Mythology Syllabus

Lit & Comp II

10 weeks

|  |  |
| --- | --- |
| Ms. Chelsea Usher  [Chelsea.Usher@hartfordschools.org](mailto:Chelsea.Usher@hartfordschools.org) | Office: 423  Office Hours: W 2:15-3:15 PM |

**Textbook**: Various Handouts;

**Materials**: A spiral notebook, a writing utensil; laptop

**Unit Description**: This unit is designed to help students develop a crucial and critical life skill – interpretation – through Greek and Roman Mythology. We will use our knowledge of language, plot, and character to make sense of literary experiences. It will improve your ability to function in the real world, but also help you escape from it, as all good literature does.

**Course Goal/Objectives:** Upon completion of the course, students will be able to

* Develop an appreciation of language and literature
* Gain a broader understanding of literature and history
* Extract meaning through a deeper understanding of language
* Conduct individual research based on literature
* Demonstrate effective skills in communication and technology

**Format and Style**: I’ll sometimes give brief lectures, we’ll watch some short pieces, and do a lot of reading and writing, but this course relies largely on discussion. You will be expected to do most of the talking.

**Requirements/Grading:**

**Participation**: This includes regular and prompt attendance; active and informed contributions to discussion; and respectful engagement with peers. (10%)

**Classwork**: Informal writing assignments about the day’s work must be turned in during the class session when the reading is discussed. Late assignments will result in 50% grade penalty. (30%)

**Quizzes**: Short assessments to review your understanding of a topic or concept. Quizzes must be made up (if absent) within 2 class periods or it will become a zero. (15%)

**Formal Projects (2)** During this course you will be completing two formal projects, focusing on the myth and literary analysis. (30%) Late projects will result in 10% grade penalty for every class that it is late.

**Final Essay:** In-class essay, topic will be given on the final day of the unit. There are no make-ups for this essay. Essay will be on \_\_\_\_\_\_\_\_\_\_\_\_\_. If you will miss this date, please plan to schedule to take it **before** the essay date. (15%)

**Plagiarism:** Plagiarism is defined as presenting the ideas or words of another as one’s own. It is theft. Disciplinary action in cases of cheating or plagiarism will be handled by and at the discretion of the instructor and, if necessary, in consultation with the adminisration. Depending on the nature and the severity of the problem, individual instructors may assign penalties from zero for the assignment to an F in the course.

**Diversity Statement:** Understanding and respecting differences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world, and about ourselves. Narrow-mindedness will not be tolerated in this class.

### Assignment Criteria: Before you submit a final draft of any assignment, please review the following criteria, which I will use in grading each think piece AND essay:

* **Content**: The project should thoroughly and insightfully address its subject with accurate, credible, timely, and relevant information. If the project is supposed to be argumentative, it should state a clear, substantive, contestable, and precise claim early and support this claim with appropriate evidence.
* **Clarity**: The project should present information in a clear, logical fashion. In particular, paragraphs generally should begin with precise topic sentences, followed by clear, well-organized sentences that support the topic sentence. The writer should use transitional words and phrases effectively to guide the reader through the information.
* **Readability**: The project should engage the reader with lively, concise writing and should generally lack typographical errors, as well as lapses in tone, register, punctuation, spelling, word choice, and grammar. The project should effectively incorporate source material with proper use of attribution, paraphrases, and quotations. Longer projects should begin with an engaging introduction and include a satisfying conclusion.
* **Format**: Parenthetical citations and the bibliography or list of works cited should conform to MLA style. The project also should have an attractive, professional appearance and should conform to any particular format requirements set by the instructor.

Course Schedule

|  |  |
| --- | --- |
| Week 8 | “Oedipus Rex” by Sophocles  Classics; Background of Sophocles & the Chorus  **Think Piece #12:** After reviewing the information on Sophocles, the Chorus, and Epic/Tragic Hero,with a partner, create a one-pager (web/print) on one of the three options (I’ll pick which one you master!) “Oedipus Rex” by Sophocles  Classics; Prologue pg. 4-9;  **Think Piece #13:** Rewrite a section of lines from the prologue in modern day English to present to the class.  “Oedipus Rex” by Sophocles  Classics; Scene 1 pg. 9-18  **Think Piece #14:** Predict who killed Laius. Use evidence from the text to make your prediction arguable. (direct quotes from the text). |
| Week 9 | “Oedipus Rex” by Sophocles  Classics; Scene 2 pg. 18-31  **Think Piece #15:** Complete an Astrology Description for the characters Oedipus, Creon, and Teiresias. Explain your findings.  “Oedipus Rex” by Sophocles  Classics; Scene 3 pg. 31-39  **Think Piece #16:**  Jocasta is very persistent that Oedipus NOT send for the herdsman. Predict why and provide evidence that led you to your prediction.  “Oedipus Rex” by Sophocles  Classics; Scene 4 pg. 39-44  **Think Piece #17:** The Shepherd provides some crucial information to Oedipus in this scene that gives the reader (and the stage actors) insight on what unfolded. Were you expecting this? If yes, why (use evidence), if no, what kept the surprise? |
| Week 10 | “Oedipus Rex” by Sophocles  Classics; Exodos pg. 44-52  **Think Piece #18:** Break this entire story down into either 1. A spoken word poem about tragic heroes, 2. A pecha kucha presentation (6 slides @ 15 seconds), 3. Artistic representation to share with the class. |
| Week 10 con’t | “Oedipus Rex” by Sophocles  Classics; IN CLASS ESSAY  **Final Essay – In class will be given the entire block to complete the assignment.** |