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HUMANITIES 1201—EXPRESSIONS OF CULTURE I ONLINE

Dr. Crisp, Spring 2017

- Office: LIA 217
- Email: jcrisp@daltonstate.edu
- Phone: 706-272-2513 (office) or 706-406-5856 (Google Voice; during business hours, this forwards to me at work, home or cell)
- Office Hours: I set student drop-in hours for you early during the second week of class once schedule adjustments are complete. Check on GeorgiaView for these hours, or check my office door (LIA 217).
- If your schedule conflicts with my office hours, see me or email me and we'll set up an appointment time that works for both of us.

REQUIRED MATERIALS:

Cunningham, Lawrence S., John J. Reich, and Lois Fichner-Rathus. *Culture and Values*. 8th ed. Vol. 1. USA: Wadsworth Cengage Learning, 2014. ISBN: 978-1-133-95244-2

RECOMMENDED MATERIALS:

A college dictionary, *The American Heritage Dictionary*, 4th ed., hardbound or paperbound. The hardbound is particularly recommended.

Hardbound ISBN: 0-618-09848-8 Paperbound ISBN: 0-385-33576-8

COURSE DESCRIPTION:

Prerequisite: ENGL 1101 with a grade of C or better.

Surveys landmark creative endeavors from the ancient civilizations up through the Early Renaissance as expressions and reflections of the cultures that produced them. Course emphases include painting, music, dance, sculpture, architecture, myth, drama, philosophy, and literature as means of exploring the human experience.

Course activities may include readings, lectures, audio-visual presentations, note-taking, paraphrase, discussion, research, documentation, tests, short essays, and visits to and follow-up reports on cultural activities, events, or places.

Because Humanities 1201 follows a required Freshman English course (English 1101), the student is expected to have mastered the basics of grammar, mechanics, and composition commensurate with those of a student having successfully completed English 1101. Correct spelling and grammar are always required. Quizzes, tests, or other assignments often will require response in complete sentences or paragraphs as well. Essays are graded by the same compositional criteria as in English 1101.

COURSE OBJECTIVES:

Students will demonstrate in class and on tests, essays, and reports that they are conversant with landmark creative endeavors as expressions and reflections of the cultures and the times that produced them. Students will also demonstrate ability in making informed judgments and in applying appropriate vocabulary and analytical strategies learned in interpreting and evaluating creative works and other aesthetic experiences.

STUDENT LEARNING OUTCOMES:

Outcome 1: Students will demonstrate the ability to make informed judgments in interpreting works of art, literature, or other aesthetic experiences of cultures throughout the world. (Global Perspectives)

Measure: Students' ability will be measured by a rubric evaluating the experience evaluation and experience/art interpretation components of a Cultural Event Report assignment that asks them to visit or attend a museum, gallery, exhibit, cultural site, or performance, taking into account both commonly accepted aesthetic values and their own judgment. They will write a 500-word essay evaluating the experience and interpreting the experience or art.

Target: Seventy percent of the students will earn 75% or better on the experience evaluation and experience/art interpretation components of a Cultural Event Report.

Outcome 2: Students will analyze, evaluate, and provide convincing reasons in support of conclusions and arguments. (Critical Thinking)

Measure: Students will be measured by rubrics evaluating the analysis and support components of a written discussion board analysis requiring an initial 200-word presentation of their original conclusions and support for those conclusions on an evocative discussion question about aesthetic works from the ancient world through the Renaissance and at least two substantive, supported analytical replies to classmates' initial posts.

Target: Seventy percent of the students will earn 75% or better on the analysis and support components of a written discussion board analysis.

Outcome 3: Students will use technology and gather data to conduct research from various sources, including electronic media, and demonstrate an understanding of plagiarism by acknowledging and citing informational sources correctly. (Critical Thinking)

Measure: Students will be measured by a rubric evaluating the research and the citation components of a multimedia research project that requires students to examine one artist, thinker, movement, or aesthetic object in depth, add information from at least 3 reliable digital and/or hard copy resources, cite all sources for information and images, and present their findings to their classmates during the unit into which their chosen topic falls..

Target: Seventy percent of the students will earn 75% or better on the research and the citation components of a multimedia research project.

Outcome 4: Students will demonstrate an ability to evaluate observations, inferences, or relationships in works under investigation. (Critical Thinking)

Measure 1: Students' ability will be measured by a rubric evaluating the evaluation/interpretation component on the Cultural Event Report that asks them to evaluate and interpret observations, inferences, or relationships in a cultural experience at a museum, gallery, exhibit, cultural site, or performance, taking into account both commonly accepted aesthetic values and their own judgment.

Target: Seventy percent of the students will earn 75% or better on evaluation/interpretation component on the Cultural Event Report.

Outcome 5: Students will articulate an understanding of individual and cultural differences and perspectives across the globe. (Humanities/Fine Arts)

Measure: Students will be measured by a rubric evaluating the differences and the perspectives components of a multimedia research project that requires students to explain individual or cultural differences as they are expressed by one artist, thinker, movement, or aesthetic object in depth, add information from at least 3 reliable digital and/or hard copy resources, cite all sources for information and images, and present their findings to their classmates during the unit into which their chosen topic falls.

Target: Seventy percent of the students will earn 75% or better on the differences and the perspectives components of a multimedia research project.

Emergency Instructional Plan:

If the college is closed for inclement weather or other conditions, the course will continue as normal as long as most of the region has power and internet connectivity and Georgia View remains functional. If conditions cause you to miss course deadlines during such a time, contact me as soon as you are able to make arrangements to make up missed work.

If a large area loses power or if Georgia View goes down for more than 24 hours, I will post a revised class schedule as soon as possible.

EVALUATION:

Course grades will be computed as follows:

| | |
|------------------------------|-----|
| Cultural event report:..... | 25% |
| Research Presentation:..... | 30% |
| Tests (5):..... | 15% |
| Discussion boards (15):..... | 30% |

In written work for this course, students will be expected to meet the writing standards for grammar, punctuation, and spelling that are necessary for satisfactory completion of English 1101.

WRITING REQUIREMENTS:

Together, these written assignments will constitute 85% of the course grade:

1. Each student will be required to attend at least one out-of-class, instructor-approved museum or performance and write an analytical report (forms and specifications to be provided by the instructor) on each experience.

STUDENTS WHO DO NOT COMPLETE THIS PORTION OF THE REQUIRED WORK WILL NOT PASS THE COURSE.

2. Each student will write one critical research presentation concerning an aspect of creative expression as outlined and specified by the instructor.

3. Each student will participate in three discussion boards per unit, each requiring an original post of ~250 words and at least two substantive responses to classmates. All postings (original and response) must be formulated in complete, correct sentences (no texting language – this is academic work!) and must conform to the requirements of that discussion’s assignment. These are not “check-off” assignments; they will be read and graded on quality and completeness. The original post will account for 50% of each discussion’s grade and each response will be 25%.

LATE WORK/MAKE-UP POLICY:

I accept late work only by previous arrangement with me (agreed upon at least one full weekday before the deadline) or in cases of *documented* emergencies (hospital records, obituary, etc). Due dates are available at the beginning of the semester, and I'm always happy to accept work in advance. **Missed discussion boards may not be made up; the point of these is to discuss with your classmates while the class is considering the topic at hand together.**

CHEATING AND/OR POOR CONDUCT:

See the "Netiquette Assignment" for the rules of polite behavior in online discussions; violations of these rules in public boards, private discussions with the instructor or classmates, or group work, will be considered disruptive class behavior.

Other dishonest and disruptive behavior will be dealt with according to the *Student Handbook*.

PLAGIARISM:

Plagiarism (the use of others' ideas or words as if they were your own) is a serious offense. A first occurrence will mean a zero on the assignment, whether it be a report, presentation or discussion. Second offenses will be scored zero and the student will be referred for disciplinary measures detailed in the Catalog and Student Handbook. **The professor reserves the right to check discussion board postings through turnitin.com – research in these is welcomed, but it must be properly cited and documented. If you are unsure of something, email me at least one working day before the deadline – I'm glad to help.**

ABOUT THE COURSE CALENDAR:

The attached calendar is subject to change at the instructor's discretion or as needed. Check GeorgiaView for the latest version.

ATTENDANCE POLICY:

Attendance in an online course consists of regularly logging in and participating. You should plan to be actively involved at least a couple of times a week; in fact, the discussion boards generally require this.

Officially Approved DSC Groups and Activities:

When students are engaged in officially approved Dalton State groups or activities that require them to participate in events off campus during school days, they shall be treated similarly to any faculty or staff member acting in that same capacity. Thus, just as faculty and staff have excused absences from their regular work schedules, students shall be excused from class without penalty if they are off campus representing Dalton State College in an approved, official capacity during their regular class time. Examples include presenting a paper or otherwise participating in a conference, attending a University System student affairs event, participating in intercollegiate competition (athletic or academic), participating in an approved field trip, etc. Just as faculty and staff members are required to submit Request to Travel forms for approval, in order to be excused, the student needs to provide the following information to the instructor prior to the date when he/she will be absent from class:

notification of the event (in the case of athletics, students should provide each instructor a schedule of away events at the beginning of the semester or as soon as possible after the schedule is available);

estimated time of departure from and return to campus (for example, if a student has an away game in the evening and will not be leaving campus until 3:00, he/she will not be excused from

classes prior to that time on that day; similarly if the event is in the morning and the student will be returning to campus during the day, he/she is expected to attend any class scheduled after the return trip); and

□ contact information for the person or organization sponsoring/authorizing the student's participation in the event.

The student shall be allowed to make up any work missed during the time he/she is off campus representing DSC in an official capacity. He/she shall discuss what will be missed with the instructor and make arrangements to make up any assignments, tests, presentations, etc. that were scheduled on that date.

DISABILITY SUPPORT SERVICES: (REVISED JULY 30, 2014)

Students with disabilities or special needs are encouraged to contact Disability Support Services. In order to make an appointment or to obtain information on the process for qualifying for accommodations, the student should visit the Disability Support Services Library Guide at <http://www.libguides.daltonstate.edu/Disability> or contact the Coordinator of Disability Support Services.

Contact information:

Andrea Roberson, Coordinator

Pope Student Center, lower level

706/272-2524

aroberson@daltonstate.edu

WORKFORCE INNOVATIONS OPPORTUNITIES ACT:

Questions regarding students receiving financial assistance through the Workforce Innovations Opportunities Act should be directed to 706-295-6840.

SEX DISCRIMINATION, HARASSMENT, & ASSAULT:

Sex Discrimination, Harassment, & Assault:

Sexual harassment is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive that it has the effect of interfering with, denying or limiting someone's ability to participate in or benefit from the college's educational program and/or activities, and is based on power differential (quid pro quo), the creation of a hostile environment, or retaliation.

Sexual misconduct is a form of sexual harassment prohibited by Title IX. Sexual misconduct refers to "physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability." Sexual misconduct includes dating violence, domestic violence, rape, sexual assault, sexual battery, stalking, and sexual coercion.

Reporting Options

Call 911 if you are in an emergency situation

Dalton State Public Safety (this report is not confidential)

Health Professions Building-Upper Level 706-272-4461

Online Sexual Assault Report

<https://dynamicforms.ngwebsolutions.com/ShowForm.aspx?RequestedDynamicFormTemplate=3fe5724c-a8bd-4a31-9c25-1a3d35110a51>

If you would like to report to Dalton State Administration: (this report is not confidential)

Report Title IX complaint online -http://daltonstate.edu/campus_life/student-conduct-about.cms

Report Student-on-Student Title IX complaint in person:

Brittnie Lee, Office of Student Life

Coordinator for Student Responsibility & Service/ Deputy Title IX Coordinator

Pope 113

balee@daltonstate.edu, 706-272-2999

Report Title IX complaint involving Faculty or Staff in person:

Faith Miller, Human Resources

Director of Human Resource/ Title IX Coordinator

Memorial 122

fmiller@daltonstate.edu 706-272-2034

If you would like to talk with someone confidentially:

Dalton State Counseling & Career Services, Academic Resources

Lower Pope

706-272-4429

counseling@daltonstate.edu

<http://libguides.daltonstate.edu/Counseling>

Pope 113

Required readings

The following are chapters from the *Culture and Values* textbook (Available as a .pdf in the online class):

| Unit | Readings |
|--|--|
| 1 Prehistory and ancient civilizations | Chapters 1 and 5, Gilgamesh Tablet XI |
| 2 Ancient Greece and Rome | Chapters 2, 3, and 4, Aristotle on catharsis – see section 7 |
| 3 World Religions | Chapters 6 and 8, article on Abraham |
| 4 Medieval Culture | Chapters 9, 10, and 11 |
| 5 Early Renaissance Culture | Chapter 12 |

DROP/WITHDRAWAL POLICY: Revised June 25, 2007

Students wishing to withdraw from the course may do so without penalty until the mid-point of the semester, and a grade of **W** will be assigned. After that point, withdrawal without penalty

is permitted only in cases of extreme hardship as determined by the Vice President for Academic Affairs; otherwise a grade of **WF** will be issued. (Please note: At Dalton State College, the Hardship Withdrawal process requires students to withdraw from all classes at the college.) The proper form for dropping a course is the **Schedule Adjustment Form**, which can be obtained at the Enrollment Services Office in Westcott Hall. The Schedule Adjustment Form must be submitted to the Enrollment Services Office. Students who disappear, completing neither the official withdrawal procedure nor the course work, will receive the grade of **F**. **I cannot withdraw students from the class. Withdrawal from any Dalton State College classes is a student responsibility.** The last day to drop classes without penalty is March 24, 2017.

Complete Withdrawal Statement:

“The proper form for withdrawing from all classes at the college after the official drop/add period but before the published withdrawal date is the **Schedule Adjustment Form**. *All students must* meet with a staff member at the Office of Academic Resources in the Pope Student Center to initiate the withdrawal process. After meeting with the staff member, students will then finalize the withdrawal process in the [Enrollment Services](#) Office.”

Department of English

Plagiarism

You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word *plagiarius* (kidnapper), *plagiarism* refers to a form of cheating that has been defined as "the false assumption of authorship: the wrongful act of taking the product of another person's mind and presenting it as one's own" (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). To use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school.

Is the above paragraph an example of plagiarism even though it contains quotation marks and documentation within it? Yes, it is plagiarism because it was copied word for word from the MLA Handbook for Writers of Research Papers, Fourth Edition by Joseph Gibaldi. It should be introduced and cited as follows:

Note the definition of plagiarism offered by the primary writer of a handbook for writing research papers:

You probably have heard of lawsuits about plagiarism in the publishing and recording industries. You may also have had classroom discussions about academic plagiarism. Derived from the Latin word *plagiarius* (kidnapper), *plagiarism* refers to a form of cheating that has been defined as "the false assumption of authorship: the wrongful act of taking the product of another person's mind and presenting it as one's own" (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). To use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft and often carries severe penalties, ranging from failure in a course to expulsion from school (Gibaldi 26).

In writing a research paper, every direct use from another source must be put into quotation marks and then cited within the body of the paper with the author's last name and the page number. Also, every phrase, word, idea, or passage which has been put into the writer's own words (paraphrased) and used in the paper must be cited at the end of the paraphrased material with the author's last name and page number, but the quotation marks are not necessary.

What Plagiarism Is:

- The use of another's writing without proper use of quotation marks
- The borrowing or buying of a term paper or speech
- The borrowing of a phrase, use of an idea, or the paraphrasing of material if that information is not properly documented

What Plagiarism Is Not:

- A summary of a total work based on the writer's impression
- Original ideas and reactions based upon reading critical views in secondary sources
- Common knowledge about the particular author, works, or topic

Instructors May Suspect Plagiarism If:

- Writing or speaking style is significantly different from the student's normal style
- Vocabulary used is that which is not commonly used by the student
- Sentence structure varies widely from the student's writing
- Specific and limited knowledge is treated as common knowledge

Consequences Of Plagiarism May Include:

- 0 on the paper or speech
- F in class at the Instructor's discretion, if stated in the Instructor's syllabus
- Referral to the Dean of Student Affairs with a conference pending
- Referral to the Discipline Committee for appropriate action

Cases of plagiarism may be submitted to Student Conduct for a hearing and possible sanctioning.

These sanctions could include:

- Disciplinary Warning
- Disciplinary Probation
- Disciplinary Suspension
- Disciplinary Expulsion

Examples

Following you will find examples, both correct and incorrect, of various ways to use sources in your papers. First, read the **original material** and then compare the various styles of documentation.

Original Material

Although commentators differ on the question of which models and sources proved most significant, they tend to concur on the question of how *Huckleberry Finn* transformed American literature. Twain's innovation of having a vernacular-speaking child tell his own story *in his own words* was the first stroke of brilliance; Twain's awareness of the power of satire in the service of social criticism was the second. Huck's voice combined with Twain's satiric genius changed the shape of fiction in America (Fishkin 3).

Direct Quote

Even though literary critics may differ on the finer points of Twain's novel Huckleberry Finn, most tend to agree that Mark Twain's satiric genius and his use of the youthful Huck's voice as narrator change the shape of fiction in America (Fishkin 3).

It is widely felt that critics believe Mark Twain forever change American literature with his masterpiece Huckleberry Finn. According to critic Shelley Fishkin, Twain's innovation of having a vernacular-speaking child tell his own story in his own words was the first stroke of brilliance; Twain's awareness of the power of satire in the service of social criticism was the second (3).

Short Paraphrase

Critics agree that Mark Twain changed the course of American fiction in his novel Huckleberry Finn with his skillful treatment of point of view and social satire (Fishkin 3).

Long Paraphrase

Even though there is great dissension among commentators concerning the model Twain used to create Huckleberry Finn, almost all are in agreement on one aspect: how Huckleberry Finn permanently changed the face of American literature. Having a child tell the story in his own

dialect combined with utilizing satire as a means of criticizing society were Twain's two strokes of genius that forever altered American literature (Fishkin 3).

Incorrect Paraphrase

Mark Twain changed American literature. His innovation of having a vernacular-speaking child tell his town story in his own words was a stroke of brilliance. Also, the fact that he used the power of satire in the service for social criticism was innovative (Fishkin 3).

Works Cited

Fishkin, Shelley Fisher. *Was Huck Black? Mark Twain and African-American Voices*. New York: Oxford UP, 1993.

Calendar HUMN 1201

Spring 2017

January

| M | T | W | Th | F | Sa | Su |
|---|---|---|----|----|--------------------------------|----|
| 9 CLASSES START Begin Unit 1 | 10 | 11 Syllabus sign-off and introduction discussion post due | 12 | 13 | 14 Discussion 1 first posts | 15 |
| 16 MLK holiday – school closed | 17 Discussion 1 replies (a day later than will be normal because of the holiday) | 18 Presentation sign-up | 19 | 20 | 21 Discussion 2 first posts | 22 |
| 23 Discussion 2 replies | 24 | 25 Presentations Unit 1 | 26 | 27 | 28 Discussion 3 first posts | 29 |
| 30 Discussion 3 replies Reading Quiz 1 | 31 Begin Unit 2 | | | | | |

February

| M | T | W | Th | F | Sa | Su |
|---|--------------------|-------------------------------|----|----|--------------------------------|----|
| | | 1 | 2 | 3 | 4 Discussion 4 first posts | 5 |
| 6 Discussion 4 replies | 7 | 8 | 9 | 10 | 11 Discussion 5 first posts | 12 |
| 13 Discussion 5 replies | 14 | 15 Presentations Unit 2 | 16 | 17 | 18 Discussion 6 first posts | 19 |
| 20 Discussion 6 replies Reading Quiz 2 | 21 Begin Unit 3 | 22 | 23 | 24 | 25 Discussion 7 first posts | 26 |
| 27 Discussion 7 replies | 28 | | | | | |

March

| M | T | W | Th | F | Sa | Su |
|---|-----------------|------------------------|-----------------|---------------------|--|----|
| | | 1 | 2 | 3 | 4 Discussion 8 first posts | 5 |
| 6 Discussion 8 replies First C Session class | 7 | 8 Presentations Unit 3 | 9 | 10 | 11 Discussion 9 first posts CULTURAL EVENT REPORT DUE | 12 |
| 13 SPRING BREAK | 14 SPRING BREAK | 15 SPRING BREAK | 16 SPRING BREAK | 17 SPRING BREAK | 18 | 19 |
| 20 Discussion 9 replies Reading Quiz 3 | 21 Begin Unit 4 | 22 | 23 | 24 Last day to drop | 25 Discussion 10 first posts | 26 |
| 27 Discussion 10 replies | 28 | 29 | 30 | 31 | | |

April

| M | T | W | Th | F | Sa | Su |
|--|-----------------|-------------------------|----|----|------------------------------|----|
| | | | | | 1 Discussion 11 first posts | 2 |
| 3 Discussion 11 replies | 4 | 5 Presentations Unit 4 | 6 | 7 | 8 Discussion 12 first posts | 9 |
| 10 Discussion 12 replies Reading Quiz 4 | 11 Begin Unit 5 | 12 | 13 | 14 | 15 Discussion 13 first posts | 16 |
| 17 Discussion 13 replies | 18 | 19 | 20 | 21 | 22 Discussion 14 first posts | 23 |
| 24 Discussion 14 replies | 25 | 26 Presentations Unit 5 | 27 | 28 | 29 Discussion 15 first posts | 30 |

May

| M | T | W | Th | F | Sa | Su |
|--|--|---------------|----------|---|---------------|---------------|
| 1 Discussion 15 replies Last day of classes | 2 FINALS WEEK Take your final (It's just reading Quiz 5) any time during exams Deadline: May 8 unless you're graduating (graduates contact me) | 3 FINALS WEEK | 4 FINALS | 5 FINALS WEEK Graduating seniors' grades | 6 FINALS WEEK | 7 FINALS WEEK |
| 8 FINALS WEEK | 9 | 10 Grades due | 11 | 12 | 13 Graduation | 14 |

