

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"/>	<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%)</p> <p>Essay Sample Assignments attached: "Performance", "Essay Examination 1", "Paper One: Day in the Life" Essay</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; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">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> <p style="text-align: center;">C-1</p>			
	<input type="checkbox"/>	<p>CRITERIO N 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence</p>	<p>Course competencies shown through official District Competencies and in the Syllabus (see attachments)</p> <p>Guidelines for students "Authoritative Sources in Researched Papers"; "HUM Writing Rubric"; "Authoritative Sources in Researched Papers"; "Essay Examination 1"; "Performance Assignment"; " and "Course Syllabus" (see attachments)</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design</p>			

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 #2" 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:			
<p style="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-3".</p> <p>C-3</p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input type="checkbox"/>	<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 me on page 5; also the Writing Center Feedback submission requirement in "Paper One: A Day in the Life" writing assignment (note attachment, powerpoint slide 14)</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 style="background-color: yellow;">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>			
<p>C-4</p>			

Course Prefix	Number	Title	Designation
HUM	251	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 exams, require students ---engage in research on specific topics using peer-reviewed journal articles and approved texts; ---interpret 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, 6, 7, 8, 9, 10, 11, 12 See Syllabus: "Assignment Policy" page 4 paragraphs 1 and 2. Note example assignment guidelines included: --"Response Logs" --"Study Guide for Exam #2" --"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. The syllabus and schedule of class 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.	SSee 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 Center Feedback submission requirement.

	<p>---Two reaction/response papers are required with lengths over 500 words each totalling 100/1000 points.</p> <p>---Ten response logs with lengths of over 200 words minimum each totalling a total of 200/1000 points</p> <p>---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.</p> <p>Feedback for the response logs are by the end of the week submitted.</p> <p>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>	
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HUM251

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:

HUM251 Ideas and Values in the Humanities

An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the Renaissance to modern period, including Western and Non-Western cultures. Prerequisites: A grade of C or better in ENG101.

Course Attribute(s):

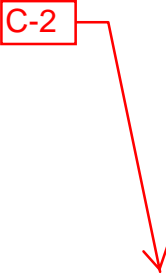
General Education Designation: Historical Awareness - [H]

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

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1. **Analyze** the Renaissance influences on the early modern world. (I)
 2. **Analyze** the characteristics of the baroque in the arts. (II)
 3. **Explain** the influences of the enlightenment. (III)
 4. **Analyze** the characteristics of neoclassicism in the arts. (III)
 5. **Analyze** the characteristics of romanticism in the arts. (IV)
 6. **Evaluate** the impact of industrialization on the humanities. (IV)
 7. **Analyze** the characteristics of realism to the arts. (V)
 8. **Analyze** the characteristics of impressionism to the arts. (V)
 9. **Evaluate** the impact of modernism on the arts. (VI)
 10. **Explain** the impact of the world wars in the humanities. (VI)
 11. **Illustrate** how 20th Century philosophies impact the arts. (VII)
 12. **Analyze** the role of post-modern movements in the arts. (VIII)

Course Outline:

HUM250 Ideas and Values in the Humanities

I. Renaissance influences

A. Philosophy

B. The arts

- II. The baroque world
 - A. Historical overview
 - B. Philosophy
 - C. The arts
- III. The age of reason
 - A. Philosophy
 - B. The arts
- IV. Romanticism and reaction
 - A. Historical overview
 - B. Philosophy
 - C. The arts
- V. Toward the modern era
 - A. Historical overview
 - B. Philosophy
 - C. The arts
- VI. The early modern era
 - A. Historical overview
 - B. Philosophy
 - C. The arts
- VII. The age of anxiety
 - A. Historical overview
 - B. Philosophy
 - C. The arts
- VIII. The contemporary world
 - A. Philosophy
 - B. The arts

Course Syllabus

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

HUM251 Ideas and Values in the Humanities

Spring 2018 Section 10090 Face-to-Face TR 8:30 am - 9:45 am

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

Required Textbook:



Volume SEVENTH EDITION
II The Humanistic Tradition
The Early Modern World to the Present GLORIA K. FIERO



Fiero, Gloria K., *The Humanistic Tradition: Volume II*.

7th Edition. San Francisco: McGraw-Hill, 2015.

---An excellent resource for writing is found at the [Online Writing Lab \(OWL\) at Purdue University](http://owl.english.purdue.edu) (<http://owl.english.purdue.edu>)

Course Description:

HUM 251: Ideas and Values in the Humanities

An historical analysis of the interrelationships of art, architecture, literature, music, and philosophy from the Renaissance to modern period, including Western and Non-Western cultures **Prerequisites:** Grade of C or better in ENG101.

Course Competencies:

1. **Analyze** renaissance influences on the early modern world.
2. **Analyze** the characteristics of the baroque in the arts.
3. **Explain** influences of the enlightenment.
4. **Analyze** the characteristics of neoclassicism in the arts.
5. **Analyze** the characteristics of romanticism in the arts.
6. **Evaluate** the impact of industrialization on the humanities.
7. **Analyze** the characteristics of realism in the arts.
8. **Analyze** the characteristics of impressionism in the arts.
9. **Evaluate** the impact of modernism on the arts.
10. **Explain** the impact of the world wars on the humanities.

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11. **Illustrate** the impact of 20th Century philosophies on the arts.
12. **Analyze** post-modern movements in the arts.

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: ENH251 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 Summer Session.

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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.

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A crucial component of this class, and of your success in this class, is critical thinking-- 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.
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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 \(mailto:rod.freeman@estrellamountain.edu\)](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):

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

C-2

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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.

Note the college policy regarding academic misconduct from the 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.

MCCCD Policy 4.12 Smoke-Free/Tobacco-Free Environment

"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 and Student Resources:

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. Free of charge 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, and/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)
- [Computer commons](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>)

Disclaimer

This syllabus is subject to change. Students will be notified of any changes to this syllabus. 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 Jan 16, 2018	" Course Introduction and Overview (https://learn.maricopa.edu) due by 8:30am

[/courses/1023150/assignments/6320437\)](https://learn.maricopa.edu/courses/1023150/assignments/6320437)

Thu Jan 18, 2018	•• In-class Shakespeare Discussion (Chapter 19) (https://learn.maricopa.edu/courses/1023150/assignments/6320441)	due by 8:30am
	•• Syllabus Quiz (https://learn.maricopa.edu/courses/1023150/assignments/6320430)	due by 8:30am
Sat Jan 20, 2018	" Shakespeare Quiz (https://learn.maricopa.edu/courses/1023150/assignments/6320433)	due by 11:59pm
Sun Jan 21, 2018	•• Reaction Activity: Shakespeare's Sonnets (https://learn.maricopa.edu/courses/1023150/assignments/6320452)	due by 11:59pm
Tue Jan 23, 2018	•• Quiz: Chapter 20 (https://learn.maricopa.edu/courses/1023150/assignments/6320421)	due by 8:30am
	•• Read Chapter 20: The Catholic Reformation and the Baroque Style (https://learn.maricopa.edu/courses/1023150/assignments/6320453)	due by 8:30am
Sat Jan 27, 2018	•• Reaction Activity: Baroque (https://learn.maricopa.edu/courses/1023150/assignments/6320449)	due by 11:59pm
	•• Reaction Activity: Baroque Architecture and Music (https://learn.maricopa.edu/courses/1023150/assignments/6320424)	due by 11:59pm
	•• Reaction Activity: Baroque in the Protestant North (https://learn.maricopa.edu/courses/1023150/assignments/6320434)	due by 11:59pm
Tue Jan 30, 2018	•• Quiz Chapter 21 (https://learn.maricopa.edu/courses/1023150/assignments/6320419)	due by 8:30am
	•• Read Chapter 21: Absolute Power and the Aristocratic Style (https://learn.maricopa.edu/courses/1023150/assignments/6320454)	due by 8:30am
Sat Feb 3, 2018	" Reaction Activity: Aristocratic Style (https://learn.maricopa.edu/courses/1023150/assignments/6320448)	due by 11:59pm
Mon Feb 5, 2018	•• Read Chapter 22: Baroque in the Protestant North (https://learn.maricopa.edu/courses/1023150/assignments/6320455)	due by 8:30am
	•• President's Day--No Class Meeting (https://learn.maricopa.edu/courses/1023150/assignments/6320446)	due by 12pm
Tue Feb 6, 2018	" Quiz Chapter 22 (https://learn.maricopa.edu/courses/1023150/assignments/6320432)	due by 11:59pm
Tue Feb 13, 2018	" Read Chapter 23: The Scientific Revolution and the New	due by 8:30am

[Learning \(https://learn.maricopa.edu/courses/1023150/assignments/6320456\)](https://learn.maricopa.edu/courses/1023150/assignments/6320456)

Sat Feb 17, 2018 " [Quiz: Chapter 23 \(https://learn.maricopa.edu/courses/1023150/assignments/6320427\)](https://learn.maricopa.edu/courses/1023150/assignments/6320427) due by 11:59pm

Sun Feb 18, 2018 " [Reaction Activity: Vermeer and the Scientific Revolution \(https://learn.maricopa.edu/courses/1023150/assignments/6320431\)](https://learn.maricopa.edu/courses/1023150/assignments/6320431) due by 11:59pm

" [Quiz: Chapter 24 \(https://learn.maricopa.edu/courses/1023150/assignments/6320414\)](https://learn.maricopa.edu/courses/1023150/assignments/6320414) due by 8:30am

Tue Feb 20, 2018 " [Read Chapter 24: The Enlightenment, The Promise of Reason \(https://learn.maricopa.edu/courses/1023150/assignments/6320457\)](https://learn.maricopa.edu/courses/1023150/assignments/6320457) due by 8:30am

" [Social Media Activity\(https://learn.maricopa.edu/courses/1023150/assignments/6320471\)](https://learn.maricopa.edu/courses/1023150/assignments/6320471) due by 9:45am

" [Quiz: Chapter 25 \(https://learn.maricopa.edu/courses/1023150/assignments/6320415\)](https://learn.maricopa.edu/courses/1023150/assignments/6320415) due by 8:30am

Tue Feb 27, 2018 " [Read Chapter 25: The Limits of Reason \(https://learn.maricopa.edu/courses/1023150/assignments/6320458\)](https://learn.maricopa.edu/courses/1023150/assignments/6320458) due by 8:30am

Sat Mar 3, 2018 " [Reaction Activity: Mozart \(https://learn.maricopa.edu/courses/1023150/assignments/6320450\)](https://learn.maricopa.edu/courses/1023150/assignments/6320450) due by 11:59pm

" [Read Chapter 26 \(https://learn.maricopa.edu/courses/1023150/assignments/6320459\)](https://learn.maricopa.edu/courses/1023150/assignments/6320459) due by 8:30am

Tue Mar 6, 2018 " [Quiz: Chapter 26 \(https://learn.maricopa.edu/courses/1023150/assignments/6320428\)](https://learn.maricopa.edu/courses/1023150/assignments/6320428) due by 11:30am

Mon Mar 12, 2018 " [Spring Break \(https://learn.maricopa.edu/courses/1023150/assignments/6320472\)](https://learn.maricopa.edu/courses/1023150/assignments/6320472) due by 12pm

Wed Mar 14, 2018 " [Spring Break \(https://learn.maricopa.edu/courses/1023150/assignments/6320473\)](https://learn.maricopa.edu/courses/1023150/assignments/6320473) due by 12pm

Fri Mar 16, 2018 " [Spring Break \(https://learn.maricopa.edu/courses/1023150/assignments/6320475\)](https://learn.maricopa.edu/courses/1023150/assignments/6320475) due by 12pm

" [Examination 1 \(Online\) \(https://learn.maricopa.edu/courses/1023150/assignments/6320439\)](https://learn.maricopa.edu/courses/1023150/assignments/6320439) due by 8:30am

Tue Mar 20, 2018 " [Read Chapter 27 \(https://learn.maricopa.edu/courses/1023150/assignments/6320460\)](https://learn.maricopa.edu/courses/1023150/assignments/6320460) due by 8:30am

Thu Mar 22, 2018	" Quiz Chapter 27 (https://learn.maricopa.edu/courses/1023150/assignments/6320425)	due by 8:30am
Sat Mar 24, 2018	" Reaction Activity: Romanticism, Realism and the 19th Century World (https://learn.maricopa.edu/courses/1023150/assignments/6320451)	due by 11:59pm
Tue Mar 27, 2018	" Quiz Chapter 28 (https://learn.maricopa.edu/courses/1023150/assignments/6320426)	due by 8:30am
	" Read Chapter 28: Romantic Hero(https://learn.maricopa.edu/courses/1023150/assignments/6320461)	due by 8:30am
Thu Mar 29, 2018	" Read Chapter 29 (https://learn.maricopa.edu/courses/1023150/assignments/6320462)	due by 8:30am
Sat Mar 31, 2018	" Quiz: Chapter 29 (https://learn.maricopa.edu/courses/1023150/assignments/6320435)	due by 11:59pm
Tue Apr 3, 2018	" Quiz: Chapter 30 Industry, Empire, and the Realist Style (https://learn.maricopa.edu/courses/1023150/assignments/6320423)	due by 8:30am
	" Read Chapter 30 (https://learn.maricopa.edu/courses/1023150/assignments/6320463)	due by 8:30am
Sat Apr 7, 2018	" Reaction Activity (https://learn.maricopa.edu/courses/1023150/assignments/6320447)	due by 11:59pm
Mon Apr 9, 2018	" Class Meeting in Performing Arts Center (PAC) (https://learn.maricopa.edu/courses/1023150/assignments/6589903)	due by 8:30am
Tue Apr 10, 2018	" Read Chapter 31 (https://learn.maricopa.edu/courses/1023150/assignments/6320464)	due by 8:30am
Thu Apr 12, 2018	" Quiz Chapter 31 (https://learn.maricopa.edu/courses/1023150/assignments/6320416)	due by 8:30am
Tue Apr 17, 2018	" Quiz Chapter 32 (https://learn.maricopa.edu/courses/1023150/assignments/6320417)	due by 8:30am
	" Read Chapter 32 (https://learn.maricopa.edu/courses/1023150/assignments/6320465)	due by 8:30am
Thu Apr 19, 2018	" Read Chapter 33 (https://learn.maricopa.edu/courses/1023150/assignments/6320466)	due by 8:30am

Sat Apr 21, 2018	" Quiz Chapter 33 (https://learn.maricopa.edu/courses/1023150/assignments/6320420)	due by 11:59pm
Tue Apr 24, 2018	" Quiz Chapter 34 (https://learn.maricopa.edu/courses/1023150/assignments/6320429)	due by 8:30am
	" Read Chapter 34 (https://learn.maricopa.edu/courses/1023150/assignments/6320467)	due by 8:30am
Thu Apr 26, 2018	" Quiz Chapter 35 (https://learn.maricopa.edu/courses/1023150/assignments/6320422)	due by 8:30am
	" Read Chapter 35 (https://learn.maricopa.edu/courses/1023150/assignments/6320468)	due by 8:30am
Fri Apr 27, 2018	" Museum Visit Reaction Paper (https://learn.maricopa.edu/courses/1023150/assignments/6320443)	due by 12pm
	" Performance Reaction Paper (https://learn.maricopa.edu/courses/1023150/assignments/6320445)	due by 12pm
Tue May 1, 2018	" Day in the Life Paper (https://learn.maricopa.edu/courses/1023150/assignments/6320438)	due by 8:30am
	" Quiz Chapter 36 (https://learn.maricopa.edu/courses/1023150/assignments/6320418)	due by 8:30am
Tue May 1, 2018	" Read Chapter 36 (https://learn.maricopa.edu/courses/1023150/assignments/6320469)	due by 8:30am
	" LEGO Maker Activity (https://learn.maricopa.edu/courses/1023150/assignments/6320442)	due by 10am
Thu May 3, 2018	" LEGO Maker Activity (https://learn.maricopa.edu/courses/1023150/assignments/6320442)	due by 10am
Tue May 8, 2018	" No Class Meeting--Final Exam Week (https://learn.maricopa.edu/courses/1023150/assignments/6320444)	due by 8:30am
Wed May 9, 2018	" Take-Home Final Exam Due (https://learn.maricopa.edu/courses/1023150/assignments/6320476)	due by 12pm
Thu May 10, 2018	" In-Class Final Exam Reaction Activity (https://learn.maricopa.edu/courses/1023150/assignments/6320440)	due by 11:59pm
	" Course Final Letter Grade (https://learn.maricopa.edu/courses/1023150/assignments/6320436)	
	" Roll Call Attendance (https://learn.maricopa.edu/courses/1023150/assignments/6320470)	

HUM251 Ideas and Values in the Humanities

EMCC Spring Schedule/Calendar of Assignments

Each assignment folder/Unit should be available the week before that content is covered.

- Complete readings, media, and online quizzes within the appropriate folder prior to the beginning of the first class of the week listed in this course "Schedule of Classes."
- Complete any posted discussions, papers, and assignments within the appropriate folder prior to the beginning of the second class of the week listed in the course "Schedule of Classes"

Be certain to check periodically for updates and changes in the course. Of course you may always complete textbook readings prior to the week if you wish to get ahead in your studies.

Course Content/Assignments

Week 1

January 14-16 Course Introduction and Syllabus

Week 2

January 21-23 "Chapter 20: The Catholic Reformation and the Baroque Style"

C-1

C-2

Due: "Reaction Log 1" (note handout)

Week 3

January 28-30 "Chapter 21: Absolute Power and the Aristocratic Style"

C-1

C-2

Due: "Reaction Log 2"

Week 4

February 4-6 "Chapter 22: The Baroque in the Protestant North"

C-1

C-2

Due: "Analytical Paper 1: A Day in the Life" (notehandout)

Week 5

February 11 "Chapter 23: The Scientific Revolution and the New Learning"

February 13 "Chapter 24: The Enlightenment: The Promise of Reason"

C-1

C-2

Due: "Reaction Log 3"

Week 6

February 18 "Chapter 25: The Limits of Reason"

February 20 "Chapter 26: Eighteenth-Century Art, Music, and Society"

C-1

C-2

Due: "Reaction Log 4"

Week 7

February 25-27 "Chapter 27: The Romantic View of Nature"

C-1

C-2

Due: "Reaction Log 5"

Week 8

HUM251 Ideas and Values in the Humanities

C-1	March 4-6	“Chapter 28: The Romantic Hero”	Due: Reaction/Response Essay 1 (Beginning of Class) Due: In Class Mid-semester Essay “Exam 1”
C-2			
	March 11-13	<i>Spring Break—No Class Meetings</i>	
Week 9			
C-1	March 18-20	“Chapter 29: The Romantic Style in Art and Music”	Due: “Reaction Log 6”
C-2			
Week 10			
C-1	March 25-27	“Chapter 30: Industry, Empire, and the Realist Style”	Due: “Reaction Log 7”
C-2			
Week 11			
C-1	April 1-3	“Chapter 31: The Move Toward Modernism”	Due: “Reaction Log 8”
C-2			
Week 12			
C-1	April 8	“Chapter 32: The Modernist Assault”	Due: “Reaction Log 9”
C-2	April 10	“Chapter 33: The Freudian Revolution”	
Week 13			
C-1	April 15-17	“Chapter 34: Total War, Totalitarianism, and the Arts”	Due: “Analytical Paper 2: Historical/Bio Analysis” (note handout)
C-2			
Week 14			
C-1	April 22	“Chapter 35: The Quest for Meaning”	Due: “Reaction Log 10”
C-2	April 24	“Chapter 36: Identity and Liberation”	
Week 15			
C-1	April 29	“Chapter 37: The Information Age”	Due: Reaction/Response Essay 2 (and in-Class Presentations)
C-2	May 1	“Chapter 38: Globalism”	
		Each student will present your chosen RR event (your Slideshow or Prezi upload is due in Canvas prior to Tuesday’s class--see guidelines posted in Canvas)	
Week 16			
C-2	May 6	Due: Take-Home Final Essay “Exam 2” 8:00am to 9:50am	
	May 8	No Class Meeting	

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 (after the year 1550). 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 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 a specific aspect of the arts in the Early Modern World (Book 4). Cite specific examples.
2. History--Choose a specific historical event since 1550 c.e.. 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) since 1550 c.e.. 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/ since 1550 c.e.. 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 since 1550 c.e.. 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 since 1550 c.e.. 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.

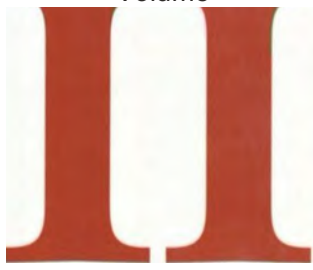
7. Literature--Choose a specific piece or excerpt from a piece of literature (poem, story, etc.) since 1550 c.e.. Using specific academic/authoritative sources analyze it according to the following:

- 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



The Humanistic Tradition

The Early Modern World to the Present

GLORIA K. FIERO



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- Mozart, Wolfgang Amadeus, Serenade No. 13 in G Major, K. 525, *Eine kleine Nachtmusik*, first movement, excerpt, 1787 **203**
- Mozart, Wolfgang Amadeus, *The Marriage of Figaro*, "Dove sono" aria, 1786 **203**
- Beethoven, Ludwig van, Symphony No. 3 in E-flat Major, *The Eroica*, first movement, excerpt, 1803- 1804 **268**
- Schubert, Franz, *Erlkönig*, 1815 **270**
- Liszt, Franz, *Symphonie fantastique*, Op. 14, "March to the Scaffold," fourth movement, excerpt, 1830 **271**
- Chopin, Frédéric, Etude in G-flat Major, Op. 10, No. 5, 1833 **272**
- Debussy, Claude, *Prelude à "L'après-midi d'un faune"*, 1894 **323**
- Schoenberg, Arnold, *Pierrot Lunaire*, Op. 21, Part 3, No. 15, "Heimweh," 1912 **374, 397**
- Stravinsky, Igor, *The Rite of Spring*, "Sacrificial Dance," 1913, excerpt **375**
- Copland, Aaron, *Appalachian Spring*, 1944, excerpt **420**
- Cage, John, *Sonata V*, 1948, excerpt **441**
- Handy, "St. Louis Blues," 1914 **460**
- Hardin/Armstrong, "Hotter Than That," 1927 **461**
- Parke/Gillespie, "Koko," 1945 **462**
- Babbitt, Milton, *Ensembles for Synthesizer*, 1951, excerpt **498**
- Glass, Philip, *Einstein on the Beach*, "Knee Play 1," 1976 **499**
- Kalhor, Gallop of a Thousand Horses, The Silk Road Project, 2005 **522**

ANCILLARY READING SELECTIONS

- From Calvin's *Institutes of the Christian Religion* **5**
- From Rabelais' *Gargantua and Pantagruel* **22**

- Babur on his conquests from the *Babur-nama* **80**
- From Cao Xuequin's *The Dream of the Red Chamber* **91**
- From Asai Ryōi's *Tales of the Floating World* **92**
- From Milton's *Paradise Regained* **100**
- From Galileo's *Dialogue Concerning the Two Principal Systems of the World* **113**
- From Pascal's *Pensees* **119**
- From Montesquieu's *The Spirit of the Laws* **139**
- From Defoe's *Robinson Crusoe* **150**
- From Fielding's *Tom Jones* **150**
- Phillis Wheatley's "An Hymn to the Evening," "On the Death of the Reverend Mr. George Whitefield," "To His Excellency General Washington," "To S. M. a Young African Painter, on Seeing His Works," and "To the University of Cambridge, in New-England" **158**
- From Swift's *Gulliver's Travels* **159**
- From Rousseau's *The Social Contract* **169**
- From Rousseau's *Emile* **170**
- From Kant's *Critique of Pure Reason* **170**
- From Wordsworth and Coleridge's *Lyrical Ballads* **213**
- From Melville's *Moby Dick* **238**
- From Byron's *Don Juan* **242**
- From Douglass' *Narrative of the Life of Frederick Douglass* **246**
- Sojourner Truth's "Ain't I a Woman?" **247**
- Austen's *Pride and Prejudice* **255**
- The Qianlong Emperor of China's letter to King George III of Great Britain **281**
- From Mill's *On Liberty* **285**
- From Dickens' *David Copperfield* **290**
- From Tolstoy's *War and Peace* **293**
- From Dostoevsky's *The Brothers Karamazov* **293**
- From Bergson's *Time and Free Will* **322**
- From Freud's *The Interpretation of Dreams* **379**
- Lenin on a Revolutionary Elite and Electrification **406**
- From Hersey's *Hiroshima* **413**
- From Camus' *The Myth of Sisyphus* **428**
- On African Unity from Kwame Nkrumah's *I Speak of Freedom* **503**
- From Hong Kingston's *The Woman Warrior* **512**

C-1

C-3

C-2

HUM 251 STUDY GUIDE: Exam #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 characteristics and intentions of the Romantic hero in the early 1800s. Focus on at least 2 different hero types. Illustrate your discussion of each hero's characteristics/intentions with specific examples (i.e. artists and titles) from at least 2 different art forms (such as literature, music, visual art, architecture). Conclude by arguing why the "we" philosophy of the Enlightenment period became the "me" philosophy of the Romantic period. In other words, conclude by discussing how social and political factors shaped the humanities from the Neo-Classical style into the Romantic style and WHY. Be sure to support your discussion with specific examples from material we've covered in class, such as the text reading, class supplements, etc.
2. "Show me an angel and I'll paint one"—Courbet. Explain how the social and political factors of the mid-late 1800s gave rise to a new style called Realism. Explain how these political/social contexts influenced artists' intentions, characteristics, and subject matter. Illustrate your discussion with specific examples (i.e. artists and titles) from at least 2 different art forms (such as literature, music, visual art, architecture). Conclude by arguing why you think the Realistic period replaced the Romantic period. In other words, explore the reasons why you think the 19th century began and ended with two very different art styles. Be sure to support your discussion with specific examples from material we've covered in class, such as the text reading, class supplements, etc. This question focuses on Realism and related materials only.
3. Trace the different ways artists painted nature images in the Romantic, Realistic, and Impressionistic eras. For each era, connect the images of nature to the complex factors shaping these different styles. For example, you might consider the social and political contexts of each style; the artists' purposes/intentions behind each style; the ways the relationship between the land and humans are depicted in each style and why; the techniques used and their effects for each style, etc. Illustrate your discussion with specific examples (painters and titles of works) from the Masterpiece Replayed exhibit. Conclude by arguing what you think is the most important evolution (change) from the Romantic to the Impressionist style of nature painting and what direction you think this change will take art into as we approach the 20th century.

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 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 news or 'documentaries'
- Newspapers
- Weekly magazines
- Popular magazines
- Internet webpages (by individuals particularly)
- General dictionaries or encyclopedia
- Opposing Viewpoints and other editorial or "opinion" databases
- Personal Experience
- 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...

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