UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

yzFor additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: ENGL
Course Title: Myths and Legends in Literature

Year: 2025
Course and Section #: 2230-01
Credits: 3

Course Description

Introduces students to myths and legends that are the foundation of literature. Uses discussion, storytelling, videos, journals, and portfolios.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☐ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☒ Open Elective
Other:

Instructor Information

Instructor Name: Stephen Fullmer

Student Learning Outcomes

- **Cultural Analysis**
  Students will analyze myths and legends from diverse cultures, identifying their cultural, historical, and societal influences.

- **Comparative Interpretation**
  Students will compare and contrast recurring themes, archetypes, and motifs in myths and legends across different traditions, demonstrating an understanding of universal and culturally specific storytelling elements.

- **Critical Thinking**
  Students will critically evaluate the role of myths and legends in shaping cultural values, ethics, and collective identities, both historically and in contemporary contexts.

- **Creative Application**
  Students will develop original interpretations or creative works inspired by traditional myths and legends, showcasing an understanding of narrative structure and symbolic meaning.

- **Research and Communication**
  Students will conduct research on a specific myth or legend, presenting their findings through clear and well-supported written or oral communication, integrating scholarly sources and critical perspectives.

Course Materials and Texts

- *A Hero with a Thousand Faces,* Joseph Campbell, 1949.
- *Myths to Live By,* Joseph Campbell, 1972.
- *World Mythology: An Anthology of Great Myths and Epics,* Donna Rosenberg, 1999.
- *The Silmarillion*, J.R.R. Tolkien, 1978.
- *The Hobbit,* J.R.R. Tolkien, 1936.

Course Requirements

Course Assignments, Assessments, and Grading Policy
- Major Writing Assignments:
  - Hero's Cycle Research Paper (100 points)
  - Analysis Paper on *Myths to Live By* (50 points)
  - Analysis Paper on *The Silmarillion* (50 points)
  - Analysis Paper on *The Hobbit* (50 points)
  - Annotated Bibliography on Selected Myth (25 points)
  - Three Reflection Essays (25 points each)
- Various Reading Responses: Short responses to assigned readings (5 points each)
- Various Pop Quizzes (5 points each)
- Group World and Mythos Creation (200 points)
- Hero's Cycle Presentation (10 points)
- Three Unit Exams (100 points each)

A = 93-100	B- = 80-82.9	D+ = 67-69.9
A- = 90-92.9	C+ = 77-79.9	D = 63-66.9
B+ = 87-89.9	C = 73-76.9	D- = 60-62.9
B = 83-86.9	C- = 70-72.9	E = 0-59.9

Required or Recommended Reading Assignments
All required readings use chapters from the course text that align with the lectures below.

General Description of the Subject Matter of Each Lecture or Discussion
Week 1: Myths, Legends, and Tolkien's *Silmarillion*
- Introduction to Various Myths around the World
- Read *The Ainulindale* = What is Myth; How to Shape a Mythical World
- Read *The Valaquenta* = How Tolkien Shapes his "Arda"

Week 2: What is a Hero:
- *The Silmarillion* Chapters 1, 2, and 3 = How to build a World. Welcome to the Jungle Melkor.
- *The Silmarillion* Chapters 4 and 5 = The Gods and Demi-gods in Arda. Understanding the concept of Creation.
- Response #1 Due (What is a Hero)

Week 3: Understanding the necessity of Evil in Myth:
- *The Silmarillion* Chapters 6, 7, 8, and 9 = How the Hero faces challenges. Beowulf, Gawain, Lucifer, Frodo, Rowland.
- *The Silmarillion* Chapters 10, 11, and 12 = Lighting a world, Darkening a well…how to integrate various earth elements into a Mythos.
- Examining *World Mythology* and The Middle East (pages 1-78)
- Response #2 Due (Understanding the necessity of Evil in Myth)

Week 4: Good Always Wins:
- *The Silmarillion* Chapters 13, 14, 15, and 16 = In direct opposition to the Protagonist is the Antagonist…how to distinguish a Protagonist from a Foil and an Antagonist from a Foil.
- *The Silmarillion* Chapters 17, 18, and 19 = Examining Femininity. How to create strong female characters in a masculine culture. Exploring various aspects of French Feminism.
- *The Silmarillion* Chapter 20 = are you a phallic symbol or a yonic symbol…understanding various elements of Feminist Theory (plus a little Lacan and Frye)
- Reflection essay #1

Week 5: The Final Touches on Creating a Mythology:
- *The Silmarillion* Chapters 21, 22, 23, and 24 = How to avoid "in-media-res" and "deus-ex-machina" also, how to apply "old" stories to a "new" culture…exploring 21st century myths.
- *The Silmarillion* … "the Akallabeth" and "Of the Rings of Power and the Third Age"…the final great battle and moving into the fourth age of *Man.*
- Introduce the Group World Building Project
- Examining *World Mythology* and Greece and Rome (pages 79-288)
- Unit One Examination Due

Week 6: Introduce the Hero's Cycle and Joseph Campbell. Analysis of the Departure, Part I:
- *A Hero with a Thousand Faces* Read "Comedy and Tragedy"
- Submit your proposal for your Hero's Cycle assignment and short Annotated Bibliography on Joseph Campbell.
- *A Hero with a Thousand Faces* Read Part I, Chapter 1 "Departure" making sure you understand the concept of 1) The Call to Adventure; 2) Refusal of the Call; 3) Supernatural Aid; 4) The Crossing of the First Threshold; 5) The Belly of the Whale.
- Workshop: Group World Building Project: Mythos, Creation Theory
- Response #3 Due (Creating a Mythology)

Week 7: The Hero's Cycle: Analysis of the Departure, Part II:
- Review Chapter 1 and the five stages of the Departure examining how to apply "your Hero" to each of the five stages showing progression and development of your Mythos.
- Submit your draft of the Departure's five stages. Make sure you explain how your Hero accomplishes each of the major stages.

- Workshop: Group World Building Project: Flora and Fauna; How to Light your World
- Examining *World Mythology* and The Far East and the Pacific Islands (pages 289-366)
- Analysis Paper Due *The Silmarillion*
- Response #4 Due (A Hero's Cycle Within a Hero's Cycle)

Week 8: The Hero's Cycle: Analysis of the Initiation, Part I:
- *A Hero with a Thousand Faces* Read Part I, Chapter 2 "Initiation" making sure you understand the concept of 1) The Road of Trials; 2) The Meeting with the Goddess; 3) Woman as the Temptress; 4) Atonement with the Father; 5) Apotheosis; 6) The Ultimate Boon.
- Reflection essay #2 Due
- Workshop: Group World Building Project: Time, Weather, Climate, Temperature, Minerals

Week 9: The Hero's Cycle: Analysis of the Initiation, Part II:
- Review Chapter 2 and the six stages of the Initiation examining how to apply "your Hero" to each of the six stages showing progression and development of your Mythos.
- Submit your draft of the Initiation's six stages. Make sure you explain how your Hero accomplishes each of the major stages.
- Workshop: Group World Building Project: War, Division, Continental Divide, Religion
- Examining *World Mythology* and The British Isles (pages 367-456)
- Response #5 Due (The World You Built)

Week 10: The Hero's Cycle: Analysis of the Return, Part I:
- *A Hero with a Thousand Faces* Read Part I, Chapter 3 "Initiation" making sure you understand the concept of 1) Refusal of the Return; 2) The Magic Flight; 3) Rescue from Without; 4)
- The Crossing of the Return Threshold; 5) Master of the Two Worlds; 6) Freedom to Live.
- Workshop: Group World Building Project: Time, Stars, Moons, Suns, Planets, the Universe
- Introduce *Myths to Live By* Analysis Paper
- Unit Two Examination Due

Week 11: The Hero's Cycle: Analysis of the Return, Part II:
- Review Chapter 3 and the six stages of the Return examining how to apply "your Hero" to each of the six stages showing progression and development of your Mythos.
- Submit your draft of the Return's six stages. Make sure you explain how your Hero accomplishes each of the major stages.
- Workshop: Group World Building Project: How do peoples communicate? Enter Language. Create a functioning (within reason) Language.
- Handout Assignment Sheet for Analysis Paper on *Myths to Live By*
- Response #6 Due (*Myths to Live By*)

Week 12: Final Stages of the Hero's Journey/Cycle/Application
- Workshop: Group World Building Project: Characters, Protagonist, Antagonist
- Examining *World Mythology* and Northern Europe (pages 457-506)
- Final Draft of your Hero's Journey Project Due. A page per stage + a page of introduction + a page of conclusion; thus, a 19-20 page completed project.
- Analysis Paper Due *The Hobbit*

Week 13: *Myths to Live By*: What is Joseph Campbell saying in this outstanding mythological text?
- Workshop: Group World Building Project: Work on finalizing your Group Presentation
- Peer Review Workshop: bring draft of *Myths to Live By* = First Draft
- Examining *World Mythology* and Africa (pages 507-566)
- Response #7 Due (Whatever you want to say)

Week 14: *Myths to Live By*: Joseph Campbell and building a world of Mythos's
- Workshop: Group World Building Project: Finalize Group Presentation
- Peer Review Workshop: bring draft of *Myths to Live By* = Second Draft
- Examining *World Mythology* and the Americas (pages 567-652)

Week 15: *Myths to Live By*: What are you Analyzing?
- Group Presentations on World Building and Mythos: Groups 1 and 2 Present
- Reflection #3 Due (*The Hobbit* and Bilbo's Heroic Quest and his Transformation)
- Peer Review Workshop: bring draft of *Myths to Live By* = Mechanical Draft

Week 16: Tolkien and Campbell and the Myths we Lived!
- Group Presentations on World Building and Mythos: Groups 3 and 4 Present
- *Myths to Live By* Final Analysis Due
- Final Exam… Unit Three Examination Due

Required Course Syllabus Statements

Generative AI
The UVU English department is also keeping up with artificial intelligence chat bots such as ChatGPT (and many other stand-alone programs or plug-ins). Believing the technology is here to stay, and will only grow, we feel it's important to understand both its strengths and limitations. AI is already proving its usefulness in brainstorming writing ideas, simplifying complex topics, and assisting with research. We believe AI is a tool with potential usefulness for writers. However, AI is also fraught with serious issues. It possesses accuracy problems while simultaneously sounding very confident about its incorrectness. It also frequently generates fake citations and quotations. It cannot understand the complexities and contexts of human communication. Finally, the way AI is trained on other texts poses several ethical questions about copyright and intellectual theft of property (along with uncritically inheriting the biases of the texts it's trained on).

To be clear, copying the exact wording of an AI chatbot is considered plagiarism and means that a student will be held accountable for violating academic integrity.

Using Remote Testing Software
☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or

immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](#) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](#)

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: *Student Code of Conduct*](#).

Equity and Title IX
Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services.

Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.