

**COURSE NUMBER:** HUMA 1301.P05 CRN-12292

**COURSE TITLE:** Introduction to the Humanities

**PROFESSOR:** Mindi Bailey

**Office Number:** Lawler Hall (LH) 216 (inside suite LH 210)

**Office Hours:** Mondays, Tuesdays, & Wednesdays 4:00-6:00 p.m.

**Office Phone Number:** 972-377-1641

**Email:** Please use **Canvas** e-mail for **ALL** e-mail communication with me. In your email subject line, please include the following: name, section number, and what your email is about; for instance, Jane Doe, PO5-absence 9/11.

**FYI:** Monday-Friday, I check email at least a couple of times per day; however, I **do not** check e-mail on weekends.

**Note:** If you experience a problem accessing Canvas or any material posted on Canvas, please contact me at once, and then if you need tech support to resolve the problem, contact [Online Student Support](#) at your earliest convenience for **immediate** assistance (available 24/7).

## **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. Additionally, this course provides a broad overview of cultural traditions and the variety of aesthetic and intellectual works through which they express their values and aspirations.

**COURSE CREDIT HOURS:** 3 Lecture Hours

**PREREQUISITE:** Meet TSI college-readiness standard for Reading and Writing; or equivalent

## **STATE-MANDATED STUDENT LEARNING OUTCOMES:**

**Confucius:** "He that would perfect his work must first sharpen his tools."

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. (Personal Responsibility, Social Responsibility)
3. Articulate an informed personal response and critically analyze works in the arts and humanities. (Critical Thinking, Communication Skills)
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.

## **WITHDRAWAL POLICY:**

**Census day:** Monday, 9/11

(If you drop the course on or before this date, no course grade will appear on your transcript.)

**Last day to withdraw:** Friday, 10/20

(If you officially withdraw from the course on or before this date, a W will appear on your transcript.)

## **AMERICANS WITH DISABILITIES ACT:**

Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, PRC-F114C or 972-881-5950 to arrange for appropriate accommodations.

## COURSE RESOURCES:

**Confucius:** “Learning without thought is labor lost.”

**Required textbook:** *Discovering the Humanities* by Henry M. Sayre (either **2<sup>nd</sup>** or **3<sup>rd</sup>** edition)

- You may buy or rent either edition of the textbook.
- You **DO NOT** need to purchase the online access code for publisher resource material.
- [The Alchemist](#) (This is a pdf version so that you don’t have to buy the book, but feel free to buy it if you prefer to read it in that form rather than as a pdf; it’s relatively inexpensive.)

**Supplies:** 6 scantrons

## METHOD OF EVALUATION:

**Confucius:** “No matter how busy you may think you are, you must find time for reading, or surrender to a life of self-chosen ignorance.”

A = 895+ points = **WIZARD STATUS**

B = 795-894 points = **HERO STATUS**

C = 695-794 points = **SIDEKICK STATUS**

D = 595-694 points = **APPRENTICE STATUS**

F = 594 points & lower = **NEOPHYTE STATUS**

- **Game:** In order to create a course that best suits student needs and interests, this class is structured as a game wherein you **accumulate points** from a variety of assignments, experiences, and tests created to help you make significant progress toward relevant, well-defined goals!
  - The game structure of this course is designed to
    - give you the autonomy to accomplish your goals,
    - make the course as relevant as possible to your own life/career path,
    - create a well-rounded experience of the humanities.
  - The overall course design and point system are intended to encourage you to
    - challenge yourself,
    - engage in friendly competition,
    - push your limits,
    - learn from your mistakes,
    - expand your cognitive and cultural horizons.
- **Grades:** To know your grade at any given point in the semester, simply move the decimal point one place to the left. (Example: 750 total points = grade of 75.)
  - Your grade in this class **NOT AVERAGED!** Instead, your grade is based solely upon the **NUMBER OF POINTS** you accrue over the course of the semester.
  - The way your grade is figured in this class is intended to not only enhance academic achievement but also reward effort.
  - Barring unforeseen circumstances, it generally takes me 1-2 weeks after the deadline to post grades.
- **Canvas:** Course material is posted in Canvas, so be sure to explore Canvas fully.
  - Click on the “modules” tab to access tests, assignment guidelines, submission links for turnitin.com, etc.
- **Tests:** You are *required* to take **at least 4 out of 5** online tests.
  - If you do not do complete at least 4 tests, **penalty points** will be deducted from your point total (see penalty points explained below).
  - You may take the remaining two tests to accumulate points.
- **Tickets** will be awarded for excellent work and exemplary leadership as well as for attending humanities-related, cultural and/or campus events, etc. (See below for details on how to earn and redeem tickets.)
  - There will be ticket bonus options on TBL exercises.
  - I also award tickets for finding **typos and mistaken information** in any of the course materials, so send me an email if you find an error!
  - In this class, tickets afford you the opportunity to

- submit late work
- reopen a test
- excuse absences
- engage in extra credit
- be exempt from the final exam

## TICKETS:

**Confucius:** “A lion chased me up a tree, and I greatly enjoyed the view from the top.”

**YELLOW TICKET = 1 ticket**

**RED TICKET = 5 tickets**

**WHITE TICKET = 10 tickets**

**BLUE TICKET = 20 tickets**

**1 ticket** → 1 point added to your **point total** (note that this is added to your point total and **NOT** your final grade).

**5 tickets**→

- Buy back one absence.
- Buy opportunity to complete extra credit
  - You may earn a maximum of 50 points on extra credit coursework (attach tickets to your submission).

**10 tickets**→

- Buy opportunity to turn in a late assignment (attach tickets to your printed submission).
- Buy access to a test that has closed.

**25 tickets**→

- Buy exemption from final exam (you will NOT earn points for the final exam, but if you submit 25 tickets, you buy the opportunity to avoid having 50 penalty points deducted from your point total for not taking the final when you were not exempt (with 895+ or perfect attendance).

## TICKET BONUS POINTS (worth 50 points maximum)

\* If you accumulate tickets that you do not wish to spend to turn in late work, reopen a closed test, gain exemption from the final, earn extra credit, or excuse absence(s), then you may use them to earn **bonus points** (one point per ticket will be added to your point total for unused tickets).

\* Tickets will be awarded for finding **typos and other errors** in course materials, so if you find anything that needs corrected, please email me immediately.

\* You will earn **25 tickets** at the end of the semester if you attended every class without being late or leaving early.

\* This reward for **perfect attendance** does not apply if you use tickets to buy back absences.

- This reward is **null and void** if you are physically present but are not actively engaged in the lesson/activity or if you engage in any disruptive behaviors.
- You may use these perfect attendance tickets for points, even if it means that you will exceed the maximum number of 50 ticket points.

## LEVEL UP POINTS:

\* Level up points are offered to reward your progress. I will keep track of your points, and once you surpass each of the following achievement markers.

\* Each time you level up, you will receive points added to your point total as follows:

- + 10 level up points when you earn 250 points;
- + 10 level up points when you earn 600 points;
- + 10 level up points when you earn 750 points.

## PENALTY POINTS:

\* **10 penalty point deduction** for not participating in the CATME team-making survey.

\* **Failure to take 4 out of 5 tests** will result in a **10 point penalty deduction** for each of the 4 required tests you neglected to attempt. (This means that if you only took one test, 30 penalty points will be deducted from your point total.)

\* There will be **50 point penalty deduction** from your point total if you are not exempt from it and fail to take the final exam.

\* Habitual/excessive use of any electronic device (cell phone, tablet, or laptop) for anything other than class-related activities will result in a **penalty point deduction** based upon the frequency and amount of time you divert attention away from class interaction and toward your electronic device.

\* **10 point penalty deduction** for failing to complete the creative project assignment.

\* After 3 absences, **5 penalty point deduction** for each absence beyond the initial three.

(**Note:** I do not excuse absences without written documentation.)

## **COURSE OFFERINGS:**

**Confucius:** "I hear and I forget. I see and I remember. I do and I understand."

**TEAM-BASED LEARNING (TBL)** (worth **350** points maximum)

**Confucius:** "Success depends upon previous preparation, and without such preparation there is sure to be failure." "

\* The first week of classes, you will receive an email with a link to a CATME **team-making survey** that I will use to create the most diverse teams possible, and your team for TBL will remain the same throughout the semester.

**NOTE:** You will have 10 penalty points deducted for not submitting the team-making survey before the deadline.

\* We will discuss the parameters and expectations of TBL in class.

\* TBL begins with preparation, which prepares you for the readiness assurance tests (RATs), and culminates with application exercises/activities.

\* TBL is designed to maximize your learning potential and to train you to work from lower to higher levels of thinking.

\* Your TBL points reflect attendance, preparation, mindful attentiveness to and **active** engagement in TBL activities, discussions, and exercises; attitude and preparation also factor in.

\* Simply being physically present is not enough to earn points; you must be *actively* engaged and participate in meaningful ways in order to earn points.

\* Needless to say, **attendance** is extremely important to your success in this course, especially on TBL days!

**ONLINE TESTS: READING COMPREHENSION** (worth **250** points maximum with **each test** worth **50** points maximum)

**Confucius:** "If you make a mistake and do not correct it, this is called a mistake."

\* You are required to take **at least 4 out of 5 tests**. Failure to take 4 tests will result in a **10 penalty point** deduction for each missed test.

\* You may also opt to take all 5 tests to earn more points.

\* Aside from the final exam, all of your tests for this course will be conducted online.

\* All tests will open at the beginning of the semester and will close at specific times, so keep track of when they are available (see calendar at the end of the syllabus).

\* Test 1 covers chapters 1-3 (no Roman info on test)

\* Test 2 covers chapters 4-6

\* Test 3 covers chapters 7-9

\* Test 4 covers chapters 10-12

\* Test 5 covers chapters 13-15

\* You may attempt each test a maximum of **10 times**, and I will take your **highest grade**.

\* **5 bonus points** will be added to tests for each of the following: scoring 100% on 1<sup>st</sup> attempt, making 80% or better on all 10 attempts, and/or scoring the fastest time in the class with 80% or better.

\* Test questions are drawn from a large randomized database of questions containing the information from crossword puzzle study guides. [Click here for link to Crossword Puzzles/Study Guides](#)

**NOTE:** Crosswords have been created purely for your own edification and are not required. However, many students find them extremely helpful since they focus your reading and contain material covered on the tests as well as the final exam.

**UNIT 1 "GET TO KNOW ME" CANVAS DISCUSSION** (worth **100** points maximum)

\* See UNIT 1 module for link to discussion and guidelines.

\* The goal of this discussion is creative self-expression and playful introduction to break the ice and forge social bonds.

\* The discussion has two parts: exploration and reflection; each part has its own instructions and deadline.

- \* You have options, so be sure to read fully and follow directions.

### **UNIT 3 CREATIVE PROJECT → 3 different options** (worth 100 points maximum)

- \* See UNIT 3 module in Canvas for guidelines and options.
- \* You have 3 different options to choose from, so be sure to read guidelines for both carefully before deciding which one you would prefer.
- \* We will study the creative process from multiple perspectives; we will analyze and interpret the work of creative geniuses throughout history in addition to examining what neuroscience has to tell us about creative cognition and the brain states associated with various stages of the creativity. Hopefully, this will give you some good insights that will help you tap into your own creative urge!

### **UNIT 4 EXPERIENCE PAPER → 4 different options** (worth 150 points max: 100 points for paper, 50 points proof)

**Confucius:** ““Wherever you go, go with all your heart.”

- \* Choose the field trip that most appeals to you: **Museum, Concert, Play, or Cultural Excursion.**
- \* See UNIT 4 module in Canvas for guidelines to complete each option.
- \* Choose the option that you find most interesting, relevant, challenging, and/or enjoyable.
- \* The goal of this unit’s coursework is for you to experience the humanities outside of the classroom.
- \* This experience **MUST** take place during this semester and **MUST** be **experienced in person** rather than online.
- \* You must submit **proof of attendance**.

### **FINAL EXAM** (worth 100 points maximum)

- \* If you have already earned wizard status with an **A in the course (895+)** OR if you have **0 absences**, you are **exempt** from taking the final exam, though you still have the option of taking the final exam if you wish to earn more points.
- \* If you are *not exempt and fail to take the final exam*, **50 penalty points** will be deducted from your point total (this is roughly equal to 5 points off of your final grade).

### **EXTRA CREDIT** (worth 50 points max)

- \* In order to earn the privilege of completing up to 50 points of extra credit, you will need to **submit 5 tickets**.
- \* See EXTRA CREDIT module in Canvas for option guidelines and point values.
- \* You will have your choice of a great variety of different assignments with a wide range of point values, which are intended to help you earn more points through added effort and expanded knowledge and experience over and above what is expected or required.
- \* You may choose to complete whichever ones you find most interesting, relevant, or challenging but may not exceed the maximum number of 50 points allowable.

### **LATE WORK**

**Confucius:** “It does not matter how slowly you go so long as you do not stop.”

- NO late work will be accepted without **10 tickets** (see above for details).

## **SCHOLASTIC DISHONESTY & PLAGIARISM:**

**Sophocles:** “I would prefer to fail with honor than to win by cheating.”

**WARNING:** If scholastic dishonesty or plagiarism is suspected, documentation for the suspected violation will be referred to the Dean of Student Development Office for investigation and adjudication. If the Dean of Student Development Office finds a student responsible of scholastic dishonesty or plagiarism, appropriate penalties will be assigned for the infraction, and if a student is found responsible for academic dishonesty, a **penalty ranging from a zero on an assignment to a FAILING GRADE IN THE COURSE** will be assigned based on the professor’s interpretation of the severity of the situation.

**Academic Ethics:** Every member of the Collin College community is expected to maintain the highest standards of academic integrity. **All work submitted for credit is expected to be the student’s own work.** Collin College may initiate disciplinary proceedings against a student accused of scholastic dishonesty. Scholastic dishonesty includes, but is not limited to, statements, acts, or

omissions related to applications for enrollment, credit or class work, research, the award of a degree, and/or submitting work that is not one's own.

**General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, and/or the award of a degree; falsifying academic records; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; and/or submitting work that is not one's own. All work submitted for credit is expected to be the student's own work. Students are expected to record honestly and accurately the results of all their research. Falsification of research results includes misrepresentations, distortions, or omissions in data or reports on research.

**Plagiarism** is the use of an author's words or ideas as if they were one's own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation. In the preparation of all papers and other written work, students must distinguish their own ideas and knowledge from information derived from other sources. The term "sources" includes not only published primary and secondary materials, but also information and opinions gained directly from other people. Whenever ideas or facts are derived from a source, the source(s) must be indicated by the student.

*[See above for disciplinary consequences of plagiarism and take them quite seriously because I do!]*

**Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; collaborating with another student during an examination without authority; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; unauthorized copying of computer or Internet files; using someone else's work for assignments as if it were one's own; submitting or resubmitting an assignment (in whole or in part) for more than one (1) class or institution without permission from the professor(s); or any other dishonest means of attempting to fulfill the requirements of a course.

**Collusion** is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance or unauthorized collaboration; communicating answers to a classmate about an examination or any other course assignment; removing tests or answer sheets from a test site; and allowing a classmate to copy answers.

**Consequences:** In cases where an incident report has been filed for an alleged violation of scholastic dishonesty, a faculty member is requested to delay posting a grade for the academic work in question, until the case is final. Students found responsible for scholastic dishonesty offenses will receive an authorized disciplinary penalty or penalties from the Dean of Student Development Office. The student may also receive an academic penalty in the course where the scholastic dishonesty took place. The faculty member will determine the appropriate academic penalty (section 7-2.2 of the [Collin Student Handbook](#)).

## **RULES AND DISRUPTIVE BEHAVIORS:**

**Confucius:** "The Superior Man is aware of Righteousness; the Inferior Man is aware of Advantage."

1. **Respect:** No insults, *ad hominem* attacks, stereotypes, clichés, plagiarism, or profanity.
  - Disrespectful attitude and/or remarks will result in disciplinary action and penalty point deductions.
  - Use of electronic devices is permitted only for educational purposes. Unauthorized use of electronic devices (cell phones, laptops, tablets, etc.) will result in loss of teamwork/engagement points as well as penalty point deductions and possible disciplinary action.
2. **Etiquette:**
  - Standards of courtesy and respect must be maintained at all times.
  - Discussions are for intelligent and respectful exchange of ideas. Name-calling and personal attacks are not permitted under any circumstances, even in jest.
  - Any violation of the standards of appropriate behavior will be reported to the Dean of Student Development Office, and appropriate disciplinary action will be taken by the college.
  - You must use one of the following formats: .doc .docx .pdf .html .htm .mht .jpg!

## **SOCIAL AND PERSONAL RESPONSIBILITY**

**Confucius:** "Never give a sword to a man who can't dance."

- My **goal** is to make learning interesting and fun so that your connection to creativity and cultural awareness will continue to unfold even after you have completed this course.
- My **intention** in designing this course as a multiplayer game is to:
  - give you the opportunity to make choices about how you achieve student learning outcomes
  - create a playful learning environment and some flexibility in terms of both time and knowledge
  - help you focus on course material that is most interesting &/or relevant to you

- offer a wide variety of course materials crafted to appeal to diverse learning styles and preferences as a means of helping you reach your highest potential.
- My **challenge** is to engage you in an exciting and rigorous journey through the humanities by sharpening your perception and exercising your creative expression of ideas so that you will be able to enjoy, analyze, and interpret visual, verbal, and performing art from an interdisciplinary, multicultural perspective.
- My **hope** is to share valuable information, insights, and cognitive skills as well as to spark your interest in not only the humanities but also in your own creativity.
- My **wish** is to rekindle your creative urge and engage you in learning to ask valuable, thought-provoking questions and express meaningful ideas with clarity and precision.
- My **teaching** focuses on building both creative and critical thinking skills.
- My **role** is more as a guide than as an expert. As the saying goes, a good teacher is the guide on the side not the sage on the stage!
- My **wish** is to help you expand your cultural horizons, exchange ideas, collaborate, and express yourself (art)fully.
- Because there is so much material to cover in such a short period of time, each of us has his/her part to play in successfully achieving course objectives.
  - **Your responsibility** as a student in this course is to
    - read and follow the syllabus and coursework guidelines;
    - read/view the assigned material;
    - thoroughly familiarize yourself with Canvas;
    - check your Canvas e-mail and announcements daily;
    - engage material and follow guidelines as instructed;
    - adhere to deadlines and submit work as instructed;
    - keep careful track of your grade/point total in the class;
    - refer to the calendar daily to inform and pace yourself.
  - **My responsibility** as your professor is to
    - challenge each member of a diverse student population to reach his/her potential;
    - offer a variety of exercises, assignments, and opportunities that empower students to customize the course and hopefully make it as pleasurable and personally meaningful as possible;
    - provide instructive, constructive guidelines and concise, consistent feedback on course work;
    - invigorate and facilitate the learning process as much as possible while still maintaining college level experience, content, and rigor;
    - respond to student e-mail and be available during regularly scheduled office hours.

**Confucius:** “When it is obvious that the goals cannot be reached, don't adjust the goals, adjust the action steps.”

**NOTE:** The professor and Collin College reserve the right to make changes in content, scheduling, or requirements in order to facilitate the best possible learning experience. I will post any changes to an announcement in Canvas. This course contains links to web sites operated and maintained by other public or private entities. While Collin College instructors provide link information to these sites, the College assumes no responsibility for the privacy practices or the content of such web sites. It is recommended that users consider the individual privacy policy statements of each web site they visit.



## DEADLINES/DUE DATES CALENDAR

	1) You should read one chapter per week. 2) Team-Based Learning will be completed in class.		
50	TBL SYLLABUS	(completed during class time)	Wed., 9/06 and 9/11 Bring Scantron and #2 pencil!
100	UNIT 1 COURSEWORK		
	EXPLORATION (part 1) Canvas Discussion: "Get to Know Me"	Opens Monday, 8/28 @ 12:00 a.m.	Due Wednesday, 9/06 @ 11:59 p.m. Post in Canvas Unit 1 "Get to Know Me" discussion link in Canvas
	REFLECTION (part 2) Online Discussion: "Get to Know Me"	Begins Monday, 9/04 @ 12:00 a.m.	Due Monday, 9/11 @ 11:59 p.m. Reply to ALL classmates in Canvas Unit 1 "Get to Know Me" discussion link
CENSUS DAY: Monday, 9/11			
50	TEST 1 (chapters 1-3)	Opens Monday, 8/28 @ 12:00 a.m.	Closes Monday, 9/25 @ 11:59 p.m.
50	TBL 1: THE ANCIENT WORLD	(completed during class time)	Wednesday, 9/27 Bring Scantron and #2 pencil!
50	TEST 2 (chapters 4-6)	Opens Monday, 8/28 @ 12:00 a.m.	Closes Monday, 10/09 @ 11:59 p.m.
100	TBL 2: PHOTOSHOOT	(completed during class time)	Wed., 10/11; Mon., 10/16; Wed., 10/16; Wed., 10/18
LAST DAY TO WITHDRAW: Friday, 10/20			
100	UNIT 3 COURSEWORK		
	CREATIVE PROJECT Choose ONE of 3 options: individual, paired, or group.	Opens Monday, 8/28 @ 12:00 a.m.	Individual and Pairs: Due Monday, 10/30 printout of written portion before class AND submit to Unit 3 turnitin link in Canvas before 11:59 p.m. NOTE: Group Game: Due Wednesday, 11/29
50	TEST 3 (chapters 7-9)	Opens Monday, 8/28 @ 12:00 a.m.	Closes Monday, 11/06 @ 11:59 p.m.
100	TBL 3: DANTE	(completed during class time)	Mon., 11/06 (prep presentation) & Wed., 11/08 (RATs and application exercise) Bring Scantron and #2 pencil!
150	UNIT 4 COURSEWORK		
	EXPERIENCE PAPER: Choose ONE of the 4 options: Museum, Concert, Play, or Cultural Excursion (100 points max for paper & 50 points for proof of attendance)	Opens Monday, 8/28 @ 12:00 a.m.	Due Wednesday, 11/15 Submit printout and proof of attendance before class AND submit to turnitin link in Unit 4 module in Canvas before 11:59 p.m.
50	TBL 4: 2020 HINDSITE	(completed during class time)	In class on Monday, 11/20 Bring Scantron and #2 pencil!
THANKSGIVING HOLIDAY: Wednesday, 11/22-Sunday, 11/26			
	GAME CREATIVE PROJECT (UNIT 3 COURSEWORK-SEE ABOVE)	Opens Monday, 8/28 @ 12:00 a.m.	Group Game: Due Wednesday, 11/29 Submit PEER EVAL before 11.59 p.m.
50	EXTRA CREDIT & LATE WORK Include tickets with submission	Must submit 5 tickets with extra credit 10 tickets with late work	Deadline: Wednesday, 12/06 Submit via Canvas or submit before class and be sure to attach tickets to your submission.
50	TEST 4 (chapters 10-12)	Opens Monday, 8/28 @ 12:00 a.m.	Closes Sunday, 12/10 @ 11:59 p.m.
50	TEST 5 (chapters 13-15)	Opens Monday, 8/28 @ 12:00 a.m.	Closes Sunday, 12/10 @ 11:59 p.m.
100	FINAL EXAM (See exemption and penalty point details in syllabus above.)	Bring scantron, paper, pencil, and crosswords if you have them. <a href="#">final exam schedule</a>	Exam: Wednesday, 12/13 @ 1:00-3:00 p.m. FYI: During finals week, there are no classes aside from those scheduled for final exams.