cell phone number. If you contact me by text, be sure to include your name in the message.

Office: Ferguson 178

Best Ways to Contact Me

• The best, easiest way to contact me is to use 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 or send a text using my cell 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.

ENGL 209 "Introduction to Mythology" (3 credits) typically meets three times each week in 50-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments and take regular reading quizzes along with the midterm and final examinations. Students make a major group presentation on a mythological subject in film or literature and are required to submit a responsive essay. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

ENG 209 “Introduction to Mythology” (3 credits; fully online) meets online for 15 regular weeks during the semester, and also meets for the final week of the semester for a 2-hour final examination online. Students have significant weekly reading assignments and take regular reading quizzes along with the midterm and final examinations. Students make a major group presentation on a mythological subject in film or literature and are required to submit a responsive essay. These activities average at a minimum 8-10 hours of work each week to prepare for and fully participate 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.

3. **Social Responsibility**: Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

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

**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**

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 English 209 you are also enrolling in a Core Curriculum Course that fulfills the "Communication Skills: Written" requirement. You will see this course on 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 one assignment, you need to upload the assignment to both your standard course dropbox determined by your Instructor and 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 the Office of Student Learning and Institutional Assessment.

When you complete the assignment mentioned above, you will upload the assignment to both the appropriate course dropbox and the "Communication Skills: Written" dropbox.

Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor or contact the Institutional Effectiveness Office at (936) 468-1130.

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 and uploaded to the D2L "Communication Skills: Written" dropbox this semester, and the date the assignment(s) should be uploaded to the D2L "Communication Skills: Written" dropbox. Not every assignment will be submitted for core assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in the D2L "Communication Skills: Written" dropbox.

<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>
</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>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------</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>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Quiz</td>
<td>5 points</td>
<td></td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Module One</td>
<td>Module One discussion</td>
<td>8 points</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------</td>
<td>----------</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Quiz</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Two</th>
<th>2 discussion posts</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Reading Quizzes</td>
<td>20 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Three</th>
<th>Short essay</th>
<th>50 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Reading Quizzes</td>
<td>10 points</td>
</tr>
</tbody>
</table>

| EXAM ONE          | Exam                  | 50 points |

<table>
<thead>
<tr>
<th>Module Four</th>
<th>Group Discussion</th>
<th>100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Reading Quizzes</td>
<td>10 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Five</th>
<th>2 Discussion Posts</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 Reading Quizzes</td>
<td>10 points</td>
</tr>
</tbody>
</table>

| EXAM TWO          | Exam                  | 50 points |

<table>
<thead>
<tr>
<th>Module Six</th>
<th>2 Reading Quizzes</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Capstone assignment</td>
<td>100 points</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module Seven</th>
<th>Discussion Post</th>
<th>20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2 Reading Quizzes</td>
<td>20 points</td>
</tr>
</tbody>
</table>

| EXAM THREE        | Final Exam            | 80 points |
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](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 using the e-mail program in the course. 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, you may call or text using my cell phone number; as long as all my teaching is on-line, the cell number is my office number. If you text, be sure to identify yourself in your message.

Course Timeline

Fall 2019

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>August 26 - 28</th>
<th>Getting Started Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Module</td>
<td>August 28 - 30</td>
<td>Orientation Module</td>
</tr>
<tr>
<td>Module One</td>
<td>August 30 - September 6</td>
<td>Module One</td>
</tr>
<tr>
<td>Discussion posts due</td>
<td>September 4</td>
<td>Discussion posts due</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>September 6</td>
<td>Complete Module One</td>
<td></td>
</tr>
<tr>
<td>September 6 - September 20</td>
<td>Module Two</td>
<td></td>
</tr>
<tr>
<td>September 13</td>
<td>Discussion Posts due</td>
<td></td>
</tr>
<tr>
<td>September 20</td>
<td>Complete Module Two</td>
<td></td>
</tr>
<tr>
<td>September 20 - October 3</td>
<td>Module Three</td>
<td></td>
</tr>
<tr>
<td>October 1</td>
<td>(Essays will be accepted through October 3 without penalty.)</td>
<td></td>
</tr>
<tr>
<td>October 3</td>
<td>Short Essay Due</td>
<td></td>
</tr>
<tr>
<td>October 3</td>
<td>Complete Module Three</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>Exam One</td>
<td></td>
</tr>
<tr>
<td>October 4 - October 25</td>
<td>Module Four</td>
<td></td>
</tr>
<tr>
<td>October 7</td>
<td>Begin posting to your group’s discussion area as you begin to read the literature. Do not delay your work on this assignment.</td>
<td></td>
</tr>
<tr>
<td>October 25</td>
<td>Group Discussion post due</td>
<td></td>
</tr>
<tr>
<td></td>
<td>For this assignment, no late submissions will be accepted.</td>
<td></td>
</tr>
<tr>
<td>Date Range</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>October 25</td>
<td>Complete Module Four</td>
<td></td>
</tr>
<tr>
<td>October 25 - November 7</td>
<td>Module Five</td>
<td></td>
</tr>
<tr>
<td>November 1</td>
<td>Discussion posts due</td>
<td></td>
</tr>
<tr>
<td>November 7</td>
<td>Complete Module Five</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>November 8</td>
<td></td>
</tr>
<tr>
<td>November 8 - November 22</td>
<td>Module Six</td>
<td></td>
</tr>
<tr>
<td>November 19</td>
<td>Module Six Essay due</td>
<td></td>
</tr>
<tr>
<td>November 22</td>
<td>Complete Module Six</td>
<td></td>
</tr>
<tr>
<td>November 22 - December 6</td>
<td>Module Seven</td>
<td></td>
</tr>
<tr>
<td>December 5</td>
<td>Discussion Posts Due</td>
<td></td>
</tr>
<tr>
<td>December 6</td>
<td>Complete Module Seven</td>
<td></td>
</tr>
</tbody>
</table>

- **Exam** November 8
- **Exam Two**

November 19  *(Essays will be accepted through November 22 without penalty.)*

Module Six Essay due  Your essay must be submitted to the appropriate dropbox.

November 22  Complete Module Six

November 22 - December 6  Module Seven

December 5  Discussion Posts Due

December 6  Complete Module Seven

**No work, except the Final Exam, will be accepted after 12:00 midnight on Friday, December 6.**

**Final Exam** December 9  The exam will open at 12:01 am and close at 11:59 pm.