# EN 213 Literature, Myth, & Culture
**Online - Asynchronous (O-ASY)**
Fanuchånan 2024 (**rainy** season)



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## Professor: Andrea Sant, Ph.D.
**Moodle Classroom**: XXXXXXXXXXXXXXXXXXXXXXXXXX
**E-mail**: asant@triton.uog.edu
**Office:** Center for Online Learning; House #6, Dean's Circle; 671-736-2620/21
**Office Hours:** I work in UOG's Center for Online Learning Mon.-Fri. 8am-5pm.  You are welcome to stop by or schedule a specific time to meet. You may also reach me through chat (Moodle), video conferencing, or by telephone.

      For general course questions, please use the Question & Conversation Corner. I log on to my email and our classroom Moodle page Sunday – Friday (Saturdays are my off-line rest days). Expect a longer response time over the weekend.

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**Catalog Course Description.** This course examines significant myths, legends, and folklore from numerous world cultures, focusing especially on Guam, Micronesia, and the Pacific region. The course emphasizes mythology's influence upon literature, mythology's relevance to literary study, and mythology's role in shaping popular culture. Prerequisite: EN110

**Course Objectives:** To successfully complete this course, the student must:
- Understand the diversity, extent, and complexity of world mythology;
- Analyze the influence of mythology upon English and American literature, as well as popular culture;
- Master mythological and literary terminology;
- Write effective, thesis-driven critical essays about mythological and literary texts.

**Technology Prerequisites**
Successfully participating in this *asynchronous* **online** course requires some knowledge of computer technology. You will need basic computer skills. Can you find a website if you are given a web address? Can you send and receive an email? Can you attach files and open attachments? Can you open a YouTube video and see it play and hear the sound?  If you can, then you will probably have few problems with the technology in this course.

You will gain some skill and knowledge during this course; however, at a minimum you need to be able to:
- Create and save MS Word documents (.doc, .docx, or .rtf);
- Create and organize files and folders on your computer;
- Send, receive, and manage emails through your **gotriton.uog.edu** email account;
- Log in, navigate, and use Moodle, the course delivery system. I will help you learn some of these skills, but I also recommend that you view the student tutorials on UOG's Online Learning (Moodle) homepage.

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| For Technical Assistance with MOODLE |
| Email Address (24 hours): moodlehelp@triton.uog.edu |
| Telephone # (Monday-Friday, 8:00am-5:00pm, G.S.T.): (671) 735-2620/21 |

**Need other assistance with an assignment or with Moodle?** Your course professor and your classmates are here to assist you. Post your questions to the **Question & Conversation Corner** (QC&C) at the top of our Moodle classroom so your classmates or your professor can help and so others may benefit from the responses.
**Other Prerequisites**

You will need regular and reliable access to a computer with internet access (via **Mozilla Firefox**). UOG does have some computer labs available as well as WiFi "green zones" these are limited and follow pandemic protocols. **You will need a backup plan** in case your regular computer or internet fails. For example, if you try to get on the internet and you find your home access won't work, where will you go? Can you go to campus? To your Aunt's house or a friend's?  Make a backup plan now and if or when your technology or internet glitches, let me know because I may be able to help!

      If your internet, laptop, or other device, fails and you have no way to find an alternative connection, it may severely hinder your progress. So "speak" up so we can find a workaround to keep you on the path to success in this class.

⚠ Moodle courses require you to use your **gotriton.uog.edu email**. Again, you **must** use your **gotriton.uog.edu email** for this class. **All** course announcements, critical schedule changes, and communication will go to your gotriton email.

This course is designed to be fully online and **asynchronous**, allowing log in and scheduling flexibility. While this is an asynchronous class, it is **not** self-paced, or an independent study. You will need to complete the work by the scheduled deadlines. You will need to log into our Moodle classroom multiple times each week. This course is also **not** easier or less time consuming than a face-to-face course just because it is fully online.
   o   You can expect to spend 12-18 hours per week on this course.
   o   You will need motivation to set a strict study schedule based on the course calendar.

| **Course Deadlines** |
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| This is a **Monday/Thursday** asynchronous course. |
| *All reading & assignments need to be completed on or before **12:00 noon** CHamoru Standard Time, on the day they are due, either a Monday or Thursday. |
| * New assignments and announcements will be posted Monday and Thursday, available after **2:00PM** CHST. |

**Required Books**
1**)** ***CHamoru Legends: A Gathering of Stories.*** Teresita Lourdes Perez; Trans. Maria Ana Tenorio Rivera. University of Guam Press, 2019. ISBN: 978-1-935198-33-8
*This book is available in many bookstore across island and at UOG Press.  The Kindle version is $19 on Amazon.com.

2) ***Two Old Women***. By Velma Wallis. Perennial, 2013. ISBN-10: 0062244981
*You are welcome to buy either the 2013 edition or the 2003 edition. The Kindle version is $14 on Amazon.com

3) *Moodle Course Reader*. This collection of regional myths will be available for free download as .pdf files.  Each Unit will have its own "Moodle Course Reader – Unit X" folder
**Required Computer Software**
1) Free Internet Browser: **Mozilla Firefox** https://www.mozilla.org/en-US/firefox/new/
2) Free **.**pdf File Reader:  **Adobe Acrobat Reader DC**
https://acrobat.adobe.com/us/en/products/pdf-reader.html

**Online Learning Environment**

My role as the Professor in this course is quite different from a traditional, face-to-face lecture course. Instruction will be given in formal and informal ways ranging from **Voicethread** audio/visual lectures, Professor's Reading Notes handouts, and feedback on your writing. Think of me as a facilitator in the learning process. Students who are used to instructors guiding them may feel insecure at first until they catch on to the process. Make sure you diligently review the **Announcements** messages, posts in the **Question & Conversation Corner** forum, and Professor's Reading Notes (provided in each unit). I will continuously monitor these discussions and provide feedback as you develop your understanding of the course readings and materials.

**The keys to your success** in this course will be to monitor new posts, keep up with the readings, remain an active, participating member in our online learning community, ask questions when you need more guidance, and turn all your work in, complete and on time.

**Course Evaluation**

20%    Quizzes & Discussion Forums
20%    I&A - Identification & Analysis papers (3)
30%    Exams (4)
30%    Comparison Outlines (3), Essay (1)

**Course Work Grading Scale**

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|----|---------|----|----|---------------|
| A+ | 98+ | | B- | 80-82 % |
| A | 93-97 % | | C+ | 77-79 % |
| A- | 90-92 % | | C | 70-76 % |
| B+ | 87-89 % | | D | 60-69 % |
| B | 83-86 % | | F | 59% and below |

**Paper Specifications**: While some of the shorter assignments can be typed into Moodle assignments, longer papers will need to be uploaded as .doc, .docx, or .rtf files.
**Do *not* submit work as .pdf or .pages files**. Try this free document conversion website for pages files: http://www.zamzar.com/convert/pages-to-doc/

- Use Times New Roman, 12pt font, 1-inch margins, a creative title, **no** extra spaces between paragraphs and no quotes longer than 4 lines.
- Short or extra-long papers will be penalized. I&A papers will be 1-page, single spaced and the larger Essay will be 4-5 pages, double-spaced.
- **Do *not*** include your name or a heading on your papers. Instead, include your name in the name of the file. Example: I&A1_TPerez.doc
- Include quoted evidence correctly cited, using MLA documentation rules.
- Include a Works Cited list at the end of your papers after the last sentence. A Works Cited list will not be required in forums writing.

**Course Work:** This is a unit-based course. Course work includes Quizzes, Discussion Forum posts, the submission of three (3) Identification and Analysis Papers (one-page, single-spaced), four (4) online Exams, and the completion of three (3) Comparison Outlines and one (1) Comparison Essay that is 4-5 double-spaced pages. On Moodle, you will have **access to only one unit at a time**. You will receive comprehensive instructions on each assignment well in advance of due dates.

**Unit 1: Getting Started & Introduction to Mythology & MLA -** In this unit you will be oriented to our online course webpage and the kinds of assignments you will be completing this semester. You will review MLA documentation and Academic dishonesty rules. You will view audio-visual Voicethread "lectures" and complete several introductory assignments. Most

importantly though, you will start reading myths and learn about mythology in relation to literary studies.

**Unit 2: Creation Stories -** Students will read stories from around the world and throughout the region that express how the physical world (cosmos, land, humans, and animals) and social, political, and economic systems came into being. You will learn to recognize and analyze the typical features, or motifs, of creation myths.

**Unit 3: Trickster -** The Trickster archetype is found around the world. The Trickster can be a lovable mischief-maker, a greedy and amoral villain, a pervert, a best friend, and a cultural hero. A trickster can create great things, sometimes accidentally and sometimes with purpose. In short, a Trickster is mythology's most relatable character.

**Unit 4: The Hero -** Who doesn't love a hero?  In this final unit of the semester, you will encounter the world's and the regions (in)famous heroes. You will learn to recognize key features of the hero's journey and develop a smart, comparative analysis of several heroes of your choice.

**Wrapping Up**: To conclude the semester, students will be asked to evaluate their learning and performance in the course as well as offer suggestions for course improvement in both content and online delivery.


**Online Policies and Procedures**



**1)** Although we will not meet in a classroom together or "meet" in a synchronous video conference, **active participation** in class activities, exercises, and online discussions is **required.** This is a class where your **participation assignments are 20% of your grade.**

**2) Due Dates**: Writing assignments must be submitted **on or before 12 noon (CST)** on the day they are due. **Have a backup plan** (a backup computer and backup access to the internet), and always work ahead of time. To be safe, attempt to submit assignments **at least 2 hours** before the deadline (perhaps even the night before).

        The internet is fickle and life or a pandemic happens. Be creative to get your work in. If you cannot access or experience trouble with our course webpage (Moodle), email your work. If the power is out, and you cannot email, take a photo with time stamp to send it when the power or internet comes back online. Also, to cover your bases, you can leave a phone message (671-735-2736) before the deadline.

*Late* assignments *without* **pre-approved extensions will *not* be accepted.** If you need an extension on an assignment, I will need to receive your emailed or Moodle Messaged extension request *before* the due date. Extensions will be granted on a case-by-case basis and may require supportive evidence such as doctor's or employer's notes. This is a challenging time; I want to help you succeed. Please let me know if you need 3 hours, one day, or a reasonable extension. I will give your request a fair and generous hearing. We are all doing the best we can, and I am empathetic to the additional challenges that remote learning and this covid19 pandemic have added to our lives.

**3) Academic Honesty:** Plagiarism is the most serious of academic crimes. Plagiarism of any kind will constitute grounds for a failed assignment and may result in further disciplinary action at the instructor's discretion or at the discretion of the Division of English and Applied Linguistics. Consequences for academic dishonesty may include a grade reduction for the assignment, a zero for an assignment, failure of the course, and depending on severity of the case, academic disciplinary proceedings (a formal letter will be sent to the Dean of CLASS and

the Senior Vice President of Student and Academic Affairs, and will possibly become part of said student's permanent academic file).

**4) ADA Policy and Commitment to Student Learning**
The University is committed to providing an inclusive and welcoming environment for all members of our community free of all forms of discrimination and harassment in all programs, activities and employment practices as required by Title VII and Title IX and other applicable statutes and policies. If you experience harassment or discrimination, report it immediately to the Director of EEO/ADA & TITLE IX Office, at 671-735-2244, 671-735-2971, TOD 671-735-2243 or **eeo-ada@triton.uog.edu.** For immediate assistance in an emergency call 911.

**ADA Accommodation Services**
For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request.  A Faculty Notification letter from the Disability Support Services counselor will be provided to me.  To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2505/2460.

**5)** Remember your "netiquette," or network etiquette. Although you may traditionally interact informally with friends and family when you are online, it is important to note that **this is a classroom environment** and students must adhere to high standards of academic behavior. This classroom is a safe haven for all ideas. We are all unique individuals entitled to our own opinions and beliefs. Any comments, jokes, or remarks that denigrate the worth of an individual's physical/mental ability, body size, religion, race, creed, ethnic background, sexual preference, or gender are inappropriate and will not be tolerated.
  a. **Do not** say things in an email or forum post that you would not say face to face.
  b. Be polite, concise, and remember that all-caps signify yelling.
  c. **Do not** send forwards to the class list or to the professor.
  d. **Proofread.** This is an English class. I better not see texting language, lack of punctuation, capitalization or inappropriate signatures.
  e. Emojis should *not* be used in graded assignments; however, you are welcome to use them in informal writing such as the Question & Conversation Corner or in a Moodle Message.

## *Have a wonderful semester!*

Chart of Alignments of SLOs with PLOs, GLOs, and ILOs          Course Name:  __EN213 – Literature, Myth, & Culture_____

| Student Learning Outcome | Program Learning Outcome | GenEd Learning Outcome | Institutional Learning Outcome |
|---|---|---|---|
| A. Understand the diversity, extent, and complexity of world mythology; | PLO 1-Language<br>PLO 2-Qualities of Text and Approaches | GE-IL 3-Accurately identifying | ILO 4-Diversity<br>ILO 6-Arts and Sciences |
| B. Analyze the influence of mythology upon English and American literature, as well as popular culture; | PLO 2-Qualities of Text and Approaches | GE-WC 1-Developing themes<br>GE-WC 2-Analyzing and comparing | ILO 1-Critical Thinking;<br>ILO 3-Written Communication<br>ILO 7-Personal Development and Lifelong Learning |
| C. Master mythological and literary terminology; | PLO 1-Language<br>PLO 2-Qualities of Text and Approaches | GI-IL 1-Determining information needed<br>GE-IL 3-Accurately identifying | ILO 4- Diversity<br>ILO 6-Arts and Sciences |
| D. Write effective, thesis-driven critical essays about mythological and literary texts. | PLO 2-Qualities of Text and Approaches<br>PLO 4-Research<br>PLO 5-Writing | GE-WC 4-Utilizing various formats<br>GE-WC 5-Using writing to analyze<br>GE-IL 4-Synthesizing and applying | ILO 1-Critical Thinking;<br>ILO 3-Written Communication<br>ILO 4-Diversity<br>ILO 6-Arts and Sciences |

**Program Learning Objectives**

PLO 1-Language - Understand the concepts, structures, and functions of human languages;

PLO 2-Qualities of Text and Approaches - Describe the aesthetic, rhetorical, structural, and multicultural qualities of literary texts, as well as critical and historical approaches to those texts;

PLO 3-Oral Presentation-Prepare, organize, and deliver effective oral presentations for a variety of purposes and audiences;

PLO 4-Research-Conduct substantive research using discipline-appropriate techniques, methodologies, and environments (digital or non-digital), producing or locating valid data and source materials;

PLO 5-Writing-Write coherent, discipline-appropriate essays and research papers, documenting properly to avoid plagiarism.

**General Education Core Foundation -  Written Communication (GE-WC)**

GE-WC 1-Developing themes with appropriate consideration of the audience and purpose

GE-WC 2-Analyzing and comparing perspective, meaning, and style in different texts and contexts so as to construct well---researched and

Reasoned writing;

GE-WC 3-Recognizing and using proper syntax and mechanics to create organized, coherent prose according to conventions of Standard Written

English;

GE-WC 4-Utilizing various formats, lengths, and citation styles as appropriate for the task; and

GE-WC 5-Using writing to analyze complex events and foster intellectual discovery.

**General Education Core Foundation  - Information Literacy (GE-IL)**

GE-IL 1-Determining the nature and extent of the information needed;

GE-IL 2-Accessing needed information;

GE-IL 3-Accurately identifying the source of information to critically evaluate the veracity;

GE-IL 4-Synthesizing and applying relevant information to create a quality product; and

GE-IL 5-Demonstrating the ethical and legal use of information by identifying the economic, legal, and social concerns of information use.

**Institutional Learning Outcomes**

ILO 1-Critical Thinking - Mastery of critical thinking and problem solving

ILO 2-Quantitative Analysis - Mastery of quantitative analysis

ILO 3-Written Communication - Effective oral and written communication

ILO 4-Diversity - Understanding and appreciation of culturally diverse people, ideas and values in a democratic context

ILO 5-Responsible Use - Responsible use of knowledge, natural resources, and technology

ILO 6-Arts and Sciences - An appreciation of the arts and sciences

ILO 7-Personal Development and Lifelong Learning - An interest in personal development and lifelong learning