

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: Mythology ENG 114

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Course/Program Team: Mike Harsh

Expected Learning Outcomes To be able to read and interpret mythic metaphors, symbols, and analogies present in myths, legends, and folktales and to compare and contrast significant characters, events, symbols, and actions (motifs) in one myth with similar events in another myth, in this way enabling students to read various types of literature in general with greater comprehension and insight.

To be able to identify mythological images and archetypes that continue to pervade modern thought and art and thereby to recognize how myths function as building blocks of culture, high and low, in such areas as art, architecture, literature, music, film, cartoons, humor, etc. By the end of this course, students should understand more profoundly a range of matters in the world around them, from political symbols to *Star Wars* to TV ads.

To see how Greek and Roman myths, stories of gods and heroes from civilizations long past, contain, in some sense, *truths* that are real, for all their embodiment in fiction. Teasing out the nature of these truths is difficult, but by examining these mythic tales in the context of the culture that produced them, we can more easily formulate and explore meaningfully important human questions about divinity and humanity, life and death, female and male, rational and irrational, freedom and necessity, etc. What is the role of myths in human thinking and what do they have to do with religion? With psychology? With the natural world? With the history and society of the peoples who produced them? How do they relate to rituals and morality? In what ways are myths practical? In what ways recurring?

And last but not least, to improve students' analytical, conceptual, and connective skills, and to marshal these with textual backing in support of arguments in formal expository writing assignments.

Assessment – In addition to 3 or 4 shorter (2-3 pages) papers, each student is also responsible for a final project:

The assignment must adhere to the standards of college writing and must use parenthetical documentation and a Works Cited list in correct MLA format. Research papers must be in MLA format. The student selects one of these options with the Professor's approval:

1. Choose one of **gods or goddesses or heros** from our textbook and write a **5-7 page paper** explaining their impact on culture and literature. You may consider why they are still considered important, the impact of what they had to say, how they changed literature and other considerations you may find important. You should use textual support from our textbook within your paper.

You must use at least three outside sources (besides your textbook) and they must be of HIGH quality. Encyclopedias, Wikipedia, layman's web sites, buy-a-paper moron sites, and poor quality web sites are not acceptable. The HCC library has excellent web-based full-text subscription servers – just ask the research folks for help. Papers should be written using MLA format and documentation.

2. A synthesis paper connecting a 'contemporary' work of art (lit, painting, music, movie, drama . . .) to its classical myth source(s).

3. Your idea for a comparably challenging research project – so be creative and ask me for approval.

Validation (What methods have you used or will you use to validate your assessment?)

Consultation with peers in Humanities Division

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Students have an active and lively interest in Mythology especially as a result of video/computer games. Research skills for academic writing/projects need to be sharpened.

Follow-up (How have you used or how will you use the data to improve student learning?)

More time for research discussion/workshop – including a session with HCC research library resources. Course is offered Fall and Spring – data on student learning outcomes remains very strong and positive. Students have shown (in Fall 2014) indicate interest in non-western mythology – so I am currently investigating how to integrate a topic into the semester to cover that interest – perhaps by Fall 2015

Budget Justification (What resources are necessary to improve student learning?)

No additional resources required at this time

