

HUMANITIES 131: CULTURAL CONNECTIONS

Fall 2017



Diego Rivera Mural: Detroit Institute of Art

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*When contacting me, Include HUM 131.11 and A SPECIFIC SUBJECT in the subject line
For example, "HUM 131.11 week three question." Your name also needs to appear on all attached
documents. I may not reply to emails without subject or student name.*

Course Texts

Discovering the Humanities. Henry M. Sayre. Third Edition in REVEL. (2016) E-text access card.
Publisher: Pearson.

Instructor provides access code to this course's version of the text

Things Fall Apart, Author: Chinua Achebe. Publisher: Anchor. ISBN-10: 0385474547

Free PDF version available at this [LINK](#)

The Course Description: Humanities 131 Cultural Connections: This interdisciplinary course examines contemporary issues, their human and technological components, and their historical precedents through art, music, literature, and philosophy.

During this semester, we will focus on and learn how to 'read' the creative expressions that stem from human beings living in the fourteenth through the twentieth centuries as they describe the world in which they—and we—live.



School of Athens by Raphael Sanzio

The Classroom Experience: This class is designed as an interactive classroom experience—not an independent study. The pace is fast and steady. Expect to spend at least 9 hours a week on this class. This time includes an expectation that you will log onto the course for assignment information, read weekly assignments in a timely manner and participate in discussion forums.

Course Structure: The course is presented in weekly units, each with a specific period for completion of assignments, discussions, and quizzes.

Course Delivery System: JetNet's course platform is MOODLE; it provides modules called "books." Assignments, lectures, supplemental readings, external links, tests, and due dates are posted in the book modules.

Use either Google Chrome, Firefox, or Safari with JetNet. Internet Explorer 9 will not provide optimum performance on JetNet.

Academic Outcomes:

- GEO 6: Understanding and appreciating aesthetic experience and artistic creativity. Learners will demonstrate proficiency:
 - Explaining historical, cultural, and social context of selected works of Western and Non-Western art, music, literature. **Measures:** Quizzes, Course Discussions and Cultural Event Project
 - Applying methods of analysis and interpretation, using discipline-specific language. **Measures:** Course Discussions
 - Initiating and sustaining a discussion of the creative contexts within which artists and authors work. **Measures:** Course Discussions
 - Articulating personal critique of artistic works based on aesthetic standards. **Measures:** Cultural event project and discussions
 - Approaching works of creative expression with openness and interest; appreciating the world of creative imagination as a form of knowledge. **Measures:** Cultural event project and discussion
- GEO 7: Appreciating diversity. Learners will demonstrate proficiency:
 - Articulating and evaluating literary and artistic contributions of individuals from groups with which they identify. **Measures:** Discussions, quizzes
 - Articulating and evaluating the cultural contributions of individuals from groups other than one's own, recognizing and evaluating stereotypes. **Measures:** Discussions, quizzes

- identifying examples of ethnocentrism, oppression, and dominant group privilege; challenging barriers to understanding diversity; articulating benefits of interacting with individuals from groups other than one's own. **Measures:** Discussions of Achebe's *Things Fall Apart*, African culture and art through the centuries, and women's issues through the centuries.
- Relating personal experiences that have led to embracing diversity. **Measures:** Discussions

Readings: You are responsible for reading and engaging the content of course. Good study habits include a preliminary reading in which you skim and scan the written material once. In the initial reading, take note of headings, color plate images, maps, time lines, and text box materials; focus in on the first and last sentences of longer paragraphs to grasp main ideas. Look for things you understand. Try not to bog down in difficult material. Focus on ideas you connect with in your first reading.

In your second reading, highlight pivotal passages or controlling ideas and make margin notes using key words and brief summary statements. Record questions raised for you by the materials. See if you can answer them by re-reading and/or bring the questions to our discussion boards. Look up unfamiliar vocabulary in the glossary or dictionary. Feel free to use the Internet to gain background information in areas that you find interesting or confusing, but be careful to use only websites with good authority such as those posted by Universities or Colleges; avoid personal websites and dot coms in general. Summarize your notes for yourself prior to moving to the online discussion. You will be asked to demonstrate knowledge of the texts in the discussion forums. Thorough reading and engaged study encourage thoughtful discussion and foster learning.

Reading Literature: The pieces selected for this course, especially the readings from the 13th-18th centuries, can be difficult; they may even seem like a foreign language to some readers. However, in their original forms (or even in a good translation) these pieces give us a flavor of the times in which they were created. They should also make you aware of how your current exposures to language influence the way you understand your world. For instance, we may read this excerpt from Hamlet by William Shakespeare, consider how you would 'translate' in order to understand the meaning within this text:

For who would bear the whips and scorns of time,
 Th' oppressor's wrong, the proud man's contumely,
 The pangs of despised love, the law's delay,
 The insolence of office, and the spurns
 That patient merit of th' unworthy takes,
 When he himself might his quietus make
 With a bare bodkin? Who would fardels bear,
 To grunt and sweat under a weary life,
 But that the dread of something after death,
 The undiscovered country, from whose bourn
 No traveler returns, puzzles the will,
 And makes us rather bear those ills we have,

Than fly to others that we know not of?

As you can see, Elizabethan English seems like English, it contains words with which we are mostly familiar. However, some phrasing is not our phrasing and some words are not in our vocabulary. It may take you longer to read these earlier texts. Allot adequate time to tackle the assigned literature. Use a dictionary or your text's glossary when you encounter challenging terms (what *is* a 'fardel' anyway?).

Visual Images: We will spend much time with visual images. Consider the color plates, videos, panoramas, and slides to be as important as the written materials. Look at images carefully, read about them, and discuss them. As you spend time with the art, you will learn to 'read' it. Refer regularly to the text's Preface, "What are the Humanities and Why Study the Humanities" to help you develop a vocabulary for talking about art. MyArtsLab and other resources will help expand your experience with the class. Of course, there are countless websites for the material we cover in the class. If you choose to surf the web to find information, be careful to spend time only with credible web sources. Two useful websites for art and architecture are www.artcyclopedia.com. and www.greatbuildings.com

Music: When you listen to the music selections, listen to them at least two times and listen for the characteristics that my lectures and the text chapters emphasize.

Musical selections are linked through YouTube; you need not purchase them. These links are posted in the assignment sections of the online unit books.

Discussions: Learning in this class depends heavily on discussion. Putting your ideas in your own words and from your own perspective is crucial. Each of us brings a wealth of personal experience to this course. Your ideas about the readings and visual materials are the fuel for our online discussions. It is my experience that reflective student comments often move the class to greater understandings and new perspectives.

There are two discussion forums in each unit. The first asks that you engage a concept related to the unit prior to studying. Learning theory tells us that we learn best when we connect what we know to new knowledge.

The second forum in each unit asks you to select and analyze an aspect of the arts using either aesthetic or cultural criteria. In this forum, you will present your ideas in a variety of ways, from use of smart art tools to essays. Critical thinking is promoted and polished work is valued and rewarded.

Because your success in the course is reading and writing based, I reinforce encourage the use of reading strategies such as identification of main ideas by previewing chapters' titles, headings, and images. After previewing read with a questioning mind, talk to the text, and try to find answers to your questions.

I am also committed to writing across the curriculum. Toward that end, you will practice and incorporate academic writing, including use of Standard English and basic essay form in all posts, and MLA citation and documentation, in your written work relying on sources. Expect to see requirements for written work posted in each discussion; you will notice that these requirements become more formal as the semester progresses.

Tests

Each week ends with a multiple choice/matching quiz over all assigned course materials (text readings, unit book readings, slide lectures, music and other links).

Participation Guidelines

Actively participate in discussions. To do this you should create a substantive post for each of the discussion topics and replay to at least two other individuals in the forum.

- Your initial post addressing the discussion prompt or assignment is worth a maximum of 60 points.
- Each response to a peer post is worth a maximum of 20 points.
- You cannot achieve more than 100 points maximum for any discussion

Each post should demonstrate your achievement of the participation criteria. Please respond to any follow-up questions the instructor directs to you in the discussion area.

This rubric is used to assess your posts in the discussion forums.				
Criteria	Minimal and Non-performance Initial post: 0-41 Responses to others: 0-13	Basic Initial post: 42-47 Responses to others: 14-15	Proficient Initial post: 48-53 Responses to others: 16-17	Distinguished Initial post: 54-60 Responses to others: 18-20
Demonstrates understanding of aesthetic experience, artistic creativity, and diversity as defined by ADO's 6 and 10 Applies relevant course concepts, theories, or materials correctly.	Does not explain relevant course concepts, theories, or materials.	Explains relevant course concepts, theories, or materials per ADO's 6 and 10.	Applies relevant course concepts, theories, or materials correctly per ADO's 6 and 10.	Analyzes course concepts, theories, or materials correctly, using examples or supporting evidence per ADO's 6 and 10.
Collaborates with fellow learners, relating the discussion to relevant course concepts.	Fails to employ balanced responding guidelines. Does not collaborate with fellow learners.	Collaborates with fellow learners without relating discussion to the relevant course concepts. Average use of balanced responding guidelines.	Collaborates with fellow learners, relating the discussion to relevant course concepts. Successfully applies balanced responding guidelines.	Collaborates with fellow learners, relating the discussion to relevant course concepts and extending the dialog. Successfully applies balanced responding guidelines and extends the discussion.
Applies relevant professional, personal, or other real-world experiences that demonstrate outcomes defined in ADO's 6 and 10	Does not contribute professional, personal, or other real-world experiences.	Contributes professional, personal, or other real-world experiences, but lacks relevance.	Applies relevant professional, personal, or other real-world experiences.	Applies relevant professional, personal, or other real-world experiences to extend the dialog.
Supports position with applicable knowledge	Fails to establish and support relevant position.	Establishes relevant position.	Supports position with applicable knowledge.	Validates position with applicable knowledge.
Employs Standard English. When required, applies academic essay forms and MLA rules for citation and documentation.	Fails to employ Standard English grammar and structures. Essay form and MLA compliance are not present. Errors distract reading and meaning is	Employs basic rules of grammar and structures. Errors are present and may distract the reader. Essay forms and MLA compliance are below average.	Employs rules of grammar and structures with few errors. Essay forms and MLA compliance are good, but may need corrections.	Employs grammar and structures with few, if any errors. Essay forms and MLA compliance demonstrate excellence.

This rubric is used to assess your posts in the discussion forums.				
Criteria	Minimal and Non-performance Initial post: 0-41 Responses to others: 0-13	Basic Initial post: 42-47 Responses to others: 14-15	Proficient Initial post: 48-53 Responses to others: 16-17	Distinguished Initial post: 54-60 Responses to others: 18-20
	incomplete or convoluted.			

Read the assignment carefully prior to attending the event to help you take notes while at the event. Begin planning now!

Cultural Event Project: You are required to attend one cultural event — a concert, a theater production, a museum tour, a dance performance, a symphony concert -- of your choosing and on your own time. After you attend the event, I ask that you compose a formal three-page paper summarizing the event, making a claim about the event's connection to culture, supplying researched information in support of your claim, and expressing your aesthetic response to the event. Requirements that are more specific and a grading rubric for this project are in a separate document in the Course Materials folder. Consider the cultural event your final exam.

Final Grades are assessed as follows:

- Cultural Event Project 30%
- Quizzes 20%
- Participation in Discussions 50%

At JC, we record interim and final grades on a 4.0 scale, with 4.0 equating with proficiency. To help you to see where you are in the course, I have provided the following grade equivalencies for this course:

Percent Score		Numerical Grade
0 -59%	=	0 (recorded as E)
60-64%	=	.5
65-69%	=	1.0
70-74%	=	2.0
75-79%	=	2.5
80-85%	=	3.0
86-91%	=	3.5
92-100%	=	4.0

College Progress Reports

The college requires instructors to report on learner progress four times during the semester. The first three reports indicate whether or not a student is succeeding in the course through the use of the following designations: V = verifies student is doing well (2.0 / attending class); H = student may be struggling in one or more areas (may have a non-passing grade); Q = indicates the student has

exceeded the number of absences allowed in the class and is failing. The Q means a student has been dropped from the course. You can view your progress report in e-services. Dates for HQV reporting are:

- Grade 1: 9/12
- Grade 2: 10/1
- Grade 3: 11/5 this grade is accompanied by a mid-term numerical grade.
- Grade 4: 12/23 this is your final course grade and is numerical only.

College Policies

Withdraw: After the add/drop period, a student may withdraw from a course in accordance with the dates published in e-services. Withdrawal dates are as follows:

- REFUND/DROP NO W BY: 9/14/2017
- DROP WITH W BY: 9/15/2017
- WITHDRAW LAST DAY BY: 12/11/2017

Instructor Withdrawal of Student. Per college policy, instructors are required to remove students who are not active in the course for a period that equates with approximately five contact hours. In an online class, this is approximately one and one half week of discussion. When a learner is removed from the course, reinstatement is not likely but may be possible after discussion with the instructor. See progress report information above.

Incomplete Policy: In accordance with JCC policy, an Incomplete or "I" grade is only issued to *students who have demonstrated good standing in the class and have a passing grade at the time of an extenuating circumstance that precludes completion of the class.* Documentation validating the circumstance may be required.

Academic Honesty Policy JC has an academic honesty policy, which will be adhered to in this class. In essence, the policy requires that *all work must be done by the student whose name it bears.* The full policy can be accessed at <http://www.jccmi.edu/policies/Academics/>

Plagiarism, the submission of someone else's writing, whether purchased, borrowed, directly copied, or paraphrased, may result in a failing grade and can be grounds for removal from class.

Self-plagiarism, otherwise known as recycling a paper or work from another course is also punishable with a failing grade. Students must submit valid evidence of writing process for each assigned formal essay.

Cases of plagiarism are dealt with by the instructor on an individual basis; the instructor will make decisions regarding the student's ability to correct the problem. All cases of plagiarism are reported to the Office of the Academic Dean.

Course Policies

Online Activity (Attendance)

In order to be considered an active student in the class, learners must log into and participate in weekly discussions. Logging into the class without participating does not constitute activity and may be cause for the student to be withdrawn from the class.

If an extenuating circumstance prohibits discussion involvement for one week, the learner may contact the instructor to discuss the situation and make alternative plans. This must occur before or *as soon as possible* at the time of the absence. Extreme absences may require documentation if the learner wishes to avoid withdrawal (or to achieve reinstatement).

Instructor Withdrawal of Student. Per College policy, instructors are required to remove students who are not active in the course for a period that equates with approximately five contact hours. In an online class, this is approximately one and one half week of discussion. When a learner is removed from the course, reinstatement is not likely but may be possible after discussion with the instructor.

Electronic Submissions

The Cultural Event Assignment as well as any essays uploaded to discussion forums must be submitted either as a Microsoft Word document (.doc or .docx) or as a Rich Text Format document (.rtf.) If you are working with an older version of Microsoft Word, you may not be able to read docx documents. One way to open a docx is:

- Click on the document
- Save it to your computer; when saving, rename the document as its name plus .doc. For example, paper1.doc. In the file window, select "All Files."
- Open the document.

Late and Insufficient Work

Late work hurts your ability to be fully successful in the class and is a nuisance to your peers who count on you to be time.

Discussions and Quizzes: Late postings are discouraged and may be downgraded. I will accept late postings without penalty twice. I reserve the right to decline requests for extensions. If you have extenuating circumstances that necessitate a reconsideration of policy, please make an appointment to conference and discuss your situation.

Cultural Event: The cultural event assignment is available to students at the start of the semester; it is due the final week of the semester, but may be submitted at any time during the semester. A statement of intent is required at the start of week three (3).

Research Practices: *Wikipedia is not considered a valid resource for work in this class.*

Instructor Availability: While online classes allow you to work at a variety of times, instructor availability is not 24/7. I try to respond to your questions or e-mails within 24 hours during the workweek (Monday – Friday). I will always respond within the week of your contact. While I work on weekends and evenings and may be online, I am not committed to responding to student requests at these times. I encourage you to use the course discussion HELP board to ask questions about the class or technology.

E-mail: Use JC student email to contact me. I respond to email that comes with student name, course name, number, and section of the course in the subject of the email. For example, Smith HUM 131.11. I do not guarantee response to email sent without identifying information. By law, I cannot discuss your work in email messages to your private accounts such as Google or Yahoo.

Practice Netiquette: This term refers to basic politeness and professionalism while working in an online environment. If we follow these basic guidelines, we will be fine.

- When posting a response in the discussion, name the person to whom you are responding and summarize the idea to which you are responding. A simple indicator phrase like, “Sarah, you wrote that...” will help others follow your discussion thread.
- Be careful of your tone; it is carried in the words and structures you use. Readers cannot pick up inflections and do not see body language, so double up on respect.
- Address ideas not personalities. Critiques of peer works and disagreements with the writers’ premises or outcomes are healthy aspects of academic discussion. However, it is not okay to judge or characterize the writer. Any critique you offer, whether positive or negative, must address ideas and be supported by evidence.
- Avoid judgmental or inflammatory language in your posts.
- Avoid stereotypes. This may require you to check some of your assumptions as you begin to discuss cultures, religions, regions, classes, and genders different from your own.
- Do not assume everyone in your class holds the same religious, political, or social values as you. Be mindful of diversity in the class.
- Avoid posting messages that are no more than gratuitous replies to replies.
- Respect copyright and intellectual property rules; if you borrow from someone else, even if you are quoting a peer in the class, be sure to give credit where credit is due.
- If you have a problem with another student or with your instructor, contact the instructor by email. Do not air your complaints in public forums.

Online discussion posts that fail to conform to netiquette will be deleted and may result in required conference with the instructor, grade sanctions, or a report to the Academic Dean.

Course Grades

You may view your course grades in this JetNet class by clicking on Grades in the left column of the course website. Be sure that the User Report tab is selected. You will see grades earned for all areas of the class—Participation in Unit Discussion Forums, Quizzes, and Cultural Event. You can see my feedback on the cultural event statement of intent and final project by checking the Feedback column.

Progress Reports, Midterm Grades, Final Grades in JetStream

Jackson Community College requires four formal progress and grading reports to be filed for each student in each of their classes. Referred to as HQVs, these reports are entered into your e-services transcript and serve as a record of your progress, indicate the need for interventions that can help you be more successful, and can save you from unnecessary education debt.

The dates for recording HUM HQV grades are on or before:

Grade 1	Grade 2	Grade 3
9/12	10/1	11/5

As the instructor, I must have grades posted by the due date. Per college policy, I can submit Q grades at any time and can submit HQV grades early.

These three reports indicate your progress in the class with a letter.

- V Verifies you are participating and passing the course

- H Indicates that you are struggling and need help; if you receive an H, a representative from the Center for Student Success will contact you to discuss how the college can help you.
- Q Reflects that you have been dropped from the class by your instructor. I drop students who are not logging into the class and participating on a weekly basis. I will not reinstate students who receive a Q.

The midterm posting will offer both a letter progress report and your midterm grade. Final grades are not accompanied by a progress report.

If you decide to withdraw from the course at any time, contact student services and formally withdraw. This is especially important after the midterm grades are posted as your instructor is no longer able to drop you from the class. If you leave the course without withdrawing, you will receive a failing grade on your transcript. Failing grades are not good for your record when transferring, graduating, or looking for employment.

A note to Dual Enrolled Students: I cannot drop dual enrolled students from the class, per agreements with their schools. When I issue a Q to a dual enrolled student, that tells the student that they must withdraw from the course. If the student does not withdraw, I will not grade or accept late work from that dual enrolled student. Late work is considered any work prior to the issuance of the Q grade.

If you have any questions about the HQV report, please feel free to ask.

Listed below is drop/add information:

REFUND/DROP NO W : 9/14

DROP WITH W : 9/15

WITHDRAW LAST DAY : 12/11

FERPA Law

This course follows the FERPA law.

FERPA protects the privacy interests of students in their education records. It generally prohibits the disclosure of a student's personally identifiable information from education records without the consent of the parent/guardian or eligible student. An eligible student is one who reaches the age of 18 years old and/or attends a postsecondary educational institution, in which case the rights of the parent/guardian transfer to the student.

The U.S. Department of Education publishes a variety of FERPA compliance materials including a helpful FAQ located at <https://www2.ed.gov/policy/gen/guid/fpco/faq.html>.

FAQ number 7 is specific to Dual Enrollment:

If a student is attending a postsecondary institution - at any age - the rights under FERPA have transferred to the student. However, in a situation where a student is enrolled in both a high school and a postsecondary institution, the two schools may exchange information on that student. If the student is under 18, the parent/guardian still retains the rights under FERPA at the high school and may inspect and review any records sent by the postsecondary institution to the high school.

JetNet Course Delivery & Design Information

JCC uses MOODLE for all distance learning classes. If you are not familiar with this delivery system, JC offers tutorials in the Student Union course (available in your "My Courses" block). These provide step-by-step instructions to complete many of the more common tasks in JetNet.

There is also a page of Frequently Asked Questions (FAQs) that may provide the answers that you are looking for. [Click here to view the FAQs.](#)

While I have a fairly good grasp on this delivery system, JC has gone through an update to MOODLE 2.4 this fall, so there may be some surprises or bumps this semester. Your suggestions, questions, and comments are most welcome regarding the design and delivery of the course. If something is not working or you cannot find a particular item, please post to the HELP discussion forum. This way we can share questions and find answers.

The course itself is designed to be offered in 16 weeks. The weekly overviews are open for your perusal; however discussions and tests are timed to open according to the course calendar. Each unit contains the following items which can be accessed in one click:

- A virtual book within which you will find unit outcomes, assignments, MyArtsLab links, lectures, study guides to help you think about the arts and specific topics, text or web pages with supplementary reading materials, external Links to supplementary materials
- Full class discussion forums
- Quizzes

For more extensive navigation information, go to the [Welcome, Continued](#) link (here or at the beginning of the course).

JC provides a Web Tools webpage with tools you may need to access information available on the College website, including distance learning pages. Please click on this [Web Tools](#) link for help finding browsers, document viewers, multimedia programs that open files with extensions and compressed files.

Please let me know how I can help you navigate this course. You can contact me through the HELP discussion board or by email at pursellkristind@jccmi.edu

How to Register for Course Text in REVEL

Instructions: also seen in course banner

This course uses a Pearson digital product which contains important assignments and resources used throughout the semester. The required link below is unique to this course. Here is how to register:

1. Visit the link provided in the course and sent to you in an announcement created by the professor.

2. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new

Discussion Forum: Required Balanced Responding Guidelines

Balanced responding refers to the form your peer responses will take. That form is easy enough to remember:

- Offer at least one compliment and one suggestion, question, or request for elaboration that will lead to further thought and discussion.
- Strive to offer honest, balanced, specific, and thought provoking feedback to your peers. If you are unsure as to how to begin such a response, see the Hints for Offering Compliments and Suggestions segment below.

Assumptions

1. Everyone is both teacher and learner.
2. Balanced responding involves critical thinking and is as useful for the giver as it is for the receiver.
3. Balanced responding serves to extend and enhance discussion and hone your skills in giving feedback.
4. Peer feedback can be powerful, sometimes even more powerful than instructor feedback.

Balanced responding Guidelines

1. The receiver of feedback is free to accept or reject it.
2. Suggestions you receive are not part of the course assessment process; you are not graded on whether you accept or reject comments from others. You are, however, assessed on whether or not you give assigned feedback to your peers.

Hints for Giving Compliments and Suggestions

Compliments are generally easy to offer, particularly when they are the simple pat on the back, 'good job' type. However, these are not the compliments we will be making in Humanities 131. Bland and non-specific feedback is neither helpful nor meaningful. Your job when giving compliments and suggestions is to take the conversation further and state why you enjoyed, agreed with, found interesting a peer's posting.

Summarize the concepts with which you agree and say why you feel as you do. Offer reasons for your response either with specific references to course material or with a personal experience that clarifies your response. Either way, be sure that your response offers reasons for confirming or making suggestions about your peer's point.

Try to remember that suggestions can take the form of referring the reader to other source materials that might interest him/her. Suggestions are not always criticisms, and they are never to be negative or harmful. In academia, we critique in order to learn and grow. So, your suggestions can take the form of:

- Additional content information.

- A life experience that is an exception to the ideas posted.
- A question regarding the content.
- Additional resources you think would be of interest to the learner.
- An alternative perspective you think would add to the range of ideas being shared.
- A request for more information if the learner did not address the discussion question or all of its elements.

When to Use Balanced Responding

Not every response to another learner has to follow the balanced responding format. Balanced responding should be used when discussion instructions specifically request it. Other times, you may just wish to acknowledge an interesting post with a word of praise or offer other types of comments.

It is also fair to apply balanced responding in your responses to your instructor's postings.

Benefits of Balanced Responding Feedback

This responding model helps focus participants on productivity in discussion. When discussions take place in a safe and positive environment where trial and error is encouraged, learning thrives. As you use the this form, consider how you are part of strengthening your learning community through focused, honest feedback, given in a constructive spirit.

I hope that balanced responding enhances your learning goals by helping you engage this experience, share your thoughts and experiences, expand on ideas, foster critical thinking, and learn from multiple perspectives.

Pearson account if this is your first Pearson digital product.

3. Choose your course under 'My Courses' and choose an access option: redeem an access code that you got from your school's bookstore or purchase access online. There is a free trial if you are waiting for financial aid.

What you should know:

- Bookmark <https://console.pearson.com> to easily access your materials.
- Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.
- Contact your instructor if you lose the invite link.

Cultural Event Project Assignment

Cultural Event Assignment and Statement of Intent

Submit to the [Cultural Event Assignment Upload File](#), located in week 16 and linked here for your convenience.

A project with three parts: 1) Statement of Intent 2) Attendance at an event 3) An essay evaluation of the event

This assignment measure student proficiency for GEOs 6 and 7

As part of this course, you are required to attend a presentation, performance or visual arts exhibition of your choice and write a 3-page paper about the experience. You must attend the event during this semester. *Previously attended events do not qualify for this assignment.* Instructions for the content and formatting of the paper are listed below.

A Statement of Intent, which is a proposal for your project, is due in the third week of the course. Instructions for the Statement of Intent are listed below.

The 3-page paper is due at the end of the semester. See the course calendar for specific dates.

NOTE: For the purposes of this class, a cultural event is defined as a visit to a museum or gallery or attendance at a play, a concert, or a poetry reading. If you would like to use an event that does not conform to these general categories, consult me prior to submitting your statement of intent. *Videos, streamed events, movies at a movie theater, and sporting events are not applicable for this project.*

Statement of Intent: Prior to attending the cultural event, you must submit a Statement of Intent for approval. Because pre-planning is important, select an event soon and submit your statement on or before the Statement due date. See the Course Calendar for the Statement's due date

The statement of Intent is comprised of three parts:

- The subject of your project: name your chosen event, date you intend to attend the event, and venue for the event.
- A working thesis of your project: articulate the focus/angle of your approach to this event. This requires you to do some 'pre-thinking' about the event. If you are attending a performance, read about it before attending. If you are going to a museum, be familiar with the museum's collections prior to going. These actions will help you can plan the focus of your trip. For instance, if you visit the Detroit Institute of Art, you may want to focus on Diego Rivera's fresco cycle titled *Detroit Industry* and focusing on how the mural's subject and message reflected Detroit when Rivera created the frescos as contrasted by the connection between Detroit and Industry today. The working thesis may be changed once you have attended the event. If you need to update your thesis once you attend the event, submit a revised statement of intent.
- At least two sources you intend to use in support of your thesis. This short source list proves that you have conducted initial research into your thesis, and that you can find sources to support your claims. Provide the appropriate bibliographical/citation information for these sources in your statement of intent (I need to be able to access them if I want to).

The Paper will include the following elements:

An introduction that hooks reader attention and provides a thesis focusing the reader on your subject's connection to culture. The subject derives from your chosen event.

General Definition of and approach to thesis writing: A thesis statement is a sentence in which you state your position/opinion about a topic and then describe, briefly, how you will prove it.

- Not a thesis: "David painted *Napoleon Crossing the Alps*." A statement of fact is not a thesis.
- Not a thesis: "David's painting *Napoleon Crossing the Alps* is political propaganda." This is a position, but not yet a thesis:
- A thesis: "As a history painting, David's painting *Napoleon Crossing the Alps* served as political propaganda by employing Romantic elements that reinforce a subjective interpretation of the event that depicts Napoleon as conquering hero of the people."

Your thesis will offer a focus (the subject of your writing), your slant (your opinion about the subject) and a forecasting statement that establishes a blueprint / plan for the rest of your paper. This blueprint or forecasting plan helps you create a unified structure for your paper.

The thesis can be a few sentences long, but should not be a paragraph. Do not begin to state evidence or use examples in your thesis paragraph.

For this project, the most effective thesis will be one that offers an interpretation of how the work connects to cultural ideas and values. There are quite a few ways to approach this project.

You may want to focus **on** the period in which it was created. For instance, students have visited a museum and focused on identifying themes of religion or war. Some students compare and contrast two or more artist's attention to subject matter with the goal of showing variation and diverse attitudes about particular ideas or events.

Alternately, a writer may want to present a thesis and project that explore how the work connects with contemporary ideas, values, and beliefs. For instance, a student attended a Blink-182 concert and focused on the lyrics of *Adam's Song*, discussing why they and other Blink—182 songs resonate with so many youths. Students who have attended the symphony, a dance concert, or a museum investigate why the particular work continues to resonate with 21st century audiences.

Other approaches may be more genre specific and focus on how a work reflects elements of a particular genre or meets aesthetic standards related to the arts. For instance, a student who attended *Escanaba in da Moonlight*, Jeff Daniel's comedy playing at Detroit's Gem Theater, explored the elements of comedy & how Daniel's uses them to turn an evening in a yoooper deer camp into a sidesplitting theatrical evening for mid-western audiences.

The Essay Body will include:

- **A summary & description of the event.** A summary states the main point, idea, genre, period and/or style of the event/artistic experience and briefly relates 2-3 main ideas, parts, or sections from the event that stand in support of this main concept. The summary should be no more than ½ - one full page of your paper. If you attend a concert or visit a museum, please select specific pieces of music or art that grabbed your attention and discuss how they reflect the aesthetics of the larger event.
- **Your response to the event's aesthetic qualities.** Discuss why you feel as you do about your chosen event and its connection to culture. *Please consult your text's Preface for ways of discussing the arts.*
- **Additional information about the event that argues your position and develops your thesis.**
 - Provide your observations that support and develop your thesis.
 - Provide at least three academically sound sources that support and develop your thesis. Encyclopedias such as Wikipedia and Encarta may not be used as primary resources.
 - Points of clarification:
 - This project measures your ability to present your ideas and demonstrate your ability to evaluate a work of art, performance, or event. Use sourced material to support and develop your perspective. **Avoid the temptation to write a report on what** one or two other writers' have written about a work of art. A paper that only reports or restates someone else's critique is not the assignment and will not be graded.
 - Research the work of art, not the artist's life. Biographies will not be graded.
- Proof of attendance.

- Upload a photo, a copy of a ticket or admission, a picture of the performance program. A dated artifact is required. You may tastefully incorporate your proof into your essay, using Microsoft tools for inserting pictures, or you may include an appendix with your paper with images and information confirming your attendance. Be sure to size your images correctly as you will not be able to upload giant images to the assignment file.

Conclusion:

- **Summarize your response to the event's aesthetic qualities and your position on/evaluation of the event.**

Modern Language Association (MLA) in-text citations and Works Cited Page are required for this project.

- **MLA style** is most commonly used for composing essays and citing sources within the liberal arts and humanities.
- [Purdue University's Online Writing Lab](#) (linked here) offers clear instructions for providing in-text citations and a correctly formatted Works Cited Page.

The Cultural Event paper may be submitted any time after approval of your statement of intent; it must be submitted prior to the final due date on the course calendar

Cultural Event Opportunities

There are many local cultural opportunities. Many of them are free or low cost, including JCC theatrical & musical offerings.

Jackson's [Ella Sharp Museum](#) offers exhibits and events and the [Jackson Symphony Orchestra](#) performs regularly in Jackson.

Live performance theater, musical opportunities, museum and gallery showings are abundant in Ann Arbor --check out [The Ark](#) and [UofM events](#). Lansing -- see [MSU's arts/theater pages](#), [Wharton Center](#) in Lansing. Do internet searches of cultural events in your town or area. In Jackson, check the [Jackson College Potter Center](#) events calendar.

Local theaters include [The Purple Rose](#) in Chelsea, the [Crowell Opera House](#) in Adrian, and [Jackson College Potter Center](#) provide a variety of stage & musical productions.

Michigan's museums include

- [The Detroit Institute of Art](#)
- [Other Detroit Museums](#)
- [Ann Arbor museums and galleries](#)
- Six [Grand Rapids Museums](#)
- [Lansing Museums](#) and cultural events

You can also check with the [Michigan Council for the Arts](#) for information pertaining to events.

If you live in an area beyond Jackson, please research the opportunities in your area. If you need help, contact me. Include where you live and your areas of interest in your request for help.

The most important idea to remember when selecting a cultural event is that you choose an event that interests you.

Grading Rubric for the Project:

- 5% Statement of Intent
- 20% Summary of the event
- 50% Discussion of work's connection to culture and supporting research.
- 25% Your aesthetic response to and evaluation of the event.

92-100% = 4.0

86-91% = 3.5

80-85% = 3.0

75-79% = 2.5

70-74% = 2.0

65-69% = 1.5

60-64% = 1.0

Below 60% = 0

Deductions:

- Less than 3 full pages will result in a letter grade deduction of 5 points
- Incorrect source citation and documentation will result in letter grade deduction of 5 points
- A cultural event submitted without MLA documentation and citation will result in a 10 point deduction.
- Plagiarism results in a 0.0 for this project. There are no opportunities to re-write a project that has been plagiarized.

Humanities 131
Winter 2017 Course Calendar

September 5 – December 21

Humanities 131 requires completion of 16 weekly units of study, including discussions, quizzes, and a cultural event project.

This calendar lists the dates for:

- Topics during weeks of study
- Suggested reading completion dates within each unit
- Discussion dates, required in each unit
- Quiz dates
- Cultural Event statement of intent for due date
- Cultural Event Project due date Please see the syllabus for a complete description of the cultural event statement of intent and project.

Plan 6-7 hours of reading, writing, and discussion time per week. This includes approximately 35 pages of text, PowerPoint lectures, interactive videos/readings, quizzes, and participation in two weekly discussions. This estimate is based on a course workload estimator provided by Rice University.

Please take note of all dates on the calendar. I encourage you to place due dates on your personal planner or calendar.

Reading: All reading, viewing, and listening assignments are posted in the weekly online unit books, *not on this calendar*. Each week you will complete text reading assignments, read instructor lectures, and conduct supplemental reading, listening, and viewing assignments, some of which is accessed through the course's text in REVEL. Reading time, including all course materials, is estimated at 2 - 3 hours a week.

Discussions: Each week requires participation in two discussion forums that predict and extend ideas being studied. Complete your responses to the first discussion on Monday or Tuesday each week; these usually require no reading. Participation in second weekly discussion takes part in the later part of the week and requires completion of assigned readings and course materials.

Participation in both discussions occurs over the week. Attend to required Thursday posting for initial posts in unit discussions. I encourage everyone to participate much more than the minimum; you may return to the discussion as many times as you like. Discussion participation is graded on thoughtful application course materials and an ability to create and sustain discussions with others.

Estimated discussion time—reading, writing, and responding: 2 – 3 hours per week.

Quizzes: Each unit ends with a quiz over the week's materials. Quizzes are untimed, multiple choice, matching, and short answer. . You may take the quiz twice. Be aware that while I do not time the quizzes, but JetNet, does 'time out' users if a page is left open for too long.

Quiz time is estimated at 30-40 minutes per week.

Important Dates :

Sept 18 (Week 3) Cultural Event Statement of Intent Due. Upload this document to the Cultural Event Assignment file.

Oct 16 (Week 7) Complete reading and viewing [Shakespeare's Hamlet](#) (linked here) for Week 7 Discussion. I recommend viewing the play on video as well as reading. You may rent the film or watch it [online at PBS Great Performances, Hamlet](#)

Nov 13 (Week 11) Complete reading Achebe's *Things Fall Apart*. Discussion begins over chapters 1-13 of the novel Nov 14; Nov 28: discussion over Chapters 14-25

Dec 18 (week 16) Cultural Event Project Due

Week 1: Sept 5-10

Course Introduction, Syllabus, Calendar

Reminder: You can post questions to the [Help! Discussion](#) throughout the semester.

Sept 5-10

Read course syllabus, calendar, cultural event requirement, and technology information. Register with Pearson REVEL to access your e-text, *Discovering the Humanities*.

Discussions: Initial posts to all discussions are due no later than Sept 9. Continue engaging with your peers in Discussions 1 and 3 through Sept 11.

- Discussion 1: *Introductions*. Follow discussion forum instructions
- Discussion 2: [Instructor Expectations](#). Follow discussion forum instructions.
- Discussion 3: *What is Art?* Follow discussion forum instructions

Week 2: Sept 11-17

Roots: Greco-Roman Backgrounds

Sept 11-14

Complete reading, listening, viewing assignments listed in the online [Week 1](#) book.

Participate in Discussion 1. Follow the discussion forum instructions. Reading is not required for participation in your first entry to this forum. Peer responses required.

Sept 14-17

Participate in Discussion 2. Follow discussion instructions. Initial post is due by Thursday Sept 14. Respond to peers through Sept 18. Minimum of 3 postings on at least 2 separate days is required. Late initial posts result in a 5-point deduction. Peer responses required.

Engage Unit 2 Quiz. The quiz closes Sept 17 at 11:55 pm.

Week 3: Sept 18-24

Cultural Roots: The Flowering of Religion and The Early Medieval World

Sept 18

Due: Cultural Event Statement of Intent. Upload your Statement of Intent to the Cultural Event Assignment file. Do not click submit, as you will prohibit yourself from uploading the assignment later in the semester.

Sept 18-21

Complete reading, viewing, listening assignments listed in the online Week 3 book.

Participate in Discussion 1. Follow the discussion forum instructions. Reading is not required for participation in your first entry to this forum. After engaging the assigned texts, return to discussion 1 and complete the posting requirements. Peer responses required.

Sept 21-24

Participate in Discussion 2. Follow discussion instructions. Initial post due by Thursday Sept 21. Respond to peers through Sept 25. Minimum of 3 postings on at least 2 separate days. Late posts result in a 5-point deduction. Peer responses required.

Engage Unit 3 Quiz. The quiz closes Sept 24 at 11:55 pm.

Week 4: Sept 25-Oct 1

Early Italian Renaissance

Sept 25-28

Complete reading, viewing, listening assignments listed in the online Week 4 book.

Participate in Discussion 1. Follow the discussion forum instructions. Reading is not required for participation in your first entry to this forum. After engaging the assigned texts, return to discussion 1 and complete the posting requirements. Peer responses required.

Sept 28-Oct 1

Participate in Discussion 2. Follow discussion instructions. Initial post is due Thursday Sept 28. Peer responses required. Late posts result in a 5-point deduction.

Engage Unit 4 Quiz. The quiz closes Oct 1 at 11:55 pm.

Week 5: Oct 2-8

The High Renaissance

Heads Up! Week 7 includes a discussion of Shakespeare's *Hamlet: Prince of Denmark*.

Be sure to have read and/or viewed *Hamlet* on video before next week. Plan three (3) hours.

Oct 2-5

Complete reading, viewing, listening assignments listed in the online Week 5 book.

Participate in Discussion 1. Follow the discussion forum instructions. Reading is not required for participation in your first entry to this forum. After engaging the assigned texts, return to discussion 1 and complete the posting requirements. Peer responses required.

Oct 5-8

Participate in Discussion 2. Follow discussion instructions. Initial post is due Thursday Oct 5. Minimum of 3 postings on at least 2 separate days. Peer responses required. Late posts result in a 5-point deduction.

Engage Unit 5 Quiz. The quiz closes Oct 8 at 11:55 pm.

Week 6 Oct 9-15

The Northern Renaissance and Reformation

Heads Up! Week 7 includes a discussion of Shakespeare's *Hamlet: Prince of Denmark*.

Be sure to have read and/or viewed *Hamlet* on video before next week. Plan three (3) hours.

Oct 9-12

Complete reading, viewing, listening assignments listed in the online Week 6 book.

Participate in Discussion 1. Follow the discussion instructions. Reading is not required for participation in your first entry to this forum.

After engaging the assigned course materials, return to discussion 1 and complete the posting requirements. Peer responses required.

Oct 12-15

Participate in Discussion 2. Follow discussion instructions. Initial post due Thursday Oct 12. Minimum of 3 postings on at least 2 separate days.

Late posts result in a 5-point deduction. Peer responses required.

Engage Unit 6 Quiz. The quiz closes Oct 15 at 11:55.

Week 7: Oct 16 -22

Shakespeare's *Hamlet*

Oct 16-22

Read and/or view Shakespeare's *Hamlet: The Prince of Denmark*. Experience of the play is required for participation this discussion.

Initial post is due in on Thursday Oct 19. Minimum of 3 postings on at least 2 separate days. Posts relying on online notes pages or other services will not receive a grade. Late posts result in a 5-point deduction. Peer responses required

Engage Unit 7 Quiz. The quiz closes Oct 22 at 11:55.

Week 8: Oct 23-29

The Baroque

Oct 23-26

Complete reading, viewing, listening assignments listed in the online Week 8 book.

Participate in Discussion 1. Follow the discussion instructions. Reading is not required for participation in your first entry to this forum. After engaging the assigned course materials, return to discussion 1 and complete the posting requirements. Peer responses required.

Oct 26-29

Participate in Discussion 2. Follow discussion instructions. Initial post due Oct 26. Minimum of 3 postings on at least 2 separate days. Late posts result in a 5-point deduction. Peer responses required

Engage Unit 8 Quiz. The quiz closes Oct 29 at 11:55 pm.

Week 9: Oct 30 – Nov 5

Enlightenment Thought and Woman, Rococo, Anti-Rococo, & Neoclassical

Oct 30-Nov 2

Complete reading, viewing, listening assignments listed in the online Week 9 book.

Participate in Discussion 1. Follow the discussion instructions. Reading is not required for participation in your first entry to this forum. After engaging the assigned course materials, return to discussion 1 and complete the posting requirements. Peer responses required.

Nov 2 – 5

Participate in Discussion 2. Follow discussion instructions. Initial post due Nov 2. Minimum of 3 postings on at least 2 separate days. Late posts result in a 5-point deduction. Peer responses required.

Engage Unit 9 Quiz. The quiz closes Nov 5 at 11:55 pm.

Week 10: Nov 6-12

Revolutions, Romance, Realism

Nov 6-9

Complete reading, viewing, listening assignments listed in the online Week 10 book.

Participate in Discussion 1. Follow the discussion instructions. Reading is not required for participation in your first entry to this forum. After engaging the assigned course materials, return to discussion 1 and complete the posting requirements. Peer responses required.

Nov 9-12

Participate in Discussion 2. Follow discussion instructions. Initial post due Thursday Nov 9. Minimum of 3 postings on at least 2 separate days. Late posts result in a 5-point deduction. Peer responses required.

Engage Unit 10 Quiz. The quiz closes Nov 12 at 11:55 pm.

Week 11: Nov 13-21 (extended unit)

African Backgrounds, Imperialism, and *Things Fall Apart*

Nov 14-18 (note: days of week vary due to extended period for this unit)

Complete reading, viewing, listening assignments listed in the online Week 11 book.

Participate in Discussion 1 over the novel, *Things Fall Apart* Chapters 1-13. Follow the discussion instructions. Reading is required for participation in your first entry to this forum. Peer responses required.

Nov 18-21 (note: days of week vary due to extended period for this unit)

Participate in Discussion 2. Follow discussion instructions. Initial post due Sunday Nov 19. Minimum of 3 postings on at least 2 separate days. Late posts result in a 5-point deduction. Peer responses required.

Engage Unit 11 Quiz. The quiz closes Nov 21 at 11:55 pm.

Week 12: Nov 22-26

Fall Break



Nature Abhors a Vacuum Helen Frankenthaler

Week 13: Nov 27 – Dec 3

African Backgrounds, Imperialism, and *Things Fall Apart Continued*

Nov 27-30

Complete reading, viewing, listening assignments listed in the online Week 13 book.

Participate in Discussion 1 over the novel, *Things Fall Apart* Chapters 14-25. Follow the discussion instructions. Reading is required for participation in your first entry to this forum. Peer responses required.

Nov 30-Dec 3

Participate in Discussion 2. Follow discussion instructions. Initial post due by Thursday Nov 30. Minimum of 3 postings on at least 2 separate days. Late posts result in a 5-point deduction. Peer responses required.

Engage Unit 13 Quiz. The quiz closes Dec 3 at 11:55 pm

Week 14: Dec 4 - 10

Impressionism, Post-Impressionism, and Early Modernism

Dec 4-7

Complete reading, viewing, listening assignments listed in the online Week 14 book.

Participate in Discussion 1. Follow the discussion instructions. Reading is not required for participation in your first entry to this forum. After engaging the assigned course materials, return to discussion 1 and complete the posting requirements. Peer responses required.

Dec 7-10

Participate in Discussion 2. Follow discussion instructions. Initial post due by Thursday Dec 7. Minimum of 3 postings on at least 2 separate days. Late posts result in a 5-point deduction. Peer responses required.

Engage Unit 14 Quiz. The quiz closes Dec 10 at 11:55 pm

Week 15: Dec 11-17

The Twentieth Century: The Harlem Renaissance, Modernism, Post Modernism

Dec 11-14

Complete reading, viewing, listening assignments listed in the online Week 15 book.

Participate in Discussion 1. Follow the discussion instructions. Reading is not required for participation in your first entry to this forum. After engaging the assigned course materials, return to discussion 1 and complete the posting requirements. Peer responses required.

Dec 14-17

Participate in Discussion 2. Follow discussion instructions. Initial post due by Thursday Dec 14. Minimum of 3 postings on at least 2 separate days. Late posts result in a 5-point deduction. Peer responses required.

Engage Unit 15 Quiz. The quiz closes Dec 17 at 11:55 pm

Week 16: 18-22 (shortened week)

The Twenty-First Century: Contemporary Contours

Dec 18

Due: Cultural Event Project. Upload your project to the Cultural Event Assignment File

Dec 18-21

Complete reading, viewing, listening assignments listed in the online Week 16 book.

Participate in Discussion 1. Follow the discussion instructions. Reading is not required for participation in your first entry to this forum. After engaging the assigned course materials, return to discussion 1 and complete the posting requirements. Peer responses required. Late posts result in a 5-point deduction.

Participate in Discussion 2. Follow discussion instructions. Initial post due by Wednesday Dec 20. Minimum of 2 postings—may be on the same day. Late posts result in a 5-point deduction. One peer response required.

Engage Unit 16 Quiz. The quiz closes Dec 21 at 11:55 pm

Course Surveys

Please complete the course survey sent to your JC email as well as the brief survey posted in this class. Your responses help us practice continuous quality improvement for our programs and courses.

Final grades will be posted in JC's e-services by Dec 23.

