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General Course Description & Credit Hour Justification

Course Description from Official SFA Course Catalog:
Focuses primarily on studies of Greek, Roman, and Hebraic mythologies, emphasizing the role of myth in history, culture, and consciousness. Prerequisite: six semester hours of freshman English.

Credit Hour Justification:
ENGL 2309 “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 presentation on a mythological subject in film, art, 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.

Course Outcomes

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

Instructor: Christina Kramer
Department of English and Creative Writing

Fall 2021
E-Mail: kramercf@sfasu.edu

(More options for communication are outlined in “Module 1: Getting Started” in Brightspace)

Phone & Office: No physical office this semester

Ms. Kramer will be working in a virtual capacity this semester and as such will not be meeting with students in a face-to-face capacity.

Office Hours: Monday 2:00 p.m.-4:00 p.m. & Friday 10:00 a.m.-1:00 p.m. via Brightspace Chat

Appointments for other times or other virtual meeting methods are available by contacting Ms. Kramer by email.

Terracotta lekythos (oil flask) ca. 460–450 B.C.; Poseidon pursuing woman

Source: The Metropolitan Museum of Art
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 ENGL 2309—Introduction to Mythology—you are also enrolling in a Core Curriculum Course that fulfills the critical thinking, written communication, teamwork, social responsibility, and personal responsibility requirement.

The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), and (b) How the required core objectives will be addressed.

Core Curriculum Objective Table:

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</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 discussion activities—varying due dates&lt;br&gt;-Myth Reimagined in Art, Film, and Literature Essay—due 11/21&lt;br&gt;-Midterm (short answer questions)—due 10/24&lt;br&gt;-Final Exam (short answer questions)—due 12/8</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 discussion activities—varying due dates&lt;br&gt;-Myth Reimagined in Art, Film, and Literature Essay—due 11/21&lt;br&gt;-Peer feedback for Myth Reimagined in Art, Film, and Literature Presentation—due 12/5&lt;br&gt;-Midterm (short answer questions)—due 10/24&lt;br&gt;-Final Exam (short answer questions)—due 12/8</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>-Draft review for Myth Reimagined in Art, Film, and Literature Essay—due 11/19&lt;br&gt;-Exploration of Creation Myths discussion—due 9/12&lt;br&gt;-Analysis of the Epic of Gilgamesh discussion—due 9/19&lt;br&gt;-Understanding the Gods and Goddesses discussion—due 9/26&lt;br&gt;-Analysis of Euripides' the Bacchants discussion—due 10/3</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>-All homework activities—varying due dates&lt;br&gt;-Myth Reimagined in Art, Film, and Literature Essay—due 11/21&lt;br&gt;-Myth Reimagined in Art, Film, and Literature Presentation with Peer Feedback—due 12/3&lt;br&gt;-Midterm—due 10/24&lt;br&gt;-Final Exam—due 12/8</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>-Module 2: Mythology—The Basics—assigned 8/30-9/5&lt;br&gt;-Module 3: Creation Myths—assigned 9/6-9/19&lt;br&gt;-Module 4: The Gods and Goddesses—assigned 9/20-10/3&lt;br&gt;-Module 5: Stories of Love—assigned 10/4-10/10&lt;br&gt;-Module 6: Jason and Medea—assigned 10/11-10/17&lt;br&gt;-Module 7: Heroes and Heroines—assigned 10/18-10/24&lt;br&gt;-Module 8: Before, During, and After the Trojan War—assigned 10/25-11/7</td>
</tr>
</tbody>
</table>

ENGL 2309 Student Learning Outcomes:
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).

**Required Texts & Materials**

In addition to the texts and materials below, there are additional readings posted on Brightspace that you are responsible for reading.


*It doesn’t matter if your copies of these texts are new or used, or if they are printed copies or digital copies—just as long as you have access to the material listed above. There are quizzes in this course that will be based heavily on material from the texts.*


*Access to the e-Book version of this text is provided through the SFA Steen Library; there is no need to purchase this text. As with the other two texts listed prior, you may encounter quiz questions based on the material you will read from this text.*

4. Access to a computer, the internet, and Microsoft Word, as well as a back-up plan in case internet fails.

**Course Requirements & Evaluation**

This course is a fast-moving survey that requires your commitment to steady reading. Your reading of each week’s assigned material will be explicitly tested during every module in some manner, whether through quizzes, essay assignments, or through course discussions.

| Homework (discussions, quizzes, etc.) | 30% |
Learning Modules:
Each module contains important instructional material and directions. Please read these modules carefully, following any outside links to material. Each module is also tied to the assigned reading in the texts. Not reading the modules or material assigned from the texts thoroughly is a sure way to hurt your chances of learning the subject matter this course addresses and is almost a guarantee for not doing well on your written assignments. Every assignment you need to complete will be included (as links) in each of these modules, so there will be no need to go to the assessment tabs to find out what you need to turn in. Just be sure to follow the modules from beginning to end to ensure that you do not miss anything.

Discussion Posts:
Answer the discussion board prompts in complete sentences and (relatively) polished prose. Word length is specified on each prompt when necessary. Keep in mind that some discussion board assignments will require you to demonstrate your attainment of the teamwork objective by working with a group to discuss a specified prompt.

Quizzes:
You have the option to take each quiz two times. The quiz scores will be averaged together.

Myth Reimagined in Art, Film, and Literature Essay:
As we will discover, the meanings of myths change as they are reimagined throughout history. In order to explore this idea more in-depth, in this 4–5-page assignment, students will choose one mythological figure and analyze how, why, and to what ends s/he has been reimagined in art, film, or literature. You will perform a close reading of a myth we have discussed for the course and a visual analysis/close reading of a subsequent piece of art, film, or literature inspired by that myth. The grade for this assignment will be based on your use of critical thinking skills, as well as on grammar, vocabulary, and written style. A more detailed prompt and rubric will be provided.

Myth Reimagined in Art, Film, and Literature Presentation with Peer Feedback:
The content of this presentation will be derived from your Myth Reimagined in Art, Film, and Literature essay. Your job will be to share with your classmates the details of the connection you made between a myth we have read for our course and the piece of art, film, or literature inspired by that myth. You will record your presentation using either YouTube or Screen-cast-o-matic and will post the presentation to a discussion board. The presentation must be 3-5 minutes in length. You will then watch two other classmate’s presentations and respond in the discussion board. A more detailed prompt and rubric will be provided.

Midterm Exam:
An online exam that may be comprised of multiple choice, true/false, matching, and short answer questions. The subject of this exam will be modules 2-6. You have only one attempt for the exam, and it must be completed in one sitting after you start it.
Final Exam:
An online exam that may be comprised of multiple choice, true/false, matching, and short answer questions. The subject of this exam will be modules 7-11. You have only one attempt for the exam, and it must be completed in one sitting after you start it.

Grading Standard & End of Semester Grading

All students will be graded on their ability to: 1. Achieve the goal of the specific assignment, 2. Efficiently and effectively communicate through writing, 3. Properly format the work, and 4. Avoid stigmatized grammatical and syntactical errors. Each assignment will vary, but these four factors will always determine part, or all, of your grade.

A: 90-100 (excellent performance): Students earning the grade of an A on any assignment will have completed work that obviously demonstrates an excellent 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 (above average performance): 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 (average performance): 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 (below average performance): 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 (failure): 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.

*** Students who do not participate in the course regularly or who perform poorly on class assignments
may be referred to the Early Alert Program. This program provides students with recommendations for
resources or other assistance available to help SFASU students succeed.

Note on End of Semester Grading:
Please be advised that I do not “bump” grades. The grade you earn is the one that will appear on MySFA.
In order to be fair to everyone in the class, I do not offer extra assignments or revisions to individual
students. I do round grades according to standard mathematical procedure, so an 89.5 will be a 90, but an
89.4 will stay at an 89. Please note that rounding is not required of professors. This is simply a courtesy I
do for students; therefore, deviations will not be negotiable.

To that end, please do not email me at the end of the semester to ask if I can give you a higher grade or to
ask why you received the grade you did for the course unless you think that a mathematical
miscalculation has occurred. Since you have the ability to keep track of your grade yourself throughout
the entirety of the semester, as I post all of your grades to Brightspace, you have the ability to see why
you got the final grade you did. With that being said, please advise me as soon as possible if something
seems amiss at any point throughout the course.

Document Formatting

Read the instructions for each assignment closely to see how each assignment is to be submitted—and
when in doubt, please ask in advance of the due date. Unless otherwise stated on the assignment prompt
for essay assignments or in the directions for each homework assignment, below are the guidelines for
submitting assignments for the course.

As this is an English class, we will use the MLA (Modern Language Association) page formatting and
source documentation guidelines. For this course each assignment will:

- be in Times New Roman, 12-point font and will have one-inch margins on all sides
- be double-spaced (with the exception of Brightspace discussion posts)
- have your name, your instructor’s name (Ms. Kramer), the course information (ENGL 2309.007),
  and the date (Day Month Year) in the upper left of your paper
- have your last name and the page number in the header of your paper (beginning on the first
  page), justified to the right
- have an original, creative title centered on the page
- have in essays where sources are used a source list that begins with the words “Work(s) cited”
  centered on the page. Whether you have “Work” or “Works” depends on the number of sources
  you are citing. If you have only one source use “Work” and for more than one use “Works.”

You will submit an electronic version of essay assignments to a Brightspace dropbox to be checked for
plagiarism. The file type submitted should be .docx format only (no PDFs).
Attendance

Just as in face-to-face courses, attendance in online courses is required of all students. Be aware that students in online 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 online class will require the same sort of discipline that is required in a face-to-face class.

As such, before the twelfth class day, students will have several opportunities to participate in online class activities (introductions, postings to discussion boards, quizzes, etc.). Failure to complete at least two of these assignments on time will result in students being reported as “non-attending” with no possibility for reinstatement.

Excused vs. Unexcused Absences:
Below is a description of what is considered an excused absence:

“At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

Students missing classes, other than for university-sponsored trips, should contact the Office of Student Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse, and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s).

Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.”

Refer to Stephen F. Austin State University’s Class Attendance policy at https://www.sfasu.edu/policies/class-attendance-6.7.pdf for more information.

Late Assignments

All assignments are due by 11:59 p.m. (United States Central Standard Time) on the assigned due date.

This is not a self-paced course. You are expected to turn in all assignments on time. Failure to complete each module on time will have an impact on your success in this class. The following are the guidelines pertaining to late work:

- Late work will not be accepted (other than for excused absences with proper documentation) unless an exception is approved in advance by the instructor. If you are running into delays completing any assignments, you must contact your instructor ahead of the due date to discuss the issue and any potential for an extension.
• Be aware that group work must be completed within the timeframe allowed in the Course Timeline. There is no option for an alternate assignment or for a late submission.
• Late daily work that is covered by an excused absence must be submitted by the established make-up due date and before the last day of class.

Brightspace by D2L

As this is an online course, you will be making frequent use of a computer and of Brightspace. You will need to have access to d2l.sfasu.edu in order to get access to course materials, submit assignments and discussion posts, and take reading quizzes. Your grades will also be recorded and accessible there. It is your responsibility to check your grades and contact me immediately if you believe you see an error, have concerns, or have questions. Please make sure to configure your Brightspace account as soon as possible. I will accept no lack of accessibility excuses for missing assignments, quizzes, etc. You also need to revise settings so that Brightspace emails or texts you any time I make an announcement.

Furthermore, I will communicate with the class via Brightspace and/or SFASU email. You are responsible for checking our class page (especially for announcements and updates) and your Brightspace/SFASU email regularly, and for being aware of any information there. Be sure to check the Course Timeline page in “Module 1: Getting Started” to see when each module opens and when assignments are due.

Brightspace Technical Support:
For Brightspace technical support, contact student support in the Center for Teaching and Learning (CTL) at ctl.sfasu.edu or (936) 468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

General Technical Support:
For general computer support (not related to Brightspace), contact the Help Desk at (936) 468-HELP (4357) or at help.sfasu.edu.

Course Citizenship

To ensure that everyone feels comfortable and welcome in the online classroom environment of the course, take care not to disrespect others and/or their ideas, beliefs, or position, and to avoid any type of hate speech. Be considerate and professional to your peers and your professor. Rude behavior in discussion forums is unacceptable and it will hurt your grade. This online platform is a professional environment, and I expect all of you to behave professionally.

Academic Dishonesty

Academic integrity is a 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.

Definition of Academic Dishonesty:
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/student-academic-dishonesty-4.1.pdf.

Consequences of Academic Dishonesty in This Course:
Consequences for Plagiarizing—If a student’s assignment submission contains plagiarized material, the student will meet with me, and I will determine the outcome, which typically involves penalties from an un-revisable zero on the assignment to an “F” for the course. In addition, an Academic Dishonesty Form will be filed. If you have questions about what constitutes as plagiarism, or fear you may have not properly cited something, please talk to me immediately before submitting the assignment.

Consequences for Recycling Past Work:
I expect original work to be completed for this class. Do not resubmit work completed for a previous class to fulfill an assignment for this course. While the work is yours, and it is not technically plagiarism, it is unethical. Submitting old work does not demonstrate the new skills that you have learned from the current course you are in. Furthermore, it is an unfair advantage over your other classmates that do not have prior work they could submit. The consequences for recycling past work will be determined on a case-by-case basis.

Withheld Grades Semester Grades Policy (5.5)
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, and Room 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/.
Discrimination/Sexual Harassment

At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources Policy E-46.

Your Rights Under Title IX

Stephen F. Austin State University (SFA) strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources in Section 4.5 and Section 6 of the Sex-and Gender-Based Discrimination, Violence, Harassment, and Misconduct Policy 2.13) are required to report any information obtained about potential policy violation such as sexual assault, domestic violence, and stalking to the university. This means that if you tell a faculty member about a situation of gender-based discrimination, sexual harassment, and/or sexual violence or other related misconduct as outlined in Policy 2.13, the faculty member must share that information with the University’s Title IX Coordinator. If you would like to speak to a confidential resource who does not have this reporting responsibility, you can find a list of resources at www.sfasu.edu/lumberjacks-care.

Helpful and Free Student Resources

Writing Support (AARC):
The Academic Assistance and Resource Center (AARC) provides a variety of free academic support programs for students at SFA. Their services include 1:1 appointments, walk-in tables, online tutoring (through Zoom), and SI.

Contact information:
Phone: (936) 468-4108
Email: aarc@sfasu.edu
Physical location: First floor Ralph W. Steen Library

For more information about the services provided, visit them on the web: www.sfasu.edu/aarc.

Mental Health and Wellness:
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources
SFA Counseling Services
www.sfasu.edu/counselingservices
Rusk Building, 3rd Floor
(936) 468-2401

SFA Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
The Office of Student Rights and Responsibilities:
The mission of the Office of Student Rights and Responsibilities (OSRR) at Stephen F. Austin State University is to facilitate a positive and safe environment for student learning, and to foster a university community based on the core values of integrity, civility, honesty, respect, and accountability. The OSRR addresses behavioral misconduct in a manner that educates students and student organizations on the importance of ethical decision making, and becoming more responsible citizens of the university community and global society.

Absence Notifications

Students missing classes for legitimate reasons other than University-sponsored trips may contact the Office of Student Rights and Responsibilities in advance of the anticipated absence to request an absence notification be sent to their instructors. These notifications are not excuses and are provided as a courtesy to the student and the student's instructor(s) and are not an evaluation of the information received by this office.

Students requesting an absence notification should complete this form (https://cm.maxient.com/reportingform.php?SFAStateUniv&layout_id=5) at least a week in advance of the planned absence with all of the following information: name, ID number, date(s) of the absence, reason for the absence, and a contact phone number. Students are encouraged to attach a copy of the documentation to this form and should also maintain a copy to offer documentation of the absence to their instructors. As per University policy Class Attendance and Excused Absence policy (6.7), students remain responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory.

If the absence is due to an emergency or unexpected illness students should submit this form and accompanying documentation within one (1) week of returning to classes. Again the student should attach a copy of the documentation to this form and should also maintain a copy to offer documentation of the absence to their instructors. For more information, go to https://www.sfasu.edu/osrr or call (936) 468-2703.

Nutritional Support (The Pantry):
The primary purpose of The Pantry is to lead the way in the reduction of food insecurity on the SFA campus through identifying and raising awareness of campus-specific needs and collaborating with campus departments and student organizations. All registered SFA students are able to receive food distribution. The Pantry is located on the 3rd floor of the Baker Pattillo Student Center in the Commons.

For more information, go to www.sfasu.edu/studentaffairs/1319.asp or contact Scarleth Lopez via email at lopezs10@jacks.sfasu.edu or (936) 468-1378.

Research Help (The Steen Library’s Resources):
Whether you live on or off campus, and regardless of whether you are able to visit the Steen Library in person, there is a wide range of full-text materials (including articles, e-books, and more) that you can access through the library online for free. Also, did you know that Interlibrary Loan materials can be mailed to you if you live at a distance?

The library also houses three computer labs that are free to students to use. Just be sure to check the schedule posted outside the labs to ensure that the lab is open and a class has not reserved the lab for the time you want to use it. If a class does occupy the lab, then please check the other labs for availability. You can also use other computers available throughout the library, and there are many next to the LINC Lab.

1. Info Lab 1- on the first floor by the circulation desk
2. LINC Lab- on the first floor by the Technical Support Center
3. Info Lab 2- on the second floor by the Center for Teaching & Learning

Need help finding and evaluating sources? The research librarian for students in English classes is:

Janie Richardson  
(936) 468-2059  
richardsjl3@sfasu.edu

Do you have research questions involving assignments in your other courses? Find the complete list of research guides for each subject area, including contact information for the librarians, here:  
http://libguides.sfasu.edu.

Course Timeline

This schedule is tentative. I reserve the right to change its contents and will post any changes made to Brightspace. (All due times are 11:59 p.m. unless otherwise specified. All due dates/times are in United States Central Standard Time.)

Note: The credit hour justification for this course states that you will “have significant weekly reading assignments.” As such, I urge you to get ahead on the readings if it helps you better schedule your time.

Module 1: Getting Started (August 23-29, 2021) 1-week module
- Module 1 opens on 8/23
- Complete “Getting to Know You” discussion activity by 8/29
- Complete “Module 1 Quiz” by 8/29
- Complete “Copyright Permission” quiz by 8/29

Module 2: Mythology—The Basics (August 30-September 5, 2021) 1-week module
- Module 2 opens on 8/30
• Read: Hamilton pp. 1-16
• Complete “Language, Consciousness, and Myths” discussion activity (individual post due by 9/3; response to peer due by 9/5)
• Complete “Module 2 Quiz” by 9/5

Module 3: Creation Myths (September 6-19, 2021) 2-week module
• Module 3 opens on 9/6
• Read: Hamilton pp. 76-94 & Norton pp. 29-42; 89-149; 152-164; 1030-1032
• Complete "Exploration of Creation Myths" discussion activity (part 1 due by 9/10; part 2 due by 9/12)—collaboration required
• Complete “Analysis of the Epic of Gilgamesh" discussion activity (part 1 due by 9/17; part 2 due by 9/19)—collaboration required
• Contribute to “Who’s/What’s That? Word Wall” by 9/19

Module 4: The Gods and Goddesses (September 20-October 3, 2021) 2-week module
• Module 4 opens on 9/20
• Read: Hamilton pp. 17-75; 95-105; 155-157; 425-426; 428-429 & Norton pp. 407-409 (lines 265-367); 624-629; 1032-1052 & Euripides’ The Bacchants pp. 315-353
• Complete “Understanding the Gods and Goddesses” discussion activity (part 1 due by 9/24; part 2 due by 9/26)—collaboration required
• Complete “Analysis of Euripides’ the Bacchants” discussion activity (part 1 due by 10/1; part 2 due by 10/3)—collaboration required
• Contribute to “Who’s/What’s That? Word Wall” by 10/3

Module 5: Stories of Love (October 4-10, 2021) 1-week module
• Module 5 opens on 10/4
• Read: Hamilton pp. 111-155; 157-159; 440 & Norton pp. 1057-1068
• Complete “Analysis of Stories of Love” discussion activity (individual post due 10/8; response to peer due 10/10)
• Complete “Module 5 Quiz” by 10/10
• Contribute to “Who’s/What’s That? Word Wall” by 10/10

Module 6: Jason and Medea (October 11-17, 2021) 1-week module
• Module 6 opens on 10/11
• Read: Hamilton 160-180; 416-419 & Norton pp. 624-629; 756-790
• Midterm opens 10/11
• Complete “Reason vs. Passion” discussion activity (individual post due 10/15; response to peer due 10/17)
• Complete “Module 6 Quiz” by 10/17
• Contribute to “Who’s/What’s That? Word Wall” by 10/17

Module 7: Heroes and Heroines (October 18-24, 2021) 1-week module
• Module 7 opens on 10/18
• Read: Hamilton pp. 186-191; 193-252
• Complete “Hospitality and Hubris: Bellerophon” discussion activity (individual post due 10/22; response to peer due 10/24)
• Complete “Module 7 Quiz” by 10/24
• Complete Midterm by 10/24
• Contribute to “Who’s/What’s That? Word Wall” by 10/24

Module 8: Before, During, and After the Trojan War (October 25-November 7, 2021) 2-week module
• Module 8 opens on 10/25
• “Myth Reimagined in Art, Film, and Literature Essay” introduced
• Complete “Topic Proposal” by 10/31
• Complete “Achilles vs. Hector” discussion activity (individual post due 11/5; response to peer due 11/7)
• Complete “Module 8 Quiz” by 11/7
• Contribute to “Who’s/What’s That? Word Wall” by 11/7

Module 9: Aftermath of Agamemnon’s Actions after Trojan War (November 8-14, 2021) 1-week module
• Module 9 opens on 11/8
• Complete “Medea vs. Clytemnestra” discussion activity (individual post due 11/12; response to peer due 11/14)
• Complete “Module 9 Quiz” by 11/14
• Contribute to “Who’s/What’s That? Word Wall” by 11/14

Module 10: The Adventures of Odysseus (November 15-21, 2021) 1-week module
• Module 10 opens on 11/15
• “Myth Reimagined in Art, Film, and Literature Presentation with Peer Feedback” introduced
• Submit draft of “Myth Reimagined in Art, Film, and Literature Essay” to discussion board for draft review by 11/17
• Submit “Myth Reimagined in Art, Film, and Literature Essay” draft review feedback to peer in discussion board by 11/19
• Submit final draft of “Myth Reimagined in Art, Film, and Literature Essay” to dropbox by 11/21
• Complete optional “Myth Reimagined in Art, Film, and Literature Essay” AARC extra credit opportunity by 11/21
• Complete “Module 10 Quiz” by 11/21
• Contribute to “Who’s/What’s That? Word Wall” by 11/21

Thanksgiving Break (November 22-28, 2021)
• Classes do not meet during this week, and no work is due in this course. Ms. Kramer will not be available for office hours or appointments this week. Have a safe and relaxing break! 😊

Module 11: The Journey of Aeneas (November 29-December 5, 2021) 1-week module
• Module 11 opens on 11/29
• Read: Hamilton pp. 320-344 & Norton pp. 974-1025
• Submit “Myth Reimagined in Art, Film, and Literature Presentation” to discussion board by 12/3
• Response to two peers’ presentations due 12/5
• Complete “Module 11 Quiz” by 12/5
• Contribute to “Who’s/What’s That? Word Wall” by 12/5

Final Exam (December 6-10, 2021)
• Comprehensive final exam opens at 8:00 a.m. on Monday, December 6th and remains available until 11:59 p.m. on Wednesday, December 8th.
• You have two hours to complete the exam online from any location after you begin, and it must be taken in one sitting. The exam can only be taken once.