COURSE OVERVIEW

Do heroines exist in ancient mythology, and if so, who are they? What do they look like? How did the mythology of the ancient world depict women and their experiences? In this course we will read a variety of myths to explore these questions, as well as explore connections between the featured myths and our present moment. We will engage with myths from ancient Egypt, Sumeria, Greece, and Rome, as well as myths from the Norse world, and also read a selection of modern-day reimaginings of some of the myths.

CATALOG DESCRIPTION: Focuses primarily on studies of Greek, Roman and Hebraic mythologies emphasizing the role of myth in history, culture and consciousness.

Prerequisite Course(s): ENGL 1301, ENGL 1302
HOW TO TAKE THIS COURSE

In her excellent syllabus for her US History Survey II course at Worcester University, Dr. Tona Hangen encourages her students to think of her course as the ocean and “to go as deep” as they dare. Using her concept – with some adjustments for our course – I extend the same invitation to you.

WADING This is your first - and may be your only - world literature course, or this may be your first upper-level course, so you want to "stay in the shallows." You also aren't that familiar with mythology and ancient cultures, so you are going to need some "water wings" in the form of additional supplementary material and instructor guidance to stay afloat. Waders are used to skimming the surface in their writing, rather than plunging into the depths.

SNORKELING You're familiar with classical literature - you not only know the Greek gods and their Roman counterparts, you also know the nine worlds of the Norse universe, and the main characteristics of the Aristotelian tragedy, and you're ready to take your knowledge into deeper waters. Snorkelers understand that the interplay between literature and history, especially when dealing with ancient texts, is often key to unlocking meaning. They are keen to explore the way texts "talk" to each other. They are equipped to look extensively at a text and from multiple angles, both in discussion posts and in their formal writing.

SCUBA DIVING You're very comfortable with "the deeps" of literary analysis, and you enjoy approaching your writing in a highly critical and thoughtful fashion. You actively seek out additional readings and information, and prefer writing assignments that challenge your skill sets. Scuba divers are highly driven by curiosity and are passionate about taking their writing and their knowledge well beyond the shallows.
Required Texts


All other readings for this course are available in D2L as links and PDFs, as well as HTML files.

COURSE POLICIES

**ATTENDANCE**  Attendance in asynchronous online courses works differently than in synchronous online courses and face-to-face courses. In this course, I expect students to log in to the course 3-4 times a week and complete course work. For more information on estimated hours per week needed to complete coursework, please go to page 10 and review the "Course Contact Hours and Study Hours" policy.

**LATE WORK**  I allow one “get out jail free” for late work, which means you can turn in a paper up to three days late without penalty. Otherwise, a paper that is a full day late will be automatically marked down half a grade; two days late is a full grade markdown; and three days late is an automatic “D.” No papers will be accepted after four days.

**DISABILITY SERVICES**  To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS) at 468-3004 / 468-1004 (TDD) as early as possible in the semester to receive accommodations in a timely fashion. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**MENTAL HEALTH AND WELLNESS POLICY**  
SFA 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](http://www.sfasu.edu/counselingservices)
Rusk Building, 3rd Floor 936.468.2401

SFA Human Services Counseling Clinic [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp) Human Services,
Room 202 936.468.1041

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741
Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading
ACADEMIC INTEGRITY POLICY, CONTINUED

information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

For additional information on the Academic Integrity Policy / Student Code of Conduct, including investigations, hearing procedures, and appeals, please review Articles IV, VI, VIII, and X in the Academic Integrity and Student Code of Conduct Handbook: https://www.sfasu.edu/docs/policies/10.4.pdf.

GRADES WITHHELD POLICY

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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 to compute the grade point average.

ChatGPT and Generative AI Policy

The emergence of generative AI tools (such as ChatGPT and DALL-E) has sparked interest among many students in our discipline. The use of these tools for brainstorming ideas, exploring possible responses to questions or problems, and creative engagement with the materials may be useful for you as you craft responses to class assignments. While there is no substitute for working directly with your instructor, the potential for generative AI tools to provide automatic feedback, assistive technology and language assistance is clearly developing.

The following policy will be used regarding ChatGPT and Generative AI in this course:
The emergence of generative AI tools (such as ChatGPT and DALL-E) has sparked interest among many students in our discipline. The use of these tools for brainstorming ideas, exploring possible responses to questions or problems, and creative engagement with the materials may be useful for you as you craft responses to class assignments. While there is no substitute for working directly with your instructor, the potential for generative AI tools to provide automatic feedback, assistive technology and language assistance is clearly developing. Please feel free to reach out to me well in advance of the due date of assignments for which you may be using generative AI tools and I will be happy to discuss what is acceptable.

Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

All assignments have holistic rubrics which reflect that particular assignment's larger critical thinking, analytical, and writing goals, so be sure to refer to those specific rubrics for more information on this course's assignments. However, I offer the grading scale below to provide you with a "big picture" idea of how performance in this course will generally be assessed.

**Exemplary, or A** Submitted work exceeds assignment goals / expectations, high quality of both ideas and prose, and shows a mastery of course material.

**Good/Above Average, or B** Submitted work meets all assignment goals, reflects strong ideas and development, and shows a solid grasp of course material.

**Sufficient/Satisfactory, or C** Submitted work meets most assignment goals, quality of work is uneven, especially in its development, and shows an emerging grasp of course material.

**Missed the Mark/Insufficient, or D** Submitted work struggles to meet assignment goals, lacks depth / development, and shows a superficial grasp of course material.

**Incomplete/Unacceptable, or F** Submitted work is regularly and substantially incomplete/under-developed, off-target, and shows a poor grasp of course material.
COURSE REQUIREMENTS

For more information on the assignments below, including detailed guidelines, rubrics, and samples, consult D2L.

35% Critical Reading Quizzes - Throughout the semester, students will complete quizzes on the course material, including featured texts, literary terms and concepts, and historical context.

30% Myth Reimagined in Art, Literature, and Film Digital Timeline – The final assignment for the course is a timeline exploring various representations of a character or story from ancient mythology across time (from the classical period, medieval period, early modern/modern period, 20th century, and 21st century) and across mediums (literature, painting, sculpture, and television/film). These representations should show how the subject and its portrayal and cultural meaning have evolved over time. Using a timeline tool like Tiki Toki or TimelineJS, students will create 15 distinct slides that include both a visual of the representation and text discussing that particular representation. DUE WEEK TEN.

20% The Listicle Essay – The first major assignment involves writing a short essay in the style of a listicle. Using Weebly or Wakelet, students will construct either a "how-to/tip"-style listicle or a "reasons why"-style listicle, actively integrating textual examples, including short passages from relevant myths as they build their listicle. Students will present their listicles in a short video walkthrough. DUE WEEK FIFTEEN.

15% Take Home Final – The final for the course is a timed exam, completed wholly online, and will be comprised of multiple choice questions and an essay.
FOR A MORE COMPLETE OVERVIEW OF THE COURSE SCHEDULE, INCLUDING SPECIFIC STORY TITLES FOR EACH WEEK, PLEASE SEE THE DETAILED COURSE CALENDAR IN D2L.

WEEK ONE:
8/26–9/3
Introduction to Course: Welcome to English 2309! Read Module 4: The Engines that Power Stories; Module 5: Tales from Ancient Egypt

WEEK TWO:
9/3–9/10
Complete Module 5: Tales from Ancient Egypt

WEEK THREE:
9/10–9/17
Module 6: Wicked Women; Course Assignments Module: The Digital Timeline

WEEK FOUR:
9/17–9/24
Module 6: Wicked Women

WEEK FIVE:
9/24–10/1
Module 6: Wicked Women

WEEK SIX:
10/1–10/8
Module 6: Wicked Women

WEEK SEVEN:
10/8–10/15
Module 7: The Hero's Journey

WEEK EIGHT:
10/15–10/22
Module 7: The Hero's Journey

WEEK NINE:
10/22–10/29
Module 7: The Hero's Journey; Course Assignments Module: The Listicle Project

WEEK TEN:
10/29–11/5
Module 7: The Hero's Journey

WEEK ELEVEN:
11/5–11/12
Module 8: Myth and Modern Culture

WEEK TWELVE:
11/12–11/19
Module 8: Myth and Modern Culture

WEEK THIRTEEN:
11/19–11/26
Thanksgiving Break

WEEK FOURTEEN:
11/26–12/3
Module 8: Myth and Modern Culture

WEEK FIFTEEN:
12/3–12/8
Dead Week

WEEK SIXTEEN:
12/11–12/15
Finals Week: Final Exam DUE 12/12 by 11:59 p.m.
COURSE OBJECTIVES

Course Contact Hours and Study Hours

Please keep in mind that, under federal financial aid eligibility requirements, SFA policy 5.4 defines the credit hour as “(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time, or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.

This course will meet the requirements described above through a minimum of 6 hours of required weekly reading assignments, 1 hour per week for completion of required quizzes, and course projects that will require between 15-30 hours and several drafts to complete.

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.
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, you are also enrolling in a Core Curriculum Course that fulfills the... 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), (b) How the required core objectives will be addressed.

<table>
<thead>
<tr>
<th>CORE OBJECTIVE</th>
<th>DEFINITION</th>
<th>HOW THE CORE OBJECTIVE WILL BE ADDRESSED</th>
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</thead>
<tbody>
<tr>
<td>CRITICAL THINKING SKILLS</td>
<td>To include creative thinking, inquiry, innovation, and analysis, evaluation, and synthesis of information.</td>
<td>ALL COURSE ASSIGNMENTS</td>
</tr>
<tr>
<td>COMMUNICATION SKILLS</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>ALL COURSE ASSIGNMENTS</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>DIGITAL TIMELINE PROJECT</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>N/A</td>
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<tr>
<td>PERSONAL RESPONSIBILITY</td>
<td>To include the ability to connect choices, actions, and consequences to ethical decision-making.</td>
<td>ALL COURSE ASSIGNMENTS</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>LISTICLE ESSAY</td>
</tr>
</tbody>
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