

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1 : At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i></p>	<p>Syllabus with grading breakdown: 700/1000 essay points in the class (or 70%); supported by the "Schedule of Assignments" documenting 10 Response Logs, 2 Reaction/Response (RR) Essays, and 2 essay examinations.</p> <p>Example assignments attached here include: "Study Guide for Examination #1"; "Reaction/Response (RR) Essays" criteria; and "Response Logs" guidelines.</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%;"> <p style="background-color: #ffff00; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div>			
C-1			

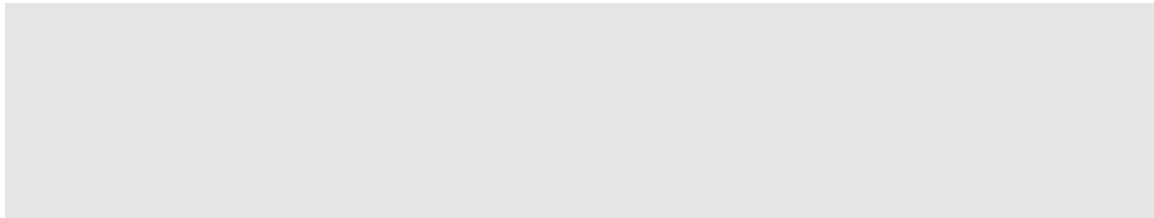
ASU - [L] CRITERIA

	<input type="checkbox"/>	CRITERION 2 : The composition tasks involve the gathering, interpretation, and evaluation of evidence	Course competencies shown through official District Competencies and in the Syllabus (see attachments) Guidelines for students "Authoritative Sources in Researched Papers"; "Writing Rubric"; "Authoritative Sources in Researched Papers"; note "Study Guide for Exam #1"; "Reaction/Response (RR) Essays"; "Response Logs"; " and "Course Syllabus" (see attachments)
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div data-bbox="407 947 1211 1066" style="border: 1px solid black; background-color: yellow; border-radius: 50%; padding: 10px; text-align: center;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</div> C-2			

ASU - [L] CRITERIA

	<input type="checkbox"/>	CRITERION 3 : The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	"Syllabus" page 5 showing required substantial writing tasks: --2 Essay Examinations of 1000 words minimum each ("Study Guide for Exam #1" attached as an example) --2 Analytical Papers of 1000 words minimum each --2 "Reaction/Response (RR) Essays" of 1000 words minimum each attached as an example --10 Response Logs totalling 2000 words minimum (Guidelines for "Response Logs" attached as an example)
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"><p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p></div> C-3			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
	<input type="checkbox"/>	<p>CRITERIO N 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i></p>	<p>Syllabus "Assignment Policy" regarding 7-10 day feedback provision from the instructor on page 5; "Writing Rubric"; and "Essay Alert Slide to Submit Essays to EMCC Writing Center" requirement for students to receive feedback prior to submission to their instructor.</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div>			
C-4			



Course Prefix	Number	Title	Designation
HUM	250	IDEAS AND VALUES IN THE HUMANITIES	L

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations.	More than 50% of the total points possible in HUM251 are earned through analytical compositions critically analyzing the interrelationships of art, architecture, literature, music and philosophy.	See Syllabus: "Percentages of points in the course by category", page 5
CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.	The composition tasks for the course: 10 response logs, 2 analytical essays, 2 response/reaction papers and the 2 essay examinations, require students ---engage in research on specific topics using peer-reviewed journal articles and approved texts; ---interpret and analyze the research and build upon their knowledge; ---evaluate the evidence found in their research as applied to the course content and convey this information in their composition tasks.	COURSE COMPETENCIES: 1, 2, 3, 4, 5 See Syllabus: "Assignment Policy" page 4 paragraphs 1 and 2. Note example assignment guidelines included: --"Response Logs" --"Study Guide for Exam #1" --"Reaction/Response Papers" --"HUM Writing Rubric"
CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams. ----- CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.	The "Course Syllabus" and "Schedule of Classes" include: 10 response logs, 2 analytical essays, 2 response/reaction papers and 2 essay examinations. These composition tasks include: ---Two analytical papers with lengths over 1,000 words each representing 200/1000 points. ---Two essay examinations with lengths over 1,000 words each totalling 200/1000 points. ---Two reaction/response papers are required with lengths over 500 words each totalling 100/1000 points.	See Syllabus page 4 and 5 See "Calendar of Assignments" and example assignments included which specifies criteria: --2 Essay Examinations --2 Analytical Essays --2 Reaction/Response Essays --10 Response Logs ----- See Syllabus "Assignment Policy" regarding 7-10 day feedback provision from me on page 5; also see the Writing

	<p>---Ten response logs with lengths of over 200 words minimum each totalling a total of 200/1000 points ---The total writing requirement for the course is over 7,000 words total for 70% of the total points in the course (700/1000).</p> <p>-----</p> <p>With the analytical essays, the essay examinations, and the reaction papers students receive feedback within 7-10 days. Feedback for the response logs are by the end of the week submitted. The feedback provided focuses upon the elements found in the attached writing rubric: critical and analytical content, analysis of the evidence gained during their research, effectively using that information to support their points, and mechanics/structure. The emphasis is critical thinking and effective communication.</p> <p>Students must submit their first analytical essay and Reaction/Response Essay to the EMCC Writing Center and provide a copy of this initial submission and the Writing Center evaluator's comments with their revised essay.</p>	<p>Center Feedback submission requirement.</p>
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HUM250
Justification for Literacy and Critical Inquiry

Literacy and critical inquiry are essential foci of this course. Communicative competence is an essential life skill, necessary for academic success, and critical in the workplace. Through the analysis of visual, auditory and written materials covered throughout this course (for example art, drama, poetry, prose, music, and speech) students investigate issues in the human condition by gathering evidence, interpreting that evidence, incorporating this with the other information they have acquired, evaluating what they have learned, and then communicating their findings.

This course focuses upon analyses of the human processes of creation, communication and thinking through history; investigation into how humans create and compose; understanding of the resulting artifacts and their impact on the present; and successfully and effectively communicating these conclusions through a series of essays and written assignments throughout the course reinforcing the importance of competency in critical reasoning and communication. These composition tasks receive prompt feedback to foster continuous improvement in critical reasoning and composition.

Course Description:

HUM250 Ideas and Values in the Humanities

An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the early civilizations to the Renaissance, including western and non-western cultures. Prerequisites: A grade of C or better in ENG101.

Course Attribute(s):

General Education Designation: Historical Awareness - [H]

General Education Designation: Humanities and Fine Arts - [HU]

General Education Designation: Literacy and Critical Inquiry - [L]

Course Competencies:

HUM250 Ideas and Values in the Humanities

C-2

1. Evaluate the inter-relationship of religion and art in early civilizations. (I)
2. Analyze the major aspects of the historical development, philosophy, art, and literature on early Hellenic and Hellenistic Greece. (II)
3. Analyze the major aspects of the historical development, philosophy, art, and literature on ancient Rome. (III)
4. Evaluate the development of the arts and philosophy of the Middle Ages. (IV)
5. Explain the rise of secularism and humanism in the arts during the Renaissance. (V)

Course Outline:

HUM250 Ideas and Values in the Humanities

- I. Early civilizations
 - A. Religions
 - B. Art
- II. Greece
 - A. Historical overview
 - B. Philosophy
 - C. The arts
- III. Rome
 - A. Historical overview

- B. Philosophy

- C. The arts

IV. The Middle Ages

- A. Historical overview

- B. Philosophy

- C. The arts

V. Renaissance

- A. Historical overview

- B. Philosophy

- C. The arts

Course Syllabus

[Jump to Today](#)

▼ [Edit](#)



Estrella Mountain Community College --- Maricopa County Community College District

HUM250 Ideas and Values in the Humanities

Fall 2017 Section 22923 Face-to-Face TR 1:30 am - 12:45 pm

Instructor Rod Freeman



Office: EST N 231

Contact information:

email rod.freeman@estrellamountain.edu

Support (Office) Hours:

MWF 8 am - 9 am and TR 7:30 am - 8:30 am

Course Description:

HUM 250: Ideas and Values in the Humanities

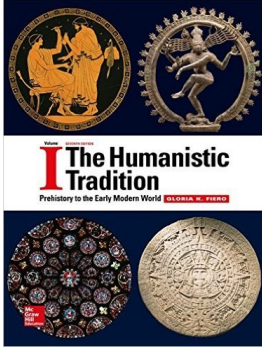
An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the early civilizations to the Renaissance, including western and non-western cultures. Prerequisites: ENG101.

Course Competencies:

1. **Evaluate** the religion and art in early civilizations.
2. **Analyze** the major aspects of the historical development, philosophy, art, and literature of early Hellenic, and Hellenistic Greece.

3. **Analyze** the major aspects of the historical development, philosophy, art, and literature of ancient Rome.
4. **Evaluate** the development of the arts and philosophy of the Middle Ages.
5. **Explain** the rise of secularism and humanism in the arts during the Renaissance.

Required Textbook:



Fiero, Gloria K. *The Humanistic Tradition: Prehistory to the Early Modern World*. Volume I. 7th Edition. San Francisco: Prentice Hall, 2015. (ISBN: 978-1259360664)

Class Attendance and Participation Policy:

An expectation in college classes is to actively participate in the class. Active participation includes attending class on time for each scheduled class session to receive full points for that day's participation. Each student is responsible for obtaining information and assignments given during a missed class meeting prior to the next class meeting. Consult the schedule of classes for some specific information regarding major assignments.

Total absences during the semester in excess of the number of times the class meets per week may result in withdrawal from the course with a W (withdrawal passing) or Y (withdrawal failing) per the policy stated in the current EMCC Academic Catalog.

Note the college policy regarding attendance from the College Catalog:

“2.3.2 Attendance

- Only persons who are registered for a class at any of the Maricopa Community Colleges may attend that class. Attendance requirements are determined by the course instructor. Students who do not meet the attendance requirement as determined by the course instructor may be withdrawn.
- Students who fail to attend the first scheduled class meeting, or to contact the instructor regarding absence before the first scheduled class meeting may, at the option of the instructor, be withdrawn.
- At the beginning of each course, each faculty member will provide students with written attendance requirements. It is the student's responsibility to consult with the instructor regarding official or unofficial absences. Absences begin to accumulate with the first scheduled class meeting.
- Students bear the responsibility of notifying the Admissions and Records Office/Office of Student Enrollment Services when they discontinue studies in a course or at the college.”

Class participation is defined as attending class each class meeting and actively and qualitatively participating in classroom, online discussions, interactive group activities, and class discussion. Class participation is an essential part of your final grade. Students working on other classes classwork, engaged in social media/emails/texts, leaving the class multiple times--or for extended periods to check messages etc., talking (unless responding to questions or participating in class discussions), or engaging in any other disruptive and non-participatory behavior will have attendance points deducted/pro-rated for the course. Missing over one-third of the class meeting period will result in being counted "not present or participating" for that class (except in a documented case of extreme emergency). The instructor must be notified of extenuating circumstances which led to an absence prior to/at the beginning of the next attended class meeting. Completing coursework during class which was due at the beginning of that class will result in a grade of "0" for that assignment.

Communication Policy

Every student should have an active and working email address (a Maricopa gmail account was assigned to you at registration--you should check it regularly for class updates and modifications).

Email sent to the instructor (via direct E-mail rather than Canvas message) must comply with the following procedure to receive a response:

- Course name and section must be in the email subject heading (for example: ENH250 1630).
- Include your first and last name (as you registered) at the end of your email message

I will endeavor to return all emails sent to me within 24 hours Monday through Thursday during Fall and Spring Semesters and Monday through Wednesday during SummerSession.

I recommend you ensure you can receive emergency updates from the college. Go to the MEMS Emergency Preparedness link at <http://www.estrellamountain.edu/mems> "Keep your contact information updated in my.maricopa.edu – especially mobile devices and e-mail addresses – in order to fully utilize the MEMS Alert system."

Assignment Policy

One expectation of academic endeavor is to investigate and delve into materials beyond what is provided in the textbooks and in class necessitating students to extend their inquiry to be successful. This extension includes consultation of scholarly materials available in online, bookstore, and library resources. A student will need to spend approximately 2½ hours reading, studying and writing for every 1 hour spent in the classroom. Thus, a 3 credit-hour class requires a student to spend at least 7½ hours per week engaged in reading, writing and study in addition to the class meeting hours.

A crucial component of this class, and your success in this class, is to critically process, synthesize, and apply information to solve problems by:

- Identifying the problem.
- Developing and implementing strategies.
- Evaluating information.
- Reaching conclusions.

- **Responding to the problem.**

All readings and assignments must be completed prior to the date listed on the schedule of classes. All assignments submitted in the course must be word processed and follow the technology policy above. A clear writing style and correct grammar, mechanics, and spelling are expected. Points will be deducted for unclear and/or incorrect writing.

Your writings and essays for this class should all be objective in content rather than subjective (other than the museum and performance response papers). that is, you should never use subjective personal pronouns such as "I", "me", "you", "us", or "we".

To receive full points written assignments must conform to the following manuscript characteristics:

1. black type on 8½ by 11 inch white paper
2. double space
3. 1 inch margins top, bottom and sides
4. word processed in standard (without ornamentation) 12 point font (Helvetica or Times)
5. stapled in the upper left hand corner prior to class (no unstapled, paper-clipped, folder, or report covered submissions will be accepted)
6. each essay should include a cover page--all other assignments should include the student's name, course number and section, and date in the upper left hand corner on the first page
7. all subsequent pages bear the student's last name followed by the page number in the upper right hand corner of the page.
8. assignments should conform to standard English mechanics and spelling

Assignment specifics and submission policies are available under the "Assignments" section of your Canvas Course menu. All assignments must be submitted on or before the due date with in class assignments submitted at the beginning of the class.

Technology excuses ("my computer did not send the file" or "my printer ran out of ink" or "my file got erased by my cat") for late or incomplete assignments will not be accepted. Papers not stapled before the beginning of class will not be accepted or will have points deducted. Late assignments/exercises worth less than 50 total points will be reduced by 50% if not turned in at the beginning of class on the date they are due--assignments turned in after the date due will receive "0" points. Assignments such as essays worth 51 points or greater will be reduced the equivalent of one letter grade (10%) for every calendar day late (Monday through Sunday).

I will return your graded essays within 7-10 week days with my feedback and comments.

If you will be arriving late or cannot attend class due to an unforeseen emergency you may submit assignments/essays via email to me as a MS Word attachment. Assignments mailed to my rod.freeman@estrellamountain.edu (mailto:rod.freeman@estrellamountain.edu) account prior to the beginning of the class they are due will be considered submitted on time. I will not print out the

attachment, but will grade the paper copy which must be submitted to me no later than the next class meeting. You may also drop off your assignment to the faculty offices upstairs in Montezuma Hall or directly to me during my office hour. Please write at the top of the assignment/essay the date and time you emailed me the copy.

There are no provisions in the course for make-up or extra credit work.

Approximate percentages of points in the course by category (these may vary over the semester by 10% or more):

General Percentages of points in the course by category:

Category	Words (minimum)	Percentage	Points
Quizzes		20%	200
Class Participation		10	100
Reaction/Response Logs (10)	2000	20	200
Examinations (2)	2000	20	200
Analytical Papers (2)	2000	20	200
Reaction/Response Papers(2)	1000	10	100
Total 7000			1000

Assignment and Course Grading Scale

You may figure your grade on a day-to-day basis by looking at your grade percentage in Canvas. Canvas should determine this by simply taking a percentage of the total points awarded and the total points possible. The percentage converts into a letter grade in the following manner:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
0% - 59%	F

Academic Integrity Policy

All students assume as part of their obligation to the college the responsibility to exhibit in their academic performance the qualities of honesty and integrity. All forms of student dishonesty are subject to disciplinary action to include an automatic “0” for the entire assignment and often failure for the entire course.

Academic misconduct includes but is not limited to misconduct associated with the classroom, laboratory, or clinical learning process. Some examples of academic misconduct are cheating, plagiarism, and excessive absences. For more information, refer to the current College Catalog.

“2.3.11 Academic Misconduct

Definitions

- A. Academic Misconduct - includes any conduct associated with the classroom, laboratory, or clinical learning process that is inconsistent with the published course competencies/objectives and/or academic standards for the course, program, department, or institution. Examples of academic misconduct include, but are not limited to: (a) cheating and plagiarism (including any assistance or collusion in such activities, or requests or offers to do so); (b) excessive absences; (c) use of abusive or profane language; and (d) disruptive behavior.
- B. Cheating is any form of dishonesty in an academic exercise. It includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, examinations, or any other form of assessment whether or not the items are graded; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to or administered by the college or a member of the college faculty or staff; and (d) fabrication of data, facts, or information.
- C. Plagiarism is a form of cheating in which a student falsely represents another person’s work as his or her own – it includes, but is not limited to: (a) the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; (b) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; and (c) information gathered from the internet and not properly identified.”

Respect for Others

In order to ensure continuity of instruction and learning cell phones and all other electronic devices must be turned off before entering the classroom. Food is never allowed in the classroom. Be aware other students are able to see your computer screen so do not view objectionable or noisy websites during class. Do not use the printer in the classroom during the class period so people in the class can hear the class discussion.

It is important to value respect in writing and be very aware of tone and content. In communicating with one another be aware that your tone may appear harsh and/or more critical than you intend. Be certain to proofread your responses and replies to one another carefully. At no time is it appropriate to make inappropriate statements which would be construed as offensive in the areas of gender, sexual orientation, race/ethnicity, or belief system. An important aspect of scholarly investigation to offer “challenging” observations and supporting them with research and data. Inappropriate or offensive comments will not be tolerated.

"The Maricopa County Community College District is dedicated to providing a healthy, comfortable, and educationally productive environment for students, employees, and visitors. In order to promote a healthy learning and work environment, the Chancellor has directed that the Maricopa County Community College District serve as a total smoke free and tobacco free environment, effective July 1, 2012. Smoking (including the use of "e-cigs") and all uses of tobacco shall be prohibited from all District owned and leased property and facilities, including but not limited to parking lots, rooftops, courtyards, plazas, entrance and exit ways, vehicles, sidewalks, common areas, grounds, athletic facilities, and libraries.

Support signage prohibiting the use of smoking instruments and tobacco shall be placed throughout all college and District locations.

Continued violations by an employee or student shall be handled through the respective conduct procedures established for employees and students."

If you have concerns about the behavior of another student contact me.

Class discussions/lectures/presentations may not be recorded or taped.

Academic Support

We care about your success! In addition to meeting with your instructor, EMCC students may use the FREE Academic Success Center/Tutoring services located in Estrella Hall South, first floor, to reinforce and supplement classroom instruction. On-campus and online tutoring services are available for most courses offered at EMCC: <http://www.estrellamountain.edu/students/tutoring>
(<http://www.estrellamountain.edu/students/tutoring>)

How to get the most from your tutoring sessions:

- The sooner and the more often you come to tutoring, the better.
- Come prepared. Bring your class notes, textbook, and assignment instructions to your tutoring sessions. Look over the readings, try problems, or attempt an essay rough draft. If you can, bring a list of specific questions to tutoring.

Additional resources that may be beneficial to your success in this class are:

- [Disability Resources and Services](http://www.estrellamountain.edu/students/disability-resources) (<http://www.estrellamountain.edu/students/disability-resources>)
- [Academic Success Center](http://www.estrellamountain.edu/academics/academic-success-center) (<http://www.estrellamountain.edu/academics/academic-success-center>)
– (Tutoring & Writing Center)
- [Computercommons](http://www.estrellamountain.edu/students/computer-commons) (<http://www.estrellamountain.edu/students/computer-commons>)
- [Library](http://www.estrellamountain.edu/library) (<http://www.estrellamountain.edu/library>)
- [Veterans Services](http://www.estrellamountain.edu/students/veterans-services) (<http://www.estrellamountain.edu/students/veterans-services>)
- [Lactation Room](http://www.estrellamountain.edu/quietroom) (<http://www.estrellamountain.edu/quietroom>)
- [Student Academic Achievement Committee \(SAAC\)](http://www.estrellamountain.edu/employees/committees/saac) (<http://www.estrellamountain.edu/employees/committees/saac>)
- [Counseling](http://www.estrellamountain.edu/students/counseling) (<http://www.estrellamountain.edu/students/counseling>)
- [General Education Matrix](http://www.estrellamountain.edu/sites/default/files/docs/saac/690-emcc-gen-ed-abilities-march2011.pdf) (<http://www.estrellamountain.edu/sites/default/files/docs/saac/690-emcc-gen-ed-abilities-march2011.pdf>)

Disability Policy

The college will make reasonable accommodations for persons with documented disabilities, including learning disabilities. Students should notify Ramona Shingler in Komatke Hall B (623-935-8935) and their instructors as soon as possible of any special needs.

Select [this link](https://community.canvaslms.com/docs/DOC-2061) (<https://community.canvaslms.com/docs/DOC-2061>) to learn more about Accessibility within Canvas. Canvas supports the following screen reader and browser combinations:

- Macintosh: [VoiceOver](http://www.apple.com/accessibility/voiceover/) (<http://www.apple.com/accessibility/voiceover/>) (latest version for Safari)
- PC: [JAWS](http://www.freedomscientific.com/jaws-hq.asp) (<http://www.freedomscientific.com/jaws-hq.asp>) (latest version for Internet Explorer 10 & 11)
- PC: [NVDA](http://www.nvaccess.org/) (<http://www.nvaccess.org/>) (latest version for Firefox)
- Please note that **there is no screen reader support for Canvas in Chrome**

Public Safety Policy

The EMCC Public Safety Department provides assistance and security for people on campus, protection of district and personal property, traffic control, visitor assistance, operation of a lost and found function, loss prevention and loss reporting, identification of safety hazards, training and orientation of employees and students. The Public Safety building is located at the North-end of Parking Lot A and can be reached at (623) 935-8915.

For more information visit: <https://www.estrellamountain.edu/mems> (<https://www.estrellamountain.edu/mems>)

Disclaimer

All provisions in this syllabus are subject to revision by the instructor. Such revisions, if any, will be announced in class. The student is responsible for making note of all such announcements concerning syllabus revisions and assignments, and, in the case of absence or tardiness, to contact the instructor to determine if any such announcements, revisions, or assignments were made while the student was absent from class.

Course Summary:

Date	Details	
Tue Aug 22, 2017	" Course Introduction (https://learn.maricopa.edu/courses/994337/assignments/5856965)	due by 11:30am
Thu Aug 24, 2017	•• Read "Introduction: Prehistory and the Birth of Civilization" (https://learn.maricopa.edu/courses/994337/assignments/5857003)	due by 11:30am
	•• Syllabus Quiz (https://learn.maricopa.edu/courses/994337/assignments/5856956)	due by 11:30am
Sat Aug 26, 2017	" Quiz Introduction: "Prehistory" (https://learn.maricopa.edu)	due by 11:59pm

Date	Details	
	/courses/994337/assignments/5856945	
Tue Aug 29, 2017	<ul style="list-style-type: none"> •• Quiz Chapter 1: Mesopotamia (https://learn.maricopa.edu/courses/994337/assignments/5856938) 	due by 11:30am
	<ul style="list-style-type: none"> •• Read Chapter 1 Mesopotamia (https://learn.maricopa.edu/courses/994337/assignments/5856994) 	due by 11:30am
Sat Sep 2, 2017	<ul style="list-style-type: none"> •• Reaction Activity: Prehistory and the Birth of Civilization and Mesopotamia: Gods, Rulers and the Social Order (https://learn.maricopa.edu/courses/994337/assignments/5856983) 	due by 11:59pm
Tue Sep 5, 2017	<ul style="list-style-type: none"> •• Quiz Chapter 2: Africa: Gods, Rulers and the Social Order (https://learn.maricopa.edu/courses/994337/assignments/5856960) 	due by 11:30am
	<ul style="list-style-type: none"> •• Read Chapter 2 Africa: Gods, Rulers, and the Social Order (https://learn.maricopa.edu/courses/994337/assignments/5856995) 	due by 11:30am
Thu Sep 7, 2017	<ul style="list-style-type: none"> •• Read Chapter 3. India, China, and the Americas (https://learn.maricopa.edu/courses/994337/assignments/5856996) 	due by 11:30am
Sat Sep 9, 2017	<ul style="list-style-type: none"> •• Quiz Authoritative Sources (https://learn.maricopa.edu/courses/994337/assignments/5856958) 	due by 11:59pm
	<ul style="list-style-type: none"> •• Quiz Chapter 3: India, China and the Americas (https://learn.maricopa.edu/courses/994337/assignments/5856946) 	due by 11:59pm
Tue Sep 12, 2017	<ul style="list-style-type: none"> •• Powerpoint Slide On Chapter 3 India, China and the Americas (https://learn.maricopa.edu/courses/994337/assignments/5856981) 	due by 11:30am
	<ul style="list-style-type: none"> •• Quiz Chapter 4: Greece: Humanism and the Speculative Leap (https://learn.maricopa.edu/courses/994337/assignments/5856962) 	due by 11:30am
	<ul style="list-style-type: none"> •• Read Chapter 4. Greece: Humanism and the Speculative Leap (https://learn.maricopa.edu/courses/994337/assignments/5856997) 	due by 11:30am
Tue Sep 19, 2017	<ul style="list-style-type: none"> •• Quiz Chapter 5: The Classical Style (https://learn.maricopa.edu/courses/994337/assignments/5856949) 	due by 11:30am
	<ul style="list-style-type: none"> •• Read Chapter 5. The Classical Style (https://learn.maricopa.edu/courses/994337/assignments/5856998) 	due by 11:30am
Thu Sep 21, 2017	<ul style="list-style-type: none"> •• Movie: A Funny Thing Happened on the way to the Forum (https://learn.maricopa.edu/courses/994337/assignments/5856974) 	due by 11:30am
Tue Sep 26, 2017	<ul style="list-style-type: none"> •• Quiz Chapter 6: Rome: The Rise to Empire (https://learn.maricopa.edu/courses/994337/assignments/5856957) 	due by 11:30am

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Thu Sep 28, 2017	<ul style="list-style-type: none"> •• Read Chapter 6. Rome: The Rise to Empire 	due by 11:30am
	<ul style="list-style-type: none"> •• Quiz Chapter 7: China: Road to Empire 	due by 11:30am
	<ul style="list-style-type: none"> •• Read Chapter 7: China Road to Empire 	due by 11:30am
Sun Oct 1, 2017	<ul style="list-style-type: none"> •• Quiz Roman Comedy Short Text Entry 	due by 11:59pm
Tue Oct 3, 2017	<ul style="list-style-type: none"> •• Exam 1 (150 points) 	due by 11:30am
	<ul style="list-style-type: none"> •• Read Chapter 8: A Flowering of Faith: Christianity and Buddhism 	due by 11:30am
Thu Oct 5, 2017	<ul style="list-style-type: none"> •• Quiz Chapter 8: A Flowering of Faith: Christianity and Buddhism 	due by 11:30am
Tue Oct 10, 2017	<ul style="list-style-type: none"> •• Quiz Chapter 9: The Language of Faith: Symbolism and the Arts 	due by 11:30am
	<ul style="list-style-type: none"> •• Read Chapter 9: The Language of Faith: Symbolism and the Arts 	due by 11:30am
Thu Oct 12, 2017	<ul style="list-style-type: none"> •• Quiz Chapter 10: The Islamic World: Religion and Culture 	due by 11:30am
	<ul style="list-style-type: none"> •• Read Chapter 10. The Islamic World: Religion and Culture 	due by 11:30am
Tue Oct 17, 2017	<ul style="list-style-type: none"> • Chapter 8/9 Powerpoint Slide 	due by 11:30am
Thu Oct 19, 2017	<ul style="list-style-type: none"> •• Quiz Chapter 11: Patterns of Medieval Life 	due by 11:30am
	<ul style="list-style-type: none"> •• Read Chapter 11: Patterns of Medieval Life 	due by 11:30am
Tue Oct 24, 2017	<ul style="list-style-type: none"> •• Medieval Term Write-Up 	due by 11:30am
	<ul style="list-style-type: none"> •• Presentation: Medieval Term and Powerpoint Slides 	due by 11:30am

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Thu Oct 26, 2017	<ul style="list-style-type: none"> •• Quiz Chapter 12: Christianity and the Medieval Mind (https://learn.maricopa.edu/courses/994337/assignments/5856941) 	due by 11:30am
	<ul style="list-style-type: none"> •• Read Chapter 12: Christianity and the Medieval Mind (https://learn.maricopa.edu/courses/994337/assignments/5856986) 	due by 11:30am
Tue Oct 31, 2017	<ul style="list-style-type: none"> •• Quiz Chapter 13: The Medieval Synthesis in the Arts (https://learn.maricopa.edu/courses/994337/assignments/5856952) 	due by 11:30am
	<ul style="list-style-type: none"> •• Read Chapter 13: The Medieval Synthesis in the Arts (https://learn.maricopa.edu/courses/994337/assignments/5856987) 	due by 11:30am
	<ul style="list-style-type: none"> •• Art Viewpoint Activity (https://learn.maricopa.edu/courses/994337/assignments/5856964) 	due by 12:45pm
Thu Nov 2, 2017	<ul style="list-style-type: none"> •• Quiz Chapter 14: The World Beyond the West: india, China, and Japan (https://learn.maricopa.edu/courses/994337/assignments/5856955) 	due by 11:30am
	<ul style="list-style-type: none"> •• Read Chapter 14: The World Beyond the West: India, China, and Japan (https://learn.maricopa.edu/courses/994337/assignments/5856988) 	due by 11:30am
Sat Nov 4, 2017	<ul style="list-style-type: none"> • Middle Ages: Europe (https://learn.maricopa.edu/courses/994337/assignments/5856973) 	due by 11:59pm
Tue Nov 7, 2017	<ul style="list-style-type: none"> • Film: Renaissance Introduction: The Agony and the Ecstasy (https://learn.maricopa.edu/courses/994337/assignments/5856969) 	due by 11:30am
Wed Nov 8, 2017	<ul style="list-style-type: none"> • No Class Meeting: Veteran's Day (https://learn.maricopa.edu/courses/994337/assignments/5856979) 	due by 11:30am
Thu Nov 9, 2017	<ul style="list-style-type: none"> • Gothic and "Beyond the West" (https://learn.maricopa.edu/courses/994337/assignments/5856971) 	due by 11:30am
Tue Nov 14, 2017	<ul style="list-style-type: none"> •• Day In the Life Paper: Online Submission (https://learn.maricopa.edu/courses/994337/assignments/5856966) 	due by 11:30am
	<ul style="list-style-type: none"> •• Quiz Chapter 15: Adversity and Challenge: The Fourteenth-Century Transition (https://learn.maricopa.edu/courses/994337/assignments/5856950) 	due by 11:30am
	<ul style="list-style-type: none"> •• Read Chapter 15: Adversity and Challenge: The Fourteenth-Century Transition (https://learn.maricopa.edu/courses/994337/assignments/5856989) 	due by 11:30am
Tue Nov 21, 2017	<ul style="list-style-type: none"> •• Quiz Chapter 16: Classical Humanism in the Age of the Renaissance (https://learn.maricopa.edu/courses/994337/assignments/5856943) 	due by 11:30am

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Thu Nov 23, 2017	<ul style="list-style-type: none"> •• Read Chapter 16: Classical Humanism in the Age of the Renaissance (https://learn.maricopa.edu/courses/994337/assignments/5856990) 	due by 11:30am
Thu Nov 23, 2017	<ul style="list-style-type: none"> •• No Class Meeting: Thanksgiving Holiday (https://learn.maricopa.edu/courses/994337/assignments/5856977) 	due by 11:30am
Tue Nov 28, 2017	<ul style="list-style-type: none"> •• Examination 2 (200 points) (https://learn.maricopa.edu/courses/994337/assignments/5856968) 	due by 11:30am
Tue Nov 28, 2017	<ul style="list-style-type: none"> •• Quiz Chapter 17: Renaissance Artists (https://learn.maricopa.edu/courses/994337/assignments/5856948) 	due by 11:30am
Tue Nov 28, 2017	<ul style="list-style-type: none"> •• Read Chapter 17: Renaissance Artists (https://learn.maricopa.edu/courses/994337/assignments/5856991) 	due by 11:30am
Thu Nov 30, 2017	<ul style="list-style-type: none"> •• Quiz Chapter 18: Cross-Cultural Encounters: Asia, Africa, and the Americas (https://learn.maricopa.edu/courses/994337/assignments/5856944) 	due by 11:30am
Thu Nov 30, 2017	<ul style="list-style-type: none"> •• Read Chapter 18: Cross-Cultural Encounters: Asia, Africa, and the Americas (https://learn.maricopa.edu/courses/994337/assignments/5856992) 	due by 11:30am
Tue Dec 5, 2017	<ul style="list-style-type: none"> •• Museum Visit Assignment (https://learn.maricopa.edu/courses/994337/assignments/5856975) 	due by 11:30am
Tue Dec 5, 2017	<ul style="list-style-type: none"> •• Performance Assignment (https://learn.maricopa.edu/courses/994337/assignments/5856980) 	due by 11:30am
Tue Dec 5, 2017	<ul style="list-style-type: none"> •• Quiz Chapter 19: Protest and Reform: The Waning of the Old Order (https://learn.maricopa.edu/courses/994337/assignments/5856963) 	due by 11:30am
Tue Dec 5, 2017	<ul style="list-style-type: none"> •• Read Chapter 19: Protest and Reform: The Waning of the Old Order (https://learn.maricopa.edu/courses/994337/assignments/5856993) 	due by 11:30am
Tue Dec 12, 2017	<ul style="list-style-type: none"> •• Exam 2 (200 points) (https://learn.maricopa.edu/courses/994337/assignments/5856959) 	due by 11am
Tue Dec 12, 2017	<ul style="list-style-type: none"> •• Exam 3: In-Class Final Exam (100 points) (https://learn.maricopa.edu/courses/994337/assignments/5856951) 	due by 12:50pm
Thu Dec 14, 2017	<ul style="list-style-type: none"> •• No Class Meeting (https://learn.maricopa.edu/courses/994337/assignments/5856976) 	due by 11:30am
Thu Dec 14, 2017	<ul style="list-style-type: none"> •• No Class Meeting--Final Exam Week (https://learn.maricopa.edu/courses/994337/assignments/6162273) 	due by 11:30am
Thu Dec 14, 2017	<ul style="list-style-type: none"> •• Final Letter Course Grade (https://learn.maricopa.edu/courses/994337) 	due by 11:30am

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[/assignments/5856970](#)

•• [Resources \(https://learn.maricopa.edu/courses/994337/assignments/5857004\)](https://learn.maricopa.edu/courses/994337/assignments/5857004)

•• [Roll Call Attendance \(https://learn.maricopa.edu/courses/994337/assignments/5857005\)](https://learn.maricopa.edu/courses/994337/assignments/5857005)

Analytical Paper 1: “Day in the Life”

Upload your completed paper as a MS-Word document here. Your paper should be a minimum of 2000 words (approximately 2 and a half double-spaced pages of text) in length.

Select an "everyday" person you will "create" who would have lived in the time period covered by this course ('the beginning' to 1600). Do not choose historical people--this is a creation...

Write a paper describing what their life would be like consulting the attached Powerpoint:

[HUMdayinlife.ppt](#)

Refer specifically to at least 2 authoritative sources other than the textbook (**no** webpages--you may use books or EMCC library resources such as Credo reference etc.--note guidelines for authoritative sources in Modules) using MLA parenthetical reference to support your conclusions (note MLA course web link). Be very very specific.

Note: In Canvas consult the Assignment/Manuscript Guidelines section of the syllabus for details on your paper. Also consult the “HUM Rubric” handout (also available online) which details expectations and how your paper will be assessed.

Analytical Paper 2 (Submit as Part of the Final Exam)

Respond to your choice of 2 of the following essay question prompts by specifically and analytically demonstrating in 1000 words minimum (for each response) your informed insights from your readings and research. Be certain to *specifically* demonstrate a close reading of the text, outside research and sources, and videos/media. You should support each of your observations within each question with specific sources. For each question specifically use at least one source other than your textbook.

Refer specifically to authoritative sources (*no* webpages--you may use books or EMCC library resources such as Credo reference etc.--note guidelines for authoritative sources in Modules) using MLA parenthetical reference to support your conclusions (note MLA course web link). Be very very specific.

Responses should be completed and submitted here by uploading a MS-Word Document, online in Canvas, prior to the beginning of the class on the date posted in the schedule of classes (50 points each/100 points total).

1. Religion--Compare the influence of Christianity, Buddhism, and Islam on the arts; how did each religion convey its message? Cite specific examples.
2. History--Choose a specific historical event in the time frame covered from Book 2: Chapter 8 (past Ancient Rome) up through Book 3: Chapter 19 (17th Century). Using specific academic/authoritative sources analyze it according to the following:
 - The event, dates, and location
 - The context of the historical event
 - The impact of the historical event on subsequent events/societies/times.
3. Visual Art--Choose a specific piece of artwork (tapestry, fresco, painting, print, sculpture) in the time frame covered from Book 2: Chapter 8 (past Ancient Rome) up through Book 3: Chapter 19 (17th Century). Using specific academic/authoritative sources analyze it according to the following:
 - The artist
 - The medium and technique (stone, needlepoint, oil on canvas, etc.)
 - The time frame/vantage (secular humanism, devotional, etc.) and what does it represent intellectually/spiritually/socially in that time? What is the artist saying?
4. Drama--Choose a specific drama/play or excerpt from a drama/play in the time frame covered from Book 2: Chapter 8 (past Ancient Rome) up through Book 3: Chapter 19 (17th Century). Using specific academic/authoritative sources analyze it according to the following:
 - The author
 - The subject of the work
 - The significance of the drama.
5. Music--Choose a specific piece of music (chant, call to prayer, medieval music, Indian music, Chinese music, African music, Native American music, English round, Madrigal, Motet, etc.) from the time frame covered from Book 2: Chapter 8 (past Ancient Rome) up through Book

3: Chapter 19 (17th Century). Using specific academic/authoritative sources analyze it according to the following:

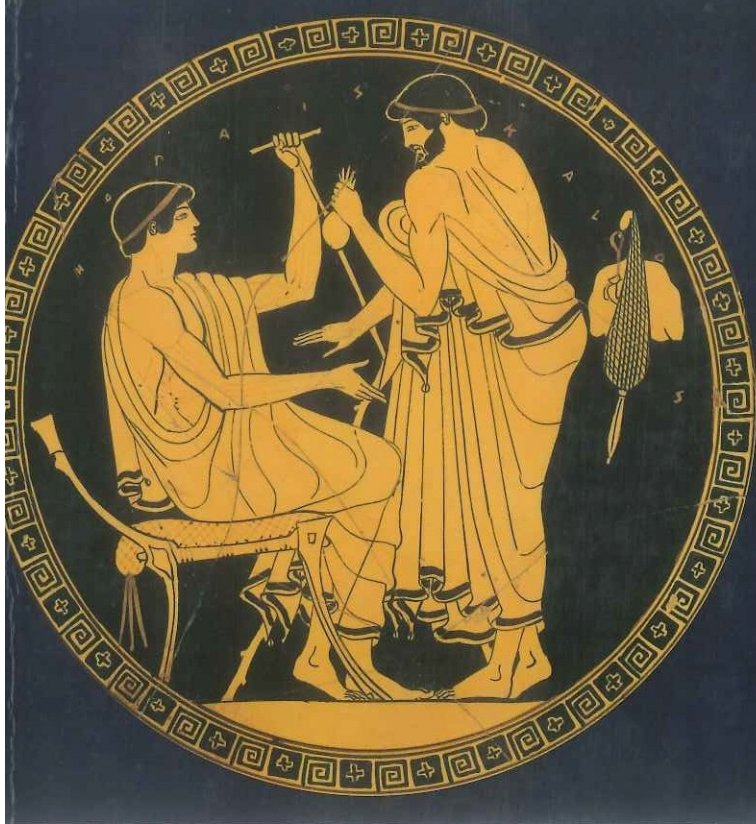
- The composer/artist if known
- The type or genre of music
- The instrumental/voice considerations (polyphony, monophony, harpsichord, etc.)
- How is it representative of the music of the culture/time? How was it used? What is its subject?

6. Architecture--Choose a specific piece of architecture in the time frame covered from Book 2: Chapter 8 (past Ancient Rome) up through Book 3: Chapter 19 (17th Century). Using specific academic/authoritative sources analyze it according to the following:

- The architect, if known.
- The construction technique and unique/interesting aspects of the structure (barrel vault, flying buttresses, etc)
- The function of the structure in that culture, religion, etc.

7. Literature--Choose a specific piece or excerpt from a piece of literature (poem, story, etc.) in the time frame covered from Book 2: Chapter 8 (past Ancient Rome) up through Book 3: Chapter 19 (17th Century). Using specific academic/authoritative sources analyze it according to the following:

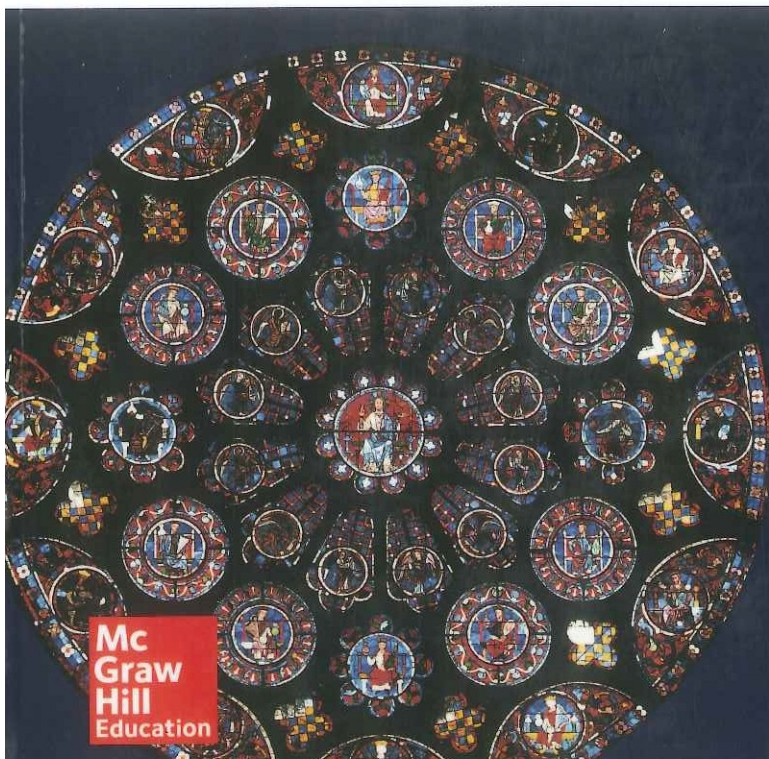
- The author
- The medium and technique (poetic technique, use of metaphor, imagery)
- The time frame/vantage (secular humanism, devotional, etc.) and what does it represent intellectually/spiritually/socially in that time? What is the author saying?



Volume SEVENTH EDITION

I The Humanistic Tradition

Prehistory to the Early Modern World **GLORIA K. FIERO**



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Education

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C-1

HUM 250 STUDY GUIDE: Exam #1

C-3

C-2

You will be expected to answer ONE of the following essay questions (the exam question will be chosen at random at the start of the exam). Answers are graded on a rubric that measures level of understanding, context, accuracy, thoroughness, insight, and support within the analysis using specific examples (both specific people, specific titles of works, and specific details about the works) from our class materials and discussions.

C-2

1. Explain the essential characteristics (at least four) that differentiate the Greek from the Egyptian and/or Mesopotamian civilizations. Illustrate your discussion of these distinctions with specific examples through at least two art forms (such as literature, music, visual art, architecture).

2. Cite examples from Greek and Egyptian art and architecture to explain how each society valued the individual.

3. Discuss the evolution in architecture that leads from Roman temples to Gothic cathedrals. Cite examples of specific buildings and make appropriate liberal use of architectural vocabulary.

HUM 250/251 Reaction/Response (RR) Essays

Because this is a survey class in the humanities, You will “get out” and actually experience some of the rich offerings in art, ballet, symphony, theater, opera, poetry readings, choral events, and humanities lectures, and architecture (see the course link in Canvas for ideas).

You must attend 2 different events--at least one performance and one museum. You may attend one extra event for extra credit, but each event you attend must be from a different category from the ones you have already done. You may do a second Music RR Essay for Extra Credit as long as it is different from your initial Music RR. Each Reaction/ Response essay is worth 50 points.

C-1

C-3

Writing Your Reaction Response Essays

After you attend an event, write a two page, typed and double spaced Reaction/Response Essay. Fill out the Reaction Response cover sheet and staple it on top of your paper with your ticket/program (if there is one) at the back. Please remember to fill out the cover sheet and submit it. If you don't, 5 points will be deducted from your grade.

Step One

The first paragraph of your paper should simply objectively report where you went, what you saw, and when.

C-2

Step Two

Your second paragraph is subjective. **Explain** how you felt about what you saw. Be honest! Have you ever been to an event like this before? Describe what you liked and didn't like and why, what surprised you and why, what confused you and why, what swept you away and why, etc. You are graded on how clearly and specifically you can write about your reaction to the event you attended, not what your opinion was about it.

C-2

Step Three

And finally, in the third paragraph, **evaluate** and **analyze** the connections between the event you attended and the general ideas and themes in our class. By connections, we mean **explaining** the types of connections between arts events and the humanities. **Explain** how and why humans have come to create and enjoy music, art, literature, drama, etc. and what does that say about the nature of human beings? Please read the humanities statement in your syllabus and in the introductory material provided in Canvas; it might give you some ideas. This is the most challenging paragraph and the one that will carry the most weight for your grade on the assignment, so you must give it enough time so that you are able to generate mature reflections. You should meet with your instructor after writing your last paragraph for feedback (before the due date of course).

C-4

If you have any questions, please contact your instructor PRIOR to submitting these (not the day it is due!). Also, if you have any doubts about the appropriateness of your event, please check with your instructor PRIOR to attending an event, or you could lose the points.

HUM 250/251 Response Logs

10 Response Logs Total @ 20 points each = 200 total points

C-1

C-3

What is a response log?

A response log is a written response to a reading selection and class materials/ activities. Logs must draw from BOTH the textbook readings and supplemental in-class materials (such as additional readings/handouts/notes/etc.). View the textbook as the framework or general overview and the supplemental materials as the depth or detail on a specific subtopic the textbook addresses.

Why do response logs?

The logs hold you accountable for the reading assignments and in-class work. More importantly, they help you make connections as you are introduced to new material, so that you build each piece of new learning into your growing understanding of the different eras we cover. By doing the logs, you will be saving yourself study time for the exams because you will remember the material better. You will identify key concepts and people to review, and you will create a framework to help you gain a holistic understanding of the many changes and trends we will be studying over the semester.

C-2

What is the format for a log?

Answers to each of the following prompts should be in paragraph format; use the alphabetical letters to differentiate among the prompts. Logs should be double-spaced and about 1-2 pages in length. See the syllabus "Manuscript Guidelines" for more information.

C-1

A. Main Point: Choose a line or passage from the textbook reading that captures the main point of that particular section. Turn this chosen line or passage into a direct quote by putting quote marks around it and citing the author and page numbers in in-text documentation. Following the direct quote, **explain** why you chose this direct quote to exemplify the textbook reading's main ideas. Explain how it helps you understand the main purpose of the reading.

B. Chapter Concepts and Class Examples: Select one of our supplemental in-class materials (sometimes you'll choose the example, sometimes your instructor will give you a specific example to use) and **explain** how it relates to the main point of the textbook reading discussed above in "A". Identify the chosen supplement and chapter concept clearly; then **explain** the connections you see between the class example(s) and the textbook reading. **Evaluate** how does your chosen class example help you understand this aspect of the chapter material better? What additional insights does it give you and why?

C-2

C-2

- C. Prior Knowledge: For this one you have 2 options: 1) **explain** what you already knew (or were reminded of) before reading this part of the chapter. For example, discuss what artists/writers/etc. you were already familiar with and what you knew about them. **Explain** how this material relates to a class you've had, a presentation you've seen, a book on anthropology you've read, etc. OR 2) **explain** how this reading relates to previous chapters we've been studying. What trend do you see continuing? What major shifts have occurred, etc. Be sure to clearly identify which option you are choosing for this section of the log.
- D. New Knowledge: **Explain** what has been the most important/interesting new learning to you and why. For example, explain your thoughts about the artists and their work.
- E. Test Prediction: Predict what will be important from this chapter to know for our next test. Remember, our tests are essay, so don't just think about facts, think about large ideas, trends, and connections
- F. MLA Bibliographic information: include the bibliographic information for the text and other sources used.

Grading:

Logs will be collected at the beginning of class per due dates given in the "Schedule of Assignments". Late logs (due to tardiness or absence, etc.) will be worth 1/2 credit. Logs failing to meet the assignment expectations due to incompleteness, lack of depth, and/or missing criteria will not be considered for credit; they may be redone with points docked for lateness. As assigned, logs will be collected, marked for being on time, read and returned with comments. Logs should represent best efforts in terms of thought and presentation (don't forget to spell check AND proofread!) Log points add up to a significant chunk over the course of the semester. Missing and late logs will have an impact on your overall grade. Late logs won't be accepted after the exam to which they are related has been given. See the syllabus for more on late work policies.

You'll find the response logs act as provocative thinking prompts for the formal exams and other projects...so the effort put into them now will save you effort later!

Some logs may include additional requirements, such as finding another selection related to the reading or event which will broaden your learning in this area. Others may come from questions posed by your instructor and/or other students.

--You will receive feedback on each log from your instructor by the end of the week you submit it so you may improve on subsequent assignments.

C-4

Authoritative Sources in Researched Papers

“Authority” in the *American Heritage College Dictionary* is defined as “**4.a.** An accepted source of expert information or advice. **b.** A quotation or citation from such a source.”

A dictionary is most often a source of historical (etymological) information about words and a repository of usage--a concise expression of how most people use a word. It is meant to fit the most general range of meanings. This aspect is problematic regarding scholarly accuracy.

---For this reason general dictionaries, encyclopedia, television, newspapers, magazines (distinct from ‘journals’ in the academic sense), interviews, etc. are often careless, inaccurate in the long-term, and sensational.

Primary and Secondary Sources:

In conducting research you will find many references to other sources--usually secondary sources quoting or referring to other primary sources. Whenever possible always refer to the primary source for your authoritative reference.

Primary sources are the “core” texts which are cited. Examples would be *The Constitution of the United States* or *The Adventures of Huckleberry Finn* by Mark Twain. The original primary text should always be cited in the paper rather than a secondary source which quotes it in support of its own argument or position.

Secondary sources are sources which use primary sources to support their arguments. The arguments they present may become primary sources but the supporting sources are considered “second-hand.” An example of this is Judge Learned Hand’s interpretation of the “First Amendment” to the *Constitution*. His quotes of the *Constitution* are secondary but his analysis and opinion are primary. Any treatment of this would go back to an authoritative copy of the *Constitution* (a published book--not a high school civic’s handout) to cite the exact language of the document (primary source) and then cite the exact language of Learned Hand’s analysis (primary source) rather than a constitutional attorney’s citing of the Judge’s commentary.

Scholarly Authoritative Sources:

Though there is no hard and fast ruler for assessing sources it is easier to spot an unauthoritative source than an authoritative one. A basic question of any source would be “Who is purporting this and what are their credentials?” Opinion is opinion and is never authoritative by itself. Some opinions carry more weight based on who holds them. A scholar, recognized as an international expert on terrorism, who has written a number of “critically” (professionally and scholarly) acclaimed books and published hundreds of nationally or internationally recognized scholars agree upon the validity and methods of the research and its conclusions) is far more credible to an exponential degree than a

student in a class making a web-page, someone who works in that profession or an instructor in a university course.

Scholarly sources cite and are cited by other scholarly sources. A scholarly authoritative source will itself cite other sources to support its conclusions--exceptions would be primary sources such as novels or writings by the person being studied--analyses of those sources and reviews would be secondary sources.

A brief checklist for authority in scholarly sources:

- Credentials of the author(s) indicate documented breadth of knowledge, impressive objectivity and depth of scholarship in the field--no credentials, no authority.
- The journal or publishing company are known for their scholarship and are associated with a professional organization or institution--no publication information not verifiable.
- The source cites numerous other authoritative sources to support its argument and to arrive at its conclusion(s)--not true of primary sources.
- The source is in a format which can be retrieved in exactly the same form and verified weeks, months and years from its publication.

The following most likely are not considered authoritative for college-level papers:

- Television/cable/satellite/YouTube news or 'documentaries'
- Newspapers/News Sites
- Weekly magazines
- Popular magazines
- Internet webpages (by individuals particularly)
- General dictionaries or encyclopedia
- Opposing Viewpoints and other editorial or "opinion" databases
- Personal Experiences
- Interviews of People in the Field as representatives of "research" (these are one person's perspective or opinion and are by definition not authoritative).

Note that often rules of logic also apply in what is authoritative. Any obviously biased source must be acknowledged as such...

	Conceptual	Thesis	Development and Support	Structure and Language
"A" Excellent	<ul style="list-style-type: none"> • Demonstrates a thorough understanding of the issue and its context • Offers insightful analysis consistently throughout paper • Identifies and presents the writer's perspective and position and other relevant perspectives /positions that are important to the analysis of the issue • Concludes by thoughtfully exploring implications, consequences and/or significance of the issue 	<ul style="list-style-type: none"> • Identifies and summarizes the problem/question in a sophisticated way • States writer's position in a clear, precise, and well-defined thesis • Develops thesis consistently throughout paper 	<ul style="list-style-type: none"> • Chooses excellent examples consistently to develop and support the thesis • Establishes original and interesting connections between ideas • Assesses the quality of supporting evidence (whether from in-class material or outside sources) 	<ul style="list-style-type: none"> • Arranges paragraphs artfully and uses transitions effectively to present a well-organized argument • Uses varied sentence structure and mature vocabulary consistently • Controls grammar usage, mechanical skills, and documentation skills
"B" Good	<ul style="list-style-type: none"> • Demonstrates a good understanding of the issue and its context • Offers insightful analysis but occasionally falls into narration • Identifies and presents the writer's perspective but does not fully identify other positions or focuses on less important ones • Concludes with some exploration of implications, consequences and/or significance of the issue 	<ul style="list-style-type: none"> • Identifies and summarizes the position/question well but leaves some important terms/ideas undefined • States position clearly but lacks some specificity and depth of development • Develops thesis with some consistency but occasionally loses focus 	<ul style="list-style-type: none"> • Chooses good examples to develop and support thesis but examples may lack specificity, vividness, and/or consistency • Establishes solid connections between ideas • Assesses the quality of evidence only occasionally 	<ul style="list-style-type: none"> • Arranges paragraphs logically and uses some transitions to present an organized argument • Uses some varied sentence structure and mature vocabulary with minor stylistic problems and awkward sentences • Controls grammar, mechanics and documentation with minor errors
"C" Adequate	<ul style="list-style-type: none"> • Demonstrates a basic understanding of the issue and its context • Offers a general analysis with too much narration • Lacks a developed writer's perspective and fails to consider other perspectives and their importance • Concludes with little to no exploration ("just summarizing") 	<ul style="list-style-type: none"> • Identifies and summarizes the position/question in a general manner • States writer's position unclearly or in a very basic way • Develops thesis inconsistently 	<ul style="list-style-type: none"> • Chooses basic or irrelevant examples to develop and support thesis • Establishes superficial connections between ideas • Fails to assess the quality of evidence 	<ul style="list-style-type: none"> • Arranges paragraphs with weak organizational structure and uses few or awkward transitions • Uses sentences that are wordy, unclear, awkward with basic vocabulary • Attempts to control grammar, mechanics, and documentation but contains multiple errors
"D" Below Expectations	<ul style="list-style-type: none"> • Demonstrates little to no analysis • Offers mostly narration • Lacks a writer's perspective and fails to consider other perspectives • Fails to conclude 	<ul style="list-style-type: none"> • Fails to identify and summarize position/question • Does not state the writer's position • Develops thesis so that the writer's purpose gets lost 	<ul style="list-style-type: none"> • Chooses insufficient and/or inappropriate examples to develop and support thesis • Fails to establish connections between ideas • Fails to assess the quality of evidence 	<ul style="list-style-type: none"> • Arranges paragraphs poorly and fails to use transitions • Uses sentences marred by unclear and/or repetitive structure and immature vocabulary • Fails to control grammar, mechanics and documentation making the writing difficult to read and understand

HUM 250/251 Writing Rubric

Essay Assignment

C-4

C-1

- You *must* submit your paper to the EMCC Writing Center for review.
 - You may submit your essay on-line or in person—note the guidelines available online
 - Be certain to submit your paper in a timely manner to be able to revise it, based upon the suggestions you receive.
 - Submit your revised essay with the copy you submitted to the Writing Center and their comments on the due date provided on the “Schedule/Calendar of Assignments”
- Remember:
 - Refer specifically to authoritative sources using MLA parenthetical reference to support your conclusions (note MLA course web-link). Be very very specific.
 - This paper should be a *minimum of 1000 words in length* and include authoritative sources.
 - Note:
 - Consult the “Assignment Guidelines” section of the syllabus for details on your paper.
 - Also consult the “HUM Rubric” handout (also available online) which details expectations and how your paper will be assessed.

C-3

C-2