Independent Study Course Syllabus

Course Number: EDU 915
Course Title: Introduction to Classical Mythology

☐ Online          X Distance Learning

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Units: 3  
Grade Level: 6-12

Course Description
Students of all ages are fascinated by the adventures of Odysseus, the labors of Hercules, and the battles of Achilles. These powerful and imaginative stories invite further study that rewards the student with a deeper level of understanding not only of the myths themselves but of the people who originated these provocative stories. This course is designed for the teacher who would like to learn more about mythology in order to incorporate it into the study of history, literature, science, music, or art and for the teacher who would like a systematic approach to the study of classical mythology.

In the lesson plans, students are asked to identify specific state or district standards and explain how the lessons are aligned with the standards. Information in this course is in alignment with the Common Core Standards, (www.corestandards.org/the-standards) and the NBPT Standards, (www.nbpts.org).

Course Dates
Self-paced; students may enroll at any time and take up to one year to complete assignments.

You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

To register for courses go to http://ce.fresno.edu/cpd and log in

Center for Professional Development
1717 S. Chestnut Ave.  
Fresno, CA 93702-4709  
(800) 372-5505  
http://ce.fresno.edu
Course Materials

Required Text: *Timeless Tales of Gods and Heroes* by Edith Hamilton. **Students are required to obtain a copy either from the library or purchase one.** A suggestion might be to go to a site like [www.Amazon.com](http://www.amazon.com) and purchase a used copy at a greatly reduced price.

Course Requirements

- Read the first four units of the text.
- Complete a characteristics chart of the pantheon of the Greek/Roman gods.
- Draw and label a diagram of both the World and the Underworld according to the ancient Greeks.
- Analyze the myths and identify the theme or moral of three nature myths, three love myths, and three hero myths.
- Explain how the myths selected in number 4 demonstrate the qualities of nature myths, love myths, or hero myths.
- Summarize an origin myth or nature myth from Norse, Egyptian, Chinese, or Native American mythology and compare it to a Greek origin or nature myth.
- Create an allusions chart showing ten mythological references in each of the following areas: art, music, literature, language, and advertising.
- Read a book such as *The Hobbit* or watch a movie such as *Spiderman* and explain how it demonstrates the characteristics of an epic.
- Write a reflective essay explaining what you have learned about mythology and describing two or three ways in which you could incorporate some aspect of mythology into your teaching.
- Select a mythology book that would be appropriate for your students and explain reasons for your selection.
- Develop a presentation that would show students and/or faculty members the benefits of studying mythology.

National Content / Common Core Standards

(Listed w/ learning Objectives/Outcomes)

Learning Objectives / Outcomes

**Student will:**

- Identify and describe both the major and minor deities of Greek/Roman myths. CCSS-RL11-12.1
- Explain the significance of major characters in Greek/Roman mythology. CCSS-RL11-12.1
- Analyze the lesson demonstrated by each myth. CCSS-RL9-10.3, RL11-12.3
- Classify myths according to their thematic qualities. CCSS-RL11-12.2
• Explain the similarities between origin, nature, or hero myths of two different cultures. CCSS-RL11-12.7
• Recognize and explain mythological allusions in a variety of historic and modern texts. CCSS-10.9
• Apply the epic conventions to either a classical or modern epic. CCSS-11-12.9
• Develop age-appropriate activities for introducing mythology to students.
• Relate the visitation materials to his/her curricular area and content standards – either state or national. NBPTS 3.1, NBPTS 3.4
• Compose and integrate activities that incorporate critical thinking into lessons NBPTS 2.3
• Connect course content to national, state, and district standard for their grade level and use in the classroom.

Schedule of Learning
There is a complete and detailed schedule of assignments located in the binder.

Evidence of Learning
1. Course instructor observed evidence of understanding of course objectives as demonstrated through students’ reflective writing assignments.
2. Course instructor observed evidence of understanding of course objectives as demonstrated through students’ presentation of lesson plans and the design of a course of study for their class curriculum.
3. Student demonstrated their understanding of appropriate hands-on methods of teaching through their lesson plans.
4. Student demonstrated their understanding of assigned readings through their responses and summaries.
5. Student included the use of Critical Thinking Skills and made connections to their state content and/or professional teaching standards, or how they might use the strategies, techniques, or course content in their curriculum in the future.

Grading Policies and Rubrics
100 points possible
90-100=A
89-80=B or Credit
Less than 80 points – No Credit Materials will be returned to student in order to revise/improve.
Specific Rubric details are available upon request.

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

**Grading Options**
Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. (Instructions will be provided for online grading by the instructor.)

**Instructor/Student Contact**
Students are required to contact the instructor a minimum of 3 times – 1. Upon receipt of materials, 2. Halfway through the class, 3. Upon completion of the class prior to submitting work for review/grading. Instructor’s email address and phone number has been provided. Contacting the instructor at any time is encouraged.

**References/ Resources**
- Common Core Standards: [www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)

**Final Course Grade and Transcripts**
When all work for the course has been completed, students will need to logon to the Center for Professional Development website (http://ce.fresno.edu/cpd) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at [http://ce.fresno.edu/cpd](http://ce.fresno.edu/cpd) - under General Information > CPD Policies.
Plagiarism and Academic Honesty
All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue. URL http://www.fresno.edu.

CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:

| CE 1. | Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use. |
| CE 2. | Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts. |
| CE 3. | Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement. |
| CE 4. | Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting. |
| CE 5. | Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field. |
| CE 6. | Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information. |

FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

**Student Learning Outcomes Oral Communication:** Students will exhibit clear, engaging, and confident oral communication – in both individual and group settings – and will critically evaluate content and delivery components.

**Written Communication:** Students will demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others.

**Content Knowledge:** Students will demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.

**Reflection:** Students will reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and vocational improvement.

**Critical Thinking:** Students will apply critical thinking competencies by generating probing
questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to new situations.

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<th>Moral Reasoning: Students will identify and apply moral reasoning and ethical decision-making skills, and articulate the norms and principles underlying a Christian world-view.</th>
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<td>Service: Students will demonstrate service and reconciliation as a way of leadership.</td>
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<td>Cultural and Global Perspective: Students will identify personal, cultural, and global perspectives and will employ these perspectives to evaluate complex systems.</td>
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<td>Quantitative Reasoning: Students will accurately compute calculations and symbolic operations and explain their use in a field of study.</td>
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<td>Information Literacy: Students will identify information needed in order to fully understand a topic or task, explain how that information is organized, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.</td>
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