



**SCOTTSDALE
COMMUNITY COLLEGE**

A MARICOPA COMMUNITY COLLEGE

Course Information

- Semester and Year: Fall 2026
- Course Title: Mythology
- Course Prefix and Number: ENH 251
- Section Number: 19037
- Credit Hours: 3
- Start Date: 8/24/25
- End Date: 12/18/25
- Class Format: Hybrid In-Person

Instructor Information

- Instructor: Dr. Jared L. Aragona
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- Phone: 480-423-6467
- Office Location: LC 343
- Office Hours:

M: 11:30-12:30 (in LC 343 & online), **T:** 10:30-11:30 (online only), **W:** 11:30-12:30 (in LC 343 & online), **R:** 10:30—11:30 (online only), **F:** 10:30-11:30 (online only)

Course Description

Deals with the myths and legends of civilizations with the greatest influence upon the development of the literature and culture of the English-speaking people, and compares those myths with myths from other cultures.

Prerequisites and/or Corequisites

No required prerequisites.

Course Competencies

The purpose of this 200-level online college course in mythology is to give you a broad understanding of the way that human beings have tried to understand existence and the world around them starting from the dawn of humanity and continuing into our lives today. Obviously, one would need several lifetimes to fully grasp such a subject. Our purpose here is merely to survey the landscape of mythology. In this class, you will engage with some profound and fascinating material and just might leave with the feeling that your mind has expanded. If you leave the course having found something interesting that you might investigate further, the course will have served its purpose.

Overall, my goal is to provide an interesting and worthwhile experience to anyone with an interest in mythology. You should make a conscious recognition of what your goals are; however, SCC lists the

following 9 course competencies as goals for this course. If you show competence in these areas, you will have met the official goals of the course:

1. Use specific terms commonly encountered when discussing mythology.
2. Describe relationships, similarities, and significant symbols in creation myths.
3. Describe the sources of mythology.
4. Describe the contributions of major interpreters of myth.
5. Identify geographic locations such as North America, Africa, Asia, South America which have been wellsprings for mythology.
6. Analyze myth using the characteristics which identify a hero and/or heroine.
7. Analyze myth using characteristics which reflect on history, sociology, and/or politics in a global perspective.
8. Describe events and characters from mythology which are especially familiar in literature, art, and music.
9. Describe the nature of comparative study of myths, especially as explored by anthropologists.

General Education & Institutional Learning Outcomes

General Education provides foundational learning experiences that contribute to academic and career success. It is reflected in Scottsdale Community College's Institutional Learning Outcomes: Arts & Humanities Awareness, Career Readiness, Critical Thinking and Problem Solving, Effective Communication, Information Literacy, and Social Responsibility. Students who take ENH 251 will learn about important works in the arts and humanities, many of which relate to social responsibility. Students will also enhance their critical thinking and communication skills.

Program Learning Outcomes

Credit-bearing courses at Scottsdale Community College can count toward the completion of a degree or certificate program. Each program has Program Learning Outcomes, which are learned assets that students can claim to have acquired by completing their academic or occupational program at SCC. Program Learning Outcomes can be found on the Degrees and Certificates page of the SCC Website. For each degree, look under "What You'll Learn."

This course is a General Education course that is foundational to many degree programs and a key component of the Arizona General Education Curriculum (AGEC) certificate program. ENH 251 fulfills Global Awareness [G] and Humanities and Fine Arts [HU] requirements for the AGEC.

It can also apply to the Associate of Arts, Emphasis in English (Literature) program, with the following Program Learning Outcomes:

1. Utilize effective written and oral communication skills to meet the needs of various audiences and contexts, with a special emphasis on scholarly concepts and conventions within the field of English studies.
2. Perform academic research pertaining to works of literature utilizing scholarly practices and ethical standards.
3. Analyze literature and other relevant texts in relation to the social, cultural, and historical contexts within which they are produced and consumed.
4. Analyze literature and other relevant texts in relation to genre, movement, national tradition, and themes.

5. Synthesize theory, scholarly work, and personal insights to develop and support textual analysis.

Texts and Course Materials

Recommended Textbook: Rosenberg, Donna. *World Mythology: An Anthology of the Great Myths and Epics*. 3rd ed. Lincolnwood, IL: NTC Publishing Group, 1999. (Rosenberg's 2nd edition is also an inexpensive option that can be used in conjunction with the OER texts.)

Otherwise, use the links (See lesson modules) and free OER textbooks included with the course for \$0 textbook cost:

World Mythology, Volume 1: Gods & Creation (See link to the e-book in the Welcome Module in Canvas)

World Mythology, Volume 2: Heroic Mythology (See link to the e-book in the Welcome Module in Canvas)

[Visit the SCC Bookstore](#)

Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included on the [Student Regulations](#) page of the Maricopa Community College District website.

Late Submission of Weekly Assignments: To be on time, weekly assignments must be completed by the Sunday ending that week, as noted on each lesson folder (the one exception to this rule is the submission of your project, which will be due by 10 AM on Monday of the week your project material is covered in the course schedule – mark that date now). You may complete weekly assignments after the due date with a 10% penalty per week (the exception, again, is the project, which will have 10% per day deducted).

Guidelines for Interaction in an Online Environment. To establish a positive learning environment for this class, SCC expects the following standards: Instructors are expected to be professional, courteous, respectful and empathetic to students; be prepared for each class section; provide academic feedback and grade assignments in a timely manner; be available for individual consultation; clarify assignments and inform students of any adjustments to the class schedule; maintain confidentiality about student grades; and address student grievances. Students are expected to be reflective, courteous, respectful, and empathetic to classmates, instructor, and other College staff assisting in your learning; be prepared for class sessions; participate in class activities; follow instructions and complete assignments; keep up with and submit assignments by the due dates; put forth your best effort; ask questions when you don't understand; maintain knowledge of your grade status; contact instructor right away about concerns or situations that interfere with your success in class; comply with policies found in the College catalog and student handbook. Also, because this class is online and your instructor and peers cannot see you face to face, be sure that the tone and content of your contributions in emails and on the discussion board are civil and not offensive to others. Also, while perfect grammar and formality are not the goals of this course, do your best to write in a polished and fluent manner. The point of SCC's guidelines for classroom interaction

is ultimately to allow class participants to make the most of the opportunities this class offers. Following the guidelines will help you keep pace with the class and learn what the class is designed to teach you. Cooperate with me by letting me know when anything is unclear to you. Remember that all aspects of this course are opportunities to grow and learn, so please do your part to make this class a worthwhile learning experience for you and for others.

Academic Dishonesty and Plagiarism: All students are responsible for upholding academic integrity. Plagiarism (when you represent another person's work as if it were your own) is one of the biggest problems with academic misconduct. The most common form of plagiarism in this course is students copying material from the Internet into their discussion board responses. Please don't do this. I know what the Internet sites say. Plagiarism like this is very easy to prove, and there are consequences. Carefully read the section on academic misconduct in the student handbook. If you have questions about whether you may be plagiarizing, ask me. **SUBMITTING AI-GENERATED RESPONSES FOR ANY ASSIGNMENT IS CONSIDERED ACADEMIC DISHONESTY IN THIS COURSE.**

Technical Skill Requirements: To successfully complete this course, you must have some basic computer skills. You must be able to access the Internet and log into Canvas; you must be able to point and click with a mouse to access materials in the course folders and to take mindtesters and exams; and you must be able to type into a text editor to complete the discussion boards. Your computer's minimum requirements should be 64MB RAM, 1 GB hard drive, 150 MHz processor speed, 56K modem, Windows 2000 or higher, or Mac OS X 10.3 or higher. Use Firefox or Google Chrome. Use anti-virus software like Norton or McAfee. Get free downloads of Macromedia Flash Player 7.0, a Java-enabled browser, and Adobe Acrobat 4.0 or higher. You don't need to check all of these things, but if something on Canvas does not work, the lack of one of these might be the reason. All software requirements can be met by going through mySCC. For 24/7 help with technical questions or with Canvas, call the SCC IT Helpdesk at 480-423-6274.

Attendance Policy

Attendance: The In-Class Attendance portion of your grade requires that you attend course lectures. Certain circumstances are valid excuses for being absent: religious holidays, jury duty, official absences for school activities, illness, a death in the family, etc. For this reason, you may miss two in-class lectures without the absence affecting your grade. I will not ask you to validate your reasons for being absent. Overall, please be conscious of how your attendance at in-person lectures affects your grade.

Tardiness: You will be considered tardy if you arrive more than 5 minutes after class has begun. I will be lenient if it happens once. After that, you'll receive half credit for attendance on days that you are tardy.

Disappearance: If you are absent both in person and online for two consecutive weeks of class, I will withdraw you from the class. This is non-negotiable, as SCC must remain in compliance with federal regulations. If circumstances beyond your control prevent you from working on the course and you do not want to be withdrawn, please send me an email letting me know that you plan to continue with the course and do not want to be withdrawn. Students may also initiate an official withdrawal from any

course by submitting a withdrawal form with required signatures to the A&R office or by asking the instructor for a withdrawal within published deadlines. Failure to attend to any classes is not a guarantee for a refund or an excuse of debt incurred through registration. See Refund Policy in the College Catalog. Official date of withdrawal is last date of attendance as determined by student's withdrawal or as reported by the instructor. The official date of withdrawal will determine degree of refund, if any. Failure to file a withdrawal within published deadlines can result in a failing grade and may affect refund of course tuition and fees. Additional information on Withdrawals can be found in the College Catalog. If you are withdrawn for non-attendance and do not have a passing grade, re-enrollment will not be authorized. Additionally, during the first week of class, any student who does not attend class on the first day will be withdrawn for non-attendance.

Instructional Contact Hours and Minimum Course Expectations

Instructional contact hours are the weekly time students spend directly learning with their instructor or course activities. These activities include, but are not limited to, lectures, discussions, labs, group work, and viewing recordings. Instructional contact hours vary by course; refer to the [MCCCD course bank](#) for your course's details.

Minimum course expectations include the number of hours students are expected to spend outside of class (weekly) completing coursework. Students are encouraged to use the [Time Management Calculator](#) to help estimate their weekly time commitment for classes.

This is a three (3) credit-hour course. Plan to spend at least three hours on course content or seat time (direct instruction) and six hours on homework weekly.

Course Technologies

View the [Accessibility Statements & Privacy Policies](#) of the technologies used in this course.

Maricopa Systems

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account

Synchronous Communication Tools

This course implements the use of web conferencing and/or other synchronous course tools: Google Meet for online office hours.

Streaming Media/Audio/Video Tools

This course uses YouTube as a web-based 3rd party tool to complete or participate in assignments, activities, and/or access course materials. There is, therefore, some risk that individuals electing to use the products and services made available by these tools may place any student information shared with the tool vendor at risk of disclosure.

Generative Artificial Intelligence (AI) Policy

The World Economic Forum defines generative AI as “a category of artificial intelligence (AI) algorithms that generate new outputs based on the data they have been trained on. Unlike traditional AI systems that are designed to recognize patterns and make predictions, generative AI creates new content in the form of images, text, audio, and more.”

Some examples of generative AI tools include but are not limited to: ChatGPT, Google Gemini, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

No Generative Artificial Intelligence (AI) Allowed

In this class, all work submitted must be your own. The use of generative AI tools will be considered academic misconduct (see Administrative Regulation 2.3.11 1.B(b)) and will be treated as such. If you are unsure if the tool or website you are using is a generative AI tool, please contact the instructor for further clarification before using the tool or website.

Grading Standards and Practices

Grade Scale

Table 1

Letter Grade	Points Range
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Assignments

Table 2

Assignment Name	Percent of Grade
Online Mindtesters	15%
Online Discussion Board	20%
Midterm	15%
Project	20%
Final Exam	20%
In-Class Lecture Attendance	10%
TOTAL:	100%

To receive an A in this course, the grade of all assignments on the above scale must average at least 90%; for a B, at least 80%; for a C, at least 70%; and for a D, at least 60%. Below 60% is an F. A grade of Incomplete must be negotiated with the instructor.

Assignments: All course materials are available through Canvas. There are tutorials on how to use Canvas once you log in. Click on “Help” in the top right corner after you log in to access these. If you need help logging in, consult the SCC helpdesk at 480-423-6274.

Online Lectures are video versions of the in-class lectures posted on YouTube. Links to these videos are in each Canvas module. Be sure your volume is loud enough for you to hear. Un-narrated versions of the lectures can be accessed for each lesson to print for note-taking purposes.

Online Mindtesters are 5-to-10-question quizzes based on the online lectures. You’re able to retake each one up to four times if you don’t like your grade. The purpose the mindtesters is to exercise your ability to use specific terms and identify myths.

Discussion Board assignments require you to respond to questions about lecture material, the reading, or other bonus material that I provide. An “entry” is when you respond to one of my questions directly by starting a new thread or when you respond to another student’s response. Be sure to adhere to the Guidelines for Classroom Interaction when you respond. See the Discussion Board Rubric at the end of the Course Schedule for how your entries will be graded. You can also see this on Canvas. Late entries will receive some points; however if you need to make up significant points on the discussion board, you can submit a make-up essay of up to ten pages (5 points per page). See “Essay Assignment” under “Assignments” in Canvas for list of essay options. The essay should be typed in normal, 12-point Times Roman font, double-spaced with 1-1.25-inch margins, and titled. Make-up essays are due on the Monday of the last week of class. Email your paper to me as an attachment.

Exams: The midterm and final exams will contain multiple choice, short answer, and essay style questions. They are in your Week Eight (midterm) and Week Sixteen (final) folders on the date listed in the course schedule. Unlike other aspects of this course, you do not have the option of completing the exams early.

Project: In the first week (Discussion Board 2), you will be asked to choose from a list of hero myths. The myth you are assigned will be the subject of your project presentation. A more detailed assignment sheet for this assignment is available in the “Welcome” module on Canvas. Your goal is to teach your fellow students about your chosen hero myth through an in-person presentation, which you may complete with the help of a PowerPoint presentation, video, document, or any other creative means that you can deliver in person to the class. As long as your presentation meets the required objectives, the format you choose is up to you. Email your presentation to jared.aragona@scottsdalecc.edu (or otherwise post your presentation online) by class time on the day that it is due in the course schedule. I will have it prepared for the in-class presentation and will post it to the Canvas course.

Student/Instructor Interaction

In this course, you can expect regular and substantive interaction (RSI) that aligns with Scottsdale Community College’s mission to provide challenging and supportive learning experiences and the US

Department of Education's requirement for regular and substantive interaction (RSI) for online courses. My commitment to your success includes the following:

- Being available during regularly scheduled student support hours as stated in the syllabus.
- Sharing weekly information about the course materials, including key information, explanations, examples, and resources via in-person, recorded, and/or text-based lectures.
- Engaging in weekly discussions about course content within discussion boards in Canvas.
- Providing group or individual feedback regularly on assignments.
- Promptly responding to student questions about the course sent via email or the Canvas inbox.
- Regularly posting announcements about the course content and activities.
- Monitor your academic progress and communicate concerns, as needed.

Response Time

In most cases, I will review your work on a daily basis (weekdays) and respond to any questions posed. However, there will be occasions when it may take me up to 72 hours to respond. I will typically join discussion boards on Fridays. If your posts are made after Friday, I will not comment on them. I'll simply grade them.

Tutoring

SCC's tutors are available online to help with your courses. You may work with an SCC tutor remotely using Google Meet, your phone, or email. Visit the [Tutoring & Learning Centers](#) page for detailed information on the five learning centers' hours and procedures.

If you need to work with a tutor outside regular hours, online and hybrid students now have access to a 24/7 online tutoring service called Brainfuse. To access Brainfuse and begin working with a tutor, visit the [SCC Online Tutoring Services Through Brainfuse](#) page.

Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act (ADA), the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. physical, sensory, neurological, chronic illness, mental health, learning disabilities, or other health concerns). If you require accommodations for this course, please contact [Disability Resources and Services](#) (DRS) at your college.

Contact with [DRS](#) should be made as soon as possible to ensure academic needs are met in a reasonable time. Additional information can be found in the [Non-Discrimination Statement](#) and [MCCCD Non-Discrimination Policies](#).

MCCCD Policies

MCCCD is committed to providing a safe, fair, and accessible environment for all students. This includes laws such as the ADA and Title IX, which protect against discrimination. These statements

explain your rights, available support, and where to go for help or more information. Please review the following policies:

[Classroom Accommodations for Students with Disabilities](#)

[Addressing Incidents of Title IX Sexual Harassment](#)

Students are responsible for the information contained in this syllabus, the Syllabus page in your Canvas course and the **College Policies & Student Services** page found in the First Steps module of your Canvas course. Students will be notified by the instructor of any changes in course requirements or policies.



ENH 251 Mythology

Course Schedule (Assignments may change, so pay attention to updates given in class)
(PLEASE BRING YOUR BOOK WITH YOU TO CLASS ON DAYS WHEN READING IS DUE)

Assignments & reading are due on the date they are referenced.

**** The page numbers listed below are for the Rosenberg textbook 3rd edition; however, all these myths can also be found either in links in the course modules or in more original form in the dropdown menus of the OER textbooks. See World Mythology, Vol. 1: Gods & Creation for the Weeks One-Four. See World Mythology, Vol. 2: Heroic Mythology for Weeks Five-Eight.**

WEEK ONE: Introduction

M (8/24): Syllabus & Expectations

W (8/26): Lesson One: What is Mythology? Terms and Approaches to the Study of Myth

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)
Lesson One Mindtester & Discussion Board

WEEK TWO: Gods & Creation

M (8/31): Lesson Two: Myth and Prehistory

W (9/2): Lesson Three: Mesopotamia

Read for class: "The Enuma Elish" (pp. 3-11) and "Telepinu" (pp. 22-25)

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)

Lesson Two Mindtester & Discussion Board

Lesson Three Mindtester & Discussion Board

Online Lecture Video: Lesson Four: Persia and India

Read: "The Creation, Death, and Rebirth of the Universe" (pp. 291-294)

Lesson Four Mindtester & Discussion Board

WEEK THREE: Gods & Creation

M (9/7): LABOR DAY – No Class

W (9/9): Lesson Five: Africa - Egypt

Read for class: "Osiris, Isis, and Horus" (pp. 12-21)

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)

Lesson Five Mindtester & Discussion Board

Online Lecture Video: Lesson Six: Africa – Yoruba & Fon

Read: "The Creation of the Universe and Ife" (pp. 509-514), "The Quarrel between Sagbata and Sogbo" (pp. 518-520).

Lesson Six Mindtester & Discussion Board

WEEK FOUR: Gods & Creation

M (9/14): Lesson Seven: Greece: Creation and the Titans

Read for class: "The Creation of the Titans and the Gods" (pp. 82-88)

W (9/16): Lesson Eight: Greece: Zeus's Generation

Read for class: "The Ages of Man" (pp. 90-92) and "Demeter and Persephone" (93-99)

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)

Lesson Seven Mindtester & Discussion Board

Lesson Eight Mindtester & Discussion Board

Online Lecture Video: Lesson Nine: Greek Gods, Goddesses, & Creatures

Lesson Nine Mindtester & Discussion Board

WEEK FIVE: Gods & Creation

M (9/21): Lesson Ten: Rome

W (9/23): Lesson Eleven: East Asia: China & Japan

Read for class: "The Creation of the Universe and Human Beings" (pp. 324-329), Amaterasu (pp. 335-338)

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)

Lesson Ten Mindtester & Discussion Board

Lesson Eleven Mindtester & Discussion Board

WEEK SIX: Gods & Creation

M (9/28): Lesson Twelve: Northern Europe

Read for class: "The Creation, Death, and Rebirth of the Universe" (pp. 459-466) and "The Death of Balder" (pp. 467-473)

W (9/30): Lesson Thirteen: The British Isles

Read for class: "The Ages of the World" (pp. 369-377) and "Dagda the Good" (pp. 378-379)

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)

Lesson Twelve Mindtester & Discussion Board

Lesson Thirteen Mindtester & Discussion Board

Online Lecture Video: Lesson Fourteen: South America

Read: "The Creation" (pp. 570-573) and "Children of the Sun" (pp. 574-577)

Lesson Fourteen Mindtester & Discussion Board

WEEK SEVEN: Gods & Creation

M (10/5): Lesson Fifteen: Mesoamerica

Read for class: "The Creation" (pp. 595-599) and "The Creation Cycle" (pp. 600-608)

W (10/7): Lesson Sixteen: North America (IN-PERSON CLASS CANCELED – SEE ONLINE LECTURE)

Read for class: "The Emergence" (pp. 615-621) and "The Woman who Fell from the Sky" (pp. 625-633)

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)

Lesson Fifteen Mindtester & Discussion Board

Lesson Sixteen Mindtester & Discussion Board

WEEK EIGHT: MIDTERM WEEK

M (10/12): IN-PERSON CLASS CANCELLED --

Online – Complete the Midterm Review Forum Discussion Board

W (10/14): Exam Prep: Mythology Jeopardy

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)

Midterm Review Forum Discussion Board

MIDTERM EXAM (Completed Online -- Be sure not to cut and paste stuff from the Internet).

WEEK NINE: Heroes & Utopias

M (10/19): Lesson Seventeen: Mesopotamia

Read for Class: "Gilgamesh" (pp. 26-56)

W (10/21): Joseph Campbell Day

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)

Lesson Seventeen Mindtester & Discussion Board

Online Lecture Video: Lesson Eighteen: Persia / Central Asia

Read: "Esfandiyar" (pp. 58-76)

Lesson Eighteen Mindtester & Discussion Board

WEEK TEN: Heroes & Utopias

M (10/26) Lesson Nineteen: India

Group 1 Project: "The Ramayana" (pp. 296-321)

W (10/28): Lesson Twenty: West Africa

Group 2 Project: "Bakaridjan Kone" (pp. 528-565) **(OR)** "The Myth of Mbega" AND "The Story of Sikulume" (OER Text)

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)

Lesson Nineteen Mindtester & Discussion Board

Lesson Twenty Mindtester & Discussion Board

Online Lecture Video: Lesson Twenty-One: The House of Atreus

Read: "The Iliad" (pp. 124-155)

Lesson Twenty-One Mindtester & Discussion Board

WEEK ELEVEN: Heroes & Utopias

M (11/2): Lesson Twenty-Two: Greece

Group 3 Project: "Jason and the Golden Fleece" (pp. 170-200) (AKA *The Argonautica*)

W (11/4): Lesson Twenty-Three: Greece

Group 4 Project: "Medea" (pp. 204-241)

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)

Lesson Twenty-Two Mindtester & Discussion Board

Lesson Twenty-Three Mindtester & Discussion Board

Online Lecture Video: Lesson Twenty-Four: Greek Heroes (Perseus, Heracles, & Theseus)

Lesson Twenty-Four Mindtester & Discussion Board

WEEK TWELVE: Heroes & Utopias

M (11/9): Lesson Twenty-Five: China & Japan

Group 5 Project: "Chi Li Slays the Serpent" (pp. 330-334) & "Kotan Utunnai" (pp. 339-348)

W (11/11): VETERANS' DAY – No Class

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)

Lesson Twenty-Five Mindtester & Discussion Board

WEEK THIRTEEN: Heroes & Utopias

M (11/16): Lesson Twenty-Six: Rome

Group 6 Project: "The Aeneid" (pp. 260-287)

W (11/18): Lesson Twenty-Seven: British Isles

Group 7 Project: "King Arthur" (pp. 418-453)

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)

Lesson Twenty-Six Mindtester & Discussion Board

Lesson Twenty-Seven Mindtester & Discussion Board

Online Lecture Video: Lesson Twenty-Eight: Arthurian Knights

Lesson Twenty-Eight Mindtester & Discussion Board

WEEK FOURTEEN: Heroes & Utopias

M (11/23): Lesson Twenty-Nine: Northern Europe

Group 8 Project: "Sigurd the Volsung" (pp. 478-504) (AKA *The Volsunga Saga*)

W (11/25): Lesson Thirty: Northern Europe

Group 9 Project: "Beowulf"

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)

Lesson Twenty-Nine Mindtester & Discussion Board

Lesson Thirty Mindtester & Discussion Board

Online Lecture Video: Lesson Thirty-One: Myths of the Atlantic & the Original European Ideas about America

Lesson Thirty-One Mindtester & Discussion Board

WEEK FIFTEEN: Heroes & Utopias

M (11/30): Lesson Thirty-Two: America

Group 10 Project: "Lodge-Boy and Thrown-Away" (pp. 622-624) and "Caught by a Hair-String" (pp. 643-652)

W (12/2): Lesson Thirty-Three: Mythology in America since European Colonization

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)

Lesson Thirty-Two Mindtester & Discussion Board

Lesson Thirty-Three Mindtester & Discussion Board

WEEK SIXTEEN: Conclusions

M (12/7): Final Exam Review

Due: Optional Extra Credit Essay

W (12/9): Final Exam Review

Online Assignments: (Online work must be complete by 11:59 PM on the Sunday ending this week.)

Final Exam Review – No required entries, but feel free to use the forum to discuss essay questions.

WEEK SEVENTEEN

W (12/16) FINAL EXAM (Online)

Discussion Board Rubric

Table 1

Unsatisfactory 0 Points	Poor 1 Point	Fair 2 Points	Satisfactory 3 Points	Good 4 Points	Excellent 5 Points
No entries were made for the week (or) An entry is blatantly disrespectful or rude (or) Entries consistently aim to distract classmates from course considerations (or) An entry shows plagiarism from the Internet or elsewhere.	Only one brief comment was made. (or) The week's entries are more than two weeks late	The week's entries are posted late. (or) One or more entries are brief – less than 100 words. (or) (a) Each entry has little in the way of thoughtful, substantive ideas concerning the assignment or course content related to it.	One or more entries are posted, equaling 100-200 words. The responses address the assigned question.	One or more entries are posted consisting of 150-200 words. PLUS (a or b) (a) Each entry contains thoughtful, substantive ideas concerning the assigned question or course content related to it. (or) (b) The entries are responsive to at least two other classmates or the instructor, with detailed remarks about their response.	Two entries are posted consisting of 200 words or more in total. PLUS (a or b) (a) Each entry contains thoughtful, substantive ideas concerning assignment or content related to it. (or) (b) The entries are responsive to at least two other classmates or the instructor, with detailed remarks about their writing or discussion response. PLUS (c or d) (c) Entries include well summarized illustrations of myths to help clarify points. (or) (d) Your response to classmates clearly indicates and defends your position (agreeing, disagreeing, adding to, modifying, extending or questioning.)