

Clackamas Community College
Online Course/Outline Submission System

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Section #1 General Course Information**Department:** English**Submitter**

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Course Prefix and Number: ENG - 242**# Credits:** 4**Contact hours**

Lecture (# of hours): 44
Lec/lab (# of hours):
Lab (# of hours):
Total course hours: 44

For each credit, the student will be expected to spend, on average, 3 hours per week in combination of in-class and out-of-class activity.

Course Title: Middle Eastern Mythology**Course Description:**

Explores the historical, cultural, social, and literary significance of Middle Eastern myths; views Middle Eastern mythology in its historical and geographic positions and in the larger context of Western civilization and literary tradition; introduces theoretical approaches to mythology and basic literary elements and terminology; considers how studying myth affects and influences reading other work; explores Middle Eastern myth's influence on the Hebrew Bible.

Type of Course: Lower Division Collegiate**Reason for the new course:**

The English Department has a long history of providing mythology courses focused on the mythology of specific cultures. Several years ago, Eng 252 was a "non-Western" myth course (it has since been specified as Hindu myth), and under that aegis, I taught Middle Eastern myth as Eng 252; the course was well attended and received, as all our myth classes are. With the official specifying of Eng 252 as Hindu myth, Middle Eastern myth has not been taught for a while. The most immediate and revelatory effect on students of this class is the awareness they gain of the sources of the Hebrew Bible (that is, the Old Testament); furthermore, studying the simultaneous strangeness

and recognizability of the world's most ancient literatures enhances students' awareness of their own perspectives and assumptions.

Developing this course (and a second new course--Norse Mythology) has been among my sabbatical projects this 2014-15 year; thus, the new courses have administrative support and the support of my fellow faculty.

Also, studying Middle Eastern mythology will help create awareness of the antiquity, sophistication, and complexity of a part of the world of which students often have a simplistic and stereotypical view. In other words, cultural diversity is significantly enhanced through this class.

Finally, it's true that in some schools, myth is taught in a comparative approach, with multiple cultures' stories being read in the same course. But myth scholars are becoming increasingly suspicious that this approach unfairly imposes patterns and ideas on a culture's mythology; the approach we've taken at CCC allows for culturally specific understanding. Because myths are so intricately tied to cultural norms, studying myths without significant awareness of their cultural context (an awareness not possible in the comparative approach) means not fully understanding those norms, which in turn means knowledge of the culture remains spotty. Our method at CCC does a better job here, and adding Middle Eastern myth to our repertoire means a better awareness of the history, thought, literature, and culture of a significant region of the world.

Is this class challengeable?

No

Can this course be repeated for credit in a degree?

No

Is general education certification being sought at this time?

Yes

Check which General Education requirement:

Arts and Letters

Cultural Literacy

Is this course part of an AAS or related certificate of completion?

No

Are there prerequisites to this course?

No

Are there corequisites to this course?

No

Are there any requirements or recommendations for students taken this course?

Yes

Recommendations: Pass RD-090 or placement in RD-115; pass WR-095 or placement in WR-121.

Requirements: None

Are there similar courses existing in other programs or disciplines at CCC?

No

Will this class use library resources?

Yes

Have you talked with a librarian regarding that impact?

Yes (A 'Yes' certifies you have talked with the librarian and have received approval.)*

Is there any other potential impact on another department?

No

Does this course belong on the Related Instruction list?

No

GRADING METHOD:

A-F or Pass/No Pass

Audit: Yes

When do you plan to offer this course?

Not every year

Is this course equivalent to another?

If yes, they must have the same description and outcomes.

No

Will this course appear in the college catalog?

Yes

Will this course appear in the schedule?

Yes

Student Learning Outcomes:

Upon successful completion of this course, students should be able to:

1. demonstrate a perception of Middle Eastern mythology as a phenomenon of cultural, aesthetic, political, and religious importance via their writing, discussion, and exams; (AL1) (AL2) (CL1)
2. explain the geographic and literary origins of Middle Eastern mythology in writing and discussions, (AL1) (AL2)

(CL1)

3. identify and analyze similarities and differences between myths and works of literature in other genres, as well as other works of art, forms of communication, and personal experience; (AL1) (AL2) (CL1)
 4. contribute to group knowledge and increase their own active learning skills through such activities as note taking, research, discussion, collaboration, presentation, questioning, and listening;
 5. understand and apply basic literary and mythological terminology and theory, (AL1)
 6. analyze a myth based on careful reading and analysis of its components and defend that interpretation in writing with evidence from both the text and traditional research strategies, (AL1)
 7. write a well-organized and carefully edited paper using terms and definitions appropriately to analyze and/or compare elements of one or more myths. (AL1)
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**AAOT/ASOT GENERAL EDUCATION OUTCOMES
COURSE OUTLINE MAPPING CHART**

Mark outcomes addressed by the course:

- Mark "C" if this course completely addresses the outcome. Students who successfully complete this course are likely to have attained this learning outcome.
- Mark "S" if this course substantially addresses the outcome. More than one course is required for the outcome to be completely addressed. Students who successfully complete all of the required courses are likely to have attained this learning outcome.
- Mark "P" if this course partially addresses the outcome. Students will have been exposed to the outcome as part of the class, but the class is not a primary means for attaining the outcome and assessment for general education purposes may not be necessary.

As a result of completing the AAOT/ASOT general education requirements, students will be able to:

WR: Writing Outcomes

- P** 1. Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences.
- P** 2. Locate, evaluate, and ethically utilize information to communicate effectively.
- P** 3. Demonstrate appropriate reasoning in response to complex issues.

SP: Speech/Oral Communication Outcomes

- P** 1. Engage in ethical communication processes that accomplish goals.
- P** 2. Respond to the needs of diverse audiences and contexts.
3. Build and manage relationships.

MA: Mathematics Outcomes:

1. Use appropriate mathematics to solve problems.
2. Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.

AL: Arts and Letters Outcomes

- S** 1. Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life.
- S** 2. Critically analyze values and ethics within range of human experience and expression to engage more fully in local and global issues.

SS: Social Science Outcomes

1. Apply analytical skills to social phenomena in order to understand human behavior.
2. Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.

SC: Science or Computer Science Outcomes

1. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions.
2. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically examine the influence of scientific and technical knowledge on human society and the environment.

3. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.

CL: Cultural Literacy Outcome

S 1. Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.

Outcomes Assessment Strategies:

✓ **General Examination**

✓ **Writing Assignments**

✓ **Presentations**

✓ **Criteria**

✓ **Rubrics**

✓ **Journal Writing**

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Major Topic Outline:

1. The origins and development of Middle Eastern myth.
2. Cultural background of Middle Eastern myth.
3. Myths of Sumer.
4. Myths of Babylon.
5. Myths of Canaan.
6. Myths of Palestine.
7. Myth Theory.

Does the content of this class relate to job skills in any of the following areas:

- | | |
|--------------------------------------|-----------|
| 1. Increased energy efficiency | No |
| 2. Produce renewable energy | No |
| 3. Prevent environmental degradation | No |
| 4. Clean up natural environment | No |
| 5. Supports green services | No |

Percent of course: 0%

Section #2 Course Transferability

Concern over students taking many courses that do not have a high transfer value has led to increasing attention to the transferability of LDC courses. The state currently requires us to certify that at least one OUS school will accept a new LDC course in transfer. Faculty should communicate with colleagues at one or more OUS schools to ascertain how the course will transfer by answering these questions.

1. Is there an equivalent lower division course at the University?
2. Will a department accept the course for its major or minor requirements?
3. Will the course be accepted as part of the University's distribution requirements?

If a course transfers as an elective only, it may still be accepted or approved as an LDC course, depending on the nature of the course, though it will likely not be eligible for Gen Ed status.

Which OUS schools will the course transfer to? (Check all that apply)

✓ OSU (Oregon State University)

Identify comparable course(s) at OUS school(s)

FLR 350, "Folklore and the Bible" (Univ of Oregon)

How does it transfer? (Check all that apply)

✓ general elective

:

Provide evidence of transferability: (minimum one, more preferred)

✓ Other. Please explain.

Marylhurst University accepts all our existing mythology courses as part of our A.S. degree articulation with them; since this proposed new course contains the same SLOs as the existing courses (changing only the specific culture studied), this course would be accepted in the same way.

Also, on January 31, 2014, Ryan Davis and I met at OSU with Louie Bottaro (College of Liberal Arts Head Advisor) and Steven Kunert at OSU (English Department Undergraduate Advisor). During this meeting we specifically asked whether or not the mythology courses would transfer. They said those courses would transfer as general electives.

First term to be offered:

Specify term: Winter 2016
