

1.) DATE: 2/27/19	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) PROPOSED COURSE: Prefix: HUM Number: 250 Title: Ideas and Values in the Humanities Credits: 3	
CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: .	
4.) COMMUNITY COLLEGE INITIATOR: WALTER H. KEITHLEY PHONE: 480-461-7371 EMAIL: walter.keithley@mesacc.edu	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input checked="" type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Literacy and Critical Inquiry (L) Awareness Areas: Select awareness area...	
6.) REQUIRED DOCUMENTATION <input checked="" type="checkbox"/> Cover Form <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books	
7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECARA prefix <input type="checkbox"/> Elective Current General Studies designation(s): HU, H, L Requested Effective date: 2018 Spring Course Equivalency Guide Is this a multi-section course? Yes Is it governed by a common syllabus? Yes	
Chair/Director: ROD FREEMAN, HUMANITIES INSTRUCTIONAL COUNCIL CHAIR Chair/Director Signature:	

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

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, 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 that have little to do with language in the usual sense (words), but the analysis of written and spoken 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 skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

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.

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.

Revised April 2014

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>
		<p>(1) Course Syllabus (2) Assignment Sheet for Analysis Paper # 2 (3) Assignment Sheet for Analysis Paper # 3.</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: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; 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> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>
		<p>(1) Class Syllabus (2) Assignment Sheet for Analysis Paper # 2. (3) Assignment Sheet for Analysis Paper # 3.</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; 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-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>
		<p>(1) Class Syllabus (2) Assignment Sheet for Analysis Paper # 2. (3) Assignment Sheet for Analysis Paper # 3.</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: #ffff00; display: inline-block; 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-3".</p> </div> <p>C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	(1) Course Syllabus
<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: 20px; text-align: center; margin: 10px auto; width: 80%;"> <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> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
HUM	250	Ideas and Values in the Humanities (Ancient Civilizations to the Renaissance)	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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	<p>Criteria C1 stipulates that at least 50% of the grade in HUM 250 should depend on writing assignments.</p> <p>In this class, 60% of the course grade depends on the final drafts of three Analysis Papers. An additional 18% of the course grade depends on invention work: rough drafts, annotated bibliographies, and peer reviews.</p>	<p>Evidence that HUM 250 meets this criteria can be found in the class syllabus, and is designated C-1. The relevant syllabus pages are: p. 6, 7, and 8. Additionally, the assignment sheets for Analysis Papers Two and Three provide evidence on p. 2.</p>
C2	<p>Criteria C 2 stipulates that the writing assignments in HUM 250 should include the gathering, interpreting, and evaluation of evidence. Also, the criteria requires that the writing assignments should extend into critical enquiry, and move beyond reflection and opinion.</p> <p>Each Analysis paper in HUM 250 requires primary and secondary sources as support. The secondary resources come from scholarly books or articles, while the primary sources are often cultural artifacts that we encounter in class.</p> <p>Each of the Analysis Papers requires that students develop an original thesis in response to a provided prompt. This thesis, in turn, is supported by careful application of primary and secondary means of support. This process requires students to carefully evaluate the quality and veracity of the sources they choose, and encourages them to think critically about their inherent</p>	<p>Evidence that HUM 250 meets this criteria can be found in the class syllabus, and is designated C-2. The relevant syllabus pages are: p. 6. Additionally, the assignment sheets for Analysis Papers Two and three provide evidence on p. 1-2.</p>

	<p>meaning and the manner in which they speak to each other.</p>	
<p>C3</p>	<p>Criteria C3 stipulates that the syllabus should include a minimum of two writing assignments that demonstrate sustained, in-depth engagement with the class material.</p> <p>The syllabus for HUM 250 stipulates that students will write three Analysis Papers of ca. 1250 words each. Each of these papers requires research and original, critical, thinking that is consistent with the criteria's requirement of sustained and in-depth engagement.</p>	<p>Evidence for Criteria Three can be found in the class syllabus , and is designated with a C-3. Relevant page numbers are: p.6, 7, 8, and 10-19.</p> <p>Additional evidence is provided on the Analysis Paper Two and Three assignment sheets. I have simply labeled these C-3 at the top, as the entirety of these documents speak to this criteria.</p>
<p>C4</p>	<p>Describe the sequence of course assignments, and explain the nature of feedback that the instructor provides students to help with future assignments.</p> <p>Evaluation of student performance primarily revolves around the completion of three Analysis Papers.</p> <p>Analysis Paper # 1 is due approximately seven weeks into the term. I allow this extra time so that students are comfortable with me and the way that I have graded smaller assignments such as reading quizzes and class discussions.</p> <p>In the class schedule that appears on the syllabus as well as in class, I prompt students to be planning the current paper. Approximately 1.5-2 weeks before the paper is due, students submit an annotated bibliography of secondary sources. I return these to students the next class period via Canvas with written comments. I also make time during that class period to conference with students who had concerns about their performance. Next, students complete a rough draft, which</p>	<p>Evidence for Criteria Four can be found in the class syllabus, and is designated with C-4. Relevant pages are: p 4. 7. and 10-19.</p> <p>Additionally, evidence for Criteria Four can be found on both assignment sheets, p. 1.</p>

	<p>they submit for peer review outside of class time. Based on the feedback that is returned to them by their peers and me, students prepare a final draft. I make it very apparent on my syllabus and in class that my students are always welcome to discuss any stage of their work with me.</p> <p>Analysis Papers Two and Three follow a tighter schedule than Analysis Paper One. I expect that, by the time that students have finished Analysis Paper One and received feedback, they will be more comfortable for the subsequent assignments. Analysis Paper Two receives about five weeks, and Analysis Paper Three receives approximately four. In both cases, however, ample time is provided for students to review my feedback, conference with me, and develop their work based on my input.</p> <p>Constructive feedback is returned to feedback in written form after the submission of their annotated bibliography, rough draft, and final draft. Additionally, students receive feedback via peer review, and are invited at any time to discuss their work with me in person.</p>	
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Ideas and Values in the Humanities

Course: **HUM250**

Lecture **3.0** Credit(s) **3.0** Period(s) **3.0** Load

Course Type: **Academic**

First Term: **2014 Summer**

Load Formula: **S - Standard Load**

Final Term: **2019 Spring**

Description: 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

Requisites: Prerequisites: A grade of C or better in ENG101.

Course Attributes:

General Education Designation: Historical Awareness - [H] General Education Designation: Humanities and Fine Arts - [HU] General Education Designation: Literacy and Critical Inquiry - [L]

MCCCD Official Course Competencies

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)
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MCCCD Official Course Outline

- 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
-

MCCCD Governing Board Approval Date: **March 25, 2014**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.



**MESA
COMMUNITY COLLEGE**

A MARICOPA COMMUNITY COLLEGE

1833 W. Southern Ave. Mesa, AZ 85202 • 480-461-6220

HUM 250: Ideas and Values in the Humanities

Fall 2019 -- 03 Credits-- Tuesday and Thursday 11:00-12:15

Pre Requisite: A Grade of C or Better in ENG 101, ENG 105, or ENG 107

Instructor Information

Dr. Hank Keithley

Office: LA 6S

Phone: (480) 461-7371

Email: walter.keithley@mesacc.edu

Office Hours: MW 9:00-10:00, TTH 10:00-11:00, F 10:30-11:30; Other times available by appointment

Course Description

HUM 250 is 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.

Unfortunately, we will obviously not be able to discuss *all* of the art, architecture, literature, music, and philosophy produced over the ca. 4000-year time period addressed in our class. Instead, we will narrow our focus, closely examining how specific civilizations throughout history used the humanities as a means to explore the relationship between the human and the divine. Over the course of the semester, I hope that you will come to see that the humanities did not simply reflect popular cultural attitudes towards this complex relationship, but instead acted as the agent by which people encountered, engaged, and negotiated the terms of the relationship itself. From this narrower perspective, we will not only observe how the humanities helped to shape perspectives in particular historical eras, but how, subsequently, they and their explanatory functions evolved over time.

MCCCD Course Competencies for HUM 250

- I. Describe religion and art in early civilizations.
- II. Describe major aspects of the historical development, philosophy, art, and literature of early Hellenic and Hellenistic Greece.
- III. Describe major aspects of the historical development, philosophy, art, and

literature of Ancient Rome.

IV. Describe the development of the arts and philosophy of the Middle Ages.

V. Explain the rise of secularism and humanism in the arts during the Renaissance.

Required Course Materials

You will be required to secure the following book for our class:

Sayre, Henry M. *The Humanities: Culture, Community, and Change*. 4th ed. Boston: Pearson, 2019.

ISBN 13: 978-0-13-474139-0

You can purchase a hard copy of the text at MCC's bookstore, the alternative bookstore across from MCC, or through your favorite online retailer. Alternatively, you may rent a copy of the text through MCC's bookstore, or via the Pearson website: <https://www.pearson.com/us/higher-education/product/Sayre-The-Humanities-Volume-1-RENTAL-EDITION-4th-Edition/9780134739816.html>. Renting the text will provide you access to exactly the same material as the hard copy, for just over 1/3 of the cost. Unless you intend to take additional humanities classes, or are interested in exploring further study or a career in the humanities, I **highly** recommend the rental option.

In addition to the textbook, we will be using materials that are either freely available online or that I will post for you in Canvas. You will find directions where to find these materials on the class schedule found at the bottom of this syllabus. I will also remind you when we meet in class.

Course Guidelines

1. How do you Contact Your Instructor?

My name is Dr. Hank Keithley. You are free to call me Dr. Keithley, but I really prefer to go by 'Hank' or 'Dr. Hank.' You can't go wrong with any of these choices—just select the one that is most comfortable for you!

Always feel free to pull me aside for a quick conversation after class. I have no obligations for the period after our scheduled time, so this is a great opportunity to clarify concepts that we discussed that day or to address brief questions. For a longer conversation, consider visiting me during my office hours. If these are not convenient for you, we can make an appointment that fits both of our schedules. Otherwise, I will be happy to hear from you via my MCC email, walter.keithley@mesacc.edu (preferred), or via my office phone (480) 461-7371.

You are most welcome to stop by my office outside of designated office hours, even if you do not have an appointment. You will find me there quite often; if the door is closed, just knock!

2. Daily Protocol

Our time in class will be dedicated to lecture, small and large group discussions, and activities such as guest demonstrations. No matter the activity, I expect that you will arrive to class each day on time, and fully prepared to meaningfully participate.

3. Class Attendance Policy

Our class will meet twice a week. You are allowed two unexcused absences, for any reason, with no penalty. For each subsequent unexcused absence, I will reduce your class grade by one full letter (an A becomes a B, etc.)

In some specific circumstances (i.e.: religious holidays or participation in MCC/MCCCD- related activities) absences will be excused. If you anticipate such absences, it is your responsibility to consult with me ahead of time, so that we can make appropriate preparations.

Please arrive on-time for our class meetings. After the first week of class, I will take daily attendance via sign-in sheet. If you arrive after the sign-in sheet has circulated, please see me after class, so that you can be recorded as present. On such occasions, you will be recorded as being tardy. Three tardies will subsequently count as one absence.

Any student may withdraw from the class with a guaranteed grade of 'W' until October 7. After October 7, I will grant any request for a 'W' by students who are actively attending and participating in class, no matter their earned grade. Students who stop attending and/or participating in class after October 7 and do not contact me will automatically receive a grade of 'F.'

Unique course withdrawal rules apply to students who commit plagiarism on one or more of our class assignments. If a student requests to withdraw from the class after committing a first case of plagiarism, I will grant the request, and award the grade of 'Y'- 'Withdrawn Not Passing.' After committing a second case of plagiarism, the student will not be allowed to withdraw, and will receive an automatic grade of 'F' for the class.

If you review the class syllabus and decide that you do not want to continue, please withdraw by August 27, so that you will be eligible for a refund.

4. Cell Phones, ETC.

In general, I will respect your choice to briefly use your portable communication devices in class as long as it does not in any way disrupt the learning experience of your classmates. If I believe that that your use of technology is disruptive, I will ask you to stop. However, if you continue to disrupt the classroom, I will ask you to leave, and you will be marked as absent for the day.

5. Canvas Learning Management System

Even though our class meets face-to-face, we will make extensive use of Canvas, MCC's online learning management system. Here, you will find all class orientation documents, assignment descriptions, and supplementary reading, listening, and viewing content. You will not only submit all of your assignments to Canvas, but you will view your returned work and track your grade there as well. Finally, I will use Canvas to make important announcements to the class. I encourage you to check Canvas **at a minimum** each night before our class meetings in order to ensure that you are prepared for the next day's activities.

6. Submitting Work

You will submit all assignments for the class (other than Discussions) via the "Assignments" link located in the toolbar on the left-hand side of the Canvas Home Page. Unless you and I have made a previous arrangement, assignments must be submitted to Canvas, or they will not be accepted.

You can access class discussions either via the Discussions link located on the front-page toolbar or via links that are located in each week's content module.

7. Format of Assignment Submissions

All assignments (other than discussion posts) should appear in black, 12 pt. Times New Roman font. Assignments should be double-spaced, and utilize appropriate academic formality. Assignments that necessitate outside sources should utilize MLA in-text and post-text citation.

8. Late Work

I have not assigned any work that is unnecessary to the course outcomes, and I expect that you will keep pace with the class. Work must be posted before 11:00 AM on the day that it is due. Past that time, you will have 24 hours to submit late work. Any work sent during this 24-hour period will be penalized 20% of the assignment's value. Work that is submitted after the 24-hour grace period will not be accepted without prior arrangement.

9. Feedback on Course Assignments [C-4]

I will grade and return all assignments within one week (two class periods) of submission. Your grade and my feedback will be delivered to you directly via Canvas.

I strive to provide meaningful feedback for my students on all of their work. I strongly encourage you to discuss your plans for each assignment before you submit them for grading. I am **always** happy to talk about ideas, discuss potential thesis statements, or review partial or full 'rough' drafts of any assignment ahead of their due date. Even after I have evaluated and returned a particular assignment, however, I still encourage you to discuss it with me. Even if our conversation does not result in your grade being raised on that particular assignment, our conversation will hopefully position you to perform better on the next one.

Please note that you will always be able to track your grade through the My Grades feature of our Canvas Page.

10. Incompletes

A grade of Incomplete (I) will only be considered in cases of demonstrable and catastrophic trauma for the student such as extreme illness, severe injury, or bereavement. In order to be eligible for an Incomplete, a student must have completed at least 80% of the work for the class. If you have a situation that you believe merits an Incomplete do not hesitate to contact me. Even if I cannot award an Incomplete, I can sometimes work with your particular circumstances so that you can complete the class.

11. Academic Integrity

Academic misconduct and dishonesty includes, but is not limited to, cheating, plagiarism, excessive absences, use of abusive or profane language, and disruptive and/or threatening behavior. All instances of academic dishonesty will be reported to the Chair of the English Department and other appropriate authorities. Students displaying acts of academic dishonesty are subject to grade adjustment, course failure, probation, suspension, or expulsion. See the [student handbook](#) for more information regarding cases of academic misconduct.

In our class, academic misconduct (specifically plagiarism) will be evaluated on a case-by-case basis. In a case of accidental misconduct (i.e.: inconsistent or ineffective use of in-text citation, or missing quote marks) or misconduct based on misunderstanding (i.e.: not knowing how to properly paraphrase and/or summarize) I will often conference with a student, and ask them to revise the problematic parts of their assignment. Intentional

cases of academic dishonesty, however, (i.e.: purchasing a paper online, or submitting as original another author's work) are an entirely different matter. A first case of intentional academic dishonesty will result in a grade of '0' on the assignment in question, with no hope of revision. A second case of intentional academic dishonesty will result in an automatic 'F' in the class, and subsequent referral to the Chairperson of the English Department as well as the Dean of Student Affairs, as mandated by the MCC Student Handbook.

12. Course Content

Please note that I have selected material for the course that is appropriate for a college-level Humanities survey course. I encourage all students to peruse the course schedule before the refund deadline in order to determine if any assignments are offensive to their personal beliefs, and, if so, whether they wish to participate in the course. I will **not** offer alternative assignments, and all students will be responsible for all assigned activities on the syllabus, as they are stated.

If you review the class, and decide that you do not want to participate, please withdraw by August 27, so that you will receive a refund.

13. Behaving Responsibly and Cooperatively in a Humanities Class

Part of becoming a better student (and human being) is learning to appreciate the ideas and critiques of others. Part of our purpose in this class is to come together as a community of learners, where ideas are shared and learning occurs not only by watching but through interaction. Often, you will find that your classmates have different perspectives than you and can offer tips or techniques that can enhance your understanding. I will never ask you to change your core identity, beliefs, or values. I do ask, however, that you embrace the opportunity provided by this class to encounter perspectives other than your own, and to engage your classmates and instructor in a manner that promotes curiosity, excitement, and the possibility of higher-level learning.

13. TUITION CHARGES AND REFUNDS

Students who officially withdraw from credit classes (in fall, spring, or summer) within the withdrawal deadlines listed below will receive a 100% refund for tuition, class and registration processing fees. Deadlines that fall on a weekend or a college holiday will advance to the next college workday except for classes fewer than 10 calendar days in length or as specified by the college. Calendar days include weekdays and weekends. Refer to individual colleges for withdrawal and refund processes. Never attending is not an allowable refund exemption or an excuse of the debt incurred through registration.

Length of Class	Official Withdrawal Deadlines for 100% Refund
1-9 calendar days	Prior to the class start date
10-19 calendar days	1 calendar day including the class start date
20-29 calendar days	2 calendar days including the class start date
30-39 calendar days	3 calendar days including the class start date
40-49 calendar days	4 calendar days including the class start date
50-59 calendar days	5 calendar days including the class start date
60-69 calendar days	6 calendar days including the class start date
70+ calendar days	7 calendar days including the class start date

Please note that course fees and registration processing fees will be refunded only if the student qualifies for a 100% refund. Debts owed to any MCCC college must be satisfied before any refunds are paid to the student. Refunds for students receiving federal financial assistance are subject to federal guidelines. Requests for exceptions to the refund policy must be filed within one year from the semester in which the course was taken.

14. Information for Students with Disabilities

If you have a documented disability (as protected by the Americans with Disability Act) or if you are pregnant or parenting (as protected under Title IX) and would like to discuss possible accommodations, please contact the MCC Disabilities Resources and Services Office at (480) 461-7447 or email drsfrontdesk@mesacc.edu.

If you are experiencing difficulty accessing course materials because of a disability, please contact me immediately. All students should have equal access to course materials and technology, and I will work to establish your access as quickly as possible.

15. Grading [C-1]

Your grade in HUM 250 will be comprised of five major components: (1) Participation in group discussions on our Canvas Discussion Board, (2) Reading Quizzes, (3) Three Analysis Papers, and (4) Invention work related to the Analysis Papers.

(1) **Class Discussions:** Over the course of the term, I will ask you to participate in twelve (12) discussions with your classmates. The purpose of these discussions is two-fold: (1) To help develop our sense of academic community, and (2) To give you a venue that will help you address common concerns or questions about challenging course materials as they arise. Your classmates and I will participate in these discussions with you, with the idea that, as you work outside of class, you will have ready access to a support network that can clarify any points of worry or confusion.

Specific directions for participation in Class Discussions can be found in the Orientation Module in Canvas.

Participation in each discussion is worth 5 points. I will drop your two worst scores, leaving a total of 50 points.

(2) **Reading Quizzes:** Fifteen times (approximately every other class) you will complete a brief reading quiz at the start of class. These quizzes will ask objective questions about the reading assigned for that day's class, and will serve as a transition into class activities and/or discussions. These quizzes cannot be made-up, but I will drop your three worst scores.

Each quiz is worth five points. I will drop your worst three scores, leaving a total of 60 possible points for quizzes.

(3) **Analysis Papers:** You will write three 1250 word (ca. 5 page) Analysis Papers this semester. These papers will be submitted following the Egyptian, Roman, and Renaissance units, respectively, and will be written in response to a provided prompt. The Analysis Papers will require you to address the prompt by forming an original thesis, that you will subsequently support with primary resources (i.e., the art, literature, architecture that we study in class) and secondary scholarship. The primary and secondary resources will be cited according to MLA guidelines. **[C-2] [C-3]**

An assignment sheet for each Analysis Paper, containing its prompt, a description of its requirements and a grading rubric, can be found in the module for Weeks One, Seven, and Fourteen, respectively.

Each of the Analysis Papers is worth 100 points. [C-1]

(4) Invention Work for the Analysis Papers: To help you with the design and execution of your Long Analysis Papers, you will complete a first draft, an annotated bibliography of Secondary Sources and a peer review for each.

Rough drafts will be worth 10 points. each, for a total of 30 points. Annotated bibliographies will be worth 10 points. each, for a total of 30 points. Peer reviews will be worth 10 points each (you will complete two for each paper), for a total of 30 points. [C-1] [C-3] [C-4]

We thus have 500 possible points for the class. Class grades will be assigned according to the following scale:

Grade Distribution

A= 90% or more of all possible points (450-500 pts)

B= 80-89.99% of all possible points (400-449.99 pts)

C= 70-79.99% of all possible points (350-399.99 pts)

D= 60-69.99% of all possible points (300-349.99 pts)

F= Below 60% of all possible points (Below 300 pts)

Class Assignment Schedule [C-1] [C-3] [C-4]

Assignment	Due Date (All Assignments are due at 11:00 AM)	Point Value
Annotated Bibliography for Analysis Paper One	September 17	10 pts
Rough Draft of Analysis Paper One	September 29	10 pts
Peer Review of Analysis Paper One	September 30	10 pts
Final Draft of Analysis Paper # 1	October 1	100 pts
Annotated Bibliography for Analysis Paper Two	November 5	10 pts
Rough Draft of Analysis Paper # 2	November 15	10 pts
Peer Review of Analysis Paper #2	November 16	10

Final Draft of Analysis Paper # 2	November 19	100 pts
Annotated Bibliography for Analysis Paper # 3	December 10 (Submitted with your final draft)	10 pts
Rough Draft of Analysis Paper # 3	December 8	10 pts
Peer Review of Analysis Paper # 3	December 9	10 pts
Final Draft of Analysis Paper # 3	December 10	100 pts.
Quizzes	15 total—Dates TBA	60 pts. total (Lowest three scores dropped)
Class Discussions	12 total- Date ranges defined in the class schedule.	50 pts. total (Lowest two scores dropped)
	Class total	500 pts

Relative Value of Class Assignments [C-1]

Assignment	Total Points Available	% of Total Class Points
Discussions	50/500	10%
Quizzes	60/500	12%
Rough Drafts	30/500	6%
Peer Reviews	30/500	6%
Annotated Bibliographies	30/500	6%
Final Drafts of Analysis Papers	300/500	60%
	500/500	100%

Student Resources

Early Alert (EARS)

Mesa Community College is committed to the success of all our students. MCC has adopted an Early Alert Referral System (EARS) to aid students in their educational pursuits. Faculty and Staff participate by referring students to campus services for added support. Students may receive a follow up call from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional.

<http://www.mesacc.edu/students/ears>

Academic Support

SmartThinking Online Tutoring

All MCC students have access to 10 (ten) hours of prepaid online tutoring in multiple sessions through the semester by choosing one of four options below: Enjoy 10 (ten) hours of prepaid online tutoring in multiple sessions throughout the semester by choosing one of the four options below:

- Writing Center – Have your writing reviewed by a tutor
- Drop-in Tutoring – Chat now with a live tutor
- Scheduled Tutoring – Schedule to meet with a live tutor in the future
- Offline Questions – Send a tutor an academic question.

Login: <https://www.mesacc.edu/students/tutoring/smarthinking>

Learning Enhancement Center:

Many students find that college coursework provides new academic challenges. Students who wish to deepen their understanding of course concepts, extend their skills, and improve their performance in their course(s) are encouraged to use the free tutoring and other support services in the Learning Enhancement Center. Tutoring is available at 10 campus locations (including two at Red Mountain). Visit or call the LEC office to learn how they can help you. It is located on the 1st floor of the Elsner Library.

Phone: S/D: (480) 461- 7678 Red Mountain: (480) 654- 7735.

Web: www.mesacc.edu/tutoring

Writing Center:

The Writing Center provides one-on-one appointments to help students during any phase of the writing process: brainstorming, prewriting, researching, drafting, and revising. The Writing Center is located on the 1st floor of the Elsner Library.

Phone: (480) 461- 7513.

Web: <https://www.mesacc.edu/departments/english/writing-center>

Counseling Services

The Counseling Department at Mesa Community College provides a variety of counseling services to assist students in addressing their personal, academic, career development, prevention, and intervention challenges. Confidential services are offered free of charge to students. Counseling faculty support and empower students in the process of setting and attaining their academic, career, and personal goals. To schedule an appointment to meet with a counselor call:

Phone: MCC S/D (480) 461-7588 Red Mountain (480) 654-7720

Web: www.mesacc.edu/departments/counseling_for_more_information

F-1 STUDENTS

I would like to welcome all F-1 students who are participating in our class. You bring diversity and a world perspective to the classroom, and that helps me to fulfill one of MCC's student outcomes: Cultural and Global Engagement. Please know that you must adhere to the attendance policy that is set for this class and is listed in this syllabus. If you are withdrawn by me for the class for non-attendance, I will not place you back into the class. If you earn a W or Y (for non-attendance) and this brings you below the required 12 credits that you need to maintain your F-1 status in the USA, I will not change your grade to an F. You are given the grade that you earn. If you fall out of status, you can go through a process called "F-1 Reinstatement" with the International Education (IE) Office located in Building 36N. IE regularly sends you messages to your MCC email regarding immigration matters. Be sure to check it regularly. They also check attendance reports for all F-1 students on a weekly basis. You are here in the USA to be a student on your F-1 full time study visa, and we'll help you to maintain that status.

INSTITUTIONAL LEARNING OUTCOMES: MCC'S 4 Cs

Our goal at MCC is to excel in teaching and learning. We are here to empower individuals to succeed in their local and global community. As part of this commitment, Institutional Student Learning Outcomes (iSLOs) have been created with the goal of embedding educational experiences in all MCC courses. ISLOs are skills and knowledge students attain through courses and experiences. Students who complete a degree, program or certificate will know they leave MCC with these skills or knowledge. MCC's iSLOs are known as MCC's 4Cs. They are Critical Thinking, Communication, Civic Engagement, and Cultural and Global Engagement. The iSLO embedded into this course is Critical Thinking

Visit [Student Learning Outcomes](#) for more information.

Class Schedule [C-3] [C-4]

Below you will find a description of the topic for each class period, followed by a list of tasks to finish BEFORE our next meeting. Readings are from *The Humanities: Culture, Community, and Change* **unless specifically indicated.**

I will do my very best to make sure that we keep up with the class schedule. I do, however, reserve the right to adjust the syllabus if it becomes necessary to do so.

Week One

August 20: Introduction to the Class; Paleolithic and Neolithic Culture

For next time:

- (1) Read: The Cultures of Mesopotamia (p. 32-46)
- (2) Read: From the *Law Code of Hammurabi* (p. 44-47)
- (3) Read: From the *Blessings of Inanna*. --Selections found in the Week One Module in Canvas.
- (4) Participate in Discussion # 1: Introduction to the Class.
- (5) Participate in Discussion # 2: Any Questions about the Class or Syllabus?
- (6) Review the Assignment Sheet for Analysis Paper #1. The assignment sheet can be found in the Week One Module.

August 22: Early Mesopotamian Culture

- (1) Read Stephanie Dalley, Introduction to *Gilgamesh*. – The Introduction can be found in the Week Two Module in Canvas.
- (2) Read *Gilgamesh* (Tablets I-III). Our edition can be found at:
<http://www.ancienttexts.org/library/mesopotamian/gilgamesh/> -- I will also provide a link in the Week Two Module in Canvas.
- (3) Participate in Discussion # 3: Any questions about the Introduction to *Gilgamesh* Tablets I-III?

Week Two

August 27: Early Mesopotamian Culture (Continued) and Introduction to *Gilgamesh*

For Next Time:

- (1) Read *Gilgamesh* (Tablets IV- VIII).
- (2) Participate in Discussion # 4: Any questions about *Gilgamesh* Tablets IV- VIII?

August 29: *Gilgamesh* (Continued)

For next time:

- (1) Finish *Gilgamesh* (Tablets IX-XI).
- (2) Participate in Discussion # 5: Any questions about *Gilgamesh* Tablets IX-XI?

(3) Start planning Analysis Paper # 1: Begin gathering/ annotating relevant secondary sources on *Gilgamesh* and Mesopotamian Culture.

Week Three

September 3: *Gilgamesh* (Continued)

For Next Time:

- (1) Read: Mesopotamia and Egypt: A Comparison (p. 63).
- (2) Read: The Nile and its Culture (p. 70-75)
- (3) Continue planning Analysis Paper # 1. Continue gathering/annotating sources.

September 5: Ancient Egypt- The Old Kingdom

For Next Time:

- (1) Read: The Old Kingdom (p. 75-83).
- (2) Continue planning Analysis Paper #1. Begin gathering/annotating relevant secondary sources on the Old Kingdom.

Week Four

September 10: The Old Kingdom (contd.)

For Next Time:

- (1) Read: Selections from *That it is Said of Ptah*-- Assigned selections can be found in the Week Four Module.
- (2) Review Old Kingdom Supplementary Images available in the Week Five Module in preparation for class on September 12.
- (3) Continue planning Analysis Paper #1. Draft your Annotated Bibliography.

September 12: The Old Kingdom (Continued)

For Next Time:

- (1) Read the Middle Kingdom at Thebes (p. 83-86).
- (2) Read: Selections from *The Teachings of Khety*—Assigned selections can be found in the Week Five Module.
- (3) Continue planning Analysis Paper #1.
- (4) Submit your completed Annotated Bibliography no later than 11:00 on September 17.

Week Five

September 17: The Middle Kingdom (Continued)

Annotated Bibliographies are due today

For Next Time:

(1) Read: “The New Kingdom” (p. 86-91).

September 19: The New Kingdom (Continued); Annotated Bibliography Return and Consultation

For Next Time:

(1) Read: The Late Period and the Fall of Egypt (p. 94-6).

(2) Draft Analysis Paper # 1

Week Six

September 24: The Late Period of Egypt

For Next Time:

(1) Draft Analysis Paper # 1.

September 26: The Emergence of Ancient Greece

For Next Time:

(1) Finish a First Draft of Analysis Paper One. Submit to Canvas and to your assigned Peer Review group no later than 11:00 AM on September 29. Submit your peer reviews for your partners no later than 11:00 AM on September 30. The Final Draft of Analysis Paper One is due no later than 11:00 AM on October 3.

(2) Read: Selections from the *Iliad*- Selections are available in the Week Seven Module

(3) Participate in Discussion 6: Any questions about the *Iliad*?

Week Seven

October 1: The Homeric Hymns

For Next Time:

(1) Read: Selections from the *Odyssey*—Selections are available in the Week Seven Module.

(2) Prepare a polished draft of Analysis Paper One. Consider reviewing the draft with your instructor!

(3) Participate in Discussion Seven: Any questions about the *Odyssey*?

October 3: The Homeric Hymns (Continued)

The Final Draft of Analysis Paper One is due today.

For Next Time:

- (1) Read: The Greek Polis (p.118-129)
- (2) Read: ‘The Golden Age of Athens’ (p. 142-61).
- (3) Read the assignment sheet for Analysis Paper # 2. —The assignment sheet can be found in the Week Seven Module.

Week Eight**October 8: The Golden Age of Athens****For Next Time:**

- (1) Read selections from *The Republic* and *Timaeus*—Selections are available in the Week Eight Module.
- (2) Participate in Discussion Eight: Any Questions about Plato?
- (3) Begin planning Analysis Paper # 2. Begin gathering/annotating potential Greek sources.

October 10: The Golden Age of Athens (Continued)**For Next Time:**

- (1) Read Zimmermann: Introduction to: *Greek Tragedy: An Introduction*— A PDF of Zimmermann’s Introduction is available in the Week Nine Module
- (2) Begin reading: Aeschylus: The *Euminides*—A PDF copy of *Euminides* is available in the Week Eight Module
- (3) Participate in Discussion Nine: Any questions about the *Euminides*?
- (4) Continue planning Analysis Paper # 2. Begin gathering/annotating potential Greek sources.

Week Nine**October 15: The Golden Age of Athens (Continued)****For Next Time:**

- (1) Finish The *Euminides*
- (2) Continue Discussion Nine
- (3) Continue planning Analysis Paper # 2. Begin gathering/annotating potential Greek sources.

October 17: The Golden Age of Athens (Continued)**For Next Time:**

(1) Read: “The Hellenistic World” (p. 162-170).

(2) Continue planning Analysis Paper # 2. Begin gathering/annotating potential Greek sources.

Week Ten

October 22: Hellenistic Greece

To do for Next Time:

(1) Read: “Rome and its Hellenistic Heritage” (p. 172).

(2) Read: “The Origins of Roman Culture and Republican Rome” (p. 183-190).

(3) Read: Selections from the *Aeneid*—Selections available in the Week Ten Module

(4) Participate in Discussion Ten: Any questions about the *Aeneid*?

(5) Continue planning Analysis Paper # 2. Begin gathering/annotating potential Greek sources.

October 24: The Roman Republic

To do for Next Time:

(1) Read: Selections from Juvenal’s *Satires*—Selections available in Week Ten Module

(2) Read: Cicero *On Duty* (p. 190).

(3) Read: Selections from Seneca’s *Moral Epistles* and *Tranquility of Mind*- Selections are available in Week Ten Module.

(4) Continue planning Analysis Paper # 2. Begin gathering/annotating potential Roman sources.

Week Eleven

October 29: The Roman Empire

To do for Next Time:

(1) Read: Horace, Odes 1-20 – Odes are available at: www.poetryintranslation.com/PITBR/HoraceOdesBkl.php I will also place a direct link in the Week Eleven Module.

(2) Participate in Discussion Eleven: Any questions about Horace’s poetry?

(2) Draft Annotated bibliography.

October 31: The Roman Empire (Continued)

To do for Next Time:

- (1) Read: Christian Rome (p. 262-72)
- (2) The Byzantine Empire (p. 274-288)
- (3) Submit Annotated Bibliography no later than 11:00 AM on November 5.

Week Twelve

November 5: The Fall of Rome in the West and the Byzantine Empire

The Annotated Bibliography is due Today

To do for Next Time:

- (1) Read: Carolingian Culture and the Frankish Kings (p.336-345)
- (2) Read: The Romanesque: The Pilgrimage Church and the Monastic Abbey (p. 347-257).
- (3) Listen to selections of Medieval monophony and read the transcription of their lyrics. Selections can be found in the Week Twelve Module.
- (4) Begin drafting Analysis Paper # 2.

November 7: The Byzantine Empire (Continued) and the Continental Middle Ages; Annotated Bibliographies Return and Consultation

To do for Next Time:

- (1) Read: The Gothic Style (p. 420-431 and 435-443).
- (2) Listen to Selections of Medieval polyphony and read the transcription of their lyrics. Selections can be found in the Week Twelve Module.
- (3) Draft Analysis Paper # 2

Week Thirteen

November 12: Continued

To do for Next Time:

- (1) Read: St. Augustine, selections from *The City of God*—Selections can be found in the Week Thirteen Module
- (2) Read: Saint Thomas Aquinas, selections from *Summa Theologica*—Selections can be found in the Week Thirteen Module.
- (3) Participate in Discussion 12: Any questions about *The City of God* or *Summa Theologica*?
- (4) Draft Analysis Paper # 2

November 14: Continued; Faith and Philosophy

To do for Next Time:

- (1) Read: Geoffrey Chaucer, *Preface to the Canterbury Tales*—The *Preface* is available in the Week Fourteen Module.
- (2) Listen to late medieval polyphony and read the transcription of the lyrics. Selections can be found in the Week Fourteen Module.
- (3) Finish a First Draft of Analysis Paper Two. Submit to Canvas and to your assigned Peer Review group no later than 11:00 AM on November 15. Submit your peer reviews for your partners no later than 11:00 AM on November 16. The Final Draft of Analysis Paper One is due no later than 11:00 AM on November 19.

Week Fourteen

November 19: Continued

Analysis Paper # 2 is due today

To do for Next Time:

- (1) Read: The Black Death and its Literary Aftermath (p. 465-472).
- (2) Read: Boccaccio, selections from the *Decameron* (p. 467 and p. 478-479)
- (3) Read: Petrarch Sonnets 134 (p. 470)
- (4) Read Christian de Pizan, selections from the *Book of the City of Ladies*—Selections are available in the Week Fourteen Module.
- (5) Read the Assignment Sheet for Analysis Paper # 3. The assignment sheet can be found in the Week Fourteen Module.

November 21: The Black Death and the Emergence of the Early Renaissance

To do for Next Time:

- (1) Read: Florence and the Early Renaissance: (p. 484-512).
- (2) Plan Analysis Paper # 3. Gather and annotate potential Medieval and Renaissance sources.

Week Fifteen

November 26: Italian Humanism

To do for Next Time:

- (1) Read: The High Renaissance in Rome and Venice (p. 518-548).
- (2) Plan Analysis Paper # 3. Gather and annotate potential Medieval and Renaissance sources.

November 28- No Class: Thanksgiving Holiday**To do for Next Time:**

- (1) Plan Analysis Paper # 3. Gather and annotate potential Medieval and Renaissance sources.

Week Sixteen**December 3: Continued****To do for Next Time:**

- (1) Read: The Reformation: A New Church and the Arts (p. 589-601).
- (2) Listen to secular English Renaissance music. Selections are available in the Week Sixteen Module.
- (2) Draft Analysis Paper # 3.

December 5: Humanism, Secularism, and the Legacy of the Renaissance**To do for Next Time:**

- (1) Finish a First Draft of Analysis Paper Three. Submit to Canvas and to your assigned Peer Review group no later than 11:00 AM on December 8. Submit your peer reviews for your partners no later than 11:00 AM on December 9. The Final Draft of Analysis Paper One is due no later than 11:00 AM on December 12. Remember: I am available during the entirety of Finals Week. I would be happy to discuss any facet of your paper with you!

December 12

Final Draft of Analysis Paper # 3 is due by 11:00 AM today. Please submit to Canvas.

[C-3]

HUM 250

Fall 2019

Assignment Sheet: Analysis Paper # 2

Overview

For this assignment, you are going to write a 1250 word (ca. 5-page) analysis paper. You will find the prompt for this paper below, as well as my expectations for the assignment and a grading rubric.

Prompt [C-2]

In our study of Ancient Greece and Rome, we were able to read important selections from the *Iliad* and the *Aeneid*. Explain how each epic engages the prevailing attitudes of its culture towards the relationship of the gods and goddesses to humanity. Do the epics seem to endorse prevailing cultural values and beliefs, or do they try to present a more complex perspective? How does your evaluation of this specific aspect of the *Iliad* and *Aeneid* support your understanding of Rome's attempts to distinguish themselves culturally from the Greeks?

Features of the Paper [C-2]

I expect that your submission will meet all of the criteria of an academic essay, including:

- An introduction that presents a clear and original thesis statement.
- Support for this thesis statement in the body of the essay. This support can be derived from class readings, class lectures and discussions, primary artifacts (i.e.: specific pieces of literature, works of art, architecture, etc.) and must include references to at least three outside secondary resources. I will expect to see you reference at least three primary sources of support, as well.
- A conclusion that re-emphasizes the key aspects of your argument for your audience.
- MLA- style citation for all outside resources, and
- Appropriate grammar, punctuation, spelling, structure, and tone—remember ENG 101 is a pre-requisite for this class.

I want to see you critically evaluate the ideas and materials that we addressed in our class, marshalling them so form a cogent perspective/response to the prompt that I have provided for you. It's ok if I do not agree with everything that you say—the Humanities, after all, are a subjective field of study. It is important, however, that you are able to support what you say with appropriate evidence, and that is exactly what this assignment is intended to help you to do.

Remember- I am happy to review or discuss your project with you at any stage of its development! [C-4]

Timeline

(1) Annotated Bibliography- You will present me with an annotated bibliography of at least five secondary sources that could support your claim in Analysis Paper #2 on November 5. I will return this to you on November 7. The annotated bibliography is worth 10 pts.

(2) Rough Draft: The Rough Draft of Analysis Paper Two is due no later than November 15. Please submit directly to your peer review group and to me via Canvas so that we can give you feedback. **[C-4]**

(3) Peer Review: Your peer review of two partners' papers is due on November 16. The peer review is worth 10 pts.

(4) The Final Draft of Analysis Paper Two is due on November 19.

The project, in its entirety, will count for 130 points, or 26 % of your class grade. **[C-1]**

Grading Criteria: Here is the rubric that I will use to evaluate your submission [C-2]

Criteria	Strong	Needs Development	Weak	Comments
Introduction and Thesis Statement (0-20 pts)	18-20 pts	14-17 pts	Below 17 pts	
Development and Support; Inclusion of appropriate number and type of sources (0-30 pts)	26-30 pts	22-25 pts	Below 22 pts	
Critical Engagement with and Meaningful Application of Sources (0-20 pts)	18-20 pts	15-17 pts	Below 15 pts	
Conclusion (0-10 pts)	9-10 pts	7-8 pts	Below 7 pts	
MLA Citation (0-10 pts)	8-10 pts	7 pts	Below 7 pts	
Mechanics (0-10 pts)	9-10 pts	7-8 pts	Below 7 pts	

As always, please let me know if you have any questions or concerns!

[C-3]

HUM 250

Fall 2019

Assignment Sheet: Analysis Paper # 3

Overview

For this assignment, you are going to write a 1250 word (ca. 5-page) analysis paper. You will find the prompt for this paper below, as well as my expectations for the assignment and a grading rubric.

Prompt [C-2]

The border between the Medieval Period and the Renaissance is hazy and often overlapping. Using specific examples from our readings, lectures, and secondary research, explain the most important factors that separate the Middle Ages and the Renaissance. In other words, what does it mean to be 'medieval' in your thinking, as opposed to being a more enlightened member of the Renaissance? Be sure to include example from music, art, literature, and architecture in your response.

Features of the Paper [C-2]

I expect that your submission will meet all of the criteria of an academic essay, including:

- An introduction that presents a clear and original thesis statement.
- Support for this thesis statement in the body of the essay. This support can be derived from class readings, class lectures and discussions, primary artifacts and must include references to at least three outside secondary resources. I will expect to see you reference at least five sources of primary support, as well.
- A conclusion that re-emphasizes the key aspects of your argument for your audience.
- MLA- style citation for all outside resources, and
- Appropriate grammar, punctuation, spelling, structure, and tone—remember ENG 101 is a pre-requisite for this class.

I want to see you critically evaluate the ideas and materials that we addressed in our class, marshalling them so form a cogent perspective/response to the prompt that I have provided for you. It's ok if I do not agree with everything that you say—the Humanities, after all, are a subjective field of study. It is important, however, that you are able to support what you say with appropriate evidence, and that is exactly what this assignment is intended to help you to do.

Remember- I am happy to review/discuss your paper with you at any time during its development! **[C-4]**

Timeline

(1) Annotated Bibliography- You will present me with an annotated bibliography of your secondary sources when you submit your final draft on December 12.

(2) Rough Draft: The Rough Draft of Analysis Paper Two is due no later than December 8. Please submit directly to your peer review group and to me, so that we can give you feedback. **[C-4]**

(3) Peer Review: Your peer review of two partners' papers is due on December 9. The peer review is worth 10 pts.

(4) The Final Draft of Analysis Paper Two is due on November 12.

The project, in its entirety, will count for 130 points, or 26 % of your class grade. **[C-1]**

Grading Criteria: Here is the rubric that I will use to evaluate your submission

Criteria	Strong	Needs Development	Weak	Comments
Introduction and Thesis Statement (0-20 pts)	18-20 pts	14-17 pts	Below 17 pts	
Development and Support; Inclusion of appropriate number and type of sources (0-30 pts)	26-30 pts	22-25 pts	Below 22 pts	
Critical Engagement with and Meaningful Application of Sources (0-20 pts)	18-20 pts	15-17 pts	Below 15 pts	
Conclusion (0-10 pts)	9-10 pts	7-8 pts	Below 7 pts	
MLA Citation (0-10 pts)	8-10 pts	7 pts	Below 7 pts	
Mechanics (0-10 pts)	9-10 pts	7-8 pts	Below 7 pts	

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Thank you.