SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: World Mythology
COURSE NUMBER: ENGL0135
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
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KCKCC-issued email accounts are the official means for electronically communicating with our students.

PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: This course introduces world myths that pervade cultures of both ancient and modern civilizations, enabling students to recognize and write about allusions to such myths found in art, architecture, and literature.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
A. The Middle East
B. Greece & Rome
C. The Far East & Pacific Islands
EXPECTED LEARNER OUTCOMES:
The learner will be able to recognize and define aspects of cultures based on their understanding of the relationship between myth and culture.
The learner will be able to recognize and appreciate underlying similarities and differences in diverse cultures.
The learner will be able to question and explore issues of “universality.”
The learner will be able to define and recognize the symbolism of myths, such as metaphor use, broadening her/his ability to identify such uses in studying literature, music, and art.
The learner will be able to improve critical reading and persuasive writing skills.

COURSE COMPETENCIES:
The learner will be able to recognize and define aspects of cultures based on their understanding of the relationship between myth and culture, from the ability to:

1. Demonstrate geographical and historical knowledge of general and specific origins of particular kinds of myths
2. List primary cultural aspects, such as social practices and religious beliefs, of the general populations from which the myths originate
3. Define aspects of particular and general mythical elements evident in particular myths
4. Connect historical and mythical phenomenon, discriminating between myth built on verifiable events and myth created to instruct or explain

The learner will be able to recognize and appreciate underlying similarities and differences in diverse cultures, from the ability to:

5. Identify cultural elements from general and specific cultures in early and contemporary world myths
6. Identify cultural differences between specific myths from disparate parts of the world
7. Describe the connections between art (and music) and myth
8. Outline the development of and subsequent changes in particular mythical stories and key figures
9. Speculate on the impact writing has had on myths from various specific cultures
10. Compare paralleling myths and rituals between two or more cultures
11. Distinguish between Western and non-Western cultural, historical, and geographic influences in myths

The learner will be able to question and explore issues of “universality” from the ability to:

12. Describe the Hero’s Role in various cultures’ myths
13. Outline the stages of most initiation rituals
14. Define shamanism
15. Distinguish between “male & female principles”
16. Relate the idea of totemism to particular myths and cultures
17. Establish the importance of astronomy to various cultures and their myths
18. Evaluate the importance of numbers to various cultures and their myths
19. Question the importance of tricksters and savior figures
20. Assimilate the use of fertility images in both death and resurrection symbolism (life as a process)
21. Investigate the uses of duality, dichotomy, and pluralism
22. Enumerate burial rituals by type, terrain considerations, and cultural mores
23. Explain the purposes of rituals and myths

The learner will be able to define and recognize the symbolism of myths, such as metaphor use, broadening her/his ability to identify such uses in studying literature, music, and art, from the ability to:

24. Comprehend multiple levels of metaphor use—spiritual, literal, and symbolic
25. Recognize the metaphoric use of images, such as death and resurrection
26. Synthesize the multiple use of symbolic images within the myths and other works of literature, music, and art
27. Interpret the possible meanings of the symbolic use of metaphors in works of literature, music, and art

The learner will be able to improve critical reading and persuasive writing skills, from the ability to:

28. Recognize cultural and literary elements and symbolism in reading the myths
29. Compare and contrast cultural and literary elements and symbols in individual myths
30. Differentiate between strong and weak scholarly arguments in researching the essays for the class
31. Choose a central thesis regarding the reading of the text(s)
32. Determine which points of view best support the central thesis regarding the interpretation or analysis of the text(s)
33. Organize ideas for a logical flow of persuasion, with identifiable transitional ideas
34. Thoroughly explain each sub-point with evidence from the text(s) and secondary sources
35. Write clear and enticing prose to create and sustain reader interest

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

ENGLISH DEPARTMENT STATEMENT ON PLAGIARISM:
Students who plagiarize borrow the language, thoughts, and ideas of another author, directly or indirectly, and claim them as their own. The most blatant form of plagiarism is to use directly quoted material with no quotation marks and/or no reference to the source. Borrowed material that students paraphrase but do not document is also plagiarism. In fact, any form of cheating—crib sheets during tests, copying another student's work inside or outside of class, buying papers, etc.—is plagiarism. If students
have any doubts about borrowing information, they should ask the instructor. The penalties for plagiarism can be severe and may include failing the paper and/or failing the course. However, the penalty in a given case is at the discretion of the individual instructor.

SPECIAL NOTES:

This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call at: 288-7670.