

ENG 291 – CRN 1132 – MYTHOLOGY – Spring 2018

Online - Blackboard
January 17 – May 11, 2018

Instructor: Dr. Eva Jones
Office: Snow Hall, 520
Office Hours: Mondays and Wednesdays 9:00am – 12:00pm and by appointment

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***Students must activate and regularly check their MxCC E-mail addresses in addition to their Blackboard Messages. Important messages from this class and the college will be sent to students' MxCC e-mail address. ** Students may do this by contacting MxCC IT for assistance, see the following link for contact information: <http://mxcc.edu/distance/>*

Required Textbooks/Readings:

Aeschylus, *The Oresteia: Agamemnon, The Libation Bearers, and The Eumenides* (Penguin Classics, 1984)
Atwood, *The Penelopiad* (Cannongate, 2005)
Bechdel, *Fun Home: A Family Tragicomic* (Mariner, 2006)
Boccaccio, "Medea" (PDF – Blackboard)
Chaucer, "Legend of Medea" (PDF – Blackboard)
de Pizan, Medea Reading (PDF – Blackboard)
Euripides, *Medea and Other Plays* (Penguin Classics, 1963)
Homer, *The Odyssey* (Penguin Classics, 1991)
Ovid, *Heroides* (PDF – Blackboard)
Ovid, *The Metamorphoses, A New Verse Translation* (Penguin Classics, 2004)

****Although some readings are provided on Blackboard, they are still required readings throughout the course. ****

Course Description: This course will explore mythology from ancient to modern periods. Students will read and analyze classical myths, explore critical approaches, and assess their impact on society. Students will write analytical essays, including at least one with research. **Prerequisite:** *Either ENG*101ALP, ENG*101E, or ENG*101 and either ENG*102 or ENG*110. (Updated Fall 2017) (Fulfills an "L" course requirement for students who enrolled in a degree program prior to the Fall 2016 semester.)*

Blackboard: This course is an online course, which means that students will need consistent online capabilities in order to complete the coursework. Blackboard offers a network on which I will post the syllabus, quizzes, assignments, lectures, and discussion questions – all of which students will need to consistently access in order to complete. Additionally, students will need to use the Blackboard tools, messaging, and posting capabilities in order to submit assignments, etc. As a result, Blackboard is the ONLY way to submit assignments and the main source for contacting me during the course. Students may use My Commnet in order to access to Blackboard, or they may use the following link: **learnct.blackboard.com**. Students who experience technical difficulties need to contact the MxCC Distance Learning (link provided above) or the Blackboard Helpdesks: 866.940.1928 or 860-343-5756.

ENG 291 meets the following TAP competencies:

Written Communication (full competency)

- Students will be prepared to develop oral messages and written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

Critical Analysis and Logical Thinking (full competency)

- Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

Course Goals: Students will study major themes and ideas in mythological literature ranging from Ancient Greece and Rome to today. Within this study, students will read various genres, from the epic poem to the graphic novel in order to explore the ways in which myths impact and define larger and enduring societal mores and values. Coursework will require students to write analyses of their observations and to complete one critical analysis essay that integrates research to further explore a theme of interest.

The students in ENG 291 will:

- Read mythological works of recognized merit drawn from the Greek and Roman periods.
- Learn about the historical, social, cultural, and creative contexts that influence myths and the ways they endure today.
- Learn about the relationship between the literature and the lives of the writers.
- Practice literary interpretation on the basis of textual evidence.
- Practice critical analysis with the support of scholarly research (historical or literary).

Course Requirements: Students in this course should prepare to read approximately 200 pages weekly (some weeks more, others less). In addition to reading, students will complete a weekly writing regimen in order to keep track of ideas, thoughts, observations, etc. Weekly discussion posts will facilitate student thought and foster individualized instruction for student writing via the instructor's feedback.

Each week students should do the following to achieve success throughout the course:

- 1) Read each week's lecture notes CAREFULLY (these are located on the homepage). These notes will guide students through the week's reading and assignments. These notes are also the homepage for our course shell. Each week's lecture will launch on Sundays at 12:00am (midnight).
- 2) Complete the assigned readings for that week (listed in the course schedule on the syllabus and in the lecture notes).
- 3) Complete the week's assignments (listed both on the course schedule on the syllabus and at the end of the lecture notes). Weekly assignments will include the following:
 - Discussion posts on the current week's reading: an initial post is due on Fridays and a peer response is due on Sundays.
 - Quizzes on the previous week's reading and lecture from Sundays – Wednesdays.
 - During the final week of the course, there will be no assigned reading in order to allow students time to work on the final essay of the course.
- 4) Check the "Messages" tool daily for updates from the course instructor. This is the tool with which I will make class announcements and it is the tool I'll use to contact you individually.

Please note that students need to follow this structure each week in order to earn a passing score in this course. Below, I elaborate on each tool necessary to the structure above.

Student E-Mail and Blackboard Messages: Students in this course are required to use Blackboard Messages as their primary means of contact with the instructor. Blackboard Messages is the best way to contact me with questions or to schedule conferences. If you are unable to contact me via Blackboard, use my MxCC e-mail as a back-up or emergency means for contact. I try to be as vigilant as possible in checking my e-mail and I do check it at least once a day, so I ask students to give me a 24-hour window for response. If I have not responded in 24 hours, please resend your request/e-mail. As a result, I ask that students also check their e-mails as I may send reminders or important messages. However, important messages will occasionally be sent to your Student E-mail (or your MxCC E-mail) address. Students should check that e-mail account regularly or they may forward it to an e-mail address that they do check regularly. See the link at start of the syllabus for information. Additionally, papers or assignments may not be e-mailed for credit, please post your papers and assignments to the appropriate place in Blackboard.

Textbook and Materials: Students should purchase the required textbooks to complete the course. Additional readings have been scanned and posted to Blackboard and students are also required to read those files. Students should also have regular access to Blackboard in order to download the week's lecture notes, to submit assignments, to take weekly quizzes, etc.

Modules - Lecture Notes: Each week I will post lecture notes to accompany the reading assignment (I will usually have these up and ready for you every Sunday at midnight). Within each week's notes, I will provide topic information, reading schedule, reading information, and things to think about. Within these notes, I will also post weekly discussion questions and assignments, and instruction within. It is *imperative* for students to read each week's notes carefully in order to stay on top of deadlines and demands throughout the course. Students who neglect to read the lecture notes each week will likely not pass the course with a C or better.

Discussion Posts: Online discussion is a very important tool for exploring literature and each week's post will help you test arguments – one of which you will choose to expand upon for the final paper. For each week of our summer course, each student will post a discussion response to one of the questions posed at the end of each week's lecture notes. Each student will make **TWO** posts to the discussion forum each week: an initial post responding to a prompt listed at the end of the weekly lecture notes and a peer response. First, students are required to choose one of those discussion questions and post an initial response (by **FRIDAY** of that week). Students will post their second response to another student's discussion post for another/different question (this will be due by each **SUNDAY** of that week). These posts are due by 11:59pm on the date posted within the course schedule.

Here are some guidelines for posting discussion responses:

- Discussion posts need to be elaborate and approximately 1 – 2 pages in length. No post should ever be one or two sentences and they will average at a few paragraphs.
- Begin by responding to the prompt and articulating a thesis early on in the post. Remember, you will reflect on these and choose one to revise for your final paper at the end of the semester. Spend time engaging the readings and the prompts to articulate your own, unique arguments about the readings.
- Discussion posts should be clear, coherent, and adequately revised before publication on the discussion thread.

- All posts NEED (at least) one integrated quote or cited paraphrase from the readings to which they refer. All discussions must adhere to MLA documentation guidelines. (Additionally, to avoid plagiarism, please be sure to give credit to all authors and sources used – this will be further addressed later on.) This means that each post needs to have in-text citations and a works cited entry at the end. Please adhere to MLA 8. Students may already have an MLA 8 Handbook, but students may also consult [MxCC's Library](#) or [The Purdue OWL](#) for guides on MLA Documentation.
- Please refrain from using research in Discussion Posts. This restraint will help each student focus solely on the text(s) at hand, which will help students most as they move toward completing the final paper.
- Discussion posts and peer responses should be respectful. Respect is tremendously important in order for successful discussion to ensue. All insults, inappropriate remarks, etc. will be dealt with publicly and on an individual basis. As we are all adults, I hope that this will not be an issue. Please refrain from commenting on your peers' technical or grammatical usage – I'll take care of that individually.
- There are ways to politely and professionally disagree with another or present an opposing issue – please remember in these instances to be respectful and to use tact. Should anyone need to discuss this further, please communicate with me individually.
- Please remember that I will be involved in the discussion thread as well; additionally, your discussion posts can/will be read by the entire class. With this in mind, please be sure to make your discussion posts relevant and thoughtful.

Deadlines for discussion posts are clearly outlined in the course schedule and will be clearly indicated within the lecture notes for each week. Each week's discussion will be given its own thread or forum (generally the title of the topic listed on the course schedule). Each discussion thread or forum will be locked after the deadline. Any late postings (after the deadline and before it gets locked) will be given half credit. No postings will be accepted after a thread is locked. Please complete all discussions by the deadlines stated in the lecture notes and on the course schedule listed for the week. Since this course is online, your posts and participation in discussion are a considerable part of your grade. Each discussion post will be graded on:

- How well the post addresses the prompt (clear thesis)
- How well the post integrates the readings within the response to the question (textual support and analysis)
- The quality and care put into the post (evidence of revision, MLA format of citations, etc.)

Quizzes: Reading quizzes will occur the week AFTER a reading is assigned. These quizzes will occur only on Blackboard and they will be unlocked on **SUNDAY** at 12:00am (when the lecture notes are posted) and will be available until 11:59pm on **WEDNESDAY** of each week. At the deadline, the quiz will be locked and graded; thus, no student may access that quiz. No quiz may be completed or made up after it is locked. Quizzes will be averaged together at the end of the semester and factored into your final grade.

Final Critical Analysis w/ Research Paper: Each week's discussion post will require students to assess the ways in which mythology engages or impacts different themes, ideas, or literary structures. This weekly exercise will help students explore the assigned readings and articulate unique arguments about those texts. For the final project of the semester, students will choose one of those discussion arguments and expand upon it to form an essay that critically examines the literature at hand. Critical analysis requires an examination of any specific idea, trend, or character throughout the chosen literature. Each week's discussion prompts will require students to begin such work and the final paper will require them to push that analysis and to support their arguments with research.

All arguments must initially come from a discussion post prompt assigned throughout the course and the focus of each paper **MUST** deal with a work assigned in the course. **Please note that discussion posts are a start, not a paper.** All discussion posts need revision and expansion in order to meet the standards of a formal paper.

Discussion post expansion may entail:

- Specifying or tailoring the thesis statement (either in stance, reasons, or both) and adding textual support to prove the statement
- Pushing or elaborating on analysis of textual support and directly engaging the quotes provided from the text(s) at hand
- Maintaining a strong focus on thesis reinforcement and assessing how such a thesis/argument bears impact today (or historically how this argument bears impact on a particular event or in a particular circumstance)

Arguments may be historical or purely analytical, but each paper needs to have a clear thesis statement. In addition, each paper needs to provide textual support from the primary source with adequate analysis. To support your analysis, this assignment requires research. **PLEASE USE NO MORE THAN TWO SECONDARY SOURCES FOR THIS PAPER.** Your arguments and your analysis of the texts at hand should be the stars of the paper, so the research should simply support your argument and analysis. In addition, your sources **MUST BE SCHOLARLY SOURCES.** The lecture will connect you with resources available online via MxCC's Library. Please understand that Wikipedia and blogs are not acceptable secondary sources to use in any scholarly paper (such sources may contain links to scholarly sources, but you must cite the scholarly source, not the blog or Wikipedia entry).

Structurally, final papers must have an introduction that formally introduces and summarizes the work chosen for analysis; this introduction must also bear a clear thesis statement. Body paragraphs must follow the thesis statement and bear textual support and analysis. Your research will also likely appear in the body paragraphs of your essay because it should support the argument. All papers should have an adequate conclusion. Week 7's lecture will focus on essay structure in detail. The final, separate page of every paper should be the works cited list (please use MLA 8). Overall, this paper should be approximately 5 to 8 pages in length. Further information on the Final Critical Analysis Paper will be provided via instructor feedback on discussion posts and within Lecture Notes.

Deadlines: All deadlines are posted within the course schedule. Unless special arrangements have been made with me, penalties will be applied to late papers and papers will not be accepted one week from the original due date. Please understand that this course is ONLY seven weeks long, there is little to no space for extensions, therefore very few – if any – extensions will be granted.

Grading Scale: Your final grade will be calculated according to the following percentages:

Discussion Posts = 30%
Quizzes = 30%
Critical Analysis Paper = 40%

Final grades will be calculated according to the grading percentages listed above and the final grade of A-F will be determined by the following scale:

A = 93-100	B = 83-86	C = 73-76	
A- = 90-92	B- = 80-82	C- = 70-72	F = 0-59
B+ = 87-89	C+ = 77-79	D = 60-69	

Withdrawals: A student may withdraw from any course after the add/drop period, until the end of the 11th week of the semester (for the Fall and Spring semesters). This deadline is published in the Academic Calendar and is **Monday, April 16, 2018**. A student must take the responsibility for initiating and completing a withdrawal. It is in the best interest of the student to discuss a withdrawal with his or her academic advisor, and/or the instructor of the course. A student who wishes to withdraw from a course must:

1. Obtain a withdrawal form from the Records Office,
2. Fill in and sign the form,
3. Obtain the signature of the course instructor, and (if applicable) financial aid staff member and/or veterans counselor, and
4. Return the completed form to the Records Office prior to the deadline.

A student who wishes to completely withdraw from MxCC must notify the Records Office of that intention. The College prefers the student to come in personally and obtain signatures as described above. However, notification may be made in writing. A withdrawal will be recorded as a "W" on the student's transcript. Withdrawing from a course makes the student ineligible for Dean's List recognition in that semester. A student who misses the withdrawal deadline, and who has extenuating circumstances, may choose to file an "Appeal for Late Withdrawal" form with the Dean of Academic Affairs. This form must be signed by the instructor indicating his/her permission for withdrawal before the appeal will be considered. Any student who stops attending a class and fails to complete a withdrawal form will receive a letter grade for that course (A – F).

ADDITIONAL SYLLABUS INFORMATION ON COLLEGE-WIDE POLICIES

For information about the college's policies and procedures regarding academic honesty, accessibility/disability services, attendance, audio-recording in the classroom, grade appeals, plagiarism, religious accommodations, weather/emergency closings, and more, please go to the following website: <http://mxcc.edu/catalog/academic-policies>

ENG 291 – Course Schedule – Spring 2018

Week 1 (1/17 – 1/21): INTRODUCTION TO THE COURSE AND *THE ODYSSEY*

Reading:

Syllabus

Week 1 Lecture Notes (including embedded/linked videos or readings)

Odyssey Books 1 – 4 (p. 3-62)

Week 1 Assignments:

Introductory Assignment (posted within Week 1 Lecture Notes) due Friday 1/19 by 11:59pm.

Discussion Post #1 by Sunday 1/21 @ 11:59pm (No required Peer Response).

Week 2 (1/22 – 1/28): THE ODYSSEY

Reading:

Week 2 Lecture Notes

The Odyssey Books 15 – 19 (p. 195 - 265)

Assignments:

Quiz #1 (1/21 – 1/24 @ 11:59pm)

Discussion Post #2: Initial Post due by Friday 1/26 and Peer Response due by Sunday 1/28 – both by 11:59pm.

Week 3 (1/29 – 2/4): THE ODYSSEY

Reading:

Week 3 Lecture Notes

The Odyssey Books 20 – 24 (p. 266 - 324)

Assignments:

Quiz #2 (1/28 – 1/31 @ 11:59pm)

Discussion Post #3: Initial Post due by Friday 2/2 and Peer Response due by Sunday 2/4 – both by 11:59pm.

Week 4 (2/5 – 2/11): THE PENELOPIAD

Reading:

Week 4 Lecture Notes

The Penelopiad, by Margaret Atwood (Introduction – p. 98)

Assignments:

Quiz #3 (2/4 – 2/7 @ 11:59pm)

Discussion Post #4: Initial Post due by Friday 2/9 and Peer Response due by Sunday 2/11 – both by 11:59pm.

Week 5 (2/12 – 2/18): THE PENELOPIAD

Reading:

Week 5 Lecture Notes

The Penelopiad, by Margaret Atwood (p. 99 – 196)

Assignments:

Quiz #4 (2/11 – 2/14 @ 11:59pm)

Discussion Post #5: Initial Post due by Friday 2/16 and Peer Response due by Sunday 2/18 – both by 11:59pm.

Week 6 (2/19 – 2/25): THE ORESTEIA

Reading:

Week 6 Lecture Notes

Agamemnon, by Aeschylus

Assignments:

Quiz #5 (2/18 – 2/21 @ 11:59pm)

Discussion Post #6: Initial Post due by Friday 2/23 and Peer Response due by Sunday 2/25 – both by 11:59pm.

Week 7 (2/26 – 3/4): THE ORESTEIA

Reading:

Week 7 Lecture Notes

The Libation Bearers, by Aeschylus

Assignments:

Quiz #6 (2/25 – 2/28 @ 11:59pm)

Discussion Post #7: Initial Post due by Friday 3/2 and Peer Response due by Sunday 3/4 – both by 11:59pm.

Week 8 (3/5 – 3/11): THE ORESTEIA

Reading:

Week 8 Lecture Notes

Eumenides, by Aeschylus

Assignments:

Quiz #7 (3/4 – 3/7 @ 11:59pm)

Discussion Post #8: Initial Post due by Friday 3/9 and Peer Response due by Sunday 3/11 – both by 11:59pm.

SPRING BREAK – NO MXCC CLASSES, MARCH 12 – MARCH 18

Week 9 (3/19 – 3/25): OVID'S METAMORPHOSES

Reading:

Week 9 Lecture Notes

Metamorphoses Book 1 (p. 3 – 20) and Book 14 (p. 546 - 591)

Assignments:

Quiz #8 (3/11 – 3/21 @ 11:59pm) **For your convenience, Quiz #8 is open during Spring Break**

Discussion Post #9: Initial Post due by Friday 3/23 and Peer Response due by Sunday 3/25 – both by 11:59pm.

Week 10 (3/26 – 4/1): OVID'S METAMORPHOSES

Reading:

Week 10 Lecture Notes

Metamorphoses Book 15 (p. 592 – 636)

Assignments:

Quiz #9 (3/25 – 3/28 @ 11:59pm)

Discussion Post #10 (optional/for extra credit) *ONLY* an initial post is due by Sunday 4/1 at 11:59pm.

Week 11 (4/2 – 4/8): MEDEA AND JASON

Reading:

Week 11 Lecture Notes

Medea, by Euripides

Assignments:

Quiz #10 (4/1 – 4/4 @ 11:59pm)

Discussion Post #11: Initial Post due by Friday 4/6 and Peer Response due by Sunday 4/8 – both by 11:59pm.

Week 12 (4/9 – 4/15): MEDEA AND JASON

Reading:

Week 12 Lecture Notes

“Medea to Jason,” from Ovid’s *Heroides* (PDF provided on Blackboard)

Excerpt from Book 7 of Ovid’s *Metamorphoses* (p. 248-270)

Assignments:

Quiz #11 (4/8 – 4/11 @ 11:59pm)

Discussion Post #12: Initial Post due by Friday 4/13 and Peer Response due by Sunday 4/15 – both by 11:59pm.

Week 13 (4/16 – 4/22): MEDEA AND JASON

Reading:

Week 13 Lecture Notes

Boccaccio’s “Medea” (PDF – Linked w/in Week 13 Lecture)

Chaucer’s “Legend of Medea” (PDF – Linked w/in Week 13 Lecture)

Christine de Pizan’s version of Medea (PDF – Linked w/in Week 13 Lecture)

Assignments:

Quiz #12 (4/15 – 4/18 @ 11:59pm)

Discussion Post #13: Initial Post due by Friday 4/20 and Peer Response due by Sunday 4/22 – both by 11:59pm.

Week 14 (4/23 – 4/29): FUN HOME

Reading:

Week 6 Lecture Notes

Fun Home, by Alison Bechdel

Assignments:

Quiz #13 (4/22 – 4/25 @ 11:59pm)

Discussion Post #14: Initial Post due by Friday 4/27 and Peer Response due by Sunday 4/29 – both by 11:59pm.

Week 15 (4/30 – 5/4): FINAL PAPER

Reading:

Week 15 Lecture Notes

Assignments:

Quiz #14 (4/29 – 5/2 @ 11:59pm)

Final Paper due on Blackboard by 11:59pm on 5/11.

Week 16 (5/4 – 5/11): FINAL PAPER

Reading:

Week 16 Lecture Notes

Assignments:

Final Paper due on Blackboard by 11:59pm on 5/11.

Disclaimer: Instructor reserves the right to change or modify any part of this syllabus or outline to meet instructional needs. All changes will be announced/distributed in class and posted on Blackboard.