

HUM115601 (10787) ☼ World Mythology
Weekend Course (3 weekends-Fri. 5pm-10pm; Sat. 8am-5:30pm)
6-24/6-25; 7-8/7-9; 7-15/7-16 ☼ Room 2307 ☼ summer 2016

Instructor: Chris Howell
Office phone: 303-914-6551
Office hours: by appointment

Office: WE2636
Email* address: *chris.howell@rrcc.edu*
*Please use your official RRCC Email

Prerequisite: C or better in ENG090 or CCR092 or ACT 18 or Accuplacer 95.

Course Description: Introduces students to a multidisciplinary approach to world mythology. Common themes are illustrated and connected to religion, philosophy, art, literature, music and contemporary culture. Students study myths from various perspectives and parts of the world. This course has several objectives including development of collegiate research and analysis skill sets for lifelong learning as well as collaborative group work to prepare students with soft skills for the 21st century workplace. This course is one of the Statewide Guaranteed Transfer courses. GT-AH2.

This is a fast paced, 3 weekend course that skips the July 2/3 weekend. Full attendance is required as is access and use of D2L as the online course shell for assignments etc.

Field Trip Required: There is 1 required Field Trip to the Denver Art Museum on Saturday 7-16 in the morning. We will return to the classroom in the afternoon for presentations of museum project. Student will create a presentation project that can be posted online or presented in the classroom depending on pace of course and student preference.

Course Materials/Text: Internet and D2L website access and usage required.
World Mythology: An Illustrated Guide. Edited by Willis, Oxford Press 2006.
(ISBN: 9780195307528).

Course Website via D2L: All of your graded assignments and most resources are located in our online D2L course shell. To access your courses, please login to your College Portal and go to the Student tab. Next, click on the D2L link and then the course you want to access.

Website sections utilized: All course materials, work, and assignments are on D2L.

Notes: Regular class updates are posted here on website homepage. Check daily.

Content: All materials, examples, assignments, syllabus-calendar, etc. are located here.

Dropbox: All written assignments are submitted here including reviews, exams, etc. The D2L *Dropbox only accepts Microsoft Word file formats so plan accordingly.* Additionally, we utilize plagiarism software to check for original student work.

Discussions: Any discussions, both graded and ungraded, are complete here.

Grades: Students can check course progress using the gradebook. Individual and group assignment feedback can be accessed in the dropbox or in discussion areas.

D2L Helpdesk: 888-800-9198 or <http://help.cccs.edu> for help 24 hours/7 days a week

Course Procedures and Policies: Based on past student success in this course the successful student will want to follow the procedures and policies outlined below:

-Due Dates all my courses require work to be in by due dates listed in the calendar.

-Attendance and participation are mandatory on a weekly basis for this course. I track your classroom attendance and D2L tracks your progress from login times and duration to quality and quantity of activity.

-Grades strive for at least a "C" in the course so you can earn transfer credit and meet financial aid minimum requirements.

-Login several times a week and check all of the website sections mentioned above in **bold**.

-Faculty and instructor role Together we build a quality collegiate learning environment through the term. Students must be self-motivated, timely, and engaged.

-Review the student Handbook from RRCC for collegiate behavior, plagiarism, academic dishonesty, attendance, smoking, drug usage, etc. available online and in print at the college.

<http://www.rrcc.edu/sites/default/files/StudentHandbook.pdf>

-Academic Dishonesty has no place in a collegiate environment. All work must be your own. Only 10% of any assignment can be from properly cited and referenced collegiate sources. The other 90% must be in your own thoughts/words.

-Incompletes/AW/W Grades and Dropdates I do not grant incompletes nor do I generally give AW/W grades. It is the student's responsibility to know and follow all deadlines including drop dates in courses and follow college procedures for dropping etc.

-Office of Disability Services and ADA (Americans with Disabilities Act Amendments Act of 2008) and Section 504 of the Rehabilitation Act of 1973. Red Rocks Community College is committed to access for students with disabilities. If you are a student with a disability and need assistance or are interested in requesting accommodations, please contact the Office of Disability Services (ODS). Faculty and instructors are not obligated to provide accommodations without proper notification by the ODS. Students may contact the ODS staff by telephone or email to make an intake appointment at 303-914-6733 or ods@rrcc.edu. The ODS is located in Suite 1182 at the Lakewood campus. More information is available at

www.rrcc.edu/disabilityservices

Grading Policy: A: 90-100% B: 80-89.9% C: 70-79.9% D: 60-69.9% F: 0-59.9%

The class will be graded on a point-by-point basis. You can keep track of your current grade by dividing your points earned by the total points possible at that time. I will regularly update D2L with the scores you have received on assignments throughout the semester. Utilize the D2L gradebook during the term to check your progress. *My philosophy is you start at zero and earn and learn your way toward full credit over the term. No extra credit is generally offered.*

NOTE: It generally takes several days to properly grade and return assignments

Points:	1000 pts total
5 Reviews - 100 points each	500 points total
5 Discussions - 50 points each	250 points total
1 Field Trip presentation Project	250 points total

Assignments: Assignments are broken down into 5 units (each with 1 discussion/1 review due) plus 2 comprehensive Exams (Mid-Term and Final) for a total of 12 Assignments over the term. Assignments are due on dates listed in the course calendar at end of this syllabus. Usually the due date and time is listed in calendar at end of this syllabus. Feedback is provided on reviews and Exams in the dropbox area as needed and guidance comments are provided for the discussions. Only complete assignments are graded.

FEEDBACK and GRADING: Usually I can get feedback to you by Monday evening for Unit reviews but exams take several days to grade and provide feedback. I provide written feedback and/or verbal feedback. Discussions are only graded when both the initial posts and replies are submitted for the Unit. I often engage in discussions to provide support and direction as well. *To view feedback please open the assignment in the dropbox area and select the small "caption" icon. I will indicate if you can redo an assignment etc. as well.*

NOTE: Examples of quality student assignments are posted in the Content area of our website.

Class Structure:

Each Weekend is different so see the calendar at end of syllabus for specifics-

- a) Read the assigned text material for that unit/area BEFORE we meet in class.
- b) *Select a myth* from the unit/area we are covering. For example, "Unit 1-India myth."
- c) Be prepared to work in class groups and tell your own version of the myth or "Mythtelling." The brief Mythology videos we watch can serve as an example.
- b) Come to class ready to cover additional unit material in several formats including presentation, film, group activity etc.

5 Discussions (50 points each): After reading the assigned text sections for that unit complete the assigned discussions by the due date in the calendar. The initial "mythtelling" post and ANALYSIS is worth 25 points, the 1st reply 15 points, the second reply 10 points.

- 1) Choose a myth from the assigned Unit we are covering. You can use the Unit myth you chose to talk about in class groups or you can choose a different Unit myth from the text or the Content area of our website.
- 2) **CREATE** the chosen myth and place it online to the correct Discussion area of our website. Boil down the myth to its essentials of characters, messages, storylines, etc. Become the *myhteller*.
- 3) Informally cite the myth page number, title, etc. so your classmates can easily find it in the text or Content area.
- 4) **MOST IMPORTANTLY-ANALYZE** the myth by utilizing the Textbook Author's 9 Analytical categories (Creation, trickster, animals-plants etc.) Assign your myth percentages of the textbook categories of analyses. *For instance, The Epic of Gilgamesh might be 50% Trickster, 20% Animal, 20% Gods, 10% Creation.* Be prepared to defend your analysis!
- 5) After posting your myth and analysis, choose at least 2 other classmate myth-analyses and **REPLY** to their posts with the following:
 - a) Does their mythtelling make the story clear? Is an alternative version of the myth known and if so, how does it differ?
 - b) **MOST IMPORTANTLY-Debate** your classmate on how they broke down the myth by percentages of analysis categories. How would you do it differently by percentages? What do you agree with them on and what do you disagree with them on?

Grading Notes: These discussions, while informal should be substantial. I will post guidance replies for early initial posts but will only grade a discussion once both initial post and replies are due and complete.

5 Reviews (100 points each): Five reviews (5) are required over the term, 1 for each unit. After completing the unit text readings and the unit discussion proceed to the written review. Choose one of the following options to demonstrate your mastery of collegiate critical thinking.

OPTION 1) COLLEGIATE SHORT ESSAY – MACRO ANALYSIS OF ENTIRE UNIT

In a collegiate level, written essay with no spelling or grammar errors, answer the following questions on the myths across the **Entire Unit**. Several pages will be needed to do so.

- a) Analyze the Unit myths by the 9 categories in the text. Give the percentages for the Unit. For instance are creation myths most common in the unit, if so what percentage?
 - b) What storyline(s) are most common in the Unit? Families/Forces of nature/Narrative/Myth as teacher of morals? Be specific and clarify.
 - c) What particular types of characters (heroes, tricksters, etc.) are most common?
 - d) What characters might be metaphors/allegories for what universal/natural/unknown forces?
 - e) Comparing all regions in the Unit, attempt to construct a basic background/composite myth from all of the regions covered in the Unit. If needed you can construct several myths.
 - f) Provide a basic storyline for the shared myth including characters etc.
 - g) What region(s) most strongly influences the shared myth you constructed?
 - h) Why might that region have the strongest influence mythologically speaking?
- If no basic myth can be constructed and no region is dominant then discuss in-depth why not.*

OPTION 2) NINE IMAGES for a Unit/regions.

Visit the internet and use Google Images search or similar to find at least 9 images for that Unit/set of regions. Each image **MUST** be from one of the 9 categories of analysis covered in the text. Cite **SPECIFICALLY** each image website address. **COPY AND PASTE** each image into your MSWord or compatible document for upload to the Dropbox. Then in a paragraph for each image, specifically discuss how the image exemplifies the specific category of analysis for that Unit of myths. Be very specific. For example if you choose a “trickster” image such as ‘coyote’ then discuss what specific myths and regions the ‘coyote’ is associated with for that Unit and set of regions. **REMEMBER 9 images or more for the unit and EACH image must represent at least 1 category of analysis for that Unit, no exceptions please!**

OPTION 3) NINE IMAGES for an exemplary Myth for a Unit/regions.

IF you want to focus in on a single myth as exemplary for the unit, you can choose a single myth representative of the Unit covered and analyze the myth by selecting 9 images that tell the story of that myth. As always, cite your sources and explain how each image represents a category of analysis for that myth. Cite **SPECIFICALLY** each image website address. **COPY AND PASTE** each image into your MSWord or compatible document for upload to the Dropbox. Then in a paragraph for each image, specifically discuss how the image exemplifies the specific category of analysis of the myth chosen. Be very specific. *Conclude with an extended summary discussion that ties the myth into the region and into the unit.* **REMEMBER 9 images or more for the myth and EACH image must represent at least 1 category of analysis for that myth, no exceptions please!**

Field Trip to Denver Art Museum-Required

On Saturday July 16th our final day of class, we will meet at the Denver Art Museum at 9am by the main entrance of the new building. I have some free passes and I encourage you to bring your membership cards if you have them. I will cover everyone’s entrance fee who cannot get in otherwise. We will visit the old “castle” wing of the museum where the collections are kept that relate to our 5 units of mythology. I will focus on the Asia/India wing and outline how you can accomplish your final assignment, the presentation project.

After my demonstration, you can each seek out the floor that contains the Unit/myth you have chosen for your presentation and want to cover. I will be available to help each of you periodically. This will take several hours overall though so come prepared to spend the entire morning 9am-12noon at DAM.

Basically you will choose either option 2 or option 3 from the Written Review section and find 9 images that best exemplify the myths of a unit/region, or of a specific exemplary myth. Take digital pics of those images and notes on how those images relate to the myth(s). Finally we will return to the classroom after a long lunchbreak and assemble our presentations by downloading pics and writing up analysis of those pics. You will have the option of presenting in class or of formally writing up the myths and images following the option 2 or 3 guidelines and placing those write-ups online in the discussion area for all to view.

Grading Notes: These reviews should be formal and at collegiate level of communication. Generally try to meet all guidelines above for each option though some deviation is encouraged to pursue personal interest and collegiate inquiry!

UNIT GUIDES by Textbook Section:

Unit 1: (Mythology/Egypt/Middle East/India)

Unit 2: (China/Tibet/Japan)

Unit 3: (Greece/Rome/North-Central-East Europe)

Unit 4: (Arctic/North America/Mesoamerica/South America)

Unit 5: (Africa/Australia/Oceania/SE Asia)

CALENDAR - Subject to change with due notification

<i>Weekend Dates</i>	<i>UNIT/Area and Text Readings</i>	<i>Assignment due and due date Usually Sunday Midnight MST in DROPBOX or DISCUSSION area</i>
1 6-24 Fri 6-25 Sa	<p>Read textbook introduction and Units 1 and 2 for 1st weekend of class.</p> <p>Course/Syllabus introduction Analyzing Mythology UNIT 1: Egypt and India focus</p> <p>UNIT 2: China and Japan focus</p>	<p>Post introduction of yourself in Discussion area by Friday 6-24 at midnight MST. REQUIRED discussion post. Discuss your academic background, future goals, and what you hope to learn in this course. You must complete discussion to avoid DROP.</p> <p>Units 1 2 Discussions due in discussions area on D2L course website by Sunday midnight MST 6-26-16</p> <p>Units 1 and 2 Written Reviews due in dropbox on D2L course website by Thursday midnight MST 6-30-2016</p>
NO Class	July 4th weekend, no classes meet.	
2 7-8 Fri 7-9 Sa	<p>Read textbook Units 3, 4 and 5 for 2nd weekend of class.</p> <p>Unit 3: Greek and Norse focus</p> <p>Unit 4: Maya focus</p>	<p>Units 3, 4 and 5 Discussions due in discussions area on D2L course website by Sunday midnight MST 7-10-16</p> <p>Units 3, 4 and 5 Written Reviews due in dropbox on D2L course website by Thursday midnight MST 7-14-2016</p>
3 7-15 Fri 7-16 Sa	<p>Unit 5: Bantu and Australian Aborigine focus</p> <p>Field Trip to Denver Art Museum plus presentation project</p>	<p>Unit 5 Discussions due in discussions area on D2L course website by Sunday midnight MST 7-17-16</p> <p>Unit 5 Written Review due in dropbox Thursday midnight MST 7-21-2016</p> <p>Final Presentation due in discussions and any late work due on website by Friday 7-22-16 midnight MST.</p>

For each Unit covered in class we will try to adhere to the following order:

- 1) Big Myth website creation myths for each unit**
- 2) Student Myhtelling groups for each unit**
- 3) Time for students to visit library or computing labs and create Initial myhttelling/analysis**
- 4) Instructor led coverage of select myths from each unit**
- 5) Time for students to visit library or computing labs and create discussion replies**