Course Prefix/Number/Title:

Humanities 102 Introduction to Humanities

Course Description:

This course is designed to introduce beginning university students to the major disciplines of the Humanities: philosophy, history, religion, drama, music, and the arts. This course accomplishes this by presenting a chronological survey of the humanities produced in European civilization. This survey starts with the Renaissance and ends in the present.

Instructor:

Gary Albrightson

Office:

Thatcher Hall 2207

Office Hours:

TR 10-11:00, MWF 9-10, and by appointment too

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Lecture/Lab Schedule:

Class lecture/discussion with an online delivery component

Textbook(s):

Matthews and Platt <u>The Western Humanities</u> volume 2 The Renaissance to the Present 7th 3ed

Matthews and Platt <u>Readings in the Western Humanities</u> volume 2 The Renaissance to the Present vol. 2 6th ed

Classroom Policies:

Students should post responses to all discussion topics, read the assignments, and submit all the essays and revisions. Late work is assessed a penalty of ten percent per day late unless the student secures prior approval 48 hours in advance to submit the work late. Work submitted to this class should be written for this class this semester. Plagiarized work of the sort described in the section below "Academic Integrity" will be failed, and the student will be allowed to write on a different topic chosen by the instructor. A second instance of plagiarism of the sort described in the section below "Academic Integrity" will fail the student for the class.

Course Requirements:

Students will read weekly assignments in the class textbook and in articles to be assigned in the library's Online Library Resources, will take quizzes weekly on reading assignments and discussion topics based on the readings mentioned above, and will write a midterm and final examination as well as an analytic paper on the campus theme "Nature, Technology, and Beyond" and the humanities

Tentative Course Outline

This class begins with the Early Renaissance and proceeds in chronological order to conclude with the present.

Course Objectives/Competencies

• Develop students' ability to read, view, and listen to various forms of cultural production and to write and speak about those experiences.
• Learn about cultural productions created by people in different cultures and in different historical periods.

• Encourage each student to fashion his or her own answer to the question of why humans create and use art.

General Education Goals/Objectives

Goal 4: Demonstrates effective communication

Objective 1: Expresses ideas through effective writing

Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing

Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience

Skill 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

Objective 2: Reads at a level that allows participation in collegiate studies and chosen careers

Skill 1: Anticipates and understands the structure and organization of written work

Skill 2: Recognizes an author's thesis and forms of support

Skill 3: Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation

Skill 4: Demonstrates awareness of the connection that style and language have to an author's topic, audience, context, and purpose

Skill 5: Assimilates and connects information and ideas from multiple written sources

Objective 3: Uses information resources effectively

Skill 1: Finds, consults, and uses a variety of information resources

Skill 2: Evaluates the relevance and reliability of sources

Skill 3: Uses information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field

Skill 4: Integrates source material smoothly and clearly into the student's own text

Goal 7: Demonstrates the ability to create and analyze art; evaluate aesthetics; and synthesize interrelationships among the arts, the humanities, and society.

Objective 2: Analyzes art

    Skill 1: Possesses a base knowledge of art forms

    Skill 2: Uses base knowledge to critique art works

Objective 3: Evaluates aesthetics

    Skill 1: Demonstrates knowledge of systems of aesthetics as those vary through time and among cultures

    Skill 2: Evaluates relationship of content and form in art works

Objective 4: Synthesizes interrelationships among arts, languages the humanities, and societies

    Skill 1: Demonstrates knowledge of art forms in cultures

    Skill 2: Evaluates the impact of art on individuals and society

Relationship to Campus Theme:

Students will write an analytical essay discussing the campus theme and the humanities

Academic Integrity:

The discussion of plagiarism below comes from the Council of Writing Program Administrators at http://www.wpacouncil.org/node/9.

"In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and carelessly or inadequately citing ideas and words borrowed from another source. Such discussions conflate *plagiarism* with the *misuse of sources.*

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately."

Disabilities and Special Needs:

Any student with disabilities or special needs should inform the instructor, who will make accommodations so students can meet their educational goals.