

July 19, 2013

1. College: **College of Liberal and Applied Arts**
2. Department: **English**
3. Course status: **existing; does not require modification**
4. Course prefix and number: **ENG 209**
5. Course title: **Introduction to Mythology**
6. Course catalog description: **Study of Greek, Roman and Hebraic mythology, emphasizing the role of myth in history, culture and consciousness.**
7. Number of semester credit hours: **3**
8. Estimated total course enrollment per year: **400**
9. Course prerequisites and/or required qualifications for enrolling in the class:
Prerequisite: six hours of freshman English.
10. Course **is/will be** available online.
11. Foundational Component Area: **Language, Philosophy, and Culture**
12. Explain why this course fits into this foundation component area: **Courses in the Language, Philosophy, and Culture Foundational Component Area focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. These courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures. ENG 209, a general introduction to mythology course, with particular emphases on Greek, Roman, and Hebraic mythologies, explores these considerations and how they continue to influence our world and human behaviors today. ENG 209 examines the philosophical concerns and belief systems that foster the creation of works of literature, cultural behaviors, and aesthetic and social milieus, among other considerations. The following four Core Objectives must be addressed in ENG 209 to fulfill this category requirement: Critical Thinking Skills, Communication Skills, Personal Responsibility, and Social Responsibility.**
13. Core Objectives
 - Critical Thinking - Students learn critical thinking skills by acquiring abilities in creative thinking, innovation, and inquiry, and in analysis, evaluation, and synthesis of information. In ENG 209, students are asked to think creatively and innovatively by questioning their taken-for-granted assumptions about topics, as explored in literature, that form the underlying background of their day-to-day worldview. In ENG 209, students make inquiries into issues, ideas, artifacts, and events relating to these topics before accepting or formulating an opinion or conclusion. Instructors expose students to a variety of readings from world mythologies, in particular Greek, Roman, and Hebraic, and explorations and discourse upon those readings require students to draw comparisons, to recognize oppositions and contradictions, to extrapolate and to draw conclusions. Students will be instructed in elements of critical thinking, such as creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information. The instruction will take place by means of lecture, assigned readings, and instructor input during class discussions which model for students how to express and respect diverse points of view. Students are expected to complete assigned readings, to engage in course and group discussions, and to analyze, interpret, and

synthesize their findings resultant from these critical engagements into written responses that may include essays and essay examination. Students in ENG 209 demonstrate the acquisition of their skills by being able to: articulate and evaluate points of view; discuss contrasting themes, cultural and historical attributes, literary elements, and approaches to literature; and compose essays that evidence their ability to analyze early world literature and to formulate, justify, and clearly express their positions on their topic. Each student's mastery of Critical Thinking will be demonstrated by means of a culminating Course Capstone Essay in which students will be asked to analyze mythology-pertinent texts, evidence an understanding of literary techniques, and evidence an understanding of cultural, thematic, or historical attributes specific to the period or how they are relevant to today's world.

- Communication Skills - In ENG 209, students will be instructed in elements of communication skills, such as effective development, interpretation and expression of ideas through written, oral and visual communication. This instruction will take place by means of group interaction and class discussions (oral communication in face-to-face courses, electronically in online courses), visual medium (as found in assigned readings, lectures, power-point presentations, or other media as dependent upon course materials), and writing (written communication). Instructors provide students models, examples, and explanation upon writing about literature. Students learn how to respond to literature by becoming acquainted with and evidencing through writing effective use of literary analysis methodologies, which enable them to make claims about themes, about literary contexts as they apply to human conditions, historical and cultural milieus, and other pertinent considerations. Students will write several assignments or essays in response to their readings throughout the semester. Each student's mastery of Communication Skills will be demonstrated by means of a Course Capstone Essay in which students will be asked to examine literary or thematic concepts pertinent to the ENG 209 survey; this written assignment will demonstrate appropriate organization, clarity, development of ideas, and appropriate levels of writing competency.
- Social Responsibility - In ENG 209, students will be instructed in elements of Social Responsibility, such as intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. This instruction will take place by means of lectures, assigned readings, and instructor input in class discussions. Mythological studies require students to explore intercultural experiences and how ideas, beliefs, and values specific to a variety of cultures, affect human experience; sometimes these experiences are distinct but universal patterns, common to all peoples, present themselves in fiction, poetry, non-fiction, and/or drama. This knowledge permits students to gain insights into their own cultural rules and biases, and how to recognize these in others. Lectures and readings that pertain to the intellectual, aesthetic, societal, cultural, and ethical milieus and forces that exist among peoples in historical, regional, national, or international contexts fosters the acquisition of civic sensibilities. Students will write essays that, while they are responsive to literary elements such as theme, characterization, or genre, and so

on, are also responsive to intercultural, civic, and/or global contexts as these are found in a study of mythologies. Each student's mastery of Social Responsibility will be demonstrated by means of a Course Capstone Essay in which students will be asked to address, as it is pertinent to the ENG 209 survey, an understanding of social responsibility as it occurs in cultural contexts.

- Personal Responsibility - In ENG 209, students will be instructed in elements of Personal Responsibility, such as the ability to connect choices, actions and consequences to ethical decision-making. This instruction will take place by means of lecture, assigned readings, and instructor input in class discussions. In Eng 209, as in literature courses in general, students will have occasion to study human dynamics and interrelationships as these pertain to character development and character analysis. As antagonists and protagonists act and react, students will learn that choices involve complex moralities, ethics, and psychological, spiritual, and intellectual valuations, and that all acts bear with them consequences. They will learn, as well, that what occurs in the microcosm of the world depicted in literature applies to the macrocosm of their world experience. Each student's mastery of Personal Responsibility will be demonstrated by means of a Course Capstone Essay in which students will be asked to consider the personal motivations, acts, obligations, or responsibilities faced by characters in their readings and how these speak to current circumstance or experience.

Contact person for questions about this submission:

- a. Mark Sanders, Chair
- b. 936 468 2319
- c. sandersme1@sfasu.edu