**Dr. Christopher Carney, Professor of English and Humanities**

**Houston Community College, Katy and Stafford Centers; Office #229, Katy Campus**

**

**SPRING, 2016**

**Humanities 1301: Introduction to Humanities (CRN: 88896)**

**Class Meets: 9:30 – 11:00 on M/W @ HCC Katy Campus**

My **Learning Web** Page:

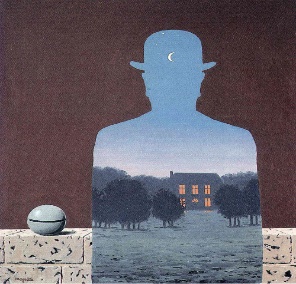
<http://learning.hccs.edu/faculty/christopher.carney>

**Physical Office Hours: M** - **12:30 – 1:30 / W - 8:30 – 9:30**

In addition to virtual office hours online and by appointment, particularly for students at Stafford

*“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)



**I. Communication and Contact:**

ecause I firmly believe that **communication is vital**, both to your success and mine, please bring any concerns, questions, criticisms, or suggestions to my attention as soon as they arise—regardless of how small or seemingly insignificant you might *think* they are. While I prefer that you talk to me in person, please feel free to write an email or a handwritten note if you prefer. In short, when it comes to communication, *never* feel as though you cannot talk to me! Beyond official office hours and/or formal appointments, the best time to raise your question or discuss a concern with me is during class—either in our open forum setting for everyone to hear, or through a question directed at me individually when the class is engaged in a collaborative group exercises.

**ecause email is the most frequently used method of communication for its obvious practical benefits in the 21st century, it is likely that the majority of your communication with me will occur through this medium.** Thusly, I am constantly checking email throughout the week (much less on weekends), and I usually try to reply to messages immediately after I read them unless I plan to write a lengthy response (in which case I will let you know of my plan in a quick comment). Some days certainly involve more frequent checking of email than others, but rest assured that I check my email multiple times daily. On some occasions, especially if I receive an email within a short period of time before our class starts or if the inquiry is pertinent to the entire class, 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) as opposed to writing a long written response. **NOTE:** I will **not** reply to messages requesting a repeat of all the information a student misses in the event of an absence, as doing so uses time and energy that is better spent addressing concerns or questions students (possibly you) have with their actual assignments or other particular issues. Therefore**, it is *your* responsibility to find out what *you* miss in the event of an absence by contacting one of your classmates and/or referring to the schedule.** With that said, being part of a reliable group of peers (i.e. “study group”) goes a long way to ensure your success—and theirs! Throughout the course, you will be placed in three different groups for the purpose of our group Prezi projects and these assigned groups are sure to provide you with ample opportunities to connect with other students to form study groups. Again, I will not reply to messages requesting information about what you miss in the event of an absence, so don’t ask. Finally, **be sure to have your HCC email account activated and check it often. Whenever I have announcements for the class, I send them to everyone in group message format via HCC email**. If you prefer ***not*** to use your HCC email address (the one that aligns with *Rosters Plus* by default) to receive my messages, you need to contact Admissions and Records with the alternate email address you DO wish to use and officially change it (**YOU** are responsible for all information I send to the class through group messaging, regardless of whether or not you personally receive it due to a non-aligned email address).

**II. *General Course Theme:***

*In this course, we will celebrate the the* ***heroes******of humanity*** *and* ***highest******achievements*** *of civilized humans in the realms of* ***the mind, the arts, politics, and the sciences*** *throughout the* ***premodern, modern, and postmodern*** *periods (emphasis on the late modern period and the transition into postmodernity: 1900 to present ). In so doing, we will examine the various* ***ideologies, individuals, and movements******that gave birth to such innovation and creativity throughout the ages****. A question we should ask throughout the course is whether or not there are common denominators among individuals who achieve greatness? If so, what are they? Or what is the single element that makes them special? On the other hand, in light of the fact that humanity is incurably suseptable to gross failure and evil of diverse forms by corrupt men and women, we will also examine* ***those ideologies, beurocracies, and systems of thought which have and still do oppose the manifestations of free expression, beauty, and human individualism. In keeping with our previous question, we should also ask ourselves if there are common traits among these oppressive system and/or the individuals who represent them as well?*** *Nonetheless, in countless examples throughout history and in this age, particularly in the realm of art,* ***great achievements by great individuals were and still are an apt response to the worst of behaviors*** *deliverd by the decrees of tyrants and dictators.*

****

**III. *Specific Sub-Theme:***

***We will be reading George Orwell’s classic novel, 1984, as both a backdrop and as a framework for the thematic content in this course described in the preceding paragraph.*** *What I mean is that while we will be exploring and celebrating the wonder and beauty of humanity (through art, innovation, freedom, and multiple forms of expression throughout time and geography), Orwell’s timeless and placeless novel will be there to remind us of the ugliness in humanity as well. In essence, this is a distinction between utopia and dystopia, since* ***1984*** *is arguably the first truly dystopian novel. In keeping with a dystopian theme, this novel will provide us with snapshots of a society dominated by totalitarian rule, societal conformity, technological invasiveness, media enslavement, self-censorship (of thought), suppression (of speech), and the systematic elimination of countless freedoms humans require in order to thrive. Thus, while the novel is fictitous, we all know of places and times throughout history—even today, and perhaps even here in America of all places—in which the grim picture Orwell portrays is anything but fiction. People experiencing Orwellian nightmares can only hope their reality is merely an artist’s form of expression!*

*“To the future or to the past, to a time when thought is free, when men are different from one another and do not live alone— to a time when truth exists and what is done cannot be undone: From the age of uniformity, from the age of solitude, from the age of Big Brother, from the age of doublethink — greetings!”***―** [**George Orwell**](http://www.goodreads.com/author/show/3706.George_Orwell)**,** [***1984***](http://www.goodreads.com/work/quotes/153313)

**IV. Required Materials**

1. ***1984* by George Orwell**. This book has not been ordered through the bookstore simply because there are so many ways to obtain a copy of this classic—from used bookstores, where you might find a copy for a buck or two, to Barnes & Noble where it shouldn’t exceed 10 bucks; or, look on Amazon used books where you’ll find it for 4 or 5 bucks. If you want a free copy online, go here: <http://gutenberg.net.au/ebooks01/0100021.txt>

**We will be reading this novel in a chapter-by-chapter format, so consistent page numbers between copies is not important**

2. **Access** to a computer and word processor (labs provide these); and an **active email account with HCC**

3**. Access** to an established account with “**Turnitin.com**” (free) and **establish** an account with “**Prezi**” (free)

4**. Access** to downtown Houston to visit specific/selected arts-related venues, such as museums, exhibits, performances,

readings, etc. In terms of cost, I’m looking for free venues; however, if free is not possible, then expect a small

admission fee.

**V. Course Definition, Description, Prerequisites, and Goal:**

|  |
| --- |
| **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 controversial, 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. 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)**(written in 1951)**

**VI. Learning Objectives and Outcomes:**

Course Description: This stand-alone course is an interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create.

***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

**Instructional methods**: This course will incorporate reading, lecture, class discussions and debates, in-class analysis in small groups, essay writing (in class and out), research process, short writings of various kinds, student presentations in class, a midterm examination and a final examination.

“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)

**

**VII: Adapting 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.  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 |

**Concerning the CORE and our Prezi group projects:** The scope and frequency of these Prezi projects is a direct result of the aforementioned new CORE competencies—namely, the areas of Teamwork and Social Responsibility (not to mention the continued focus on Critical Thinking and Communication as they pertain to these projects).

**VIII: Assignments**

**∙ “Prezi” Group Presentations /Projects**

Simply stated, our class will be divided into **three** **modules** with **four groups in each module** (A,B,C, and D). Presentations are divided in thirds among our 16 weeks, but not precisely. On day two of our class, you will be assigned to your modules for the semester. Groups are expected to **apply all of the required elements to their group projects**—of which you’ll find listed and described in detail on a handout I’ve posted on our Humanities Learning Web page. These guidelines clearly identify all that I expect from each group, including a required “**Prezi**” for the classroom presentation and a written document from each member, representing the areas he/she addressed. There will be BOTH a group assessment of each project AND individual assessments of members within each group in the form of point deductions from the group score if and where the professor deems appropriate following each module. It will be up to each group to determine how the various objectives and tasks are executed, as the professor will not “micro-manage” groups. (**100 points each = 300 Points Total**)

**∙ Formal Semester Project:** You will receive a detailed prompt for this assignment shortly after we begin the semester. However, you can expect this project to synthesize and incorporate a significant number of individuals, mediums, works, philosophies, events, places, and movements discussed in the class. It will require you to develop your own unique focus and defend your conclusions through strong, provable insights, inferences, and perspectives. You will also be required to find and use outside sources and cite them according to **MLA or APA** guidelines (whichever you are most proficient in using). As with the group project, this assignment will likewise incorporate several of the “Learning Objectives” and “Outcomes” stated in the syllabus. **300 Points: Part A (50 Points); Part B (100 Points); and Part C (150 Points)**

**∙ Critical Responses to Museum Visit and/or Performing Arts Venue:** During our class, you will be asked to visit two museums or one museum and one (performing) arts venue and write an **in-class** critical response to a question pertaining to the visit and/or assigned readings that accompany the visit. Details on these assignments will be provided on separate handouts, which will be clearly identifiable in a folder called “critical reviews.” Attendance, accompanied by a valid receipt, is required with these visits. (**75 points each = 150 Points Total**)

**∙ Quizzes**: Simply stated, **you can expect quizzes throughout the semester.** These quizzes will be “pop” quizzes only to the extent that I will decide at what moment, in which particular class, I give them. However, with that said, **these quizzes are quite predictable if you are following the reading schedule since I intend to give quizzes on the assigned chapters or open source readings on or shortly after the date in which chapters appear in the schedule.** Quizzes will simply consist of five or ten verbal questions each and you will answer them on a sheet of lined paper. Most answers should consist of little more than a few words, if not a single word reply. If you’ve done the reading, these quizzes should be a breeze; if not, they’ll be like gale-force winds!

(**100 Points Total**)

**∙ HUMAJournal**: You will be asked to write **10** journal entries, each approximately **1 page** in length and VERY **informal** in terms of form. **All of the journal entries you write will be direct responses to selections you make from the media resources posted in my Humanities Class Learning Web page.** Perhaps some ofthese videos will involve discussions that you may or may not entirely understand; however, the point of viewing them is not to gain a complete mastery of their contents or to write as an “expert” in order to pass some sort of exam on them. Rather, the very point of viewing and engaging in this content is for you to appreciate what you select, see and hear discussed—that you engage with that content in your own words through this relaxed, demand-free format! **Now, with that said, what I do NOT want to see in these entries is a mere retelling or reporting of what you see, as every journal response should be loaded with your interpretations, insights, and OPINIONS!**

**IX.** **Grade Assessment**: Unless the professor makes changes and announces otherwise, the overall breakdown of graded assignments and their corresponding values will be calculated as follows:

**300 Points** ***Group* *Projects: # 1*** **=** **150** Pts. ***/ # 2*** **=** **150** Pts. / #***3*** = **150** Pts.

**300 Points** **Formal, Out-of-Class Essay/Project (Three Parts @ 50 Points, 100 Points, and 150 Points)**

**150 Points** In-Class, Semi-Formal **Critical Responses (Museum or Arts Venues)** - **2 @ 75 points each**

**100 Points**  Informal **“HUMAJOURNAL”** (**10 @ 10 pts each**) – *For guidelines with this, see Learning Web page*

**100 Points Weekly Folders Questions (10 @ 10 points each)**

**50 Points Participation**

**50 Points Quizzes (5 @ 10 Points Each)**

**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.

**X. Extra Credit Opportunity:**

***Eligibility requirements: not*** *missing class more than three times,* ***not*** *being addressed for a behavioral/class distraction issue,* ***completing*** *your journal and both critical responses,* ***completing*** *formal semester project on time. The optional extra credit assignment is* ***worth up to 40 points****, and I will provide the details on a handout I’ll post on my Learning Web page at about week 13. Do your best to make yourself eligible for this option, as I’ve seen these points make the difference between whole letter grades when final scores are tallied!*

**XI. Behavior**

**eneral Premise:** *Because you are all* ***adults*** *who are taking this* ***college course*** *by* ***choice****, it should go without saying that everyone will demonstrate* ***maturity, responsibility,*** *and an* ***eagerness to learn.*** *The following policies ensure that everyone experiences a rewarding learning environment.* ***NOTE: Disruptive behavior/activities which interfere with teaching and/or learning will not be tolerated, and may ultimately result in an administrative withdrawal.***

**a. Attendance and Withdrawal Policies –** Missing class means missing opportunities to learn; therefore, in keeping with the HCC policy on attendance, “students may be dropped after missing more than 6 hours of class time.” Attendance will be taken every day at the beginning of class.

Regarding absences, it is also very important to have a typed **r**ough **d**raft of assigned essays (meeting minimum length requirements) on **RD due dates (3 of them)** in order to be considered present on such days. Failure to come to class with a legitimate rough draft constitutes an absence, since our time will be spent responding to peer essays and a student with a missing essay has nothing to contribute to the exercise as a whole.

**In accordance with HCCS policy, students with more than 6 hours of absences (3 classes) may be dropped for excessive absences, and a daily record of attendance will be maintained throughout the semester.** Remember: it is your responsibility to keep updated on course information if you miss class, so please make arrangements to contact other students on such occasions, should they occur.

**FYI: The State of Texas has begun to impose penalties on students who drop courses excessively. For example, if you take the same course more than two times, you have to pay extra tuition.** (Students who enroll for most credit CEU classes for a third or more times will be charged an additional $50.00 per semester credit hour and $3.00 per contact hours.) **In 2007, the Texas Legislature passed a law limiting new students (those starting college in Fall 2007) to no more than six total course withdrawals throughout their academic career in obtaining a baccalaureate degree. There may be future penalties imposed**.

Please ask me or your counselor about opportunities for tutoring or other assistance prior to considering a course withdrawal, or if you are not receiving passing grades. In consideration of the above law, I will not give “W” as a grade option unless you have submitted the withdrawal form yourself before the deadline for withdrawal. I will only give whatever grades you earn (A, B, C, D, F, or FX). **If you stop attending the class, you need to officially withdraw yourself prior to the withdrawal deadline**. **If you do not do so and simply disappear from class, you will receive an “FX” in the course.**

***ATTENTION INTERNATIONAL STUDENTS:*** Receiving a **W** in a course may affect the status of your student Visa. Once a W is given for the course (after you have submitted a withdrawal form officially), it will not be changed to an F because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

**b.** **Class Arrival/Departure** – **A pattern of arriving late or departing early is not only disruptive, it is disrespectful and entirely unacceptable**–both to me and to the rest of the class. I understand that “life happens,” but odd circumstances should be the exception, not the rule, and should thusly occur on a rare occurance. I have no tolerance for **patterns** of late arrival or early departure, as they display highly irresponsible behavior at best, and an outward display of arrogance at worst. However, if you are legitimately late or need to leave early on some odd occasion for a legitimate (provable) reason, it is your responsibility to see me **after class** in order to change the recorded absence into a “late” in my record for tardiness and before class starts to speak with me about your need to leave early. **Be advised that a late arrival or early departure of 30 minutes or more will not be acceptable; it will simply remain as an absence for the day**. I will also begin combining late arrivals and early departures into pairs of two *after* your second or third late incident, regardless of the reason; I will then convert these pairs into absences. For those who acquire absences this way, the same policy regarding absences in general applies—namely, the potential of being dropped (see policy above).

***I consider premature, sneaky departures from class as a behavioral issue****. This behavior conflicts with the “general premise” of section V (see above). Anyone who departs from class this way will not only be counted absent, but will not be allowed to earn extra credit, and will lose all possible points that may have been earned in class for that day; students who do this will lose “participation” points at the end of the semester as well*

**c.** **Disruptive Talking** – Because I am a strong supporter of collaborative learning in interactive groups, I provide ample opportunity throughout the semester to verbally engage with one another and myself in the learning process. I strive to balance lectures with “workshops” and favor the latter whenever possible. **Therefore,** **disruptive chatting when we are assembled as an entire class is completely unacceptable**, regardless of what you may be chatting about. Such behavior is both **disrespectful and immature**. If necessary, I will resort to separating pairs/groups of talkers and assigning them seats on opposite sides of the room…*just like they do in elementary school!* I reserve the right to ask distractors, who have been warned at least once, to leave class for the day (which means receiving an absence for that day). Also, **it is unacceptable at the end of workshops to talk as a group when other groups are presenting their ideas**, as each group should demonstrate the same courtesy they expect from others when presenting their findings to the class. Individuals, or entire groups for that matter, who talk and/or distract the class may nonetheless still lose credit on an assignment.

**NOTE:** An extension of this policy especially applies to groups on our formal “Prezi presentation days,” as groups are expected to show the same respect to their peers when they are audience members as they hope to receive when they present. Therefore, **I will take points AWAY from groups whose members are talking, sleeping, texting, or doing anything other than simply being attentive audience members while their peers present (laptops closed and phones in bags); I will also view absences of non-presenting group members on presentation days more critically than other days (i.e. if someone is going to be absent on a day when others are presenting, it should be for a good reason and acceptable to your group members).** For that matter, the same applies, yet even more seriously, for group members who are absent on the day of their groups’ presentations!

**d.** **Classroom** **Attitude –** **How subtle it is, but ever so revealing of a student’s views towards his or her role in society, adulthood, higher education, future career goals, and responsibility in general.** A healthy outlook in these areas is characterized by a classroom behavior that reflects those qualities stated in the general premise above. A few examples of actions which reveal a negative attitude include, but are not limited to, the following behaviors: *chatting, ignoring deadlines without communicating with me, sleeping, working on unrelated material, being confrontational, excessively exiting class early/arriving late, or refusing to participate in group activities.* If you find yourself engaged in any of these behaviors, let me just ask you to honestly consider why you are in college at all. Seriously—ask yourself that question and be honest with yourself when you answer it. I’m not being judgmental, nor am I being sarcastic or indifferent; I’m simply saying you need to ask that question and have a deep awareness of your answer to that question every day you attend college. The kinds of activities I just listed in italics above are indicative of an attitude that is not conducive to success in college or future places of employment. For what it’s worth, I know that attitude all too well because I had it myself when I was in high school….*but not in college!* The difference between these settings is huge, namely because college students are not *required* to attend. They (you) do so by **choice**!

**e.** **Academic Honesty,** **Plagiarism, Collusion – 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 only

enforced by me, but also by HCC administrators. Be advised that **your formal papers must be submitted to**

**turnitin.com.** 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 (on the Northwest Writing Center site), or the HCC Student Handbook.

**Be prepared to submit all three parts of the project and the HUMAJournal to turnitin.com:** I strongly suggest not underestimating the ability I have to find evidence of plagiarism through such powerful resources as turnitin.com—among other means! Be advised: **IF ANY ASSIGNMENT IS PLAGIARIZED**, THEN YOU CAN BE **ASSURED** OF AUTOMATICALLY **FAILING THAT ASSIGNMENT**, **LOSING THE ABILITY OF EARNING ANY EXTRA CREDIT**, AND **LOSING ALL “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 the course entirely.

**f**. **Arrival / Exiting Class –** Because we are all adults, there is no need to ask “permission” to use a restroom or exit the class to make an important phone call on a rare occasion; however, I will address students individually who appear to exit the room “excessively,” ***habitually*** using the restroom (or anywhere else for that matter) as an excuse for frequent interruptions. Generally speaking, it is inappropriate to consistently designate class time on a regular basis to use such facilities unless you have a valid medical reason for doing so. Also, it is poor etiquette to let doors slam behind you when you exit or enter a room, especially when the class is in the middle of writing, reading, discussion, or viewing a film. Furthermore, late entrances and/or class departures/returns for the restroom are distracting enough as they are; doing so without trying to be as inconspicuous as possible (i.e. making an obvious visual display of oneself or noisily opening/closing doors) makes it even worse!

**g.** **Recording Devices –** Official HCCS policy **concerning recording devices:**  camera phones, cameras,

audio/tape recorders, video recorders and any other electronic device that is capable of recording the human

voice or image declares that the **“[u]se of recording devices, including camera phones and tape recorders, is**

**prohibited in classrooms, laboratories, faculty offices, and other locations where instruction, tutoring, or**

**testing occurs”**

**h. Concerning Various Forms of Learning and Emerging Technologies:** As a student who is active in our

learning community, it is your responsibility to be respectful of our learning atmosphere in every way in which

you have control over your own behaviors. This applies to any or all of the electronic devices you bring into the

classroom! To show respect to your fellow students and myself, you are expected to **treat all electronic devices**

**you bring with you to class as extensions of yourself—no different than the control you need to have over**

**your tongue or your hands. You are responsible for what you do with them, and you ARE EXPECTED to**

**know the difference between constructive and non-constructive uses of** **them**. For example, a ringing phone

that you fail to set onsilent mode is no different in my estimation than blurting out an inappropriatecomment at

an inappropriate time.With that said, and knowing clearly where I’m coming from on this issue, I will allow you

to bring whatever devices and/or forms of technology with you to class you deem necessary. You are responsible

for your actions. Nonetheless, staring at a laptop or phone screens during a lecture, a group presentation, or a video

is never acceptablebehavior.

**Word About Professionalism and Email Etiquette:** While email correspondence may not be formal

writing in the strict sense of the word, there is still a big difference between the way you are expected to address a professor and the way you address your friends or family members in an email message. Thus, there are appropriate and inappropriate ways of addressing the former! For example, a message with following heading is outrageously inappropriate (this is from an actual I received recently from a student): *“Hey Carney, whadda we supposed to read again for Thursday?”*. First, I hope you are looking at this “message” with the same sense of shock as I had when I read it; if so, you’re in good shape. It is inappropriate on several levels, starting with the fact that “Hey” followed by a last name is hardly respectful to anyone—let alone the person who is evaluating the overall development of a student throughout the course! Second, the obvious spelling issue is glaringly so; third, the student has no regard for the clearly and boldfaced stated comments in the first part of the syllabus regarding the correct protocol to follow if a student needs to obtain basic information in the event of an absence or just not catching the specifics of an announcement. Also, this student never identified her class name, CRN number, time, location, etc.; she also did not even identify herself; I only knew because of the email address.

**XII. Late and/or Missing Assignments:**

**General rule:** **get things completed on time!** **When you don’t, expect consequences.** All of the assignments you are required to do will be discussed at length in class during the term, in addition to being posted in written form on the Learning Web. Accompanying the syllabus is also a detailed schedule, in which every important date/deadline is clearly posted. Even though I will provide handouts that clearly state the requirements and other details about assignments, I expect students to keep up with assigned readings in the weekly folders and to take notes while paying attention in class. Work that is off-topic or fails to follow instructions will not be accepted (every year, I find it quite surprising that a few students lose points and/or fail assignments every year for this reason—but surprisingly they do!) If you have any doubt as to whether or not you are within the boundaries of an assignment’s guidelines, talk to me about it before—not after—the assignment is collected! No extra time will be granted to resubmit initially-rejected assignments due to a failure to follow directions (late penalties will be imposed each day an assignment is late). Generally, one *letter grade will be deducted for each class period that an out-of-class, formal assignment is late*. Quizzes, just like the in-class “Critical Response papers” may not be made up unless a different date is discussed with me at least 2 weeks in advance (approval is not guaranteed).

“Every record has been destroyed or falsified, every book rewritten, every picture has been repainted, every statue and street building has been renamed, every date has been altered. And the process is continuing day by day and minute by minute. History has stopped. Nothing exists except an endless present in which the Party is always right.”   
**―** [**George Orwell**](http://www.goodreads.com/author/show/3706.George_Orwell)

**XIII. *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 near the end of the term, 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. Go to [www.hccs.edu/egls3](http://www.hccs.edu/egls3) for directions. NOTE: verification of a completed survey will automatically result in five extra-credit points (everyone is eligible for this extra credit)!

**XIV. 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.* **There are Writing Centers at nearly every HCC campus, but I’ll assume you’ll be using the center at the Katy campus, which is located in room 321A and is open Monday through Saturday. Go upstairs and visit the Center in order to find out their hours this semester; there, you can also inquire about hours and phone numbers of other HCC writing centers.**

***Tutoring*:** The Houston Community College Writing Centers provide a student-centered environment where professional tutors support student success for all HCC students. The primary goal of the Writing Centers is to offer free, convenient, and personalized assistance to help students improve their writing at any stage of the writing process required in any courses at HCC. Tutors will also assist students with their job application letters, resumes, and scholarship/transfer essays. Each session lasts about thirty minutes. Students should bring their professor's assignment/writing prompt, any printed rough drafts, their textbooks, and (if necessary) a flash drive. Consult Find-A-Tutor at <http://ctle3.hccs.edu/alltutoring/index.php?-link=stu> for Writing Center locations and times. At HCC Writing Centers, each tutoring session becomes a learning experience.

**XV. 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/>

**XVI. 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.

**XVII. Additional and/or Newly Updated Policies at HCC**

1. ***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).

1. ***Open/Campus Carry of Handguns*:** **No Firearms Are Allowed on Campus**. If you see anyone carrying a firearm on campus call the HCC Police Department at **8-8888** immediately.

Texas House Bill 910—known as the “Open Carry” law—provides holders of a handgun license may now carry their handgun visibly in a waist belt holster or a shoulder holster, but they may not openly carry on or in a college campus or building and they may not openly carry on any public or private driveway, street, sidewalk or walkway, parking lot, parking garage or other parking area of the college. Open Carry is effective as of January 1, 2016.

Campus carry and open carry are two (2) separate laws. Texas Senate Bill 11—known as the “Campus Carry” law—will allow individuals who have a valid Texas handgun license to carry a concealed handgun in certain areas on college campuses. The Campus Carry law becomes effective at 4-year institutions on August 1, 2016 and at 2-year institutions on August 1, 2017.

All information regarding both Open Carry and Campus Carry will be posted at <http://www.hccs.edu/campuscarry>.

1. ***Campus Safety*:** If you are on campus and need emergency assistance, call 713-718-8888 or, from any campus phone, 8-8888. Use this emergency number instead of 911, which gets routed back to the HCC Police Department dispatch thus lengthening response time to your emergency situation.
2. ***Early Alert:* HCC has instituted an Early Alert process by which your professor will “alert” you through counselors of concerns that you might fail a class because of excessive absences and/or poor academic performance.**

**Please visit my Learning Web page for instructions on how to register with turnitin.com (absolutely required for this course). Also, you must have an active HCC email account you plan to use or check regularly.** **This is the means by which I send announcements to the class, and YOU are ultimately responsible for such information when I send it.** **If you have a personal email address you prefer over an HCC address, simply contact Admissions in order to have them change the email address I have on my mass-email list (roster) for you.**

**XVIII. This is an “Open-Source” Class with Weekly Folders**

**First, the obvious thing you’ll appreciate about the class structure regarding materials is the fact that you do not need to make book purchases beyond finding ANY copy, new or used, of *1984*. I remember life as a college student and always being broke was a big part of those memories! The reason you won’t find an assigned “textbook” is because we are using something called “open sources” for the class, which means—loosely translated—that I am using free stuff I find on the web and/or from organizations related to the humanities I appreciate and trust. Having such an option work effectively is only possible because of the fantastic Learning Web platform we have here at HCC! Because of this interface, I am able to simply post links to the resources I want you to read and view. It would be far more limited if I could only print paper documents for distribution, since copyright issues would pose a problem. Also, as a conservationist, I wouldn’t want to push that amount of paper!**

**Now, with that said, let me be very clear when I affirm that YOU are responsible for reading and knowing anything I post in the “weekly folders” for this class—*no differently than you would be required to know material in an assigned book for the course!* As for printing the various articles and such you’ll find in the weekly folders, you can freely do so as an individual with any link you want (assuming you’ll only print a single copy for your own personal use). The problem occurs for me if I were to create stacks of published articles for mass distribution. Anyhow, these “weekly folders” will be a collection of articles to read, videos to watch, and (possibly) exercises on Word docs to complete—often just a few questions to answer about the materials in each weekly folder. I will try to have these folders posted at least one week out, so if you finish reading/exploring/viewing a folder in a given week, you should always be able to get a start on the materials in the following week’s folder.**

**NOTE:**

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

**For particular dates associated with all of the assignments named in the syllabus, see the course schedule. For all other information and materials for this course, refer to my Learning Web page.**

**Now, Let’s Have a Great Semester! *Your Success is My Success!***

****