Instructor: Robin Craft-Jones
Location: Cooper Correctional Facility
Day & Time: Saturdays, 7:30-10:30
Course Text: *Handbook for the Humanities* by Benton & DiYanni

**Course Materials:**
1. Pens or pencils
2. Notepad for notes and writing
3. Two-pocket folder

**Course Description:** Humanities 131 is an interdisciplinary course that examines contemporary issues, their human and technological components, and their historical precedents through art, music, literature, film, and philosophy. Designed as a survey course, Cultural Connections reviews the roots of and contributions to our country’s Western contemporary culture and focuses on tracing the evolution of Western culture from the High Middle Ages to the 21st Century.

**General Education Philosophy**

*A Message to Students from JC Faculty ~*

General Education facilitates the development of an informed and educated person who recognizes and respects the diversity of communities, thinks critically and is proficient at fundamental skills. General education engages students in active learning by providing opportunities to observe, analyze and evaluate, and to apply these skills critically to problems. General education fosters the development of responsible, ethical human beings dedicated to improving their own lives and the lives of others through work, family life, social and political action, cultural awareness and service to others.

**General Education Outcomes (GEO) & Essential Competencies (EC)** In coordination with JC’s General Education Committee, the humanities faculty have adopted GEO #6, Understand aesthetic experiences and artistic creativity, and GEO #7, Understand and respect the diversity and interdependence of the world’s peoples and cultures. These competencies are further articulated below:

**Understand aesthetic experience and artistic creativity (GEO #6)**

- **Meaning and Understanding**--- Uses visual, musical, or literary vocabulary to identify works of art and organizes by basic historic and cultural influences.
- **Analysis and Interpretation**--- Identifies methods of analysis and interpretation of works of art and uses genre-specific language to support critical reflection.
- **Engagement**--- When prompted, engages in discussions of the creative, cultural, and historical contexts within which an artist works.
- **Evaluation**--- Identifies the aesthetic standards used to make critical judgments in various artistic fields.
- **Approaches works of creative expression with a combination of resistance and interest, disinterest and interest expressed in formal discussion or writing**
Understand and respect the diversity and interdependence of the world’s peoples and cultures (GEO #7)

- Knowledge of and regard for groups with which one identifies—Identifies characteristics, values, and hallmarks of the groups to which one belongs.
- Knowledge of and regard for individuals from groups other than one’s own—Identifies characteristics, values, and hallmarks of the groups other than one’s own and articulates benefits of interacting with individuals from groups other than one’s own
- Knowledge of the importance of diversity—Defines various institutional systems and personal barriers that inhibit diversity such as racism, sexism, classism, ethnocentrism, privilege, etc.; Classifies behaviors and structures that promote diversity and encourage global thinking; Recognizes the ways in which, historically, cultures have mutually informed and enriched each other
- Cultural Sensitivity—Utilizes vocabulary, behaviors, and practices that are culturally appropriate

Major Assignments and Grading:

Chapter Reflections (CR) homework, 9 weeks, Ch 3, 4 or 5, 6 - 12 = 9 assignments x 20 pts = 180/1000
Focused Writing (FW), in-class prompted, weeks 1 - 9 = 9 assignments x 15 pts = 135/1000
Quizzes, Chapters 4 - 12 weeks 2 - 9 = 9 assignments x 30 pts = 270/1000
Final Exam, week 10, 115/1000
Biographical Essay “Closer Examination”, week 11, 100/1000
Speech “Behold Beauty”, week 12, 100/1000
PowerPoint Presentation “Experiencing Color”, week 12, 100/1000
1000 pts 100%

JC Standardized Grading Scale:

Total: 1000 points 100%
4.0 = 95-100 (A) 950-1000 pts
3.5 = 89-94 (B+) 890-949 pts
3.0 = 84-88 (B) 840-880 pts
2.5 = 78-83 (C+) 780-839 pts
2.0 = 72-77 (C) 720-779 pts
1.5 = 66-71 (D+) 660-719 pts
1.0 = 60-65 (D) 600-659 pts
0.5 = 55-59 (D-) 550-590 pts
0.0 = 0-54 (F) 0-549 pts

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.

Plagiarism Policy
Plagiarism is taking someone else’s work and presenting it as if it is your own. We will discuss how to avoid plagiarism throughout the course, and it is expected that you know this and practice it throughout your writing.

Any violation will likely earn you a zero on the assignment, but it may include an “F” in the course and referral to the Office of the Academic Dean for further disciplinary action.

In-class
Focus (prompted) Writings
Exam (chapters) & essay
Weekly (chapter) Quizzes & essay
Presentations (2)

Out-of-class
Weekly (chapter) Reflections
Assigned (chapter) Reading, Supplemental reading
Exploratory Essay
Writing and reading in preparation of essay and presentations
Design: Each week, you must write 2 pages of critical reflection to assigned chapters, these are collected following the focused writing. The first 10 – 15 minutes of class you will write a focus response to a given prompt. The focused writing and chapter reflections will be collected at that time. We will move to an informative lecture/presentation highlighting and extending the text reading. Time permitting, there may be a brief break between lecture and PowerPoint slide presentation. The final task will be weekly chapter quizzes consisting of 10 multiple choice and 1 essay question. As homework, you will be expected to read the assigned weekly chapter – of which you will write your chapter reflection - as preparation for the coming week. Supplemental reading will be provided to further extend ideas and for your enjoyment, this material will not be quiz content, focus writing (FW) prompts, or Chapter Reflection (CR); however, you may use it in reference for any other assignment.

Written Work: All writing needs your name, date, and assignment title including chapter in top margin on 1st page with name on all other pages. Writing descriptions assume a single-line spacing, you may write in double-line spacing but be aware the length expected will be double (x2). Extra large or stretched handwriting will not receive full credit, unless adequate extra length is added to accommodate. Trivial or off-topic writing is not credited. Writing containing obscene or profane language will receive a zero. Non-academic language will not receive full credit. **You are scholars, write using academic language and college structures.**

Time: You will need to manage your time efficiently to keep up with weekly work - studying chapter in preparation of quiz and writing chapter reflection – while preparing material for essay, speech, PowerPoint, and final exam study.

Chapter Reflections (CR): Identify the chapter you are reflecting by inserting the chapter #. Choose one or two topics discussed in the assigned chapter, critically, deeply reflect on the topics. These reflections should sprout from your ideas during the reading; consider critical thinking perspectives such as “What did I learn/wish I had learned? How can I apply this information to my own life/how can I help others apply this information to their own lives? How valuable are these ideas/information – and for whom – and why? From the big picture, how does it relate/fit into the narrower perspective? What new point of view have I reached as a result?” This is not an exhaustive list, only a springboard to give you a starting point from which to begin reading, thinking and writing. Thoughtful engagement promotes a healthy learning environment to explore ideas because everyone has something worthwhile to say and everyone’s ideas are valuable. We cover quite a lot of territory—the full spectrum of human existence—in one semester.

Focused Writings (FW): Respond in 1 page of spontaneous writing to a specific prompt to focus your understanding of upcoming dominate themes in the chapter and explored in lecture. This is informal and timed writing, and therefore should be devoted to the development of ideas rather than grammar and punctuation conventions.

Quiz Essay Questions: Respond in a minimum of ½ page spontaneous writing – scoring will depend heavily on thoughtful and developed ideas; general, superficial, vague, and undeveloped ideas may not receive credit. Be sure to use specific wording for clarity, to extend ideas with details and examples. Keep subjects separate and organized with topic and concluding sentences in paragraphs. Indent paragraphs. You will not need to cite.

Quizzes and Final Exam: There will be weekly quizzes of 10 multiple choice (2 pts ea) and an essay question (10 pt) to ensure you have read the material and been attentive to lecture and discussions. Week 10 will be a cumulative final Exam that will cover text Ch 4-12. It will be a combine 50 multiple choice (2 pts ea) and a developed essay (15).
Biographical Essay “Closer Examination”: Due week 10. You will write a 4-page essay exploring deeper into a person and related topic not fully covered in class, specifically looking at one additional text/source to expand on the cultural connections to their own time period (ie Renaissance etc) and to our contemporary time. This is not a research paper and not a book report – some summary (1 pg limit) will be necessary to explain where in the text your discussion is based. Rely on your selected primary text/source (possibly encyclopedia) and course materials. You do not need any sources other than what you’ve chosen, which you must cite in your paper and include a Works Cited page that does NOT count toward essay length. Your goal is to discover and explore new and interesting things about someone whom you find intriguing (see list), bring your “person” alive by explaining how they relate to the topic not fully covered in class, their contributions to their time and how/if their ideas/work is still relevant today. By week 6, you should decide on your person/related topic and your chosen text – to allow yourself ample reading and writing time. Essays submitted week 11 will be 1 grade lower.

Presentations “Behold Beauty” Speech and “Experiencing Color” PowerPoint: Both Due week 12. You will be permitted in class drafting time in week 11; that class time is the only in class laptop use to draft slides for your PowerPoint Presentation “Experiencing Color”. You will want to be developing your speech idea for “Behold Beauty”, drafting and practicing well before week 11. You will deliver both presentations in class on week 12 (Speech and PowerPoint), the last class session, both assignments are to meet 3 min each in length. You will receive a separate hand-out in class describing the assignments “Behold Beauty” and “Experiencing Color”.

Missed/Late Assignments
Late assignments will not be accepted due to course structure. Turn all assignments in on time to receive credit. Quizzes, final exam, Essay, Speech, and Presentation can NOT be made up, regardless of special circumstances.

Syllabus Questions – should be asked in class week 2. Others may have the same question. “Not knowing or understanding” syllabus expectations of the class will not excuse or alter syllabus class requirements.

Tentative Calendar: The instructor reserves the right to make adjustments to this syllabus as needed.

HUM June 1 – August 17, 12 sessions. Saturdays 7:30 – 10:30.
Wk 1. Course Intro. FW prompt general HUM. lecture/ppt ch 2 (Greek) ch 3 (Rome) & ch 4 (Religions). C3R. no quiz. HW read ch 4 & 5 (Middle Ages). C4R or C5R due next. Quizzes 4 & 5 next.

11. Drafting & rehearsal time, PowerPoint slides. Course Evals or next week. (student laptops & flash-drives needed)
12. Presentations: Speech + PowerPoint. Course Evals if not last week. (student flash-drives needed)

Focused Writing (FW) Chapter Reflection (C#R) Homework (HW) hand-out (HO)
C#R = 20, FW = 15, Quiz = 30, Exam = 115, Essay 100, Speech 100, PowerPoint 100. See Course Design H.O.