**General Education Course Inclusion Proposal**

**HUMAN EXPRESSION**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** EN 112: Mythology

**Home Department:** English Department

**Department Chair Name and Contact Information** (phone, email): Lynn Domina, [ldomina@nmu.edu](mailto:ldomina@nmu.edu), 227-2711

**Expected frequency of Offering of the course** (e.g. every semester, every fall): every semester

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

**A. Overview of the course content**

To study myth is to study a culture’s unconscious hopes, fears, and desires. Myth is a constant in every phase of a culture’s existence, and may not simply be dismissed as a relic of the past. Thus, to look at the myths of past cultures is like opening a scrapbook from the infancy of our own: the pictures may be strange, unfamiliar, and even disturbing, but they represent our own world today. An understanding of myth, then, is necessary to a mature understanding of the world.

The focus of EN112 is for students to examine cultural myths in order to gain an understanding of what it is to be human – this is what is conveyed when we tell stories and this is what we search for when we read or listen to them. Choosing Human Expression as the second learning outcome, then, makes the most sense, since myth’s true concern is to express, through story, who were are as human.

The course objectives are as follows: (1) Students should be able to identify and explain the varying types of myth and their purpose. (2) Students should be able to recognize cultural similarities through identifying motifs and archetypes found in myth. (3) Students should be able to understand and recognize how myth has developed/evolved from its earliest forms to modern myth and its use in popular culture.

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

**Critical Thinking Component:**

* **Evidence:** The various means of assessment (see below) can be used to show how students demonstrate an awareness of myth, found in a variety of mediums, and respond to it by providing specific evidence in an effort to form an argument in terms of the students’ understanding of a given myth.
* **Integrate:** Students are asked to consider their assumptions of myth and story as they approach specific types of myth. Throughout the semester, students should also consider how these specific types of myth have evolved with the advance of civilization. For example, students are taught early that myth tells stories of the past in order to understand who we are as humans, while Science Fiction, as a modern genre (or modern myth), looks into the future in order to discuss who we are (as humans) in the present.
* **Evaluate:** Students are required to analyze myth, found in a variety of cultures and expressed through various mediums, and draw conclusions, in terms of meaning and expression (particularly the mythmaker’s audience, purpose, and technique). In the process, students should be able to draw thematic connections between myths found in differing cultures – the details of the myth being unique to the culture, but the themes are universal.

**Human Expression Component:**

* **Knowledge of Aesthetic Role:** Students are required to demonstrate a clear understanding of the role myth can play in revealing the human experience through the variety on mediums and in a variety of cultures. One of the primary functions of this course is to emphasize an appreciation of myth by displaying its beauty as it is expressed within the arts, whether it be through the written word, in film, on canvas, molded from clay, or chiseled into stone.
* **Innovative Thinking:** Students are asked to consider how social changes can/have led to a change in how we approach myth. This requires an understanding of how theme, purpose, and expression of myths has evolved and what its role has become in popular culture. This can be assessed in a variety of ways, including creative writing prompts (like writing their own creation myth), presentations, or creative projects (artistic, film, or otherwise). These different methods allow students to draw off of their own ideas and experiences in order to creatively express their understanding of the human experience
* **Acknowledging Contradictions:** Myth, like all literature, is inherently subject to a variety of interpretations. These are often informed by the mythmaker’s and the reader’s perspective, experiences, believes, and values. In analyzing myth, students are often required to identify or provide varying interpretations and contradictions through understanding and acknowledging that different mythmakers often have a specific purpose unique to their telling of a myth.
* **The following are examples of various means of assessment for both Critical Thinking and Human Expression**
  + **Reading Journal Entries or Writing Prompts:** Students respond to prompts on assigned readings. The focus is on textual analysis and their impressions of a given myth. Since these can be posted in a discussion forum, students may be asked to consider and comment on responses from their peers. By means of this assessment, students will display their working knowledge of concepts, themes, and terminology relevant to each discussion.
  + **Exams and quizzes:** Students are given short essay exams designed to test their knowledge of their understanding myth throughout the semester. The exams can be given at the conclusion of the discussion of specific topics. For example, the course can be divided into four specific sections – Creation and Flood myths, Heroic Myth, Tragedies, and the influence of myth on popular culture – and the students will be given an examination covering the corresponding material within that section. Success is determined by the ability of the student to demonstrate knowledge of concepts, themes, and terminology common to myth as a whole, as well as what pertains to each specific topic covered for the exam.
  + **Essay Assignment:** Essays can be assigned covering a number of different topics, along with varying approaches to what and how it is analyzed. Here is an example of an essay that can be assigned - Students are asked to evaluate a specific myth, mythical theme, or myth type by comparing its telling through at least two mediums. A common method is by comparing a film to a literary work. The focus is on identifying, analyzing, and discussing the mythmaker’s (whether it be the writer from the past, or the director) purpose, audience, the context in which the myth is told, and the way the theme is handled. Again, to be successful, students must demonstrate a working knowledge of concepts, themes, and terminology as it pertains to their given topic.
  + **Student Presentations:** Presentations, like the essay, can be a very flexible assignment. Presentations can be given by individuals or groups, derive from a number of different topics, and allow for a variety of approaches. For example, students can be tasked with presenting on a specific hero or a specific myth or mythical theme. Success is determined by the complexity of their discussion of the topic, which demonstrates their knowledge of relevant concepts, themes, and terminology.
  + **Creative Projects:** Students are given the opportunity to display their understanding of myth through creative expression. This can be done through a variety of methods – such as crafting a myth of their own or providing an artistic rendering of some aspect of myth or mythical themes. Success through this method of assessment is demonstrated by the student’s originality and effort.

**C. Describe the target audience (level, student groups, etc.)**

This is an introductory course intended for students of all levels with an interest in the Humanities. As such, it has been a very popular choice for students under the current Liberal Arts Program. Because this is an introductory Humanities course, it does not presuppose any background knowledge in myth, literature, or the arts.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

The course serves as a general elective for the English Major and Minor. It is not a requirement or an elective for any other major or minor.

**E. Provide any other information that may be relevant to the review of the course by GEC**

The course can be taught by any faculty member in the English Department. The course caps at 35 students and the department generally run 10 or more sections each semester. The course is always among the first to fill.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type:** Reading Journal Entries/Writing Prompts  **Frequency:** Weekly/Bi-weekly (approximately 15-20 per semester)  **Overall Grading Weight:** 15%  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Examinations  **Frequency:** 2-4  **Overall Grading Weight:** 15 – 25% each, depending on the frequency  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Essay  **Frequency:** 1 or 2  **Overall Grading Weight:** 10 – 20% each, depending on frequency  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Presentation  **Frequency:** 1  **Overall Grading Weight:** 15%  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  *Evidence* dimension is assessed via assignment-specific rubrics. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type:** Reading Journal Entries/Writing Prompts  **Frequency:** Weekly/Bi-weekly (approximately 15-20 per semester)  **Overall Grading Weight:** 15%  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of ‘terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Essay  **Frequency:** 1 or 2  **Overall Grading Weight:** 10 – 20% each, depending on frequency  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Presentation  **Frequency:** 1  **Overall Grading Weight:** 15%  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  Integration dimension is assessed via assignment-specific rubrics. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type:** Reading Journal Entries/Writing Prompts  **Frequency:** Weekly/Bi-weekly (approximately 15-20 per semester)  **Overall Grading Weight:** 15%  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Examinations  **Frequency:** 2-4  **Overall Grading Weight:** 15 – 25% each, depending on the frequency  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Essay  **Frequency:** 1 or 2  **Overall Grading Weight:** 10 – 20% each, depending on frequency  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Presentation  **Frequency:** 1  **Overall Grading Weight:** 15%  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  Evaluation dimension is assessed via assignment-specific rubrics. |

**PLAN FOR LEARNING OUTCOMES  
HUMAN EXPRESSION**

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of the role of the aesthetic** | Demonstrate comprehension of the role of aesthetic in the human experience including artistic, literary, and rhetorical expression. | **Task Type:** Reading Journal Entries/Writing Prompts  **Frequency:** Weekly/Bi-weekly (approximately 15-20 per semester)  **Overall Grading Weight:** 15%  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Examinations  **Frequency:** 2-4  **Overall Grading Weight:** 15 – 25% each, depending on the frequency  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Essay  **Frequency:** 1 or 2  **Overall Grading Weight:** 10 – 20% each, depending on frequency  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Presentation  **Frequency:** 1  **Overall Grading Weight:** 15%  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Creative Project  **Frequency:** 1  **Overall Grading Weight:** 15%  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status. |
| **Innovative Thinking** | Create or adapt activities, ideas, or questions expressing both creativity and experience | **Task Type:** Reading Journal Entries/Writing Prompts  **Frequency:** Weekly/Bi-weekly (approximately 15-20 per semester)  **Overall Grading Weight:** 15%  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Presentation  **Frequency:** 1  **Overall Grading Weight:** 15%  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Creative Project  **Frequency:** 1  **Overall Grading Weight:** 15%  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status. |
| **Acknowledging contradictions** | Integrates alternate interpretations or contradictory perspectives or ideas. | **Task Type:** Reading Journal Entries/Writing Prompts  **Frequency:** Weekly/Bi-weekly (approximately 15-20 per semester)  **Overall Grading Weight:** 15%  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Essay  **Frequency:** 1 or 2  **Overall Grading Weight:** 10 – 20% each, depending on frequency  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Presentation  **Frequency:** 1  **Overall Grading Weight:** 15%  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status.  **Task Type:** Creative Project  **Frequency:** 1  **Overall Grading Weight:** 15%  **Expected Proficiency Rate:** 75%  **Rationale:** Mythology, as with all literature, requires an understanding of a variety of terms, concepts, and approaches, all of which takes effort on the part of students to obtain and internalize. Some students fail to do so often because they find themselves unable or unwilling to put in the time. Experience suggest that nearly a quarter of the students will fail to achieve a proficient status. |

# EN 112 Mythology Section 02 Jason Markle

# Winter 2015 LRC 235A Office: 3206 JXJ

**MW 9:00 – 10:40AM Phone: 227-1637**

## Email: [jmarkle@nmu.edu](mailto:jmarkle@nmu.edu)

**Office Hours: MW 11am-12pm and 2-4pm, TR 8-10am and 12-1pm**

### Course Syllabus

**Text:** *Theogony* and *Works and Days* by Hesiod, translated by C.S. Morrissey

*Enuma Elish* translated by Timothy J. Stephany

*The Road* by Cormac McCarthy

*Gilgamesh* translated by Stephen Mitchell

*\*Iliad* by Homer, translated by Stephen Mitchell

*\*Odyssey* by Homer, translated by Stephen Mitchell

*Classical Tragedy: Greek and Roman* edited by Robert W. Corrigan

*Metamorphoses* by Ovid, translated by Charles Martin

\*\**The Art of Love (Ars Amatoria)* by Ovid, translated by James Michie

* Supplemental Readings will be attached to EduCat
* \* denotes that we will be selecting one book or the other as a class
* \*\* denotes that book is optional

*“The study of mythology need no longer be looked upon as an escape from reality into the fantasies of primitive people, but as a search for the deeper understanding of the human mind. In reaching out to explore the distant hills where the gods dwell, and the deep where the monsters are lurking, we are perhaps discovering the way home.”*

-H.R. Ellis Davidson, from *Gods and Myths of Northern Europe*

**Why Myth?**

To study myth is to study a culture's unconscious hopes, fears, and desires. Myth is a constant in every phase of a culture's existence, and may not simply be dismissed as a relic of the past. Thus, to look at the myths of past cultures is like opening a scrapbook from the infancy of our own: the pictures may be strange, unfamiliar, even disturbing, but they represent our own world today every bit as much as the baby pictures our parents show around, which we may not remember or recognize, and which may even embarrass us, represent us. An understanding of myth, then, is necessary to a mature understanding of the world.

**The Course**

In this course we will begin by examining some of the more familiar myths, namely those of classical Greece and the Mediterranean. We will begin to look closely into the structures and images of those myths for the representations, the archetypes and motifs that reappear with startling frequency in myths around the world. Then we will focus our attention on heroic myth by exploring some of the more prominent heroes from Greece and the Middle East, as well as the evolution of heroic myth in popular culture. We will finish the course by examining eight important Greek Tragedies as well as the works of the great Roman poet, Ovid. Throughout this process, we will find opportunities to apply the terminology and themes to modern storytelling and popular culture. This means we will examine such genres as Science Fiction, Post-Apocalyptic Fiction, and Superheroes in an effort to discover the myths of our time.

I envision this as a reading/discussion course, meaning that you will be responsible for a sizable amount of reading, as well as personal participation in class discussions. I encourage student participation. You will get out of this course precisely what you put into it; the best way to learn is to get involved. Therefore, I implore you to come to each session having thoroughly read all the material.

**Course Objectives:**

* To gain an understanding of the types of myth and their purpose.
* To recognize cultural similarities through archetypes and motifs found in myth.
* To gain an understanding of the development/evolution of myth from its earliest forms, including tragedies, to the modern myths.

**EduCat:**

We are using a number of books in this course; however, our readings will not be limited to them. I will be posting myths on EduCat and you will be responsible for reading them. These will be discussed in class and you will be tested on the information. We will also be using the forum feature on EduCat for writing/discussion prompts. These will be assigned quite frequently, both in and out of the classroom.

**Grading:**

Exams (4): 15 points each – 60 points (includes final)

Essay: 10 points (handout given at later date)

Writing Prompts: 20 points

Participation: 10 points\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total: 100 points

Grading scale is as follows:

100-93 = A 92-90 = A- 89-87 = B+ 86-83 = B

82-80 = B- 79-77 = C+ 76-73 = C 72- 70 = C-

69-67 = D+ 66-63 = D 62-60 = D- 59-0 = F

**Attendance:**

It is important that you try to attend every class period; it is your responsibility as a student to be there. Frequent unexplained absences (more than 2) **will** result in a lower grade and any work done in class may not be made up. In short, be in class and be prepared to contribute. If you can’t meet these responsibilities please withdraw from the course. It is understandable, though, that over the course of sixteen weeks you may have to miss a class. If there is an emergency or you cannot make it to class, please contact me in advance if possible. However, these absences will not excuse you from work done in class; you must arrange with me to make up any tests or quizzes missed on an absent day by the next session.

**Plagiarism:**

Plagiarism will not be tolerated. **Plagiarism** is the unauthorized use of the language and thoughts of another author and the representation of them as one’s own. Work that is not your own must be cited. Committing plagiarism is punishable by “not less than disciplinary probation, not more than expulsion” (NMU Handbook). Basically, don’t do it and you’ll be fine. If there are any questions, just see me.

**Additional Comments:**

1. Laptops: Please bring your laptop to class every day. You will need this for note taking and the discussion of supplemental material. Having your laptop does not, however, give you license to play around. This means no games, Facebook, chatting, emailing, working on other course work, shopping, etc. If you are caught doing any of these things during class time, you will be asked to leave the class. If you are caught a second time, you will be asked to drop the course.
2. Books: Please bring come prepared to discuss any assigned reading. If the assignment comes from a required book, make sure that you bring the book to class.
3. Food and Drink: You are allowed to bring a snack and/or beverage to class. Please keep it within reason.
4. Cell phones: Please shut off your cell phone prior to the beginning of class. Texting is absolutely not permitted.

**ADA Policy:**

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

**Course Schedule:**

**Week 1**

**M – 1/12:** Introduction, Discussion – “What is Myth?” Types of myth, development and purpose of myth, Intro to Divine Myth

**W – 1/14:** Creation Myths: Egyptian (supplemental), Introduction to Hesiod and Greek

**Week 2**

**M – 1/19: MLK Day (No Class)**

**W – 1/21:** *Theogony*

**Week 3**

**M – 1/26:** *Theogony* cont., *Enuma Elish*

**W – 1/28:** *Enuma Elish* cont., 1st Hebrew Creation Myth (supplemental)

**Week 4**

**M – 2/2:** *Works and Days*, 2nd Hebrew Creation Myth (supplemental)

**W – 2/4:** Flood Myths – Biblical (supplemental), Sumerian (*Enuma Elish* book)

**Week 5**

**M – 2/9:** Flood Myths continued – *The Road*

**W – 2/11:** *The Road*

**Week 6**

**M – 2/16:** Exam #1

**W – 2/18:** Introduction to Heroic Myth, *Gilgamesh*

**Week 7**

**M – 2/23:** *Gilgamesh*

**W – 2/25:** Homer (optioned book)

**Week 8:**

**M – 3/2: No Class – Mid-Semester Break**

**W – 3/4: No Class – Mid-Semester Break**

**Week 9**

**M – 3/9:** Homer (optioned book)

**W – 3/11:** Homer (optioned book)

**Week 10**

**M – 3/16:** Exam #2

**W – 3/18:** *Classical Tragedy*

**Week 11**

**M – 3/23:** *Classical Tragedy*

**W – 3/25:** *Classical Tragedy*

**Week 12**

**M – 3/30:** *Classical Tragedy*

**W – 4/1:** *Classical Tragedy*

**Week 13**

**M – 4/6:** Exam #3, Essay Due

**W – 4/8:** Ovid’s *Metamorphoses*

**Week 14**

**M – 4/13:** Ovid’s *Metamorphoses*

**W – 4/15:** Ovid’s *Metamorphoses*

**Week 15**

**M – 4/20:** Ovid’s *Metamorphoses*

**W – 4/22:** Ovid’s *Metamorphoses*

**Week 16**

**W – 4/29:** Exam #4

**Final Exam Week –** Final is scheduled for Wednesday, April 29th from 8-9:50am

**This Syllabus is subject to Change**