Please read over this syllabus to the VERY end. Doing so will make a world of difference!

Classic 170: Classical Mythology; Online, Winterim 2016 (Summer, 6/27-8/6/2016)
Instructor: Prof. Andrew Porter, Classics, Dept. of Foreign Languages and Literature

Hi, thanks for taking time to read this syllabus over carefully after watching the introductory video. Those that do so always avoid common mistakes! I have been creating (and recreating) the course over the past 5 years to be as assistive as possible, by creating mp3s, mp4s, closed captions (i.e. you can see the works as well as hear them), helpful sheets for various assignments, and a text for the course that complements the units and offers a basic and readable introduction to Classical myths. Every semester finds me working to improve it and revise all the course materials to make them better.

The Mundane Matters discussion forum is a really great place to ask questions about the course, while the General Mythology Questions forum is the place to raise points or to ask me general questions about myths we are considering. Emails are best for personal issues.

Contact Me:
- Mundane Matters Forum/General Mythology Questions on D2L, as outlined on D2L
- Email: portera@uwm.edu.
- Office Phone: (414) 229-3239; Cell Phone (262) 309-1294
- Skype, by appointment, (my name: myth170); Office: Curtin 812, by appointment.

INTRODUCTION TO CLASSICAL MYTH

Welcome to the class! The course is about early classical myths, as you heard in the introductory video. I hope you find it enjoyable to hear, read, and see a part of the vast story hoard of early classical myths as they were sung, acted out, recited, and told by the ancient Greeks (Romans, and others since). Reading early classical myths is a journey into the past. The sources selected for your reading are the earliest in the Western world and serve to teach about myths from Homer, Hesiod, and the Greek dramatists of the fifth century, in particular. These stories not only constitute the web of story references in the Archaic (800-480 BC), Classical (480-323 BC), and Hellenistic (323-146 BC) Greek worlds, they also form the foundation for most of the stories told by the Romans and their inheritors. European literature and art cannot be appreciated without knowledge of classical mythology. The myths, their characters, themes, and plots, still provide lively narratives and themes for art, movies, and books today.

Texts:
- Porter, Andrew. 2016. Early Classical Myths (ECM), is (only) available at Clark Graphics, located just 2 blocks south of campus on Oakland Avenue at 2915 N. Oakland Avenue (hours of operation are: Mon. – Fri. 8:30 am - 7 pm • Sat. 10 am - 3 pm); Ph. #414.962.4633. The text is inexpensive, around $28.00. **Do not use any earlier edition of this text**, as there have been changes to it and relevant questions on the quizzes and examination.
- All other texts and resources are found on the course site or online, free of charge.

Course Structure:
There are 7 units for the course, with specific closing dates. You can get ALL the course completed as quickly as you wish, however, since they are all open to you right now. The units must be done in the order they are given. Please do not skip around. The closing dates are firm, however, and they are there to keep you from getting too far behind. **A unit is usually composed of:**

1.) 1-2 brief chapter readings/audios from Early Classical Myths (ECM)
2.) 1-2 text/audios of an ancient work (hymn, drama, epic selection) or videos of iconography/movie segments. All videos have captions for those who are visual learners and for the hearing impaired (some are closed captions, so require that you turn them on by clicking on
the CC on the lower right of your video player). Remember, you can stop the movie to think about it, before moving on!

Each of the assignments in 1.) and 2.) will be tested by a short quiz, usually of ten questions.

3.) A **writing assignment**/e-discussion posting (in units 2 and 3 only).

4.) There will also be a **short research paper** and **two tests** (midterm and final).

- **I have designed the course to allow you to work ahead! Grade:**

**1. Unit Quizzes: 40%**

Quizzes are taken for each chapter of ECM, and for all other readings/audios/videos. Expect multiple choice, T/F questions, fill-in-the-blanks, match, and ordering questions. The questions are meant to vary in difficulty and complexity. All quizzes have **two attempts**. PLEASE WAIT AT LEAST ONE HOUR TO WRITE THE QUIZ A SECOND TIME AND REVIEW THE MATERIAL AGAIN. The second attempt was added to make up for sudden computer problems, accidental submission of quizzes, etc. Wrongly answered questions will only be available for you to see a couple of days after a unit closes for the whole class. (In cases where you feel you have been incorrectly graded, please email me after the quiz closes for the whole class, so that you can first take time to review the book chapter, text, or video question/answer itself.) Your own notes taken from the readings, not the quizzes you write, are to be the source of your review for exams. See the “How to prepare for tests and Quizzes” under Contents on D2L.

**2. Writing (E-)Assignments (2): 15%**

In two units (units 2 and 3) there will be a short, but significant writing assignment with a marking rubric to guide your postings. These assignments will have you doing a number of things, including learning how to conduct proper research in the humanities and critiquing your peers’ posts. Discussion posts for each unit must be completed before the unit closes.

**3. Final Paper: 15%**

The **Final Paper**, no later than **Aug. 3**. Please begin to work on your paper in Unit 4 or 5, to allow time to develop your ideas. There are a couple of examples of A papers on the course website. Why not glance over these?

**4. Exams (2, each of equal value): 30%**

The two exams (each having the same format) will be based only upon *ECM*. Each exam will also be in the same format as the quizzes, except that each will only have 1 attempt. The first exam (the “midterm”) will cover chapter 1-6, the second exam (the “final”), chapters 7-11. The final exam, although requiring knowledge gained earlier on in the course, is not cumulative. **The midterm and final can be completed any time before they close.** See the course schedule for exam dates.

**Course Schedule:**

**Assignments are divided up into seven units. Each unit begins with a checklist which should be read and followed. Please complete all quizzes and exams in their numbered order unless given the option to do otherwise in the unit checklist, although it is fine to read and view anything open at any time. The course is meant to be a progression. Note: Out of state/country students, all D2L times are based upon Chicago time.**
Each unit is spaced to close approx. every 6 days, but you can do them as quickly as you would like, since all are open to you from the very start.

COURSE SCHEDULE: Note carefully closing dates! Closing time on all quizzes, exams, and assignments is 11:59 p.m. See Unit Checklists for particular assignments not listed here.

Unit 1: Open June 27-July 2: ECM Chs 1, 2 (plus all related assignments listed on the unit checklist)
Unit 2: Open June 27-July 8: ECM Chs 3, 4 (plus 1st Discussion Forum post, etc.; see unit checklist.)
Unit 3: Open June 27-July 14: ECM Chs 5, 6 (etc., see unit checklist); Midterm (June 27-July 15)
Unit 4: Open June 27-July 20: ECM Chs 7, 8 (etc.);
Unit 5: Open June 27-July 26: ECM Ch 9: ECM (etc.);
Unit 6: Open June 27-August 1: ECM Ch 10 (etc.) Class Paper due Aug. 3
Unit 7: Open June 27-August 6: ECM Ch 11 (etc.);
Final Exam: June 27-August 8.

Why not print out this schedule and tape it to your computer, refrigerator, or work space to avoid missing important dates, and put each date in your electronic date book?

Reopening quizzes, tests, or extensions policy: From time to time students have computer problems. It is important that if you have problems with a computer that you avoid using it. Also avoid slow or unstable internet connections. To allow for such problems, I am dropping the two lowest quiz scores from my final calculation, and I have given you a second opportunity on every quiz. These will appear as zeroes to you, so do not be alarmed (and they can move around!). Since there is a generous amount of time allowed for the assignments, unit items cannot be reopened or extended except in cases of prolonged, documented emergencies or serious and sudden health problems. Military personnel taking the course while on duty with exceptional circumstances, however, should inform me. I am sympathetic to sudden combat requirements but also religious or other special circumstances. Other full time employment situations may be considered. Some leniency may be allowed in cases of severe and documented change. Come and see me and explain any dilemmas (unless you live far from campus, in which case email or call). I am available too, to assist you to do well in your other courses. Many who have taken my advice have gone from F’s and D’s to solid B’s and higher in not only myth, but in their other course work as well. I am here to serve you.

Survey: You will be asked at the end of unit 7 to take a few minutes to give end of course feedback. If over 90% of the class does so, I will add 1 point directly onto the end of term mark for every student in the class.

Doing Well in Myth 170:
To do well in this course, you need to spend approx. 3 1/2 hours a day working on this course, although some people spend more and others less, depending upon background, abilities, etc. Individual learning styles and needs will determine how these hours will best be spent, but a rough guide may be to spend approx. 1.2 hours a day on ECM readings, taking study notes on what you read, and general preparation for testing; 1.8 hours a day on ancient texts readings and audios or videos, thinking about what you read and see (and following the course guide on how to prepare to be tested on these sorts of materials); and .5 hour a day on the e-assignment and paper. In weeks when there are no e-assignments, this time should be spent on your final paper. Remember also to revisit the course resources and links meant to assist you in being successful in your work for the class.

Special Learning Needs: If you have special learning needs, including special accommodations, please communicate these with me in the first day or two of the course. It is my goal to help you succeed. The course is specifically created to also be supportive of different learning styles, but also dhh students. While assignment extensions are not granted except in emergencies, other assistive accommodations are offered, such as extended time on quizzes and tests.
Syllabus Policy: This syllabus is subject to change. Notice of change will normally be posted in the course “News” on the homepage on D2L or in the unit checklist.

Other Policies: For policies governing participation by students with disabilities, accommodation for religious observances, academic misconduct, complaint procedures, grade appeal procedures, sexual harassment, incompletes, and financial obligation, please see the Classics bulletin board outside the offices of the Department of Foreign Languages and Linguistics, eighth floor, Curtin Hall, or the full explanation maintained by the Secretary of UWM at http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

Why not consider Classics as a major, minor, or career? Speak with Prof. Kevin Muse (Classics Program Director, kmuse@uwm.edu). The department also participates in the Certificate Program in Ancient Mediterranean Studies. Contact Prof. Elisabetta Cova (covae@uwm.edu).

PLEASE READ CAREFULLY: Now that you have finished reading this syllabus over carefully, next READ 1. D2L Help, 2. Frequently Asked Questions, 3. How to Prepare for Quizzes, 4. Variations on Greek and Latin Names, and the other Course Resources found under course Contents; then, WRITE the short practice quiz, found under Quizzes (for practice, not points.) It simply reviews things about the course you have read and gives you a practice run at writing a quiz if you have never done so before. When you have done these things, you can begin Unit 1 with confidence!

KEEP THIS SYLLABUS HANDY, AND REFER TO IT OFTEN!!

The following is Optional Reading

Course Goals: By taking and completing this course you may expect:

1. To acquire a better ability in group discussion, the presentation of your ideas, and academic writing, including the structured presentation of your analysis of information and ideas. Assessment: Discussion Fora, Paper

2. To consider classical myths through the “critical use of sources, and evaluation of the evidence”¹ from mythologies presented in the course, and exercise judgment and display logical analysis in your interaction with the central cultural heritage of the classical world. Assessment: Quizzes, Tests, Discussion Fora, Paper

3. To become familiar with “substantial and coherent bodies of historical, cultural”, and “literary” knowledge form ancient sources, as a means of increasing your “understanding of the complexities and varieties of human events” in the ancient world, and by thoughtful comparison, to the modern world. Specifically we will consider together, after initial myths of the origins and ordering of the gods and world, the myths of the Olympian gods and of mortal heroes and heroines, their personalities, biographies, interactions, and escapades. Assessment: Quizzes, Tests, Discussion Fora, Paper

4. To “Enhance and extend” your response to myths from the ancient world by “thoughtful and systematic analysis” and “and appreciation of” the distinctive culture and tradition of the Greeks and Romans, who provide for us the earliest mythologies of Western Civilization. It is hoped that you will see mythology, like the ancients did, as a world of interesting stories, but also, as “stories that exemplify themes, dilemmas, and human characteristics still very much a part of our present day world”,² and “of universal concern”. Assessment: Discussion Forum, Paper

¹ Unless otherwise indicated, all Excerpts in this syllabus’s course goals are from section V.5.b.2a., p.11, of “The University of Wisconsin-Milwaukee Academic Program and Curriculum Committee GENERAL EDUCATION REQUIREMENTS POLICIES AND PROCEDURES”, accessed Jan. 2011, at http://www4.uwm.edu/acad_aff/academic/ger.pdf.

² Excerpt from p. 8 of Porter, Early Classical Myths (the written text for the course).