



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: English 31
Descriptive Title: Mythology and Folklore
Course Disciplines: English
Division: Humanities

Catalog Description:

This course is a survey of Babylonian, Egyptian, Hebrew, Greek, Hispanic, Germanic, Indian, and other mythologies. Through readings of essays and literature, students explore the similarities and differences of folklore and mythology and identify cultural patterns in the literature.

Conditions of Enrollment:

Prerequisite: Eligibility for English 1A

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: Prior to July 1992
Transfer UC: X Effective Date: Proposed

General Education:

El Camino College:
3 – Humanities
Term: Other: Approved

CSU GE:
C2 - Humanities
Term: Fall 1988 Other:

IGETC:
3B - Humanities
Term: Fall 1991 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Show understanding of representative myths and folktales in terms of fundamental themes, archetypal images, symbolism, historical and cultural contexts, and critical analysis.
2. Identify the differences between myth and folklore as well as recognize names, symbols, creatures, and heroes in various myths and folktales.
3. Identify and assess cultural differences as seen in the styles, subject matter, and level of sophistication of various mythological writings.
4. Identify mythological allusions found in diverse literatures and assess representative myths in terms of their effectiveness in expressing the relationship of individuals to society and humankind's understanding of the cosmos.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Recognize names, symbols, creatures, heroes in various mythologies.
Quizzes
2. Recognize through models the archetypal images from mythology that have permeated literature through the ages, including contemporary literature.
Objective Exams
3. Assess representative myths in terms of their effectiveness in expressing the relationship of individuals to society and humankind's understanding of the cosmos.
Embedded questions
4. Identify and analyze the differences between myth and folklore.
Embedded questions
5. Plan and accomplish research in the field of mythology.
Term or other papers
6. Identify and assess cultural differences as seen in the styles, subject matter, and level of sophistication of various mythological writings.
Term or other papers
7. Argue, support, and illustrate the phenomenon of recurring patterns, parallels, and themes found in many ancient but diverse mythologies.
Term or other papers
8. Describe and explain background information pertaining to various ancient cultures, such as customs, rituals, beliefs, and superstitions.
Objective Exams
9. Identify mythological allusions found in diverse literatures.
Objective Exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	2	I	Format and strategies for writing about literature
Lecture	4	II	Key terms from major theorists on mythology A. Definition of myth B. Folklore C. Epic D. Oral tradition E. Other terms from theorists such as Jung and Campbell
Lecture	4	III	Creation myths A. Babylonian mythology B. Egyptian mythology C. Hebrew mythology D. Indian mythology
Lecture	9	IV	Flood myths, archetypes, and object myths A. Egyptian B. Mayan C. Indian D. Shoshoni E. Apache
Lecture	8	V	Apocalyptic myths, dying god myths, hero myths, and trickster gods A. Revelation B. Ragnarok C. Jesus D. Odin E. Quetzalcoatl F. Osiris G. Buddha H. Parcival I. Hiawatha J. Gilgamesh K. Krishna L. Old Man Coyote
Lecture	9	VI	Folklore A. Cinderella B. Animal groom and animal bride stories C. Wish fulfillment tales D. Grimm tales
Lecture	10	VII	Greek mythology A. The Odyssey B. Greek drama of Aeschylus, Sophocles, Euripides, and Aristophanes C. Major gods and goddesses

Lecture	8	VIII	Norse Mythology A. Poetic Edda B. Prose Edda
Total Lecture Hours	54		
Total Laboratory Hours	0		
Total Hours	54		

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

In a four-page written essay, compare and contrast two common folktales or mythological stories paying particular attention to how each story applies the pattern of birth, struggle, and rebirth.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a four-page written essay, analyze the two heroes Shane and Odysseus and identify their cultural differences and similarities. Include conclusions concerning what the two cultures - Ancient Greek and Early American West - expected from and respected in their heroes. Further, draw conclusions about why certain traits were important in the two cultures. For example, why is Shane, the prototypical Old West hero, taciturn and shy, whereas Odysseus of Ancient Greece is voluble and boastful?
2. Read about the origins, practices and literature of one mythological system not covered in class. Prepare a four page written analysis that explains the reasons for the types of myths developed in that culture.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Quizzes
Written homework
Term or other papers
Multiple Choice

V. INSTRUCTIONAL METHODS

Discussion
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

- Thury, Eva M., and Margaret K. Devinney. Introduction to Mythology: Contemporary Approaches to Classical and World Myths. 3rd ed. Oxford U. P., 2012.
- Leeming, David Adams. The World of Myth. Oxford University Press, 2013.
- Buck, William. Ramayana. University of California Press, 2012.
- Hamilton, Edith. Mythology: Timeless Tales of Gods and Heroes. Grand Central Publishing, 2011.
- Lewis, Spence. The Myths of Mexico and Peru. Create Space Publishing, 2013.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

- The Epic of Gilgamesh. Any translation.
- The Odyssey of Homer. Any translation.
- Selected Tales. Grimm, Jacob and Wilhelm. Any translation.

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Non-Course Prerequisite	The reading, writing, and critical thinking skills required of students in literature and creative writing courses make it highly unlikely that they can succeed without a prerequisite of eligibility for English 1A. Moreover, this position has been confirmed in our assessment of these courses' Student Learning Outcomes: faculty members have repeatedly identified the need to strengthen our conditions of enrollment to increase students' chances of success.

B. Requisite Skills

Requisite Skills
<p>Students must be able to read and apply critical thinking skills to complex literary texts.</p> <p>ENGL 84 - Utilize comprehension and vocabulary strategies to improve reading rate.</p> <p>ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.</p> <p>ENGL 84 –Interpret a book-length work through discussion, journal writing, or composition writing.</p> <p>ENGL 84 - Compare and contrast college-level texts to evaluate content.</p>
<p>Students must be able to write about complex literary texts and must have competency in the basic features of academic writing.</p> <p>ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion.</p>

ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
 ENGL A - Demonstrate ability to incorporate into draft revision information received in peer review and one-on-one tutorials.
 ENGL A - Plan, write, and revise 500-word multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice.
 ENGL A - Utilize MLA guidelines to format a document, to cite sources in the text of an essay, and to compile a Works Cited list.

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
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D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Linda G. Wadleigh on 02/09/1984.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 12/17/2018

**Last Reviewed and/or Revised Bruce Peppard
18799**

Date: 10/15/2018