



Course Title

Course Subject and Number
Semester and Year

RBHL 171

Class Meeting Schedule

Additional Lab Hours Schedule

INSTRUCTIONAL TEAM

Faculty

School

Office Location

Office Phone (optional)

email

Office hours:]

Faculty

School

Office Location

Office Phone (optional)

email

Office hours:

KEY QUESTIONS

FOR FACULTY: All Labs are designed around guiding questions, e.g. “What does it mean to be healthy?” And a few related questions, e.g. “In what ways are diseases cultural and social realities as well as physical conditions?”

- Guiding question #1
- Guiding question #2
- Related question #1
- Related question #2
- Related question #3, etc.

LAB DESCRIPTION

FOR FACULTY: The Lab description should be based on your course flyer. Be sure to include statements about how this Lab meets one criteria from BOTH column A and B for General Studies Humanities Credit (GSC-HU).

A	B
Emphasizes the study of values; the development of philosophies, religions, ethics, or belief systems; and/or aesthetic experience	Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought
Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	Concerns aesthetic systems and values, especially in literature, arts, and design
Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of textual traditions	Emphasizes aesthetic experience and creative process in literature, arts, and design
	Concerns the analysis of literature and the development of literary traditions

CONSULTANTS and COLLABORATORS

FOR FACULTY: types of consultants have included librarians, artists, other faculty, various community organizations, etc.

TYPES of ACTIVITIES

FOR FACULTY: What types of activities can students expect to do in this class. See best practices for a suggested list. Every session should include some kind of hands-on activity. Team-building activities should begin immediately and continue throughout the semester, as should the development of research questions that will lead to Lab outcomes and possible solutions. Developing appropriate skills for sharing those outcomes should also begin early in the semester. Be sure to include activities and/or assignments that promote reflection on the learning students are doing throughout the semester.

LAB OUTCOMES

FOR FACULTY: These are not learning outcomes for the students but rather students' conclusions and proposed solutions based on their work with the semester's guiding question. These outcomes may be a variety of formats: video, mural, policy recommendation, podcast, published op ed, etc. Instructors may pre-determine these outcomes or let students choose. Indicate which here.]

LEARNING GOALS

FOR FACULTY: Edit the learning goals for your particular Lab. Below are a sampling that hold true across all Humanities Lab courses.

- Practice developing modifying, and proposing research questions.
- Recognize that to design and administer an effect research investigation requires determining the appropriate methods for the problem/project being addressed and that making such a determination requires
 - Identifying a wide variety of methods within and outside of one's discipline (strategic knowledge) and the possible sources of one's own bias towards any of them (self-knowledge)
 - Evaluating the merits of those approaches toward achieving generative outcomes
 - If beneficial to the inquiry, synthesizing more than one of the methods into an unified approach, and
 - Be able to explain and implement the approach.
- Practice and demonstrate increased collaborative research skills through working with others from a wide array of disciplines.
- Recognize nuance and grow more comfortable with ambiguity while developing the tenacity to persist when difficulties (ex. False leads and dead ends) arise.
- Demonstrate knowledge and skills acquired by designing a collaborative, interdisciplinary outcome design.]

REQUIRED MATERIALS

LAB STRUCTURE

FOR FACULTY: The below is a standard language you may use and edit for your syllabus:

The course is designed to offer both hands-on inquiry pursuits (assessing the field and creating new knowledge) and practice-based knowledge (HOW to do something). You are expected to seek out readings, activities, methods that meet your own creative and scholarly aims and pursuits. Our time together in this Lab is not to present an exhaustive and definitive chronicling of the challenge but to work toward possible solutions and share that knowledge with others, bringing us one step closer to a more humane and sustainable future.

Attendance

FOR FACULTY: Because of the nature of Humanities Labs, students are expected to attend all course sessions. Below is a boilerplate you may use or edit:

It is impossible to learn from your fellow students when you or they are not there. As such attendance is required in this course. Should you have to miss a class, contact your instructor as far in advance as possible. Depending on the nature of the absence, the instructor may elect to deduct points from your overall grade. Absences can be excused for religious observances or practices that are in accord with ACD 304-04 or university sanctioned events/activities that are in accord with ACD 304-02. Absences will impact your participation grade and undoubtedly impact your ability to effectively contribute to your core group projects.

Assignments

FOR FACULTY: Describe the core assignments. For examples see the [Humanities Lab—Instructors Canvas site](#). Assignments should also demonstrate how the Lab fulfills GSC—HU requirements given above. Projects should be broken down into smaller graded pieces (ex. proposals, prototypes, drafts, annotated bibliographies, storyboards, and reflections). These assignments should be a mix of individually-graded and group-graded assignments. Outcomes/solutions should be group-graded. Students take a more positive view of teamwork when they feel instructors are monitoring and rewarding group progress. Other individual assignments may include weekly reflections/mind maps, activities, active participation.

Grading Information

FOR FACULTY: Within this section, include your grading policies (break-down of overall grade percentage/points, policy on incompletes, late assignments, grade appeals, etc.) AND the following information (feel free to use the language provided):

This course is unlike any other at ASU. You will be given a great deal of responsibility and expected to step outside your normal academic comfort zone by working with others from a variety of backgrounds, in new mediums, with new methods, etc. There will be room for you and us to reflect on these challenges throughout the course, particularly in your reflection assignments, and factor these challenges into your grade so that you are not penalized for trying something new.

<i>A+</i>	<i>100-97</i>
<i>A</i>	<i>96-94</i>
<i>A-</i>	<i>93-90</i>
<i>B+</i>	<i>89-87</i>
<i>B</i>	<i>86-84</i>
<i>B-</i>	<i>83-80</i>
<i>C+</i>	<i>79-77</i>
<i>C</i>	<i>76-70</i>
<i>D</i>	<i>69-60</i>
<i>E</i>	<i>59-0</i>

FOR FACULTY: Insert latest university policies and guidelines.

SCHEDULE

FOR FACULTY: Include in your semester scheduler the guiding question(s) that the Lab will be addressing that day/week, an activity for each lab session, assignments/readings, and suggested guidelines for students to focus on during their additional Lab time. Below is a suggested format with a sampling of activities/assignments. For a list of “best practices” activities see the [Humanities Lab—Instructors Canvas page](#).

FOR FACULTY: A study by Ekimova and Kohurin (2015) found that student attitudes towards teamwork improved following team-building exercises so be sure to include team-building activities (ex. peer relations/communication building, solving problems, and student “asset mapping” or tapping into student skills and knowledges) early on in your Lab activities. Suggestions for team-building exercises are posted on the Humanities Lab—Instructors Canvas site. Additionally, student attitudes toward teamwork tends to improve when students are given time in class to work on their inquiry/outcome, especially giving them sufficient time for exchanging ideas and planning.

FOR FACULTY: Be sure to start planning outcomes/solution early in the semester and to build in time to develop them. Also, do not schedule the outcome for the very last class period. That week is so very busy it is difficult to bring in an audience and it is imperative to build in time for student reflection.]

Week 1		
Guiding Question(s):		
	Date	Date
Reading		
Activity	Asset mapping	
Assignment		
Additional Lab hours		

Week 2		
Guiding Question(s):		
	Date	Date
Reading		
Activity		
Assignment		
Additional Lab hours		

Week 3		
Guiding Question(s):		
	Date	Date
Reading		
Activity		
Assignment		
Additional Lab hours		Student groups begin to develop their research questions

Week 4		
Guiding Question(s):		
	Date	Date
Reading		
Activity		

Assignment		
Additional Lab hours		

Week 5		
Guiding Question(s):		
	Date	Date
Reading		
Activity		
Assignment		
Additional Lab hours		

Week 6		
Guiding Question(s):		
	Date	Date
Reading		
Activity		
Assignment		Submit research proposal for faculty/community partner feedback
Additional Lab hours		

Week 7		
Guiding Question(s):		
	Date	Date
Reading		
Activity		
Assignment		
Additional Lab hours		

Week 8		
Guiding Question(s):		
	Date	Date
Reading		
Activity		
Assignment		
Additional Lab hours		

Week 9		
Guiding Question(s):		
	Date	Date
Reading		
Activity		
Assignment		
Additional Lab hours		Student groups devise ways to present their results to the public. What is the goal of your presentation? Who is your audience, what do you

		want them to know/do, and what is the best way to achieve that outcome?
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Week 10		
Guiding Question(s):		
	Date	Date
Reading		
Activity		
Assignment		
Additional Lab hours		

Week 11		
Guiding Question(s):		
	Date	Date
Reading		
Activity		
Assignment		
Additional Lab hours		

Week 12		
Guiding Question(s):		
	Date	Date
Reading		
Activity		
Assignment		
Additional Lab hours		

Week 13		
Guiding Question(s):		
	Date	Date
Reading		
Activity		
Assignment		
Additional Lab hours		

Week 14		
Guiding Question(s):		
	Date	Date
Reading		
Activity		
Assignment		
Additional Lab hours		

Week 15		
Guiding Question(s):		
	Date	Date

Reading		
Activity		
Assignment		
Additional Lab hours		

REMEMBER: Labs are responsible for submitting their final outcomes to the Humanities Lab staff.