



ENG 323.01E: Mythology

(CRN: 80625)

COURSE SYLLABUS: Fall 2024

TR 11:00 AM – 12:15 PM

201 David A. Talbot Hall

INSTRUCTOR INFORMATION

Instructor: Dr. Deborah M. Scaggs, PhD

Office Location: 227 David A. Talbot Hall

Office Hours: T 12:30 PM – 2:00 PM; W 10:00 AM – 12:00 PM
or by appointment

University Email Address: deborah.scaggs@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 48-72 hours

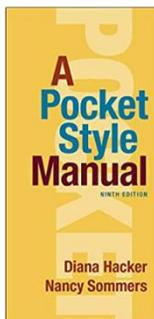


COURSE INFORMATION

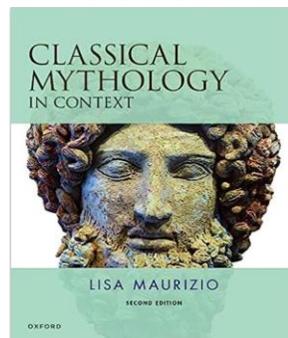
Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

1. Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. 9th ed., Bedford/St. Martin's, 2021. ISBN: 978-1-319-16954-1



2. Maurizio, Lisa. *Classical Mythology: In Context*. 2nd ed., Oxford UP, 2022. ISBN: 978-0190081836



Software Required

The syllabus/schedule are subject to change.

1. Microsoft Word or its equivalent. Students using MACs **must** save documents as .rtf or .pdf files.
 - Students using [GoogleDocs](#) or [Open Office](#) are responsible for ensuring that their submissions are fully compatible with dropboxes in D2L and *TurnItIn*. **Do NOT use links.** (The hyperlinks direct you to instructions for converting to .doc files.)
 - Get [FREE Office 365](#) through TAMUC.
2. Adobe Reader for PDF files.
3. Microsoft PowerPoint.

Other Texts and/or Materials

1. [Adobe Creative Cloud](#), provided by TAMUC. (Includes Adobe Reader.)
2. 3x5 notecards.
3. Dictionary (hardcopy or mobile app).
4. All students *must* have a working TAMUC e-mail address.
5. Access to a computer and the internet for writing, saving, and submitting assignments electronically.



Important Dates:

August 26: First class day
 September 2: (Monday) Labor Day: No Classes
 September 11: (Wednesday) Last day to drop (100% refund)
 October 31: (Thursday) Last day to drop (no refund)
 November 27-29: Thanksgiving Break: No Classes
 December 6: (Friday) Last Class Day
 December 16: Final grades due by 5:00 PM
Final Exam Date: Tuesday, December 10 from 10:45 AM—12:30 PM
 in **Education South, Room 122 (computer lab)**

COURSE DESCRIPTION

ENG 323 – Mythology (Hours: 3)

A course that focuses on the myths of the Greeks and Romans but may also include myths from other cultures such as the Norse and American Indian. The course emphasizes the influence of myths in literature and psychology and on enlargement of vocabulary through mastery of words derived from mythology. Prerequisites: [ENG 1302](#).

Course Primers

For our study of mythology found in Greece, we are able to identify their use in other literatures in the western world. Below are some questions that will guide our exploration. These are not exhaustive, yet they give us some footing to stand on.

- ❖ How do Greek myths explain the world to Greeks? What concerns do myths reveal were on the minds of the ancients?

- ❖ How do the Greeks modify/adapt other myths and then adopt them into their own worldview? Why do they do this?
- ❖ How do cultures that come later use Greek myths and adopt them into their own worldview?
- ❖ What major motifs emerge from our study of Greek myths?
- ❖ How do we use/modify/adapt/adopt myths today in literature, film, and in popular culture? Why?
- ❖ To what extent does studying the ancient world still important today?

Student Learning Outcomes (SLOs): Upon successful completion of this course, students will be able to:

1. identify key elements of myths and their origins;
2. interpret myths for their literary, religious, or cultural importance;
3. apply a variety of theories to interpret myths;
4. compare myths across cultures;
5. integrate GenAI into their writing process to improve structure, clarity, and argumentation while preserving their unique academic voice, purpose, style, and content; and
6. explain the ethical and responsible uses of GenAI in an academic setting.



COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students are expected to be able to use a computer for accessing content, completing and submitting assignments (e.g., using Word and PowerPoint), and engaging in online sources. Texas A&M University-Commerce uses [D2L Brightspace](#) (D2L) as its Course Management System (CMS).

Instructional Methods

This course relies on class lecture and discussion, PowerPoints, out-of-class research, and in-depth, close reading of texts. There will also be handouts made available to enhance instruction.

Student Responsibilities or Tips for Success in the Course

The work for this course is carefully sequenced and grows out of ongoing classwork as well as class participation/discussion. Staying on top of the assignments, doing them seriously, and being prepared for class is crucial for student success in this course. Students should come prepared with all relevant texts and on time every day. On occasion, there may be in-class activities or assigned homework meant to help students engage with the learning in the class. Students should expect to spend **about 4-5 hours outside of class per week** for thinking, reading, writing, and studying for this course.

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or below

Assignments and Evaluation

The most important consideration for all essays is content (argument, structure, secondary sources, primary source explication); however, grammar and usage are also important because (1) a person's literacy is often judged according to the number of distracting sentence errors that appear in writing, and (2) if writers have too many grammatical, mechanical, or usage errors, they will fail to communicate effectively. Therefore, students will need to achieve control of Standard Academic American English.

Evaluation breakdown of assignments is as follows:

1. 15 % – On-demand Activities (pts. TBA)
2. 25 % – Oral Presentations (2 x 100 pts. possible)
3. 15 % – Comparative Analysis (120 pts. possible)
4. 15 % – Critical Analysis (120 pts. possible)
5. 15 % – Mid-term Exam (100 pts. possible)
6. 15 % – Final Exam (100 pts. possible)

100 % ≈ 640 pts. total possible (weighted by category)

NOTE: Uncorrected errors will affect final paper grades. Students who do not learn to control grammar, spelling, and usage will find it difficult to earn a passing grade. Writing means communicating, and if the writing is hard to read or understand, then the writer is failing to communicate.

NOTE: Students who do not learn to control MLA document design and documentation will find it difficult to earn a passing grade. Part of academic writing is being able to control information and source material. Writers **must** learn to use source material ethically, including the use of GenAI.



- With direct quotes, any missing open or close quotes = Plagiarism.
- With paraphrases or summaries, any missing citations = Plagiarism.
- Missing in-text citations = Plagiarism.
- Using sources, quoting them, but not including them in a bibliography = Plagiarism.
- Using GenAI without permission from the instructor = Academic Dishonesty.
- Using GenAI without citing it as a source = Plagiarism.
- Intentionally misrepresenting a source's ideas by saying it says something it does

The syllabus/schedule are subject to change.

not say = Academic Dishonesty.

- Including sources in a bibliography without using them in the essay is either plagiarism (you used a source but did not cite it) or academic dishonesty (you are attempting to obfuscate the fact that you have not used the required sources).

Unintentional plagiarism is still plagiarism.

- **Grading Timetable:** The instructor will make every effort possible to return grades and comments on essays *within two (2) weeks*, but the instructor also reserves the right to require more time if needed and will notify students if this is the case.

REQUIRED COURSEWORK

In order to meet the course objectives, students will have the following opportunities:

- **On-demand Activities:** Students will be asked to complete in-class activities or homework that will help them engage in the readings and materials. These are “on-demand” and can not be made-up; however, students with excused absences who provide acceptable documentation (see p. 8-9) will have an opportunity to make up the work. (SLOs addressed: 1, 2, 3, 6)
- **Oral Presentations:** Students will work in groups to prepare and present **two (2) oral presentations** to the class that covers an assigned section of a chapter. Oral presentation 1 will be worth 10%; oral presentation 2 will be worth 15%. Students are expected to improve upon oral presentation 1 by receiving critique and implementing revisions for oral presentation 2. Students should prepare a PowerPoint or equivalent visual aid as part of their oral presentation. Detailed directions will be provided in class. (SLOs addressed: 1, 4)
- **Comparative Analysis:** Students will compose **one (1) comparative analysis** that examines two (2) myths from different cultures, using analysis tools learned in class. This is a medium length essay (\approx 4-5 pages; \approx 1200-1500 words). In this course, we will utilize GenAI to facilitate the construction of a comparison in very specific ways. Detailed parameters will be provided in class. (SLOs addressed: 1, 2, 4, 5, 6)
- **Critical Analysis:** Students will compose **one (1) critical analysis** that examines a myth using a specific theory. This is a medium length essay (\approx 4-5 pages; \approx 1200-1500 words). In this course, we will utilize GenAI to facilitate the construction of critical analysis in very specific ways. Detailed parameters will be provided in class. (SLOs addressed: 1, 2, 3, 5, 6)

Project Score Breakdown: Since this course emphasizes and encourages the *writing process*, 20% of a writing project’s score is derived from preliminary drafts and peer reviewing, and 80% is derived from the final product. This adds up to the 100% total score and applies to each of the essays. Points are earned based on **completion of minimum requirements, on-time submission, quality, and rubric**. For example, below is the breakdown of an essay that has one (1) preliminary draft, one (1) peer review, and the final product, with evaluation criteria described within parentheses:

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10 pts. – Draft #1* (points earned from correct format, appropriate citations, minimum word count completion, minimum sources requirement, assignment adherence, and on-time submission)

10 pts. – Peer Review on Draft #1** (points earned from percentage of completion, quality, and rubric)

100 pts. – Final Draft ***(points earned from correct format, minimum word count completion, minimum sources requirement, on-time submission, assignment adherence, and rubric)

120 pts. possible per project

***NOTE:** All drafts must be completed in order for students to have a final draft graded. Failure to submit a draft on time will result in a student jeopardizing success in this course.

****NOTE:** Drafts will be peer-reviewed and/or commented on by the instructor. Failure to submit a draft on time will result in a student being unable to participate in peer-review, thus, earning 0 out of a possible 10 possible points, not receiving feedback for improvement, and jeopardizing success in this course.

*****NOTE:** Final products will be graded solely by the instructor. Feedback on final products should be used to improve writing for subsequent assignments.

- **Exams:** There will be a mid-term exam, covering all assigned readings up to mid-term; there will be a final exam, covering readings from mid-term to the end of the semester. (SLOs addressed: 1, 2, 3)

Mid-term Exam: Tuesday, October 10 (regular class time)
Journalism Building, Room 102 (computer lab)

and

Final Exam: Tuesday, December 10 from 10:45 AM—12:30 PM
Education South, Room 122 (computer lab)

Mid-term and Final Exam Etiquette

1. Arrive to class on time.
2. No children or visitors are allowed.
3. Students should not converse with each other once the exam period starts.
4. Turn-off and store all electronic equipment, including but not limited to MP3 players, smart watches, and cell-phones.
5. Backpacks, purses, and other bags **must** be stored at the front of the classroom.
6. No hats, berets, or other head coverings are allowed (except for religious purposes).
7. While food and drink will be permitted during the exam period, the instructor reserves the right to examine containers prior to, during, or after the exam period.

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Note on Written Coursework

- **No “recycled” essays**, essays written in other classes, in other sections of this course, or at other institutions or venues are permitted *unless and until* the instructor(s) provide(s) written consent, using official university email or letterhead.
- **TurnItIn**: This is web-based anti-plagiarism software that all students must incorporate into their submission process for all essays.
 - ❖ Working drafts (all drafts that are composed prior to final essay submission) and final products submitted for final evaluation must include all necessary, appropriate, and accurate citations for source material.
 - ❖ It is the responsibility of the student to make sure that all drafts are submitted to the correct *TurnItIn* drop box on time. Work that is **not submitted to TurnItIn will not be accepted** for grading. The instructor will evaluate the report generated by the software to determine if there are any academic integrity infractions.
 - ❖ Students should save all digital receipts generated by *TurnItIn* to verify that assignments were submitted on time.

● **Generative Artificial Intelligence (GenAI)**: The development and wide availability of GenAI (e.g., ChatGPT) has created a great deal of discussion in academic settings about what its availability means for learning. In fact, this new tool raises questions about how writers think of themselves *as writers* and what it means to use technology to write. As GenAI becomes more powerful and ubiquitous, we all need to learn to use it in ethical and critical ways.



Tools like GenAI are exciting and have great potential, yet they are not without problems because research is showing that the algorithms it depends upon can not fully detect bias, accuracy of information, or verification of source material in the data it uses. Therefore, users can not be sure that all of the information it provides is true, accurate, or usable. Information that GenAI provides is often not cited, making it difficult for users to verify claims and ideas it presents. Additionally, to fully rely on GenAI means that users assume its output is factual, accurate, reliable, and harmless. Simply put, this is not universally the case. Ultimately, students are fully responsible for any work they submit and the veracity and usability of its information.

In this course, there will be specific assignments that will require the use of GenAI with citation (i.e., which GenAI tool was used and the date used). **Generally speaking, however, the work students turn in for this course should be composed by the individual student alone unless the instructor gives explicit permission.** If students use a GenAI tool to generate ideas or to develop an essay, then they would need to (1) first get permission from the instructor after a discussion about how it will be used and (2) cite any ideas that *it* generates, giving *it* credit for the work. This includes which GenAI tool was used, what model or version, and when it was used. The audience needs to be able to distinguish between what are writers’ original ideas and thinking and what is not, just like any time source material is used. Plus, if students are merely relying on a program to think for them, then they are not learning nor thinking for themselves.

TurnItIn also detects possible GenAI compositions or contributions, and I will review the GenAI report for any possible academic infringements.

- **Format:** All compositions will be electronically submitted. If students are using a Macintosh computer, they should save work as a “rich text format” (.rtf) document, Word (.doc or .docx) for Mac file, or as a “portable document format” or PDF (.pdf) file to ensure computer software compatibility. Students will use the most common discipline-specific document design and citation format for English, which is MLA 9th edition. Older editions will not be accepted and points will be deducted for inaccurate MLA citation and mechanics.

Students must ensure that their essays are fully compatible with the submission dropboxes in D2L (including TurnItIn) and in Discussion Forums (DFs). Students will need to use Office 365 (free with your enrollment at TAMUC!) for its Word program rather than [Open Office](#), and for those who use [GoogleDocs](#). (The hyperlinks direct you to instructions for converting to .doc files.) When students save GoogleDocs or Open Office files as PDF or Word files, the formatting does not transfer to meet MLA document design. Therefore, students are responsible for ensuring that their submissions meet MLA guidelines.

- **Late Work:** Regardless of the assignment, deadlines are deadlines. Since the writing in this course will be submitted online, there really is no excuse for late or missing work. Late work will lose points. A student may **request** an extension by communicating with the instructor, in person or via e-mail, **at least 48 hours in advance of a deadline**, but the granting of an extension is dependent upon the circumstances and is at the sole discretion of the instructor. **If** a student has an extreme circumstance—or a sudden, serious situation—that prevents a student from meeting deadlines, then they should **communicate with the instructor as soon as possible** so that a solution to the problem can be found.

NOTE: Some assignments—like drafts and peer reviews—are highly dependent upon timely submission in order to receive feedback for revision. Other assignments—like brainstorming or reading activities—are solely for the individual learner to maintain progress in learning. If work is turned in late without prior approval, students should expect to lose points, earn a zero (0), or be lowered a letter grade for each day’s delay, and a student has up to three (3) days (including weekends) to present the late work, after which no credit is possible.

- **Recommendation:** While it is not required, students are strongly encouraged to use the Writing Center to receive extra attention and help on writing assignments. The Writing Center is a wonderful resource at TAMUC and is located in 103 David A. Talbot Hall. The Writing Center also has virtual writing sessions. For further information, please visit the [Writing Center’s Website](#).

TECHNOLOGY REQUIREMENTS

Learning Management System (LMS)

The syllabus/schedule are subject to change.

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Visit D2L Brightspace webpages for the [LMS requirements](#) and for [LMS Browser Support](#). Users will need to prepare for the use of Zoom by verifying [Zoom System Requirements](#).

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.



Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor. The textbooks, assignment sheets, rubrics, and other assignments within D2L can be addressed by the instructor.

Technical Support

If you are having technical difficulty with any part of D2L Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or visit [D2L Brightspace's support page](#).

Interaction with Instructor Statement

There will be many opportunities to interact with the instructor. First, the instructor is open to questions, observations, or needs for clarification during class. Second, the instructor will provide feedback on final versions of submitted work. Third, the instructor has office hours where students are welcome to attend to discuss class materials, writing concerns, or future endeavors or to receive academic advising.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

The syllabus/schedule are subject to change.

Attendance and Tardiness



Students are expected to attend classes on-time and in their entirety and to complete all assignments. If there are extreme circumstances—or a sudden, serious situation—that prevents a student from arriving to class on time or remaining in the class for its duration, then it is the student’s responsibility to communicate absences with his/her professor.

Tardiness: If a student is more than 10 minutes late to class or if a student leaves class 10 minutes or more early, this will count toward attendance. Three (3) “tardies” or leaving early equals one (1) absence.

Absence: If students have excessive, unexcused absences from class, they will fail this course. “Excessive, unexcused absences” are determined as follows: four (4) or more in a MW or TR course, six (6) or more in a MWF course, and three (3) or more in a MTWR summer course or in a once-a-week graduate course.

All absences are considered unexcused **until and unless** the student persuades the instructor that the absence merits being excused. Instructors require documentation within seven (7) calendar days for the absence to be excused and missing assignments to warrant acceptance. Acceptable reasons for an absence, which will not affect a student’s grade, include, but are not limited to:

1. Participation in university sponsored activity at the request of university authorities;
2. Death or major illness in a student’s immediate family;
3. Routine, short-term support of infant and parent health care matters;
4. Illness of a dependent family member;
5. Participation in legal proceedings or administrative procedures that require a student’s presence;
6. Religious holy days;
7. Illness that is too severe or contagious for the student to attend class;
8. Required participation in military duties;
9. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; and
10. Doctor visits that can not be rescheduled or that require travel.

Students are responsible for providing satisfactory evidence (e.g., physician’s note, military orders, medical release, etc.) to the faculty member within seven (7) calendar days of their absence and return to class. They must substantiate the reason for absence.

If an off-campus licensed physician provides evidence of a student’s illness, the written excuse, orders or documentation must contain:

- the date and time of the doctor’s appointment,
- the prognosis of illness,
- the doctor’s opinion and recommendations for the individual student, and
- the opinion on whether or not the student is able to attend class.

If an absence is not an excused absence, the faculty member will decide whether makeup work will be allowed. In some courses, attendance and in-class participation are ongoing requirements and an integral part of the work of the course.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#). Some key elements that are part of “common decency and acceptable behavior” include:

1. using the “silent” mode on cell phones for the duration of class;
2. removing headphones or earphones for the duration of class;
3. not accessing the web or apps on cell phones, tablets, or laptops unless it is directly related to the current course (i.e., ebooks, notetaking);
4. arriving to class on time;
5. not speaking while others are speaking; and
6. not bringing children to class.

If there is an emergency or an issue that demands attention, then students should step out of the classroom to address it. Students should also consult the [Rules of Netiquette](#) (and the “Golden Rules for Netiquette,” a PDF file in D2L) for more information regarding how to interact in an online forum.

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

[Undergraduate Academic Dishonesty Policy 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty Policy 13.99.99.R0.10](#)

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[Graduate Student Academic Dishonesty Form](#)

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns on Campus](#) document and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Library

The Velma Waters Library supports the research, learning and teaching interests of students, faculty, and staff. Connect with a librarian, explore research and course guides, and attend workshops.

- **Chat with a Librarian!** Get immediate assistance with their [chat service](#) on the main Library page: <https://www.tamuc.edu/library/>

- **Email** ask@tamuc.libanswers.com. They will respond to emails within 24 hours, often much sooner.
- **Text** questions to 903.225.2862.
- **Call** the Waters Library at 903.886.5718 to discuss research needs.
- **Meet with Them!** Don't stay up all night searching Google. Schedule a one-on-one consultation held in-person or via Zoom with a librarian.
- **Visit Them!** They'd love to meet in-person!
 - Waters Library Research Office: Second Floor, Room 213
 - Waters Library University Archives: 4th Floor, Room 406A
 - A&M – Commerce at Mesquite Metroplex Center: Second Floor, Study Room



A&M-Commerce Supports Students' Mental Health

Counseling Center: The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. Visit the [Counseling Center website](#) for events and confidential services.



The Lion Food Pantry: Now located in Performing Arts Center (PAC) in room 122, the [Lion Food Pantry](#) supports students who struggle with food security. Without good food, it is difficult to sleep or to keep up with your academics or engage in social activities. This service also provides personal care items and other necessities. If you need help, then reach out to them: LionPantry@tamuc.edu! They are open Wednesdays, 11:00-4:00 PM.



Land Acknowledgement: Texas A&M Commerce acknowledges that the land we are meeting on today is within the historic homelands of the Wichita, Caddo, Kiikaapoi, and Tawakoni nations. We acknowledge the painful history of genocide and forced removal from this territory. We honor and respect the many diverse indigenous peoples who are connected to this land on which we gather.

Course Content Disclaimer: Students may find that readings, class discussions, or assignments address issues that are unfamiliar, controversial, or uncomfortable. They do not necessarily reflect the viewpoints of the faculty, department, college, or institution. The course

activities are meant to engage critical thinking and intellectual inquiry and honor the concept of free speech. Civil disagreement is fine. Bullying, name-calling, yelling, or other acts of aggression will not be tolerated. The policy of “Student Conduct” applies to the examination of course content as well as to participant interaction in, and out of, the classroom.

Final Note: As students enter the university, they are also entering a research community where faculty and students are studying not only the world outside of the university, but also the teaching and learning that occurs inside of the university. On occasion, other faculty members may observe classes in order to provide feedback to the faculty member about the course activities, the goal, of which, is to improve individual teaching and the design of this course so that they work as effectively as possible in preparing all students for academic and professional success. Therefore, any writing that a student passes in this semester may be read by other faculty members here at TAMUC but without names so that the student, as the writer, remains anonymous. **NOTE: Students should keep in mind that any subject matter they disclose about past, present, or future abuse, assault, harassment, or mortal threats may be reported to the appropriate authorities.** For more information, please see the [University's Privacy Policy](#) and [Student Rights and Responsibilities](#).

Note: The following is our tentative schedule of activities and due dates for this course. Any changes that are made will be given well in advance in class. *The assigned readings for each class period should be done before coming to class.*

NOTE: Section X.1 is History; Section X.2 is Theory; Section X.3 is Comparison of Myths

Introduction

Week 1: Introduction to the Course

8/27 T: Syllabus; Study Skills

8/29 R: Course Roadmap

Chapter 1: Classical Myths and Contemporary Questions

Sign-up for group oral presentations (in-class)

Week 2: Chapter 2: Creation Myths

9/3 T: Chapter 2: Section 2.1, pay special attention to Hesiod's *Theogony* (p. 56-83) and Section 2.2

9/5 R: Chapter 2: Section 2.3

Oral Presentation #1.1: _____

Part 1: Goddesses and Gods

Week 3: Chapter 3: Zeus and Hera: Order and Rebellion

9/10 T: Chapter 3: Section 3.1, pay special attention to Hesiod's *Works and Days* (p. 119-130) and Section 3.2

9/12 R: Chapter 3: Section 3.3

Oral Presentation #1.2: _____

Week 4: Chapter 4: Demeter and Hades: Life and Death

9/17 T: Chapter 4: Section 4.1 and Section 4.2

Complete: "Tracing a Myth's Storyline" handout

9/19 R: Chapter 4: Section 4.3

Oral Presentation #1.3: _____

Week 5: Chapter 5: Aphrodite, Hephaestus, and Ares: Love and Strife

9/24 T: Chapter 5: Section 5.1 and Section 5.2

Complete: "Dear Diary" handout

9/26 R: Chapter 5: Section 5.3

Oral Presentation #1.4: _____

Week 6: Chapter 6: Athena and Poseidon: Wisdom and War

10/1 T: Chapter 6: Sections 6.1 and Section 6.2

Complete: "Comparison: Ares vs Athena" handout

10/3 R: Chapter 6: Section 6.3

Oral Presentation #1.5: _____
_____**Week 7: Chapter 7: Hermes and Hestia: From Herms to Hermes**10/8 T: **MID-TERM EXAM Journalism Building, Room 102**

10/10 R: Chapter 7: Section 7.1-7.2

Week 8: Chapter 8: Artemis and Apollo: From Adolescence to Adulthood

10/15 T: Chapter 8: Section 8.1 and Section 8.2

Complete: "Apollo and Artemis in Myth and Art" handout

10/17 R: Chapter 8: Section 8.3

Oral Presentation #2.1: _____
_____**Week 9: Chapter 9: Dionysus**

10/22 T: Chapter 9: Section 9.1 and Section 9.2

Complete: Questions on p. 393.

10/24 R: Chapter 9: Section 9.3

Oral Presentation #2.2: _____
_____**Part 2: Heroes and Heroines****Week 10: Chapter 10: Heroes at Troy**

10/29 T: Chapter 10: Section 10.1 and Section 10.2

Draft of Comparative Analysis DUE by 11:59 PM

10/31 R: Chapter 10: Section 10.3

Peer Review of Comparative Analysis DUE by 11:59 PM11/2 Sa: **Final Product Comparative Analysis DUE by 11:59 PM****Week 11: Chapter 11: Heroes at the End of the Earth**

11/5 T: Chapter 11: Section 11.1 and Section 11.2

Complete: "12 Labors of Heracles" handout

11/7 R: Chapter 11: Section 11.3

Oral Presentation #2.3: _____

_____**Week 12: Chapter 12: Heroes at Home**

11/12 T: Chapter 12: Section 12.1 and Section 12.2

11/14 R: Chapter 12: Section 12.3

Oral Presentation #2.4: _____

Week 13: Chapter 13: Heroines at Home

11/19 T: Chapter 13: Section 13.1 and Section 13.2

11/21 R: Chapter 13: Section 13.3

Oral Presentation #2.5: _____

Week 14: Thanksgiving Week

11/26: Research Day—No Class

11/28: **No Class—Thanksgiving!**

Week 15: Chapter 14: Heroines and Revenge

12/3 T: Chapter 14: Section 14.1 and Section 14.2

Draft of Critical Analysis DUE by 11:59 PM

12/5 R: Chapter 14: Section 14.3

Peer Review DUE by 11:59 PM

12/7 Sa: **Final Product of Critical Analysis DUE by 11:59 PM**

Final Exam: Tuesday, December 10 from 10:45 AM to 12:30 PM Education South, Room 122