COURSE SYLLABUS

HUM 2130 Mythology

Instructor: **Bill Stifler** **Class Hours/Credit Hours: 3**
Phone: **423-697-2527** **Semester: Spring 2010**
Office Hours: http://www.billstifler.org/cstcc/schedule.pdf **Office: IMC-223**
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Catalog Course Description: Cross-cultural survey of the creation, hero, and fertility myths of diverse cultures including Middle Eastern, European, African, Asian, and North and South American; study of Classical Greek Mythology. [F, S]

Prerequisites: (Placement as required by TBR specifications or DSPW0800)
- an English ACT score of 19 or above; or
- successful completion of the English section of AAPP; or
- a grade of C or better in DSPW0800

Corequisites: None

Entry Level Standards: Placement as required by TBR specifications

Textbook/Materials

Leonard, Scott and Michael McClure. *Myth & Knowing: An Introduction to World Mythology*. Boston: McGraw Hill, 2004. [ISBN 0-7674-1957-X].
Hamilton, Edith. *Mythology*. Boston: Little, Brown, 1942.

I. **PSLO** (Goal - Program Student Learning Outcome)
The goal of the Humanities/Fine Arts requirement is to enhance the understanding of students who, as citizens and educated members of their community, need to know and appreciate their own human cultural heritage and roots. Through the study of the Humanities and Fine Arts, such students will gain substantial knowledge and appreciation of their global heritage, both in its western and non-western aspects. Also, through study of Humanities and Fine Arts, students will develop an understanding, which they otherwise would not have, of the present as informed by the past..

Course Student Learning Outcomes
CSLO1. Analyze significant primary texts and works of art, ancient, pre-modern, and modern, as forms of cultural and creative expression.
CSLO2. Explain the ways in which humanistic and/or artistic expression throughout the ages expresses the culture and values of its time and place.
CSLO3. Explore global/cultural diversity.
CSLO4. Frame a comparative context through which they can critically assess the ideas, forces, and values that have created the modern world.
CSLO5. Recognize the ways in which both change and continuity have affected human history.
CSLO6. Practice the critical and analytical methodologies of the Humanities and Fine Arts.

II. **Assessment**
(This list identifies the measurements that will document the achievement of student outcomes. Assessment must be tied to the student outcomes)
A. Testing Procedures: 45-50% of grade.
B. Assignments / Laboratory Expectations: 50-55% of grade.
C: Field Work: 0% of grade

Exams 1-4

Students will complete objective exams to demonstrate their understanding of and ability to apply various critical methodologies common to the study of myth. Students will also demonstrate familiarity with the key figures and stories of myths, particularly classical and Norse myths, helping them recognize the allusive nature of myth in modern life and literature. (Gen. Ed. PSLO3) (CSLO1, CSL02, CSLO3, CSLO4, CSLO6)

Creation Project

Students will use the critical and analytical methodology of creation typology to write an original creation myth, in appropriate grammatical form, that would explain our current world. Students will then write an essay demonstrating how their creation myth explains our world, Which creation types they have used and how the types they have used compare with existing creation myths, and how their creation myth illustrates and supports the ideas, forces, and values which have created the world in which we live. This assignment will help students develop a deeper understanding of how creation myths influence and historically develop a culture's perception of itself and the world. (Gen. Ed. PSLO3) (CSLO4, CSLO5, CSLO6)

Role Play Paper

Students will use the critical and analytical methodology of gender archetypes to create a character in a fantasy world. Students will be required to base their character on a minimum of three gender archetypes, demonstrating these archetypes in their description of their character and his/her role and behavior in this fictive world. (Gen. Ed. PSLO#3) (CSLO4, CSLO6)

Novel Analysis

CSLO4 requires students to develop a comparative context in which to engage critically ideas, forces, and values shaping culture. CSLO6 requires students to practice the critical and analytical methodologies appropriate to the study of the humanities. Students will apply a minimum of three critical approaches to mythology to the interpretation of a novel selected from an approved list, demonstrating their understanding of these approaches, the similarities that exist between cultural myths and belletristic writing, and the commonalities of human experience. Students must identify those theories relevant to the novel and apply them, making consistent, reasonable, and valid judgments to argue thoughtful and logical conclusions that will accurately reflect an understanding of the novel and of the critical theories being applied. (Gen. Ed. PSLO#3) (CSLO4; CSLO6)

Final Exam

Students will write a self-reflective narrative focused on what they have learned expressed as changes in feelings, perceptions, or behavior. During the semester, students engage in classroom discussions of myths from around the world, examining the way various critical methodologies help us understand the myths and find common ground despite cultural differences. Discussions also focus on the ways in which attitudes and approaches to myth historically have been influenced by historical and cultural forces that continue to shape modern attitudes, beliefs, and practices. The final exam allows students to reflect on how the history of myth studies has shaped and continues to shape modern culture and how it affects their individual lives, personally, culturally, and socially. (Gen. Ed. PSLO#3) (CSLO1, CSLO2, CSLO3, CSLO4, CSLO5, CSLO6)

CSLO:	CSLO1	CSLO2	CSLO3	CSLO4	CSLO5	CSLO6
Assessments:	Exams 1-4 Final	Exams 1-4 Final	Exams 1-4 Final	Exams 1-4 Creation Project Role Play Novel Analysis Final	Creation Project Final	Exams 1-4 Creation Project Role Play Novel Analysis Final

III. **Topics:** Your instructor will provide a week-by-week listing of these topics with assignments
   1. Introduction to Myth Studies
   2. History of Myth Studies
   3. Graeco-Roman/Nordic Pantheons

10/25/10 -WLS

4. Cosmogenic Myths and Typological Approaches
5. Male/Female Divine and Archetypal Approaches
6. Hero Myths and Archetypal, Structural, and Other Approaches
7. Trickster Myths
8. Sacred Space
9. Myth and the Contemporary World

IV.   Instructional Activities

Activities may include but are not limited to the following.

I1. Readings of individual myths and analyses of myths (CSLO1, CSLO2, CSLO3, CSLO4)

I2. Discussions of critical theories and methodologies generically and historically, both generally and in the context of specific myths (CSLO3, CSLO4, CSLO5, CSLO6)

I3. Discussions of the implications of myth on the modern world: modern rituals and behaviors and their similarities to the myths and rituals of ancient societies; the influence of mythological thinking on current events, ranging from the personal to the international; the value and function of myth (C1, CSLO2, CSLO3, CSLO4, CSLO5, CSLO6)

I4. Writing assignments/presentations on mythical figures (CSLO2, CSLO3, CSLO5)

I5. Writing assignments/presentations that apply critical methodologies to mythic themes and situations (CSLO4, CSLO5, CSLO6)

I6. Writing assignments/presentations applying critical methodologies relevant to mythology to the interpretation of modern and contemporary literature (CSLO4, CSLO6)

I7. Research into the myths of various cultures (CSLO1, CSLO2, CSLO3)

I8. Research into various approaches to the understanding of myths (CSLO4, CSLO5, CSLO6)

I9. Lectures over critical theories and approaches to the study of mythology (CSLO4)

I10. Examinations over key concepts, theories, and their adherents & major mythological figures and stories (CSLO3, CSLO4, CSLO5, CSLO6)

V.   Student Indicators

Upon successful completion of the course a student should be able to:

SO1. Recognize, identify, and explain basic theoretical approaches and concepts used in the study of mythology as a formal discipline (I1, I2, I4, I5, I6, I8, I9, I10)

- Define myth and mythology and basic terminology used in the study of myth
- Recognize the historical character of myth studies and the influence on myth studies of prevailing philosophies and world views
- Identify types and characteristics of cosmogenic myths
- Define and illustrate various archetypal characters and patterns, including
    o General archetypal symbolism,
    o Gender archetypes of the male/female divine,
    o Archetypal heroic patterns such as Campbell's monomyth, Raglan's "hero of tradition," and Propp's functional hero types
- Define, recognize, and apply various structural approaches to myth, including, but not limited to
    o Campbell's monomyth
    o Propp/Hastings functions of fairy tales
    o Eliade's sacred and profane space
- Recognize and briefly explain various disciplinary approaches to myth (historical, sociological, anthropological, psychological, cultural, literary, and contemporary/multi-disciplinary) and identify their principal adherents

SO2. Demonstrate familiarity with the Graeco-Roman and Nordic pantheons (I1, I2, I3, I4, I7, I10)

- Familiarity with the major male and female divine figures
- Familiarity with the basic plots and principal characters of the major hero stories: *Jason and the Argonauts, Iliad, Odyssey, Aeneid,* selected Greek tragedies, *Beowulf, Nibelungenleid,* and the Arthurian cycle
- Define and provide examples of mythic allusions in literature and modern culture

SO3. Recognize similarities between Western mythologies and non-Western mythologies and

demonstrate some familiarity with important non-Western stories such as the *Bhagavad Gita* and the *Ramayana* (I1, I2, I3, I4, I6, I7)

SO4. Demonstrate knowledge of the cultural, historical, and psychological significance of myth and discuss the uses of mythic materials in belletristic and popular art and culture (I3, I5, I6, I9)

VI. Grading Scale

90-100	A
80-89	B
70-79	C
65-69	D
Below 65	F

I (Incomplete) May be given at the instructor's discretion to students who have not fulfilled all course requirements at the end of the grading period. However, students must have completed at least 80% of the course work with a passing grade and have compelling medical or personal reasons to be considered for Incomplete status.

VII. Course Delivery Format

Faculty may require on-line activities and assignments to include on-line tests and submission of all written and on-line communications. The extent of on-line activities/assignments may vary by course but will be specified on the syllabus.

Hybrid Format – This format requires significant online activity. Students in hybrid classes must access course content and assessments using the Internet in order to pass the class, whether it meets full-time or part-time in the classroom. Faculty need not hand out a copy of the syllabus and any other required course material, including their contact information.

VIII. College Policies

This class is governed by the policies and procedures stated in the current Chattanooga State Student Handbook. Additional or more specific guidelines may apply.

ADA Statement: Students who have educational, psychological, and/or physical disabilities may be eligible for accommodations that provide equal access to educational programs and activities at Chattanooga State. These students should notify the instructor immediately, and should contact Disabilities Support Services within the first two weeks of the semester in order to discuss individual needs. The student must provide documentation of the disability so that reasonable accommodations can be requested in a timely manner. All students are expected to fulfill essential course requirements in order to receive a passing grade in a class, with or without reasonable accommodations.

Disruptive Students: The term "classroom disruption" means – student behavior that a reasonable person would view as substantially or repeatedly interfering with the activities of a class. A student who persists in disrupting a class will be directed by the faculty member to leave the classroom for the remainder of the class period. The student will be told the reason(s) for such action and given an opportunity to discuss the matter with the faculty member as soon as practical. The faculty member will promptly consult with the division dean and the college judicial officer. If a disruption is serious, and other reasonable measures have failed, the class may be adjourned, and the campus police summoned. Unauthorized use of any electronic device constitutes a disturbance. Also, if a student is concerned about the conduct of another student, he or she should please see the teacher, department head, or division dean.

Affirmative Action: Students who feel that he or she has not received equal access to educational programming should contact the college affirmative action officer.

Academic Integrity/Academic Honesty: In their academic activities, students are expected to

maintain high standards of honesty and integrity. Academic dishonesty is prohibited. Such conduct includes, but is not limited to, an attempt by one or more students to use unauthorized information in the taking of an exam, to submit as one's own work, themes, reports, drawings, laboratory notes, computer programs, or other products prepared by another person, or to knowingly assist another student in obtaining or using unauthorized materials. Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions, which may be imposed through the regular institutional procedures as a result of academic misconduct, the instructor has the authority to assign an "F" or zero for an activity or to assign an "F" for the course.

Children in the Classroom: Children are not permitted in a college classroom as stated in the Chattanooga State Student Handbook:

> The College is concerned about the safety and well being of children and therefore prohibits them from accompanying adults into classrooms, offices, or other workspaces as a baby-sitting function. Further, the college does not assume responsibility for unsupervised children. In the event an unsupervised child is discovered in a Chattanooga State facility, immediate contact will be made with the person responsible for the child's presence.

The instructor reserves the right to modify this syllabus in writing during the course of the semester.

IX.   Departmental Policies

Computer Skills: Students should be proficient in writing and sending emails with attachments; accessing and using the Internet and eLearn, the college course management system; and in using a word processing program (preferably Word, the program on all campus computers) to write, format, save, and print essays.

Attendance: Unsatisfactory attendance may adversely affect students' grades in this class. Daily work like quizzes, discussion participation, etc. cannot be made up. Assignments such as in-class essays may be made up but only by the permission of the instructor and under the same timed, monitored conditions of the original writing activity. Specific guidelines concerning the Class Attendance Policy may be issued by the instructor.

Late Papers: Student success in this class depends on how well students understand and keep up with the material and activities being assigned; therefore, late work will be accepted only under certain circumstances as defined by the instructor. If the instructor chooses to accept late work, a late paper may be penalized. NOTE: All course work except the final exam MUST be submitted on or before the last day of class. Work submitted after that day will not be accepted. A specific policy regulating late papers may be issued by the instructor.

Late Arrival / Early Departure Policy: Late arrivals and early departures are not acceptable except with the expressed consent of the instructor in advance.

E-mail Communication: Please note all communication with instructors about your course work should be through the eLearn Email system. For assistance on how to use the eLearn Email tool go to this url: http://river.chattanoogastate.edu/orientations/Student_PDFs/eLearn_eMail_aug09.pdf.

For all other communication, the official email system used by the college is through Tiger Mail. This is accessible by clicking the blue paw icon from the top right hand side of your Tiger Web home page: https://tigerweb.chattanoogastate.edu/cp/home/displaylogin.

Questions about grades, policies, or other concerns: If students have a question about a grade, policy, or other concern about this class, they should talk to the instructor as soon as possible after the question arises. If students still have a concern once they have discussed the matter with their

instructor, they should speak to the Department Head, Humanities Building Room 102, 423-697-4440. Final course grades are subject to appeal in accordance with the College's Student Final Course Grade Appeal Request. The forms and instructions for this process are available in the Humanities & Fine Arts Division Office, Humanities Building Room 102.

X.   Instructor Policies

Instructor Availability and Turn Around: The Tennessee Board of Reagents Online Degree Program requires that faculty in online classes log into their class a minimum of once during each 48 hours and reply to email messages. Instructors are also expected to grade assignments and exams within two weeks. This standard, apart from the following exceptions, will be the minimum standard for the instructor in this course. Exceptions: The instructor may not be available or respond during scheduled school breaks (for instance, Fall Break or Spring Break), holidays (for instance, Labor Day or Thanksgiving), and weekends. In most cases, instructors will login several times daily during the week and grade assignments within a week of receiving them in the dropbox. Quizzes and exams will be graded within 48 hours of the closing of the quiz or exam (Quizzes and exams cannot be graded prior to closing in order to ensure the integrity of the process). There may be occasions when the instructor will be out of town or involved in a professional development activity that will limit the frequency of his or her participation. In such instances, students will be notified in advance of the instructor's absence or limited presence, and the instructor will make adjustments to the course to minimize the impact of his or her absence on student work.

Hardware and Software Requirements: *Hardware Requirements:* The minimum hardware requirements for accessing and participating in this course can be found at http://www.rodp.org/students/hardware_software.htm. Specific hardware requirements for this course include speakers.
Software Requirements: The minimum software requirements for accessing and participating in this course can be found at http://www.rodp.org/students/hardware_software.htm. In addition to a word processor (.wpd, .rtf, or .doc format), specific software requirements for this course include Real Player, Windows Media Player, Macromedia Flash, and Adobe Acrobat Reader. These programs are available free via the Internet. For downloads, visit the Read Me First page on the Home page of the course which lists required and optional software with download links. All of these programs are free.

Format: All assignments must be typed, double-spaced on one side of unlined typing paper with one inch margins on all four sides. Papers should follow MLA conventions. Page numbers should be accompanied by your last name and be flush right, one-half inch from the top of the sheet.

Minimal Composition Skills: Papers must possess a clear central idea (whether closed, open, or implied thesis) that focuses the paper. Papers must be unified, coherent, and well-developed using specific and particular support. Papers must conform to appropriate diction and syntax (no slang, idioms or conversational expressions). Compositions will be graded on conceptual maturity and sophistication, organizational effectiveness, conformity to the specifically assigned rhetorical strategy, and grammatical and mechanical correctness. See Grading Criteria for Writing Assignments.

Minimal Mechanical Skills: Essays containing major grammatical errors (excessive fragments, confused sentence structure, excessive comma splices or run-ons, tense/verb problems, subject/verb disagreements, and/or numerous spelling errors) will not receive a passing grade. See Grading Criteria for Writing Assignments.

Assignments and Grading: All assignments will be administered, distributed, and submitted via ELearn.

Work Ethic (Professionalism)		10%
Exams (obj/subj questions)		45%
Role Play Project		5%
Book Report		20%
Creation Project	10%	

Final Exam   10%

Work Ethic: Students will receive a grade for their work ethic. The following indicators will be used:

Superior (100%)
- Never misses class; always on time
- Always prepared for class
- Never misses an assignment or turns an assignment in late
- Work on assignments/exams demonstrates the student's commitment to success
- Regularly takes notes
- Participates actively and substantially in discussions
- Demonstrates respect for others
- Evaluates others responses and responds thoughtfully and appropriately
- Listens attentively
- Conducts himself/herself in a professional manner at all times

Strong (85%)
- Seldom, if ever, misses, class; seldom, if ever, late to class
- Always prepared for class
- Never misses an assignment or turns an assignment in late
- Work on assignments/exams demonstrates the student's commitment to success
- Regularly takes notes
- Participates actively in discussions
- Demonstrates respect for others
- Evaluates others responses and responds appropriately
- Listens attentively
- Conducts himself/herself in a professional manner

Acceptable (75%)
- Seldom misses class; seldom late to class
- Comes prepared for class
- Submits all assignments on time
- Work on assignments/exams demonstrates student's effort to succeed
- Takes notes
- Participates in discussions
- Demonstrates respect for others
- Listens to others responses and responds appropriately
- Generally conducts himself/herself in a professional manner

Unacceptable (50%)
- Misses class; late to class
- Seldom prepared for class
- May not submit all assignments on time
- Work on assignments/exams does not demonstrate effort to succeed
- May cheat on assignments
- May not take notes or takes notes sparingly
- Seldom participates in discussions
- May be disrespectful toward others
- May not listen to others or responds inappropriately
- Generally does not conduct himself/herself in a professional manner

- *Poor* (0%)
  - Frequently misses class; frequently late to class
  - Unprepared for class
  - Does not submit assignments on time
  - Makes little or no effort on assignments/exams
  - May cheat on assignments
  - Does not take notes
  - Does not participate in discussions

- Disrespectful toward others
- Does not listen to others or responds inappropriately
- Generally does not conduct himself/herself in a professional manner

Testing: Students will take exams over assigned textbook readings and assigned ELearn Course Content. Students must complete each exam during the allotted time. *Once a student has opened an exam, the student must complete it in the allotted time. Students cannot open an exam for review prior to taking it.* **Students who have not completed an exam during the allotted time frame will receive a zero and will not be allowed to makeup the exam.**

Novel Analysis: The novel analysis **must be typed and double-spaced** on typing paper, front side only, with one inch margins on all four sides. Students will read a work of fiction from the selected reading list and write a one page synopsis (minimum of 250 words) and three page analysis (a minimum of 750 words) of the novel, explaining the ways in which myth underlies the work being analyzed—how myth is used, how any particular myth may be modified for the work, and an explanation for those choices made by the author based on the students' own perceptions of the work *without reference to resources other than the work of fiction itself.* This assignment is **not** a research assignment. *No two students will read and write about the same work of fiction*. Works will be assigned on a first come/first served basis. **No late papers will be accepted.**

Creation Myth Project: Using at least three of the nine types of creation myths, students will write a modern creation myth (500 words +). The student's myth may draw on historic creation myths but should reflect modern concerns and ideas and must not be just a re-telling of an existing myth (50 points). Students will also write a short paper (500 words) which explains which creation type(s) was/were used to develop their myth and explains what their myth suggests about the place of modern humanity in the world (50 points). This assignment must be completed *without reference to any resources, whether books, materials from other classes, or other kinds of resource material*, other than the creation myths chart given in Topic 3. This assignment is **not** a research assignment. **No late papers will be accepted.**

Role Play Project: This will be a one page paper on archetypes. This assignment is not a research assignment. *Students should not use source materials to write the paper other than course materials*. The paper is intended to test each student's understanding of the concepts being taught in the class. **No late papers will be accepted.**

Late Papers: **No late papers will be accepted.**
Due dates will be posted in the description of each assignment. When students login to the course, they should check the dropbox, discussions, and assessments for due dates. After a due date and time has been reached, the assignment will no longer be accessible. Again, remember that all assignments must be completed and submitted by the "assignment due date."

Deadlines for when assignments should be completed will be posted. Papers and exams have a limited time when they will be available. Students who fail to complete a paper or exam during the availability period will receive a zero (0) for that paper or exam.

Students must complete all assignments in order to receive a passing grade for the course.

General Guidelines: Please do not hyphenate words at the ends of lines. If a word won't fit within the margins, move it to the next line. When using a word processor, documents should be unjustified or left justified.

Writing Center: The Reading and Writing Center in the IMC (Library) Building, IMC-215 (staffed by professional English faculty), and Student Services in the Student Center (staffed by honor students) offer free tutoring services. Hours are posted. If you are having difficulty with your assignments, take your papers with you and consult one of the tutors. But be aware that these tutors will neither write your papers for you nor edit your papers. Please review the Academic Integrity Policy. The RWC

Website is linked from the ELearn navigation menu:
http://www.chattanoogastate.edu/Humanities/RWC/

Class Attendance: Class attendance is very important. *Students who miss four (4) weeks of classes or more will receive a failing grade unless they withdraw prior to the withdrawal deadline*. If any special circumstances exist, these must be discussed with the instructor, who will determine whether the circumstances justify action. Please discuss with me your intention to withdraw before you withdraw. If I am unable to be in class, I will have another instructor take your class, and you will proceed with your assignments as they are listed on the Schedule.

Guidelines for Communication: In general, treat everyone with courtesy and respect. Students are required to adhere to the same professional, legal, and ethical standards of conduct online as on campus. In addition, students should conform to generally accepted standards of "Netiquette" in sending e-mail, posting to the discussion board, and other means of communicating online. Specifically, students should refrain from inappropriate and/or offensive language, comments, and actions. Please review the Classroom Disturbance Policy. Specific guidelines for communication media are listed below:

E-mail
•   Always include a subject line.
•   If you are sending an e-mail to your instructor from your personal e-mail account, you must include your full name and the course number in the body of the e-mail.
•   Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your e-mails. Use of emoticons might be helpful in some cases.
•   Use standard fonts.
•   Do not send large attachments without permission.
•   Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.
•   Respect the privacy of other class members

Discussions: If online discussions are assigned or encouraged,
•   Review the discussion threads thoroughly before entering the discussion. Be a lurker then a discussant.
•   Try to maintain threads by using the "Reply" button rather than starting a new topic. However, if you are posting your first response within a discussion, start a new topic rather than replying to the instructor's posting of the instructions for that discussion.
•   Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
•   Be patient and read the comments of other group members thoroughly before entering your remarks.
•   Be cooperative with group leaders in completing assigned tasks.
•   Be positive and constructive in group discussions.
•   Respond in a thoughtful and timely manner.

Links to Other Resources: This course frequently has links to resources which are not maintained by Chattanooga State. The instructor is not responsible for controlling either access to these sites or changes to the content of these sites. Links to these resources are provided as supplements to the textbooks but are not designed as replacements for the textbooks.

In some cases, links may be provided to resources which are privately owned by the instructor and hosted on a personal site maintained by a commercial ISP. The instructor is not responsible for changes made to those pages by the ISP or for any conditions relative to the operation of the ISP/hosting organization.

In some cases, students may be expected to become knowledgeable about the content of these resources as part of student evaluation. At any time, should students have difficulty accessing any links or course pages, they should contact the instructor with specific information about the inaccessible pages. Where feasible, it may be possible to provide the inaccessible information via other media once

the instructor has been made aware of the problem. If not feasible, the instructor will waive student responsibility for the material in question.

In addition, if you identify a linked web site which you deem inappropriate, contact the instructor regarding the site and include the reason(s) you feel it is unsuitable, and the instructor will make a response appropriate to the aims of the course and professional and ethical decorum. Again, web sites change owners or add content, graphics, and advertisements without notifying users of the Internet. Please be advised that no advertisements are endorsed by Chattanooga State or the instructor.

CDE Policies & Procedures: Information regarding the policies and procedures of the Center for Continuing Education can be found on the CDE web site: http://www.chattanoogastate.edu/cde/.

Technical Support: In addition to the instructor, a variety of technical support resources are available to students.
> *Telephone Support:* If you are having problems logging into your course, timing-out of your course, using your course web site tools, or other technical problems, please contact the Chattanooga Help Desk by calling 1-800-207-8202.
> *CDE Online Support:* CDE maintains a Help Site for distributed education courses which you can access at http://www.chattanoogastate.edu/cde/cde_help.asp.

Withdrawal: Students who find themselves in situations that may prevent them from successfully completing the semester have the option of withdrawing from the course. A W grade is not calculated in a student's GPA. Prior to withdrawing from the class, the student should discuss the matter with the instructor.

A release from enrollment from all classes becomes official only after completing an official withdrawal from in the Records Office. Failure to attend class, discontinued attendance, or failure to continue to complete assessment is not considered an official withdrawal. Not withdrawing officially will cause a student to fail and could jeopardize later re-enrolment. Students receiving scholarships, such as the Tennessee Lottery Scholarship, may incur penalties or lose their scholarship altogether by withdrawing from class. A student should consider carefully the consequences of withdrawal before making that decision.

The consequences of completely withdrawing from school depend on when the student withdraws. For more information, see "Change of Registration (Drop/Add)." To begin the withdrawal process, students must contact Career Planning & Counseling. For specific deadlines, see the Records Office's student calendar published each semester and indicating the deadline for various registration changes. Records Office (423) 697-4401.

A grade of "W" shall be recorded for courses dropped prior to the Drop deadline, which is not later than two-thirds into the semester. The withdrawal process begins in the Career Planning and Counseling Center, room 237 in the Student Center on the Main Campus. Career Planning and Counseling Center (423) 697-4401.

Students on any Tennessee state scholarship should consult with the Financial Aid Office before taking any actions negatively affecting their performance or continuance in a class to avoid the permanent loss of all scholarship monies or other penalties.

Stopping Payment on a Check Does Not Constitute Proper Withdrawal.

XI. Semester Schedule

(This is an approximate schedule. Changes will be made in the schedule as needed to meet classroom exigencies Students should refer to ELearn for all due dates.)

Reading assignments in Hamilton are given by section rather than by page since students may be reading from different printings.

Edith Hamilton, *Mythology*

Part One	The Gods, the Creation, and the Earliest Heroes
Part Two	Stories of Love and Adventure
Part Three	The Great Heroes before the Trojan War
Part Four	The Heroes of the Trojan War
Part Five	The Great Families of Mythology
Part Six	The Less Important Myths
Part Seven	The Mythology of the Norsemen

Week	Topics Due	Myth & Knowing	Hamilton	Assigned	
1	Intro to Classical/Norse Mythology		Intro, Parts 1,2,5,6&7		
2	Introduction to Study of Mythology	Ch. 1		Novel Analysis	
3	History of Study of Mythology	Ch. 1			
4	Creation Myths: Theory and Myths	Ch. 2			
5	Creation Myths: Theory and Myths	Ch. 2		Creation Project	Exam 1
6	Greek Myths of Love/Adventure/Tragedy				Creation Project
7	Male/Female Divine; Greek heroes	Ch. 3, 4	Parts 3, 4		Exam 2
8	Male/Female Divine; Greek heroes	Ch. 3, 4	Parts 3, 4	Role Play	
9	Male/Female Divine; Greek heroes	Ch. 3, 4	Parts 3, 4		Role Play
10	Hero Myths Exam 3		Parts 3,4		
11	Hero Myths		Parts 3,4		
12	Hero Myths		Parts 3, 4, 7		
13	Tricksters	Ch. 5			Exam 4 Novel Analysis
14	Sacred Space	Ch. 6			
FINAL EXAM					FINAL

XII. GRADING CRITERIA FOR WRITING ASSIGNMENTS

An A Paper
- demonstrates a discernible pattern of organization derived from the assignment
- expresses ideas clearly, utilizing a vocabulary appropriate to the assignment
- develops points thoroughly and without digression
- provides a sophisticated variety in sentence structure
- supports assertions with explanation or illustration
- includes appropriate transitions
- is free of errors in grammar, punctuation, and spelling

A B Paper
- demonstrates a discernible pattern of organization derived from the assignment
- expresses ideas clearly, utilizing a vocabulary appropriate to the assignment
- develops points thoroughly and without digression
- lacks consistency in its degree of sophistication in sentence structure
- supports assertions with explanation or illustration
- includes appropriate transitions
- is free of serious errors in grammar, punctuation, and spelling

A C Paper
- demonstrates a discernible pattern of organization derived from the assignment
- expresses ideas clearly, utilizing a vocabulary appropriate to the assignment
- develops points thoroughly, although some digression may be evident
- lacks consistency in its degree of sophistication in sentence structure
- lacks consistency in supporting assertions with explanation or illustration
- includes appropriate transitions
- includes few errors in grammar, punctuation, and spelling

A D Paper
- demonstrates a weak, yet discernible, pattern of organization derived from the assignment
- digresses from the topic
- lacks thorough development of points, providing little or no support, explanation, or illustration
- does not express ideas clearly
- lacks sophistication in sentence structure
- lacks appropriate transitions
- utilizes a weak vocabulary
- includes recurrent grammatical errors
- includes punctuation errors which obscure sentence clarity
- includes errors in spellings of common words

An F Paper
- lacks a discernible pattern of organization derived from the assignment
- digresses from the topic
- lacks thorough development of points, providing little or no support, explanation, or illustration
- does not express ideas clearly
- lacks sophistication in sentence structure
- lacks appropriate transitions
- utilizes a weak vocabulary
- includes recurrent grammatical errors
- includes punctuation errors which obscure sentence clarity
- includes errors in spelling of common words