**Dr. Chris Carney**

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**English and Humanities Departments**

**Houston Community College**

*“*[*Learning happens in the minds and souls, not in the databases of multiple-choice tests.*](http://www.brainyquote.com/quotes/quotes/k/kenrobinso561876.html?src=t_learning)*”*

***- Sir*** [***Ken Robinson***](http://www.brainyquote.com/quotes/authors/k/ken_robinson.html)

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**Learning Web**:

<http://learning.hccs.edu/faculty/christopher.carney>

Welcome to

**HUMA 1301** (CRN: 16843) / Asynchronous ONLINE Course

**FALL 2020 (8/24 – 12/13)**

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*“As the unity of the modern world becomes increasingly a technological rather than a social affair, the techniques of the arts provide the most valuable means of insight into the real direction of our own collective purposes.”*

**-- Marshall** [**McLuhan**](http://www.brainyquote.com/quotes/authors/m/marshall_mcluhan.html)

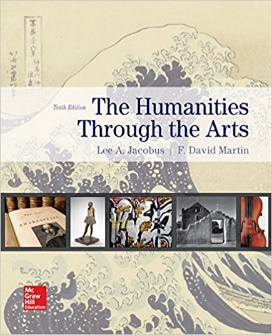
**Note: This class is hosted entirely in Canvas, as my Canvas page is where you will find all official assignments and announcements for this class after it officially starts.** *Also. . .* This **Distance Education Course** (DE) occurs entirely online! ***Therefore, it is expected that you will thoroughly fulfill your responsibility to understand and apply what this means, how it applies to you, and what specific/unique responsibilities are associated with this form of instruction.***

**Be sure to check CANVAS for announcements every day! While I may not make an announcement every day, it is good practice for you visit CANVAS every day and check your HCC email frequently. In addition to announcements, you’ll also need to go to Canvas for assignments, quizzes, and chat discussions.**

**I. Required Materials**

**REQUIRED TEXT** (must have by day two): ***The Humanities Through the Arts* / 10th Edition**

**Lee Jacobus and David Martin**

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**( ISBN:** 978-1260154184 )

**Required Access\*: CANVAS, (HCC Email/Outlook), and TURNITIN.COM**

**\****Students will need consistent access to the internet to take this course, as well as basic word processing skills.*

Also, this particular course requires access to **downtown Houston\*** to visit specific museums for the midterm and final exams. Your HCC student ID gives you (not everyone in your party) free admission to these museums, so don't forget it when you go. However, you will naturally be required to provide your own transportation to these venues, and timing of your visit prior to the midterm and final exam are your responsibility (be sure to call museums first and/or visit their website before making plans; ask any and all questions necessary).

***\**** *I assume students are in the greater Houston area. However, as is common to DE courses, you may reside somewhere very far away from Houston. If so, email me and tell me where you are. We can then find alternatives to museum visits based on your location.*

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**II. Email Communication:**

***What and When?*** I check emails *throughout the work week* Mon-Friday between 9 am & 5 pm; after 5:00 and weekends are not hours in which I am obligated to be online nor respond to messages (on occasion I still do, but this is the exception and not the rule). As a rule, I try to respond to messages as soon as possible; thus, the longest you should wait for a reply from me will be 24 hours because, in addition to two DE courses, I’m teaching traditional courses in physical classrooms as well throughout the day.

***Where?* Please be aware that sending messages through Canvas is not the same as sending me an email through Outlook and/or the HCC email system. You have an email account issued to you by default through paying your fees; you need to ALWAYS USE OUTLOOK EMAIL WHEN YOU MESSAGE ME—NOT CANVAS!**

***How and Why?*** As a rule, and as preparation for your future college courses and work careers, **I do expect a proper/professional greeting in emails**--including an opening with my name and a closing with yours (otherwise I may choose *not* to answer your email). Also, be sure to write the words “**HUMA DE**” somewhere in your **subject line**, since I am teaching other courses in English and I often check my email with my phone; indicating which class you are in goes a long way in helping me help you! In addition to a professional greeting, I expect the body of your messages to sound professional and courteous, since you are identifying yourself as a college student by taking this course*—and* ***college students should communicate like the college graduates they hope to become! Finally, regarding the “how” of email messages, they need to be coherent and college-level in terms of grammatical clarity! Be advised: I will not respond to messages with such severe grammatical errors that they do not resemble messages written by college students!***

***When (again)?*** You’ll notice that due dates for various essay assignments to Turnitin.com are set for Saturday nights by 11:59 PM. This time was simply designed to give students all of Friday and Saturday to complete and/or revise such assignments around work schedules and other obligations. This does NOT imply that I am available to communicate throughout these due-date weekends. Do not attempt to create your Turnitin.com account within the hour of the first due date.

Generally speaking, I firmly believe that **communication is vital** both to your success and mine! Therefore, I strongly encourage you to please bring any concerns, questions, or suggestions to my attention as soon as they arise—regardless of how small or seemingly insignificant you might *think they are*! In short, when it comes to communication, *never* feel as though you cannot talk to me! ***On some occasions, I might determine that I can meet your needs and those of others more effectively if I address your email as a class announcement (keeping your identity anonymous, of course, unless you indicate otherwise) as opposed to writing a long single response to you alone.***

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**Finally,** **be sure to check CANVAS for announcements every day! While I may not make an announcement every day, it is good practice for you visit CANVAS every day nonetheless.**

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**III. Course Definition, Description, Prerequisites, and Goals:**

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| **A. HCC Course Definition and Description** |
| An interdisciplinary, multi-perspective assessment of cultural, political, philosophical, and aesthetic factors critical to the formulation of values and the historical development of the individual and of society. (Texas ACGM – Approval Number: 24.0103.51 12)  **This course investigates connections between individual human lives and a broad range of culture, aesthetics, and philosophy.** (HCCS Catalog). Fulfills HCCS CORE Multicultural Studies requirement; Workforce requirement for the Humanities; and HCC Elective. Global Studies Certificate course. |

**B. Expanded Definition and Description:**

***An introduction to the Arts and Humanities.***

**The course investigates the relationships and interconnections between individual human lives and works of imagination and thought. Students focus on the connections between their own lives/societies and those expressed by others in different times and places**. **We will be looking three major time eras of human history, often referred to as pre-modern, modern, and postmodern eras.** Beyond focusing our attention on exact dates that began or ended an era, since such sharp distinctions are subject to debate, our primary interest will be on the unanimously agreed-upon ***characteristics*** that mark the three eras, with most of our focus being placed on the modern era and/or the transition into the postmodern era within the context of *Humanities Through the Arts*—the title of our course text.

As students examine tangible manifestations of human imagination and thought, they will hopefully see how such works only become evident because of the intangible values and philosophies that shape them—of which we will likewise study and discuss. We will examine and celebrate a wide variety of innovations, by innovative people, who perceived worlds beyond their own to advance humanity. **Through inquiry into selected literature, philosophy, and works of visual/performing arts, students will engage in critical thinking, form aesthetic judgments, and develop an appreciation of the arts and humanities—thus making them more informed and valuable citizens.**

**Students will attend museum and gallery exhibitions and/or performances (2).** They will also be introduced to **readings, fiction and non-fiction, in several genres from a variety of cultures**, in addition to **a wide range of art work and movements.** Students will **respond the to the work they study** in a variety of ways including **oral presentations, formal written assignments, and informal journal responses.**

“The invention of print, however, made it easier to manipulate public opinion, and the film and the radio carried the process further. With the development of television, and the technical advance which made it possible to receive and transmit simultaneously on the same instrument, private life came to an end.”   
**―** [**George Orwell**](http://www.goodreads.com/author/show/3706.George_Orwell)**,** [***1984***](http://www.goodreads.com/work/quotes/153313)

***Orwell’s novel was written in 1951 (long before the advent of the internet!)***



**IV. Learning Objectives and Outcomes:**

***Upon successful completion of this course,* students will . . .**

1. **Demonstrate** awareness of the scope and variety of works in the arts and humanities.
2. Articulate how these works express the values of the individual and society within an historical and social context.
3. **Articulate** an informed personal response and critically analyze works in the arts and humanities.
4. **Demonstrate** knowledge and understanding of the influence of literature, philosophy, and the arts on cultural experiences.
5. **Demonstrate** an awareness of the creative process and why humans create.

***During This Course,* Students Will . . .**

1**. Identify** representative themes and developments in the humanities.

2. **Define/explain** representative themes and developments in the humanities.

3. **Review, Analyze, Discuss and Relate** representative terms, artists, works, figures, and artists in

philosophy, literature and the visual and performing arts.

4. **Assess and/or Critique** cultural creations (works) in the humanities, particularly through

comparison /contrast and inter-connectivity

“That's what education should be," I said, "the art of orientation. Educators should devise the simplest and most effective methods of turning minds around. It shouldn't be the art of implanting sight in the organ, but should proceed on the understanding that the organ already has the capacity, but is improperly aligned and isn't facing the right way.” **―** [**Plato**](http://www.goodreads.com/author/show/879.Plato)**,** [***The Republic***](http://www.goodreads.com/work/quotes/1625515)

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**V: Adhering to C.O.R.E. Objectives**

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

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| --- |
| Students enrolled in this core curriculum course will complete assignments designed to cultivate the following core objectives:   * **Critical Thinking Skills** — to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information * **Communication Skills** — to include effective development, interpretation and expression of ideas through written, oral and visual communication * **Personal Responsibility** — to include the ability to connect choices, actions and consequences to ethical decision-making * **Teamwork** — to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal * **Social Responsibility** — to include the ability to connect choices, actions, and consequences to ethical decision-making |

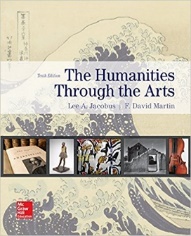
**VI: Assignments**

**∙ Connecting Humanities Essay:** First, as the title of this assignment denotes, you can expect this essay assignment to synthesize and incorporate (“connect”) individuals, mediums, works of art, philosophies, historical events, geographical places, and social/artistic/intellectual/technological movements discussed in the book. It will require you to develop your own unique focus as you explain and defend your conclusions through strong (provable) insights, inferences, and perspectives. You will be expected to treat this assignment as a formal essay, which means that it needs to be edited for clarity and formatted according to either **MLA or APA** guidelines (whichever you are most comfortable using correctly). **200 Points (Two @ 100 Points Each** *OR* **One @ 200 Points)**

**∙ Critical Responses to Museums (Midterm and Final Exam).** You will be required to visit TWO museums for our class this semester. Following these visits, on designated exam dates, you will be asked to write critical responses to very unique/specific prompts I’ll ask you to answer. **NOTE: a valid receipt of your visit AND a “selfie” photo at a designated location inside the museums are required in order to take both exams (for DE students, these will need to pasted right into the text box on Canvas).** If these proofs are not included, your exam will not be read. **200 points** **(Two @ 100 points each**

**∙ Exploring Humanities Journal (8)**: You will be asked to write **8** journal entries, each approximately **1,000 words** in length and VERY **informal** in terms of correctness of form (grammar/spelling). **All the journal entries you write will be direct responses to various selections from media and reading material I will post with each prompt in CANVAS.** Maybe you’ll discover that some ofthese videos/discussions will involve subject matter that you may or may not entirely understand. Well, let me just remind you that the point of learning new things is just that: *learning new things and enjoying the ride!* The ultimate goal behind viewing media selections, completing the required reading associated with them, and responding to journal prompts themselves in these informal assignments is not to prove a complete mastery of their contents in order to pass some sort of standardized test. ***Rather,*** the very point of viewing and engaging in this content is for you to first appreciate what you see and hear discussed; then respond, in your own words, through engaged and inter-connected responses. For more information on these assignments, refer to the detailed guidelines sheet for the “EH” assignments I will post in Canvas. ***I do NOT want to see a mere retelling or reporting of what you see or read, as every journal response should be loaded with your interpretations, insights, CONNECTIONS, and OPINIONS! Remember, there is no excuse for not offering your own opinions.* 400 points (8 entries @ 50 points each)**

**∙ Quizzes (2)**: You can expect to take two quizzes in this class. Each covers roughly half of the assigned reading content in the class. See course schedule for assigned readings, specific quiz dates, and what each quiz covers. **200 points** **(each quiz = 100 pts.)**

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***Technology/Engineering/Design* *Royal Society for the Arts***

**VII. Grading:** Unless I make changes and announces otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as follows:

**200 Points** Formal **Connecting Humanity Essays: 1 @ 200 pts. - 200**

**200 Points** **Midterm and Final Exams** (both exams require museum visits)**: 2 @ 100 pts. each - 200**

**200 Points Quizzes: 2 quizzes at 100 pts each -- 200**

**300 Points**  Informal **Exploring Humanity Journal:** **8 entries @ 50 pts each** **-- 400**

**1,000 Points**

**Grading Scale**: 900 – 1,000 = **A**, 800 - 899 = **B**, 700 - 799 = **C**, 600 - 699 = **D**, 0 - 599 = **F**. **FX** is awarded to those students who make an F and stop attending.

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**VIII. - Submitting Work: All Work must be submitted directly into Canvas on or before the deadline. LATE WORK WILL NOT BE ACCEPTED. *Even though Canvas does not provide me with a "reject" feature for work submitted after the deadline, the date/time of submission is still plain to see and I reject it.* I suggest not waiting until the last minute/hour to submit work!**

**IX. - The MLA and APA:**

The best resource for the current MLA or APA format and citations is found at Purdue OWL Online. If you’re not up to speed with correct format, then just Google “Purdue Owl” and click “MLA” or “APA”. All submissions must be formatted according to general MLA/APA guidelines, which can be found almost anywhere in English Composition textbooks, grammar books, and online beyond the OWL.

The general format for MLA is size 12, standard (Times New Roman) font, double-spacing throughout, one-inch margins all the way around, centering the title, and using the proper heading with your name, instructor’s name, course, and date, inverted in the upper left corner, as well as your last name and page number in the upper right corner, ½ inch down from the top. Please us only Times New Roman for this course. If you have never seen an MLA or APA formatted paper before, it is best to view the layout online or in a book and then compare yours to the sample in front of you. ***NOTE: typed work that is not in accordance with either MLA or APA format will either receive significant point deductions or will simply not be accepted. I am quite familiar with both formats.***

**X. - Academic Honesty- Plagiarism/Cheating:** Please see the Houston Community College Academic Honesty position. *Plagiarized work (*stolen work), whether intentional or unintentional, will receive zero points. No rewrite will be extended for a plagiarized essay, and the missing points can easily lead to failing the class. I have seen a great deal of “patchwork plagiarism” lately, where large sections are directly copied, and the writer has inserted a word or two of his own to break it up. Guess what? This is still stealing/cheating and I will still fail it! Do not send in your work to Turnitin unless you are positive that you have given all necessary credit and citations. *Cheating*, a morph of plagiarism, includes, but is not limited to, weak or irresponsible paraphrasing, in that it is difficult to tell where the intellectual property of another ends or begins, as well as*recycled work* that has been submitted to another professor (or me), ranging from one sentence or one paragraph, to multiple pages. General cheating or direct plagiarism on any assignment equals an automatic zero with no opportunity to rewrite. When in doubt, add quotation marks and the author’s name.

**To plagiarize is to submit the words/ideas of another as one’s own without giving them due credit they deserve. It is a form of theft, in addition to being academically dishonest and unethical**. Like all other forms of cheating, plagiarism carries serious penalties that are not onlyenforced by me, but also by HCC.

***HCC Official Policy states:***

*“Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. Cheating on a test includes copying from another student’s paper; using, during a test, materials not authorized by the person giving the test; collaborating with another student during a test without authority; knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an un-administered test; or bribing another person to obtain a test that is to be administered. ‘Plagiarism’ means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work for credit. ‘Collusion’ means the unauthorized collaboration with another person in preparing written work offered for credit.”*

**If you consult any sources, whether oral or written, you must clearly distinguish between your words/ideas and theirs at all times. Students who plagiarize, collude, or cheat may face disciplinary actions that include a zero for the assignment, an F for the course, and/or further administrative action** (see on-line student handbook). For more on plagiarism, refer tothe HCC Library site or the HCC Student Handbook.

**Be prepared to submit final drafts of all essays to turnitin.com:** I strongly suggest not underestimating my ability to find/identify plagiarism through powerful resources, such as turnitin.com (among others)! Be advised: **IF ONE OF YOUR PAPERS IN THE CLASS IS FOUND TO BE SIGNIFICANTLY PLAGIARIZED** (I DETERMINE “SIGNIFICANT”), THEN YOU CAN BE **ASSURED** OF AUTOMATICALLY **FAILING THAT ASSIGNMENT**, **LOSING THE ABILITY OF EARNING ANY EXTRA CREDIT**, AND **LOSING “PARTICIPATION” POINTS**. Depending upon the degree of severity, I may decide to forward this serious academic violation for administrative review, accompanied by a strong recommendation that the student in question should fail or be removed from the course entirely.

**FAIR WARNING: A first plagiarized paper** will receive a zero with no possibility of a rewrite. **A second plagiarized paper** will result in either failure of the course (I will seek removal from the course administratively).

**XI.** – **A Few Guidelines Regarding the Two “Formal” Papers**

**Both formal essays (or one formal essay, depending on the class) get submitted in Canvas** (see course schedule for specific submission dates).

* These two assignments (or single assignment, depending on the class) are worth **200 points of 1,000 total points**.
* The **detailed writing prompt** sheet(s) on Canvas that must be carefully followed.
* **Additional Resources** to help you with the essay will be provided on the same Canvas assignment page.
* These assignments are l**onger and more developed than EH assignments.**
* Must be **thoroughly revised, edited—containing few or no errors**. A complete lack of clarity will result in a failing grade for the assignment, no matter how superb the idea content!
* When applicable, **a *minimum* of three standard, sandwiched direct quotes per each typed page** (called “in-text quotes” in MLA language).
* When applicable, **a maximum of two “block quotes” per essay (4 or more typed lines together)**, three for the research paper. Block quotes must be formatted properly (MLA or APA) as blocks.
* **First person pronouns (such as “I, me, my, we, us”) are not allowed in formal essays you write in this class**, and **second person pronouns (such as “you” and “your”)** should never be used in college essays of any kind. Using these voices will result in point deductions.
* Please **substitute slang words like “alot” for more formal words like “many” or “much”.** Please **spell out informal contractions, such as writing “did not” instead of “didn’t”**
* A **correctly-formatted MLA “Works Cited” page is required** for all essays in which quotes are used.
* **Plagiarized papers will receive a zero with no possibility of a rewrite (so please don’t ask)!!!!!!!**
* **Slang, non-academic, and/or highly informal word choices will result in point deductions in formal essays.**

**NOTE:** ***Even without plagiarizing, an essay can still receive a low or a failing grade for having a disproportionate amount of content from source material, since doing so provides so little of your writing for me to evaluate that I have no other choice than to fail the assignment for quantitative reasons alone! In case you are unaware of this feature of Turnitin.com, the site provides me with a specific percentage of words from outside sources on every essay. So, an essa requiring source material should have a source-usage percentage of approximately 20 percent-- which is what I consider a “healthy” percentage.*** By contrast, “unhealthy” numbers like 10 and 15 percent are too weak (under-usage of sources) and numbers like 50, 60, and 70+ percent are also unhealthy (over-usage of sources).

Essays will be returned (and/or visible for viewing at turnitin.com) approximately **two weeks** after the submission date in a 16-week semester class and after 5 days in a summer class. They will receive a numerical score, comments, and corrections. Please do not ask me when papers will be returned, as you are being informed here. *Also, be sure to keep a hard copy, or an electronic backup copy, of all assignments you submit online.*

**Rewrites:** A **rewrite is a privilege, not a right.** Rewrites are available **for the two formal essays, but never for plagiarized papers.** Rewrites must be sent as attachments to my email and will receive only a point score based on improvements.

**Rewrite Guidelines:**

* **Essay must have been received on time and accepted.**
* **Essay must have been full-length when received.**
* Essay rewrite **must contain at least 25% new content material**, proven by being highlighted in the text or explained in an attachment. This means **new content, not merely fixing grammatical errors.**
* Essay must thoroughly and thoughtfully address all of the instructor’s comments (suggestions for improvement) in order to receive additional points. No points will be awarded for partial improvements.
* Essay **must be accompanied by a separate summary paragraph of instructors’ comments in the email body and *how* each comment was addressed** by the student in the rewrite.
* Essay **grades cannot go down after rewrites, even if the new paper is worse ;).**
* ***Essay*** ***grade can potentially go*** from any grade to an “A”. The original lower grade will not be held against the student in a rewrite.
* Rewrites are due 2 weeks after paper is graded (3 days after in a summer class).
* **There are no reminders sent out, so students must mark the date that essays are returned.**
* **No rewrites for “A” papers.**

***Here is an example of how ALL quotes should look for this class, the “MLA Sandwich Quote”:***

Thoreau writes, “I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived” (61). It is clear that Thoreau is seeking to find purpose in his life; he does not want to get to the end and find that he had never really lived, which supports the idea that….

**So, in the previous example above we see the sandwich.** Use a lead-in (top slice of bread) with the author’s name and a comma, followed by the direct quote itself (what’s inside the sandwich) inside the quotation marks, then the parentheses go around the page number, and it all ends with a period outsidethe completed citation. After this, you will often offer some clarification of the quote or a sentence that integrates or highlights the objective of the paper, which you can see above. Important: No double punctuating. No double citing, where the author’s name appears redundantly again at the end. *Please only use complete sentences that begin with capital letters, like all sentences do, as your direct quotes. Do not come into a sentence midway.* **Because you have now seen and read about this citation, you are accountable for it. Simply use it as a template for your work.**

**XII. -- Participation:** Online participation means engaging in everything I post on CANVAS and communication with both me and group members/peers.

• Turn in *all* of the assignments on time.

• Email me when there are questions. DO NOT ask me questions on Chat; rather, ask each other.

• Contribute to "Discussions", when applicable.

• Answer my emails to you within 24 hours (excluding weekends).

• Always treat community (class) members and instructor with professionalism and respect.

• Work with peers to better understand assignments and readings (through chat or discussions).

• Treat others in the class as you would like to be treated, and value one another’s differences.

**XIII. – Extra Credit:** Extra credit, just like a rewrite, is a privilege. I do not always offer extra credit; I make this determination towards the end of the term, based upon the overall sense of engagement and/or proactive collegiate engagement I observed throughout the class. It is also designed for students who turn in all of their assignments but may need some help earning back lost points. It is *not* for students who skip assignments or cheat/plagiarize. Again, EC assignments for eligible students, if I offer them at all, will be determined and assigned towards the end of the class term. Again, these will be open only to students who have not missed *any* formal or informal assignments.

**XIV. – Midterm and Final Exams:** BOTH EXAMS in this class REQUIRE MUSEUM VISITS before taking them! See details regarding this requirement elsewhere in the syllabus and in the assignment posts on Canvas. These exams are written**, timed essays** that must be **taken within a designated period of time** (see schedule) with no exceptions, except for students with ADA accommodation letters. For hybrid students and students in traditional face-to-face classes: these exams will occur during class times. **For DE students: these exams will be on two designated dates established at the beginning of the semester; they will not require a specific location (i.e. you can take it at home), but they will require two non-negotiable THREE-HOUR time windows! Be sure you have established whatever necessary accommodations you will need with work or family members as soon as you see these dates posted in the schedule!** The exact date and time for these exams, as with other assignments and their respective due dates, will be posted in Canvas once class officially starts.

**XV - EGLS3 Online Evaluation**

Students will be expected to participate in the **EGLS3 – Evaluation for Greater Learning Student Survey System.**

At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term—and please take it. **I offer you 5 extra credit points for verification proving that you completed the survey.**

**XVI. -- Tutoring at HCC Writing Centers:**

You are strongly encouraged to take advantage of the free tutoring available to you in the Writing Center at many HCC campuses. Tutors can help you organize and develop ideas for your writing assignments and work with you on problems with grammar/mechanics. ***Tutors do not write, rewrite, edit, or correct papers for you,*** *but they can help you to do the tasks better yourself.*

**XVII. -- ADA Statement**

Any student with a documented disability (such as physical, learning, psychiatric, vision, hearing, and so on) who needs to arrange reasonable accommodations must contact the Disability Services Office at the beginning of the semester. Faculty members are authorized to provide only the accommodations requested by the Disability Support Service Office. Only those accommodations specified by the Center, in accordance with Texas law, may be provided.

***Reasonable Accommodations*:** Any student with a documented disability (e.g., physical, learning, psychiatric, etc.) who needs to arrange reasonable accommodations must contact the appropriate HCC Disability Support Service (DSS) Counselor at the beginning of each semester. Faculty members are authorized to provide only the accommodations requested by the Ability Support Services Office.

For questions, contact Donna Price at 713.718.5165 or the Disability Counselor at your college. Get more detailed information on Disability Services at HCC here: <http://www.hccs.edu/district/students/disability-services/>

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**XVIII. -- Library and Computer Labs**

***Libraries*:** HCC has a Learning Resource Center at each campus for student use. The library provides electronic resources including an online catalog system as well as numerous databases that contain full-text articles all available at <https://library.hccs.edu>. Additionally, many of the required texts are on reserve at the library. Find out library locations and hours here: <http://library.hccs.edu/about_us/intersession_hours>

***Open Computer Labs*:** Students have free access to the internet and word processing in open computer labs available at HCC campuses. Check on the door of the open computer lab for hours of operation.

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**XIX. -- Additional and/or Newly Updated Policies at HCC**

***Title IX Discrimination*:** Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students’ rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students>Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations.

Log in to [www.edurisksolutions.org](http://www.edurisksolutions.org). Sign in using your HCC student email account, then go to the button at the top right that says **Login** and enter your student number.

Any student who feels they have been discriminated against or harassed on the basis of race, sex, gender identity, gender expression, national origin, religion, age, disability, sexual orientation, color or veteran status including sexual harassment, has the opportunity to seek informal or formal resolution of the matter. All complaints/concerns should be directed to the Office of Institutional Equity, 713 718-8271 or [oie@hccs.edu](mailto:oie@hccs.edu).

Additional information may be obtained online.

Visit <http://www.hccs.edu/district/departments/institutionalequity/>

Complaints involving sexual misconduct to include but not limited to: sexual assault, stalking, dating violence, sexual harassment or domestic violence should be directed to the HCC Title IX Coordinator, Renée Mack at 713 718-8272 or [renee.mack@hccs.edu](mailto:renee.mack@hccs.edu).

**“Campus Carry”**

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>

Schedule

(see next page)

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**- Schedule -**

**Class Text:**

***The Humanities Through the Arts (10th Edition) by Jacobus and Martin***

**FALL 2020 Course Calendar:**

**KEY DATES: Sept 7 (Labor Day); Nov. 26 – 29 (Thanksgiving); Dec 21 – Jan 3 (Winter Break)**

| **Week** | **Dates** | **Topic / Assignments Due** |  |
| --- | --- | --- | --- |
| 1 | Week beginning on 8/24 | Introduction to class and general discussion of the Syllabus. Discuss the "Writing Process," formal versus informal writing, and the first formal essay assignment.  READ **Syllabus** thoroughly. READ my **CANVAS home page** thoroughly. **OBTAIN REQUIRED BOOK THIS WEEK! RESPOND to the "DAY ONE INTRODUCTIONS" ANNOUNCEMENT in CANVAS (one continuous thread--not separate responses) by midnight on WEDNESDAY 8/26 !** |  |
| 2 | Week beginning on 8/31 | This week, read the following: ***Preface, Chapter 1 (The Humanities: An Introduction), and Chapter 2 (What is a Work of Art?)*** |  |
| 3 | Week beginning on 9/7 | This week, read the following: ***Chapter 3 (Being a Critic of the Arts), Chapter 4 (Painting)***  **Friday 9/11 by 11:59 PM: Informal Assignments (EH's) #1 & #2 DUE in Canvas!** (two separate assignments; DO NOT combine them!) |  |
| 4 | Week beginning on 9/14 | This week, read the following: ***Chapter 5 (Sculpture) and Chapter 6 (Architecture)***  **NOTE: QUIZ #1** this week on **SATURDAY 9/19 from 9 AM to noon**; this quiz covers ALL READING assigned UP TO WEEK 4 |  |
| **5** | Week beginning on 9/21 |  |  |
| 6 | Week beginning on 9/28 | This week, read the following pages: ***Chapter 7 (Literature), Chapter 8 (Theatre)***  **Saturday 10/3 by 11:59 P.M. – Formal paper #1 due.** |  |
| 7 | Week beginning on 10/5 | This week, read the following: ***Chapter 9 (Music) and Chapter 10 (Dance)***  **Tuesday 10/6 by 11:59 PM**: **Informal Assignments (EH's) #3 & #4 DUE in Canvas!** (two separate assignments; DO NOT combine them!) |  |
| 8 | Week beginning on 10/12 | This week, read the following: ***Chapter 11 (Photography), Chapter 12 (Cinema)***  **Weds 10 /14: MIDTERM EXAM: 6:00 – 9:00 PM in Canvas** |  |
| 9 | Week beginning on 10/19 | This week, read the following: ***Chapter 13 (Television and Video Art)*** |  |
| 10 | Week beginning on 10/26 | This week, read the following: ***Chapter 14 (Is It Art or Something Like It?)***  NOTE: **QUIZ # 2 on SATURDAY 10/31 in Canvas (open from 9:00 AM to noon)**; THIS QUIZ covers all reading assigned AFTER Quiz 1 |  |
| 11 | Week beginning on 11/2 | **Tuesday 11/3 by 11:59 PM: Informal Assignments (EH's) #5 & #6 DUE in Canvas!** (two separate assignments; DO NOT combine them!) |  |
| 12 | Week beginning on 11/9 |  |  |
| 13 | Week beginning on 11/16 |  |  |
| 14 | Week beginning on 11/23 | **NOV 26 – 29 : Thanksgiving Break (Thurs – Sun)** |  |
| 15 | Week beginning on 11/30 | **TUESDAY 12/1 by 11:59 PM:** **Informal Assignments (EH's) #7 & #8** DUE in Canvas! (two separate assignments; DO NOT combine them!)  **Saturday by 12/5 11:59 PM: Formal Essay # 2 due** |  |
| 16 | Week beginning on 12/7 | ***This Week:* FINAL EXAM on Tuesday 12 /8 in Canvas FROM 5:00 – 9:00** |  |

**Note: A word about midterm and final exams in this DE course (also quizzes): *The exams will only be open for these three hours, and no other arrangements will be made to complete the exam at another time. By signing-up for a DE class, you acknowledge and accept the fact that you will need to adjust your schedule around the time I set for the exam—not the other way around. I will also add the fact that it was my decision to NOT require that exams be taken at a singular physical location on an HCC campus, which is an option at my disposal. I chose not to do so because I believe that would put severe strain on students’ schedules to arrange for a physical trip for the exam. It is important to locate the specific dates/times for the two exams and two quizzes as soon as possible, thus allowing you optimal time to check previous plans you may have made and/or inform employers of these hours if you think you will be asked to work at such times.***

NOTE: This syllabus is tentative and may be adjusted at the discretion of the instructor