

Humanities 1301

Introduction to the Humanities I

HUMA-1301-001IN

Spring 2021/ Online only

Instructor Information: M. Espinosa; mespinosa5@com.edu **Blackboard email is the official form of communication. I will respond to emails Monday, Wednesday and Friday early evenings.**

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. **All emails should be sent to the Blackboard email address.**

Student hours and location: (Office hours and location): Thursday 8:30 AM-9:30 AM (online office hour). Virtual office hours available but quicker to send through Blackboard email. **Blackboard email is the official form of communication. I will respond to emails Monday, Wednesday and Friday early evenings.**

Required Textbook: *The Humanities: Culture, Continuity and Change.*

Volume One, Fourth Edition., Editor Henry Sayre. Upper Saddle River:

Pearson Prentice Hall, 2019. **You are responsible for the material in the 4th**

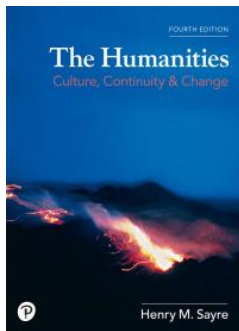
edition. Please contact the bookstore to rent your textbook. **You will need it the first week of class.**

YOU CAN RENT YOUR COPY

Here is a link to the COM bookstore for you to rent your textbook: <http://www.combookstore.com/CourseMaterials?ids=7010944&search=%20Sayre>

You may want to call first to see if the Humanities 1301 textbook is in. Please call 409.933.8239.

If you cannot obtain your book in a timely manner contact the COM library for help. Here is the link for the chat. <https://asklibrary.com.edu/index.php> or to request a copy <https://libguides.com.edu/ScanRequest>



Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

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.

Course requirements (including description of any special projects or assignments):

Exams, discussion (blackboard and in class), quizzes (Blackboard), field trip or cultural experience and observation, research paper with oral presentation.

Professionalism. You are expected to act professional in this class since you are training for a job in the future.

1. The ability to look for answer without burdening others.
2. Honesty and integrity.
3. Beware of calling others work into question when not asked to.
4. Reliable, and do what is expected of them.
5. Accountability
6. Netiquette
7. Self-regulation
8. Respectful of your instructor and classmates.

Research paper and presentation

- Your research topic must be approved before you begin your research.
- The research paper should be a full 5-pages, not 4 ½. The page length will be enforced.
- **Your class textbook must be used as one of your sources.**
- A minimum of **four secondary sources plus your textbook** is also required and you cannot get all of your sources from the Internet.
- All papers should be in MLA format. It should be on 8 ½ x 11 paper, double-spaced, 1" margins all around with 12-point font. Paper is penalized for not meeting formatting standards outlined.
- All internet sources must be turned in with your paper or you will receive a failing grade (0) on your paper.

Failure to follow the paper Handout instructions resulting in a (0), failing grade for the research paper assignment and presentation (CS1) (CS2) (CS3)

*See complete instructions under handout section of the course listed under Course Content.

Video of your paper

- You will be required to video tape your presentation of your paper.
- You must give a brief presentation (5 minutes) highlighting the main points of your paper. Do NOT substitute a PowerPoint Presentation for this presentation if you will receive a zero (0).
- In addition, you will be required to gather an audience to present in front of depending on the circumstance of the semester.

*Complete guidelines will be available in the learning module early in the semester so you can plan accordingly.

AND

Exams

- There will be three exams.
- The exams will consist of short answer, essay, and identification.
- The final exam may be comprehensive.
- Exams are not timed but must be completed during the weekly module presented.
- Exams may be essay or multiple choice and short answer on Blackboard. (CT)

Virtual Field Trip (ONE field trip is required)

- A virtual field trip or cultural experience is required on your own. Check out any major city in the world or United States for a virtual museum tour. Visit any section of the museum that focuses on artwork from **prehistoric time till and including the Renaissance**.
- Failure to do so may result in a zero on your field trip observations.
- Take a selfie with your computer screen as proof of your 'attendance.' Your observation will not be accepted without proof of attendance. Submit your selfie with your museum visit requirements (PR), (SR)

WRITING AN ANALYTICAL PAPER –Help for writing your research paper- some tips and guidelines

A good research paper takes an analytical approach. This means that it must: identify and clearly state a claim, state the reasons backing up that claim, and make a critical evaluation of this claim. All three aspects are essential for a good paper. The first thing you should do is identify the claim; it may be stated or implied. Once the philosophical claim is identified and stated, and the author's reasons for it made clear, the claim must be critically evaluated. Some questions or things to consider:

- Is the claim vague or ambiguous? If so, can it be restated in a clear and rigorous manner?
- Is the claim logical?
- Does it follow from the stated premises?
- Are those stated premises coherent and plausible?
- Does the claim rest on any unjustifiable assumptions?
- Is the claim consistent with other things the author claims?
- Does the author commit any fallacies in presenting his/her case? For instance, does he or she beg the question (assume or take as a premise something that should be proven first)?
- If he or she makes factual claims, are they actually true?
- Is the claim vague or ambiguous? If so, can it be restated in a clear and rigorous manner?
- Is the claim logical?
- Does it follow from the stated premises?
- Are those stated premises coherent and plausible?
- Does the claim rest on any unjustifiable assumptions?
- Is the claim consistent with other things the author claims?
- Does the author commit any fallacies in presenting his/her case? For instance, does he or she beg the question (assume or take as a premise something that should be proven first)?
- If he or she makes factual claims, are they actually true?

Each paper must have a Works Cited. Complete bibliographical details of each work must be given. The title, author, publisher (or journal title), date, place of publication (or Internet address), and page number(s) should be given. Use as many sources as you want from the Internet, but see cautionary note below. Whenever you quote a source, paraphrase it, refer to it, or use it to support or document a claim, you must cite that source.

Internet Sources and other sources

The internet is a great research tool; feel free to use it in doing research for your paper. However, Internet sources are not generally peer-reviewed or otherwise

monitored for reliability, accuracy, or integrity. Therefore, use considerable caution when citing material from the Internet. Make sure that the source is worthwhile. Use of Internet encyclopedias is discouraged. In addition, sources such as *Wikipedia*, while possibly useful to give you an overview of a subject, are not appropriate scholarly sources for an academic paper. The instructor reserves the right to determine whether a quoted source is appropriate or not. Check with the instructor if you have any questions about the appropriateness of Internet materials. You must turn in photocopies of all source material used for your paper or project.

Religious Sources – Do not use religious books for academic sources. Use good academic sources such as articles from the databases as support. Do not use The Bible, The Quran, etc.

Checkups or Weekly Quizzes

- You will have 12 weekly quizzes throughout the semester.
- Quizzes will consist of ten true/false questions about background information or the literary selections.
- Quizzes will be timed.
- You will have ten minutes to complete the quiz.
- Any extra quizzes are considered extra credit.
- All quizzes are due by Sunday, by 11:59 pm (CT) during that weekly module is open.

Weekly Assignments

- These are short assignments to be completed during the semester.
- Five are required for the semester.
- They will be turned in through the assignment drop box located in Blackboard.
- They are 15 points each; or 75 points total.
- All assignments must be uploaded in the appropriate assignment drop box using an

extension that can be opened.

Discussion Topics

A large part of the learning process is done in collaboration with others- discussing the readings, brainstorming ideas about them, and listening to others. In this class, these activities are imperative to successful completion of the course. Our online discussions will be a part of the important part of the classroom experience. Once each week you will join a discussion on Blackboard’s Discussion board. Most weeks you will be asked to respond to a question (or questions) or topic(s) that I post. You may always post a topic/question on the reading. The idea is to start or join a discussion on the week’s topics. They will be worth 10 points each based on the rubric below:

Objective Criteria	Exceeds Expectations (5 points)	Meets Expectations (4 points)	Acceptable (3 points)	Needs Improvement (2 points)	Minimal Response (1 points)	Failing (0points)
Content	Criteria for Meets Expectations plus, really exceptional posting with examples. 5 points	Thoughtful and insightful; subject given appropriate depth; posted on time; 150-200 words. 4 points	Thoughtful; subject given appropriate depth; no examples; posted on time; 150-200 words.	Somewhat thoughtful; subject given appropriate depth; posted on time; less than 150 words.	Discussed at Surface level; Needs more depth; Less than 150 words; Posted late	No posting to original question(s)
Grammar/Mechanics	No major Errors in grammar or mechanics communication.	1-2 major errors in grammar or mechanics; direct and fairly clear communication	Several errors in grammar and mechanics; not always direct and clear communication.	Many errors in grammar and mechanics . Difficult to understand meaning.		

Replies to Postings

- Your responses must be more than “I agree with you.” If you want full credit for

your response, your reply must have some substance. If you agree with a posting, why do you agree? If you disagree, why?

- When you respond to others, observe the rules of Netiquette-we don't have the advantage of body language and tone of voice to moderate our words. Since our replies can happen at the click of a button and cannot be retracted, be polite even as you disagree with someone.

Do NOT leave your assignment in the comment section for discussions, doing so results in a zero (0).

- Be aware of your audience and purpose (remember English 1301?) (SR)
Discussion postings and replies are due by Sunday, by 11:59 pm

Extra Credit

- There will be occasional extra credit assignments.
- The discussion posting questions after the 10 have been met during the course will be extra credit.
- Note: There may be other assignments not listed, but generally, these are the kind of work we will do this term.

GRADING RUBRIC FOR ASSIGNMENTS Determination of Course Grade/Detailed Grading Formula (methods of evaluation to be employed to include a variety of means to evaluate student performance):

3 exams: 150 points each x 3:	450 points
Research paper	150 points
Oral Presentation	50 points
Class field trip and observation	75 points
Group discussions	100 points
Daily checkups/quizzes	100 points
Weekly Assignments	75 points
Total:	1000 points*

Grading Scale

900–1000	A	Exceptionally fine work; superior in presentation, visual observation, comprehension and participation
800–890	B	Above average work; superior in one or two areas
700–790	C	Average work; good, unexceptional participation

600–690	D	Below average work; noticeably weak with minimal participation
Below 600	F	Clearly deficient in presentation, style and content with a lack of participation. "F" for the student who attended class regularly, but was unable to earn a passing grade;

Make-Up Policy: Late work is accepted during a limited time period but substantial points are deducted. *Deadlines are posted on the course syllabus. The State of Texas only accepts Military Service or Religious Holidays as excuses for missing a class.

Assignments are manually closed. If you have missed the assignment due date, I strongly suggest you still try to submit it. There are no guarantees assignments remain open after the due date.

Allow the same amount of time for your instructor to grade your assignments as you were given to complete them. For example, if you were given 1 week to complete an assignment, allow 1 week for your instructor to grade your assignment. Again, 3 weeks for you to complete the assignment, allow 3 weeks to grade the assignment. Contact me within one week of grade posting if there is a grade in question.

Course Calendar:

Date	Lectures / Assignments / Projects / Quizzes. Class based on a weekly module. Modules end Sunday at 11:59 PM CST or 2359 hours <i>except for the final week</i> . All work must be posted on Blackboard not email.
Week 1: Jan 19- Jan 24	To familiarize yourself with the “classroom” environment. To get to know your cyber classmates. To read and understand the humanities and terms associated with the humanities. <i>Discussion posting#1–Introduction; Quiz#1– The Syllabus</i>
Week 2: Jan 25- Jan 31	Paleolithic cave art, megalithic architecture, creation myths, Neolithic mythology, Neolithic myths with other familiar myths and stories, Neolithic mythology with familiar myths and stories. <i>Read Chapter 1: The Rise of Culture: From Forest to Farm</i> <i>Discussion posting #2; Assignment #1; Quiz #2</i>
Week 3: Feb 1- Feb 7	Geography and climate on the development of Mesopotamian cultures, Mesopotamian sculpture, significance of the Code of Hammurabi, Mesopotamian architecture, the Epic of Gilgamesh its form, characters, and themes, epic poetry, Hebrew law and religion.

	<p>Egyptian civilization through its art, language, religion, and history, Egyptian architecture, sculpture, and religion, Amarna style art and other periods of Egyptian art. Chapter 2: Mesopotamia: Power and Social Order in the Early Middle East AND Read Chapter 3: The Stability of Ancient Egypt: Flood and Sun</p> <p><i>Discussion posting #3, Quiz #3. Census day 2/3</i></p>
<p>Week 4: Feb 8- Feb 14</p>	<p>Cycladic culture, the Minoans, the Mycenaeans, Homeric Epics, Linear A and Linear B, Themes in The Iliad and The Odyssey, Pericles in the development of Athens, classes and features of the Athenian democracy, the Peloponnesian War, Classical sculpture versus Hellenistic sculpture, Classical architecture, Classical sculpture, Classical dramatists: Aeschylus, Sophocles, and Euripides, themes found in Classical drama, the philosophies of Plato and Aristotle, Socrates and the Sophists, views of Plato and Aristotle in light of one's own beliefs.</p> <p>Read Chapter 4: The Aegean World and the Rise of Greece: Trade, War, and Victory AND Read Chapter 5: Golden Age Athens and the Hellenic World: The School of Hellas</p> <p><i>Discussion posting #4, Quiz #4</i></p>
<p>Week 5: Feb 15- Feb 21</p>	<p>Etruscan and Greek cultures on the development of Rome, history of Republican Rome, understand the founding myths of Rome, Virgil's Aeneid as a development of epic poetry and a founding myth, architecture for the Romans, "5 good emperors," understand important themes in Virgil's Aeneid, Pompeii. Chapter 6: Rome: Urban Life and Imperial Majesty. <i>Discussion posting, Assignment #2, Quiz #5</i></p>
<p>Week 6: Feb 22- Feb 28</p>	<p>The Great Wall of China, Shang Dynasty, Chinese symbols such as the dragon, the phoenix and the yin and yang, Daoism and Confucianism, Hinduism, Hinduism and the Caste system, Hinduism and Buddhism.</p> <p>Read Chapter 7: Other Empires: Urban Life and Imperial Majesty in China and India <i>Discussion posting, Exam I Chapters 1-7</i></p>
<p>Week 7: Mar 1- Mar 7</p>	<p>The decline of the Roman Empire, significance of Judaism on the development of Christianity, identify key events in Jewish history, distinguish the Jewish sects, significance of Jesus for Christians, significance of Rome on the development of Christianity, the influence of Constantine on Christianity, Christian architecture, Augustine and Boethius and Christian thought. Chapter 8: The Flowering of Christianity: Faith and the Power of Belief in the Early First Millennium. <i>Discussion posting #7, Quiz #6, Assignment #3</i></p>
<p>Week 8: Mar 8- Mar 14</p>	<p>Key tenants on Islam, significance of Muhammad, principles of Islam, understand the basic divisions and themes of the Quran, significance of Arabic for Islam, calligraphy in Islam, division</p>

	<p>between Shiite and Sunni Moslems, Umayyad dynasty in Spain, significance of Sufi Islam, Sufism</p> <p>Chapter 9: The Rise and Spread of Islam. Discussion posting #8, Quiz #7</p>
Mar 15- Mar 21	Spring Break
Week 9: Mar 22- Mar 28	<p>Anglo-Saxon on the development of the English language, Anglo-Saxon feudalism, status of women in Anglo-Saxon culture, significance of Beowulf, evaluate themes and values of Anglo-Saxon culture, importance of the chivalric code, the Song of Roland, values of chivalry, the importance of Charlemagne, Carolingian Miniscule, dissolution of the Carolingian Empire, Hildegard of Bingen.</p> <p>Read Chapter 10: Fiefdom and Monastery, Pilgrimage and Crusade: The Early Medieval World in Europe. Discussion posting #9, Quiz #8, Field Trip Observation due with proof of attendance.</p>
Week 10 Mar 29- Apr 4	<p>Elements of Gothic architecture, analyze stained glass, the architectural and artistic transitions that occurred during the period, musical advancements of the period, explain the establishment of the university system, the role of women during the period, scholasticism, Thomas Aquinas, recall key terms and their usages</p> <p>Read Chapter 12: The Gothic Style: Faith and Knowledge in an Age of Inquiry. Discussion posting#10, Exam II Chapters 8-10, 12</p>
Week 11 Apr 5- Apr 11	<p>Developments in China, The Tang Dynasty, The Song Dynasty, Indian and Southeast Asian Civilizations, Buddhism, Hinduism, Japan, The Heian Period, The cultures of Africa, The cultures of Mesoamerica</p> <p>Read Chapter 11: Centers of Culture: Court and City in the Larger World. Discussion posting #11, Quiz #9, Assignment #4</p>
Week 12 Apr 12- Apr 18	<p>The Sienese and Florentine Republic, Byzantine Style of painting, Dante, the plague Read Chapter 13: Siena and Florence in the Fourteenth Century Discussion posting #12, Quiz #10 Field Trip Observation due with proof of attendance.</p>
Week 13 Apr 19- Apr 25	<p>Florence and the Early Renaissance, rebirth of human consciousness, humanism, Medici court, Michelangelo's David</p> <p>Read Chapter 14: Florence and the Early Renaissance: Humanism in Italy. Extra Credit Discussion, Quiz #11, All research papers/projects and oral presentations due with Internet sources</p>
Week 14 Apr 26- May 2	<p>The Papal court in Rome, The Medici papacies and tensions between the spiritual and the material worlds, Renaissance values in the arts, The difference between Renaissance Venice and Florence and Rome. Read Chapter 15: The High Renaissance in</p>

	<i>Rome and Venice: Papal Patronage</i> <i>Extra Credit Discussion, Quiz #12, Assignment #5</i> <u>last day to drop the class with a "W" Monday, April 26</u>
Week 15 May 3- May 9	Commerce and the development of painting in Northern Europe, Marguerite de Navarre, the growth of commerce and the popular arts of Northern Europe, Traditions as the evolved in German art. <i>Read Chapter 16: The Renaissance in the North: Between Wealth and Want. Extra Credit Discussion</i>
Week 16 May 8- May 11	Module and exam ends Tuesday at 11:59 PM CST or 2359 hours. <i>Exam III Chapters 11, 13-16 closes.</i> <i>NO MAKE-UPS!</i>

Please Note: Due to the calendar schedule, plan on posting/submitting assignments in advance of scheduled due dates and times. Please remember that sometime problems arise with computer technology, therefore it is advantageous not to wait until the last minute to submit assignments. If you are experiencing technical difficulties, it is highly suggested that you contact the Help Desk well in advance of scheduled due dates/ times. Due to the nature of this course, accommodations are not awarded for human and/or computer errors, vacations, work schedules, personal issues or illnesses.

This is a flexible and tentative schedule. *It is possible that these dates will change slightly due to various circumstances.* **It is the student's responsibility to follow the schedule to submit assignments on time according to the above schedule. Any reminders from your instructor are a courtesy.**

Attendance Policy: Make every effort to sign in each day. Students who have gone without signing in for two weeks will be considered to have excessive absences. There is a definite correlation between poor attendance and poor performance in class. If you have to miss for any reason, contact me via Blackboard email. If you do not submit an assignment when it is due, you will receive a zero on the assignment, which cannot be made-up. Please review the course syllabus for the due dates which are in bold. Do not schedule appointments, vacations, and other personal business on these dates. Per the State of Texas, the only acceptable absences are religious holidays and military service. Please see your college handbook for additional information regarding class attendance. **NO points are given to attend college class.** Refer to grades available.

Please be on time with assignments. Lateness or failure to sign in may result in your inability to complete course assignments by their respective deadlines, which may result in being dropped from the course for lack of progress.

Tardiness Policy: Students are expected to complete work on time.

Withdrawal Policy: Students are responsible for their own withdrawal from a course; however, instructor reserves the right to withdraw any student whose absences and/or lack of participation (including submission of course assignments) results in an inability to complete the Student Learner Outcomes and Core Objectives. College policy forbids instructors from issuing W grades after W-day.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw is March 3rd for the 1st 8-week session, April 26 for the 16-week session, and May 5th for the 2nd 8-week session.

Student Responsibilities:

- Keep up with the assignments.
- Take full responsibility for your work and the successful completion of it.
- Allow enough time each week to complete the assignments. Set aside the hours you would spend in class plus 1 ½ to 3 hours for “homework” for this class (6-9 hours per week total).
- Be aware of others’ feelings. It is easy to react to a comment and send a reply quickly without thinking through the language and tone. In an online environment, responses are instantaneous, and we can’t take them back once they are sent.
- Participate fully in the discussions and dialogue in the class. The more you put into the class, the more you will get out of it.
- **Check your Mail in Blackboard several times a week.** Always try to check it by Sunday night so that you’ll be aware of any changes to assignments early in the week. I use email to communicate with you.
- Stay in touch with me and your cyber classmates. Use email to ask questions if you are uncertain about an assignment. No question is too basic. Ask a couple of classmates to be your “buddies.”
- Be academically honest. Much of our learning during this course will be collaborative. You’ll discuss ideas together in the Discussions and email one another with questions/ideas/inspirations/gripes. This collaboration is crucial. However, you must, finally, do your own work. Students who submit plagiarized

work are subject to the same penalties as those that apply to students in an on-campus course.

Instructor responsibilities:

- I will do my best to help students understand humanities.
- I will return work to students in a reasonable amount of time. **Please allow the same amount of time for grading as you were given to complete an assignment.** For example, if you were given three weeks to complete an assignment, allow three weeks for the assignment to be graded.
- I will consider each student's work in an unbiased fashion.
- I will check my email (Blackboard account) at least 5 days a week.
- I will return email or voice mail messages ASAP.
- I will post assignments or changes in the schedule in a timely manner.

A General Note about Work Submitted

All work needs to be submitted in the appropriate place. For example, discussions must be submitted through the discussion board, and assignments must be submitted through the appropriate assignment drop box. Any assignment not submitted in the appropriate place will earn the grade of (0).

Please do not send assignments to any email address. They are not graded.

A General Note about Work Returned

- Daily work will be returned within a week of submission. Exams and major papers may take up to two weeks to be returned due to the nature of the more complex assignment and the extended time allotted for such assignments. **Please allow the same amount of time for grading as you were given to complete an assignment.** For example, if you were given three weeks to complete an assignment, allow three weeks for the assignment to be graded.

FN Grading: The FN grade is issued in cases of failure due to a lack of attendance, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal. https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Appropriate Document Formats

All work must be submitted in the appropriate format (doc or docx). Remember if you are using a Mac or Open Office to convert your documents into the proper format. Any document that cannot be opened or read will receive a grade of (0).

Counseling Statement: Any student that is needing counseling services is requested to please contact Holly Bankston in the Student Success Center at 409-933-8520 or hbankston@com.edu. Counseling services are available in the student center for free.

Appointments are strongly encouraged. However, some concerns may be addressed on a walk-in basis. <http://www.com.edu/student-services/counseling>.

ADA Statement:

The Office of Services for Students with Disabilities is committed to working with you in maintaining the integrity of the educational experience and in creating equal access opportunities for our students. Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center. <http://www.com.edu/counseling/disability-services>.

I will provide additional explanation for all assignments whenever you request them.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention is very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <http://www.com.edu/student-services/student-handbook.php> . Students are expected to be familiar with and abide by the Student Code of Conduct. Any violations of the Code of Conduct will result in a referral to the Dean of Students and may result in dismissal from this class.

Academic Dishonesty: Any incident of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams – is an extremely serious offense and will result in a grade of zero on that exam and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

Plagiarism: Plagiarism is a serious offense and will not be tolerated. Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing any plagiarized material will receive a grade of zero and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

Link(s) to resource(s) about ways to avoid plagiarism:
<http://en.writecheck.com/ways-to-avoid-plagiarism/>

HUMANITIES DEPARTMENT POLICY STATEMENT: PLAGIARISM

Plagiarism is a form of academic dishonesty. To plagiarize is to steal the words or ideas of another and pass them off as one's own. Two forms of plagiarism are

common. In the first form, the writer incorporates published or otherwise recorded material without properly acknowledging its sources. In the second form, the writer submits work actually done by someone else. (The student who allows his or her work to be used by others is also guilty.)

Any student who plagiarizes will receive a grade of “0” on his or her plagiarized work and may, as a result, receive a failing grade in the course. Ignorance will not be an acceptable defense: all students are responsible for familiarizing themselves with the rules of documentation. Violation of the Plagiarism Policy may result in a referral to the College of the Mainland Judicial Coordinator or further disciplinary actions as stated in the current Student Handbook < <http://www.com.edu/student-services/student-handbook.php>>.

Note: All work submitted in College of the Mainland ENGL, HUMN or PHIL classes must conform to the documentation system established by the Modern Language Association (MLA). MLA documentation guidelines are distributed by your instructor, found in your textbook or on reserve in the library < <http://library.com.edu/>>. Documentation in SPCH classes is up to the individual instructor. It may be either MLA or APA style; check with your instructor and follow the appropriate system guidelines.

To document using the MLA system, you must provide an in-text parenthetical citation and a corresponding entry on a Works Cited page. “Source” may refer to published works (including material available from electronic/computer networks or databases), electronically broadcast programs, films, recordings, interviews, speeches, or lectures.

- You must document when you quote directly from another source.
- You must document when you paraphrase words from another source.
- You must document when you summarize ideas from another source.
- You must document when you use facts (statistics in a chart or graph, for example) or visual material from another source.

Rev 8/23

Concerns/Questions Statement: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Humanities Department Chair Brian Anderson at (409) 933-8186 or banderson@com.edu

General Education Core Objectives: Students successfully completing this course will demonstrate competency in the following Core Objectives:

1. **Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
2. **Communication Skills:** Develop, interpret, and express ideas through written, oral, and visual communication.
3. **Social Responsibility:** Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. **Personal Responsibility:** Evaluate choices and actions of others or one's own, and relate consequences to ethical decision-making.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
Demonstrate awareness of the scope and variety of works in the arts and humanities.	Critical Thinking Skills (CT)	Quizzes
Articulate how these works express the values of the individual and society within an historical and social context.	Social Responsibility (PR) Personal Responsibility (SR)	Field Trip and field trip observation

Articulate an informed personal response and critically analyze works in the arts and humanities.	Critical Thinking Skills (CT)	Discussions
Demonstrate knowledge and understanding of the influence of literature, philosophy, and the arts on cultural experiences.	Critical Thinking Skills (CT)	Exams
Demonstrate an awareness of the creative process and why humans create.	Communication Skills (CS1) Communication Skills (CS2) Communication Skills (CS3)	Paper and Presentation Visual Aid

Following Directions

Students are expected to follow assignment directions in order to earn credit for the assignment. Like many other course policies, this mirrors real-world expectations. While employers often value innovation and creativity, they also assume that an employee will follow directions carefully whenever specific directions are given. In this course, following directions includes adhering to specified essay length, document format, topic restrictions, submission instructions, and so on. In short, students should do what the instructor directs them to do. Submitted assignments that fail to follow directions may receive a grade of zero.

Technical Outage Issues

If you have a Blackboard issue, click on the sidebar on the left-hand side of the course. Fill out a Blackboard ticket. Distance Education will determine if it is a Blackboard error. If it is a Blackboard error or server error and deemed as such, you will be allowed to make up a quiz. If not, you will not be allowed to make it up. Please do not email me to reset your quiz.

Course Attendance Policy

In order to be successful in an online course, make every effort to log on at least once a day. Changes in the schedule will be posted under the announcement function in Blackboard.

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. Students are required to watch a training video, complete the self-screening, and acknowledge the safety guidance at: www.com.edu/selfscreen. In addition, students, faculty, and staff must perform a self-screening prior to each campus visit. Finally, students, faculty, or staff who have had symptoms of COVID-19, received a positive test for COVID-19, or have had close contact with an individual infected with COVID-19 must complete the self-report tool.

