Mark Sanders, Professor  
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Office: LAN 263  
Office Hours: All office hours are online as this is a wholly online course; or, other times by arrangement.

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.

Additional notes: Ancient myths shape our modern culture. Over the course of our semester, we pair ancient myths and their modern retellings to address pressing social, political, and cultural issues. We discuss Bacchus whose exuberant qualities are adopted by YOLO culture. We explore the connection between Prometheus and Edward Snowden—two important whistleblowers who alert us to political abuses—to weigh in on the current vexed debate over whether we should privilege individual privacy or national protection. We also will identify Captain America as a modern-day Aeneas to assess different approaches to patriotism. By identifying the important and formative links between ancient myths and their modern analogues, we can better assess the issues that matter most in eras past and present.

Salvador Dalí. Metamorphosis of Narcissus. 1937, oil on canvas, Tate Modern, London.

Course Contact Hours and Study Hours  
ENGL 2309 “Introduction to Mythology” (3 credits; fully online) meets online for the full semester as well as during a finals period. Students complete weekly topical readings as well as writing and discussion activities related to those readings. Students write a minimum of three essays with a total page count of at least fifteen pages of finished writing. Emphasis is placed on writing processes, including drafts and short assignments that require generating, revising and editing writing, and topics for writing are reflective and/or interpretive. The final is a culminating reflective essay over the semester’s studies in Mythology. These activities average 9 hours of work each and preparation per week.
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 Language, Culture, and Philosophy component.

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.

Core Curriculum Objective Table

<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, innovation, inquiry, and analysis, evaluation, and synthesis of information.</td>
<td>Students will learn a variety of methods for critical thinking applications as they apply to Mythology and Mythology’s place in the contemporary world.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>Students will learn how to formulate points of view and to construct well-developed paragraphs and essays.</td>
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Student Learning Outcomes for ENG 2309:

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.
Required Texts:
- Aeschylus’s *Prometheus Bound* (Penguin Classics)
- Ovid’s *Metamorphoses* (Oxford World Classics)
- Virgil’s *Aeneid* (Penguin Deluxe Edition)
- History Channel’s Clash of the Gods, “Minotaur” Episode available on amazon.com
- ALL content pages, inclusive of all videos, readings, and links
  *Please try to find or purchase the exact editions of Aeschylus and Ovid (otherwise page numbers and translations will not be similar)*

*If you can find copies of these texts online, feel free to do so and save yourself the expense of purchasing textbooks. I support the concept of affordable class material.*

Course Requirements:

Weighted grade Assignment Title.

(10%) Engaged Reading and Discussion Posts
(10%) Myth Reimagined in Art and Literature *(Due End of Module 2)*
(10%) Midterm Exam
(30%) Ancient Myths and Modern Debates MULTIMODAL PRESENTATION *(Due End of Module 4)*
(40%) Ancient Myths and Modern Debates ESSAY *(Due End of Module 5)*
(10%) Final Exam

See the calendar in Syllabus and Course Schedule for a list of assignments and due dates.

Your running grade will be available on D2L (http://d2l.sfasu.edu); please advise me ASAP if you see anything that seems amiss.
Grading Standard:

A: 90-100: 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: 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.

Engaged Reading and Discussion Posts:

Your participation grade involves readings of ALL course material (D2L tells me a lot of information about your reading practices, so I will know who is and who isn’t completing the readings) and Discussion Posts. The Discussion Posts will be evaluated according to the question posed for each prompt, the ways in which you can weave both knowledge of plot, analysis or close readings of quotations from Aeschylus, Ovid, and/or Virgil, and level of insight.

Late Policies:

- **All Written Assignments and Discussion Posts**: Work handed in after the stated due date without a documented excuse will result in a 10% deduction for each day the work is late. Weekends count as two days or 20% deduction. Work will not be accepted without a documented excuse if it is over 4 days late.

- **Myths and Modern Debates Essay**: I cannot accept the final essay after the end of Module 5. If your paper is not submitted by 9 pm at the end of Module 5 without a documented excuse, you will receive a ZERO for that assignment.

*You are welcome to get ahead on the readings and discussions posts if it helps you better schedule your time*

The reading load tapers off as the written and oral assignments come due. I have structured the course this way to allow you maximum time to complete and polish your assignments. I will, however, be keeping track of your reading the entire course, so do stay on track with your readings all semester long.

Assignments (see “Assignments” on D2L for full prompts)

**Engaged Reading and Discussion Posts** (10%):
With reference to at least one quote from assigned readings, answer the discussion board prompts in complete sentences and (relatively) polished prose. Word length is specified on each prompt.

**Myth Reimagined in Art and Literature** (10%) (Due End of Module 2):
The lecture on Narcissus’s appropriation by Caravaggio, Waterhouse, and Dali demonstrate how the meanings of myths change as they are reimagined throughout history. In this 3-4 page assignment, you will choose one mythological figure and analyze how, why, and to what ends s/he has been reimagined in art or literature. You will perform a close reading of a myth and a visual analysis/close
reading of a subsequent piece of art or literature inspired by that myth.

**Midterm Written Exam (10%)**

**Ancient Myths and Modern Debates PRESENTATION (30%)** (Due End of Module 4)  
In this presentation, you will explicate the language of a given myth, delineate its relationship to a modern debate, and posit arguments for each side of this debate. This presentation will be between 6-8 minutes long, recorded (youtube or screencastomatic are easiest—but see privacy settings below) and posted on the presentation discussion board.

**Ancient Myths and Modern Debates ESSAY (30%)** (Due End of Module 5)  
Building on your presentation, you will craft a 6-8 page argumentative essay that articulates a connection between an ancient myth and a modern debate, stakes a unique thesis, constructs substantive and well-supported arguments about this debate, and works to persuade your reader of your conclusions with clear prose.

**Final Exam (10%)**

**Course Calendar**

These dates are subject to change; please refer to the timelines and due dates noted in your online course materials.

<table>
<thead>
<tr>
<th>Major Assignment</th>
<th>Due Date</th>
<th>Grade Pct.</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>Myth Reimagined</td>
<td>September 18</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>Myths Presentation</td>
<td>October 16</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>Myths Debate Essay</td>
<td>November 13</td>
</tr>
<tr>
<td>Midterm</td>
<td>Written</td>
<td>October 23</td>
</tr>
<tr>
<td>Final</td>
<td>TBD</td>
<td>December 11</td>
</tr>
<tr>
<td>Engagement</td>
<td>Check each module</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

**Grading Policy and Evaluation**

Assignments – each assignment is due by midnight on the due date. All major essays must be submitted online to D2L and will be submitted to a separate Dropbox folder in D2L. Each of the assignments will have further instructions, to be provided to you at a later time. Late essays will receive a deduction of 10 points for each day they are late; extensions may be granted if you have an excusable absence.

ALL ASSIGNMENTS must adhere to MLA guidelines, meaning 1-inch margins on all sides, appropriate headers, double-spaced, written in 12-point Times New Roman, with Works Cited (if required) attached. Each assignment must meet the assignment requirements for word count and source requirement. Failing to do so will result in a SIGNIFICANT drop in your grade.

**Formatting Guidelines**

Unless an assignment specifies otherwise, these are the general formatting guidelines for papers produced for this class.

- Create a header that numbers all pages consecutively in the upper right-hand corner, one-half inch
from the top and flush with the right margin. (Note: Your instructor may ask that you omit the number on your first page. Always follow your instructor’s guidelines.)

• Set the margins of your document to 1 inch on all sides.
• Double-space the text of your paper in Times New Roman. The font size should be 12 pt. Time New Roman
• Leave only one space after periods or other punctuation marks (unless otherwise prompted by your instructor).
• Indent the first line of each paragraph one half-inch from the left margin. MLA recommends that you use the “Tab” key as opposed to pushing the space bar five times.
• Use italics throughout your essay to indicate the titles of longer works and, only when absolutely necessary, to provide emphasis.

ALL ASSIGNMENTS MUST BE TURNED INTO THE D2L DROPBOX as a doc or docx file.

Conferences
As this course is wholly online, I keep online office hours. You may contact me for assistance either through the closed email available through D2L, or you may contact me through SFA email. The latter is probably the best way to contact me as I check the official campus email numerous times daily. I usually go to the D2L forum once daily.

Course Modules
The course modules will open on certain dates. For example, Modules 2, 3, and 4 will not open until later in the semester. Be sure to carefully read each module completely.

Attendance Policy
As this course is fully online, you will be expected to visit the course frequently—i.e., your participation will most likely be daily in order for you to keep the pace and to turn in your assignments on time. Deadlines missed will be detrimental to your grade, and your participation will be measured in your discussion postings. Refer to the first part of this document to remind yourselves of the expectation for time commitments.

AARC
The AARC provides a variety of free academic support programs for students at SFA. Their services include one-on-one appointments, walk-in tables, online tutoring (through Zoom), learning teams, and SI. They also provide academic skills workshops upon request. They are available in-person Monday through Thursday, 8 am to 7 pm on the first floor of the library. For more information, visit sfasu.edu/aarc. Their contact information is as follows: (936) 468-4108, email – aarc@sfasu.edu.

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. (see Policy 10.4)

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 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.

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 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. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741