



## English, Humanities, and Languages HUM 2113: Early Humanities Fall 2018

**INSTRUCTOR:** Dr. Mark B. Spencer

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**OFFICE HOURS:** 307 Morrison Hall, TT10:45–11 am, 12:15 –2:30 pm, or by appointment. Available any time by email, text, or cell phone.

**Catalog Description:** Unity of philosophy and the arts in the ancient and medieval world. Emphasis on relevance to present life

### Required Course Materials

**Textbook:** Roy T. Matthews, F. DeWitt Platt, and Thomas F. X. Noble, *Experience Humanities, Volume I: The Beginnings through the Renaissance*, 8th ed., (McGraw-Hill, 2013).

**ISBN#:** 978-0077494704



It is **extremely important** that you obtain course materials before the start date of the course, including the textbook. You do not have to wait until you receive a copy of the syllabus to find out the required book for a given course. You may use the SE Official Bookstore to find the book. Try it now! Go to [goo.gl/jRh3v0](http://goo.gl/jRh3v0), type in the information for one of your courses, and see the book!

### Technology Requirements

Please read the *Technical Requirements* policy on the Southeastern Distance Education website: <http://homepages.se.edu/blackboard/student-support/browser-recommendations/>. In

summary, you will need access to a reliable computer with adequate specs and a reliable internet connection, with a backup plan in case you experience technical difficulty. Oftentimes technical problems are browser related, so if this occurs try a different browser. Typically Chrome and Firefox work best with Blackboard.

### **Minimum Technical Skills**

Students enrolled in this course will be expected to navigate BlackBoard to obtain course content and complete assignments. Students may also be required to use other SE resources such as the SE library. To ensure each student is adequately equipped for these requirements, you have each been enrolled in a resource course titled Online Student Orientation. There, you will learn to navigate within the BlackBoard folders and modules, as well as use the Bb resources. You will also learn about Respondus and ZOOM. You will complete tutorials on a variety of skills to help you take full advantage of what Blackboard and SE has to offer. If you have trouble loading the tutorials, please review the troubleshooting page upon entering the tutorials module. This course will provide you with the skills needed to succeed in this and other online courses. The Orientation course will take approximately two to four hours to complete in full. You will be required to provide proof of completion of the orientation before gaining access to course work folders. Discovery of falsified credentials (badge) is an integrity violation and will follow SE's academic integrity policy.

### **Prerequisites Knowledge/Skills**

Correct grammar, spelling, and punctuation are necessary in a college course. Therefore, you are encouraged to take advantage of the resource "course" Basics of Language Training (BOLT). These modules are self-paced and will serve as a refresher course for writing. Each online course will require correct usage of grammar and APA format. The Basics of Language Training (BOLT) course contains self-paced modules on APA basic format as well as Citing Sources in APA. You are strongly encouraged to review these modules to be fully prepared for your courses. If you are unable to demonstrate adequate usage of grammar, punctuation, spelling, or APA format, your instructor(s) may require work to be completed in the Basics of Language Training (BOLT) Course. The BOLT course will remain available to students throughout the program so that they may return to it as necessary.

The logo for Basics of Language Training (BOLT) features the word "BOLT" in a bold, black, sans-serif font. A yellow lightning bolt is integrated into the letter "O", extending upwards and to the right.

Additionally, the menu of each course will have a link to the Purdue OWL site, which is an excellent resource for quick reference when completing work.

### **Definition of a Week**

Each week will begin at 12:00am Monday and will end at 11:59pm Sunday. This will be the time frame for which students will be expected to work within a given week's folder. All assignments will be due at 11:59pm, and the last assignment each week will be due on Sunday. All times will be based on the time zone of the institution: **Central Standard Time**.

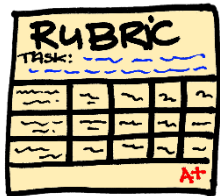
### **Work Load**

The amount of time you will spend in each course will vary from class to class, largely depending on prior education and experience with the topic of the class. Instructors will provide approximate time expectations for each task in the course, but individually, you may spend more

or less on any given item depending on your reading speed, the need to re-read content, and how quickly you comprehend the subject and requirements. It is roughly estimated that you will spend an average of 12-15 hours per week in any given course.

## Standard Grading Rubrics

Each course will use standard rubrics. They will be attached digitally to your assignments. You should always review the rubric scores and comments to fully understand the grade received and obtain all feedback provided



## Course Policies

### Course Availability

Courses will be made available to students one week (7 days) in advance of the start date. Instructors may choose to email students in advance with preview information.

### Course Content Availability

Each assignment in the course will be available for at least a week before it is due.

### Late Work

The due dates for the essay assignments are set on **Fridays at 11:59 pm**, but there will always be a 48-hour grace period for late submission without grade penalty. **No essay can be accepted after the grace period has expired on Sundays at 11:59 PM.** Also, no extra credit assignments will be given at any time during the semester to “bring up your grade!”

## University Policies

### Attendance

The Registrar’s office defines attendance in online and blended classes as:

**Stopped Attending** = Students who were participating online but have stopped submitting any assignments, etc. without contacting/making arrangements with the instructor

**Never Attended** = Students who never accessed Blackboard to view the course or never completed any assignments that were due for the course. Statistics Tracking in Blackboard will be utilized in part for determining teacher candidates’ accessing of Bb.

**Excessive Absences** = Students who have submitted some work but are infrequent in their participation or late on assignments—leading to a failing grade

Regular and routine participation is required to be “in attendance” for the course. This includes regularly logging in, turning in homework by required dates/times, **and** participating in discussion forums. Seven (7) consecutive days of non-participation **will** result in your access being disabled without warning. Participation, or lack thereof, may also affect your financial aid.

Remember, Blackboard automatically tracks and records every click once you log into a Bb course. Bb administrators can see if and when you logged on, the date and time of day you logged on, and what you accessed once you logged in to the course.

*Registrar's definitions above will be used for all reporting purposes, per SE policy.*

### **Internet Etiquette (Netiquette)**

Distance conveys a degree of anonymity, and as a result, many people feel less inhibited in online situations than in their everyday lives. This lessening of inhibitions sometimes leads people to drop their normal standards of decorum when communicating online. Become familiar with the following guidelines regarding both online discussions and email messages. View entirety of policy: <http://www.se.edu/dept/online-learning/technology/communication-netiquette/>

**Southeastern Student Code of Conduct:** <http://www.se.edu/dept/student-life/files/2009/10/student-handbook.pdf>

**Southeastern Academic Calendar:** <http://www.se.edu/academic-calendar/>

### **Counseling Center**

Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1- (800) 522-1090.

### **Disability Accommodations**

Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD# 745-2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

### **Blackboard Support**

Support can be found on the Southeastern Blackboard homepage at: [HTTPs](http://www.se.edu/blackboard/) by clicking on Bb technical support request or in the lower right hand corner on "Live Chat" between the hours of 7:00am-1:00am CST.

### **Equity and Non-Discrimination Statement**

Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or [mdavis@se.edu](mailto:mdavis@se.edu).

## **Assistance/Tutoring in Writing**

**Smart Thinking:** Online tutorial service. **Smart Thinking's** services include personalized, live, and online assistance. Visit <http://www.se.edu/current-students/smart-thinking/> to take advantage of these services.

**The Writing Center** is also available to help with your writing. Here is the contact information: <http://www.se.edu/dept/learning-center/writing-center/>

## **Course Format**

**Menu:** Each course will utilize a Course Template to accomplish a common look and feel. The template will contain a course menu with nine buttons:

- **Course Home Page** - Here, students may obtain quick information regarding announcements, assignments due, etc.
- **Announcements** - Announcements may be used to clarify assignments, make changes in the schedule, provide holistic feedback to the class, etc.
- **Start Here** - This section will contain the syllabus, the instructor's contact information, course policies, etc.
- **Course Work** - Here students will find a folder for each week of the course. All the content, assignments, etc. will be placed into the appropriate week's folder. An outline of contents should be placed on the front of the folder. Assignments may be due throughout the week.
- **Henry G. Bennett Library** - This is a link to the SE online library for convenience.
- **Student Tools** - Students may access any student tool from this area, including grades. They can also email the instructor or classmates from here.
- **Student Email** - All university announcements and other communication with instructors will be sent to student email. This link gives quick convenient access to student email.

**Weekly Folders:** There are Seven Weekly Folders, located on the Blackboard Home page tabs, containing all course exercises. Students will collaborate with the instructor and each other via the online tools provided by Bb, including discussion boards. All assignments, instructions, and explanations will be posted to Bb within the corresponding weekly folder. On the front of the folder is the Introduction. It will give you a summary of the contents of the folder as well as an introduction to the subject matter. Assignments, Quizzes, Discussion Boards, and Exams are contained in the sub-folders. The course content will be available from the beginning of the course with due dates listed for each assignment. Please note that early submission of an assignment will not result in the assignment being graded earlier.

## **Learning Objectives**

The objectives of this course are:

1. Recognize, identify, and describe the major historical periods in the development of Western civilization from the Antiquity to the Renaissance

2. Recognize, identify, and describe the major political, social, scientific, religious, and cultural developments that shaped the course of Western civilization from Antiquity to the Renaissance.
3. Recognize, identify, and describe the achievements of the major writers, artists, philosophers, scientists, religious figures, and political leaders in Western civilization to the Renaissance.
4. Interpret, analyze, and discuss the texts and artistic productions of representative writers, artists, philosophers, and religious thinkers from Antiquity to the Renaissance in both formal written essays and group interactive discussions.
5. Prepare an organized, well-developed composition in edited English in response to questions or issues in the humanities.
6. Recognize and appreciate the widely diverse individuals and traditions that have contributed to our culture and civilization today.

### **Southeastern General Education Outcomes for HUM 2113**

Understand the cultural diversity of human experience.  
Identify influential and representative cultural achievements in history.

This course addresses both Southeastern General Education Outcomes in the formal essays and the interactive *Blackboard* discussions.

### **Assignments and Grading**

The primary graded assignments will consist of seven analytical and critical essays of at least 900 -1250 words submitted at the rate of one per week. A double-spaced 12-font typed page usually contains around 275 words, so this means 3-5 pages. In terms of content, all of the essays will be based on the specific assigned readings in the *Experience Humanities* textbook or additional readings posted on *Blackboard*. **No additional outside sources of any kind may be used. Failure to comply in this matter will result in a grade of zero for the assignment.** More precise directions will be provided in the various essay assignments. **The essays should be submitted to me through the *Blackboard* system via the assignment links.**

There will also be seven Discussion Board questions interspersed among the essay assignments. **Students are required to make one post of at least 50 words to each Discussion Board question, and then at least one brief follow-up comment in response to what another student has posted.** Most of the discussion material will be personal reaction-type questions with no “right” answer, but you cannot merely repeat what a previous student has said and must make an original contribution. These posts and responses all together will be equal in worth to one essay assignment. Failure to post an original comment and a response to another student will result in a deduction of 7 points for each post missed. **The first discussion post will be due on Tuesday, October 28 and will be regarded as proof of attendance. Anyone who has not responded by Tuesday, August 28 at 11:59 pm will be reported to the registrar as “Not Attending.”**

All grades will be posted and calculated in the Blackboard grade book, so I encourage you to check it regularly and make sure no errors have occurred. Since the grades for all seven essays

are equal in weight at 1/8 or 12.5% of the final semester grade, just take an average of them at any time to know how well you are doing in the course (actually the current version of Blackboard does this for you). The only grade you will not know until the end is the discussion board grade, but as long as you post a comment of at least 50 words and a brief response to another student, you should have an “A” there.

Essays (12.5% each)	87.5%
Discussion Board	12.5%

The standard grading scale will be applied:

90– 100 = A	60 – 70 = D
80 – 90 = B	0 – 60 = F
70 – 80 = C	

Rounding to the next letter grade is not automatic and will be at the discretion of the instructor.

## **Essay Grading Rubric**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Main Ideas (60 points)</b>	All the main ideas discussed in the chapter(s) and relevant to the assigned question are presented accurately and thoroughly.	Most main points are presented. Contains a few inaccuracies or omissions. May contain some irrelevant information.	Some main points are presented. Contains more than a few inaccuracies, omissions, or irrelevant material.	Most of the main points are not addressed. Contains many inaccuracies, omissions, or irrelevant material.
<b>Critical Reflection and Analysis (10 points)</b>	Responses to the critical and analytical portions of the essay prompt exhibit a very high degree of thoughtfulness and insight.	Responses to the critical and analytical portions display a significant degree of thoughtfulness and insight.	Responses to the display some degree of thoughtfulness and insight.	Responses display little or no thoughtfulness and insight.
<b>Organization and Development (10 points)</b>	Essay is organized and developed in a highly logical and coherent manner.	Essay is organized and developed in a basically logical and coherent manner.	Essay displays some degree of logical development and organization.	Essay displays little or no logical organization and development.
<b>Quoting Style (10 points)</b>	Quotes are fluently integrated with appropriate lead-ins and parenthetical citations.	Most of the quotes are integrated fluently, although one or two may lack appropriate lead-ins and parenthetical citations.	Some of the quotes are integrated fluently, but many lack appropriate lead-ins and parenthetical citations.	Few or none of the quotes are integrated properly with appropriate lead-ins and citations.
<b>Grammar, Punctuation, Spelling (10 points)</b>	Essay is virtually free of mechanical errors.	Essay is basically free of mechanical errors, although a few of one or more types occur.	Essay exhibits a significant number of mechanical errors	Essay is full of mechanical errors.

## **Instructor Feedback**

Students should expect a timely response to email questions and prompt grading and posting of assignments and exams. You should receive a response to your email within 24 hours. You should do your best to email from your official SE student email account, and be sure to include your name in the body of every email you send. The essay assignments will always be posted at least a week before they are due, and each essay will be graded and posted in the Grade Center at least 72 hours before the next one is due.

The professor reserves the right to make adjustments to the syllabus and/or grading policy as needed in order to meet the instructional needs and goals of the class. Students will be notified of any adjustments to the course schedule.

## **Course Calendar**



A more precise page number indication of the most relevant readings will be provided in the particular instructions for writing some of the essays, but students will be expected to read all the material in the chapters indicated, as some of the discussion topics will draw upon that.

## **Week 1: The First Civilizations**

Introduction: "Why Study Cultural History?" in *Experience Humanities*, pp. xviii- xxi ( 30 min.)

First discussion post due Tuesday, August 28 (30 min.)

Read Chapter 1 of *Experience Humanities*, pp. 2-31 (3 hours)

Response to first discussion post due Thursday, August 30

Write first essay due Friday, September 31 at 11:59 pm (7 hours)

Second discussion post due Sunday, September 2 (30 min.)

Wrap-up

Total Estimated Time: 11.5 hours

Weekly Objective: Discover and discuss the earliest civilizations, especially that of Ancient Egypt and Mesopotamia. Fulfills Learning Objectives 1-2 and 5-6.

## **Week 2: The Greeks**

Introduction

Read Chapters 2-4 of *Experience Humanities*, pp. 33-101 (6 hours)

Response to second discussion post due Wednesday, September 5

Write second essay due Friday, September 7 at 11:59 pm (7 hours)

Third discussion post due Sunday, September 9 (30 min.)

Wrap-up

Total Estimated Time: 13.5 hours

Weekly Objective: Discover and discuss the Greek contribution to Western civilization, especially in literature, philosophy, and science. Fulfills Learning Objectives 1-3, 5, and 6.

## **Week 3: The Romans**

Introduction

Read Chapter 5 of *Experience Humanities*, pp. 102-127 and the posted handout *The Life of Cato* by Plutarch (4 hours)

Response to third discussion post due Wednesday, September 12

Write third essay due Friday, September 14 at 11:59 pm (7 hours)

Fourth discussion post due Sunday, September 16 (30 min.)

Wrap-up

Total Estimated Time: 11.5 hours

Weekly Objective: Discover and discuss the Roman contribution to Western civilization. Analyze *The Life of Cato* by Plutarch as exemplary of Roman values. Fulfills Learning Objectives 1-6.

## **Week 4: Judaism and the Rise of Christianity**

#### Introduction

Read Chapter 6 of *Experience Humanities*, pp. 128-149 (3 hours)

Response to third discussion post due Wednesday, September 19

Write fourth essay due Friday, September 21 (7 hours)

Fifth discussion post due Sunday, September 23(30 min.)

#### Wrap-up

Total Estimated Time: 10.5 hours

Weekly Objective: Discover and discuss the early history of Judaism and Christianity and their impact on Western civilization. Fulfills Learning Objectives 1-3, 5, and 6.

### **Week 5: Islam**

#### Introduction

Read Chapter 9 of *Experience Humanities*, pp. 203-225 and the posted handout containing selections from the Koran (4 hours)

Response to fourth discussion post due Wednesday, September 26

Write fifth essay due Friday, September 28 (7 hours)

Sixth discussion post due Sunday, September 30 (30 min.)

#### Wrap-up

Total Estimated Time: 10.5 hours

Weekly Objective: Discover and discuss the origins of Islam and its contribution to Western civilization. Read and analyze selected passages from the Koran. Fulfills Learning Objectives 1-6.

### **Week 6: The Middle Ages**

#### Introduction

Read Chapters 10 and 11 of *Experience Humanities*, pp. 226-293 (4 hours)

Response to fifth discussion post due Wednesday, October 3

Write sixth essay due Friday, October 5 (7 hours)

Sixth discussion post due Sunday, October 7(30 min.)

#### Wrap-up

Total Estimated Time: 11.5 hours

Weekly Objective: Discover and discuss the contribution of the Middle Ages to Western civilization. Fulfills Learning Objectives 1-3, 5, and 6.

### **Week 7: The Renaissance**

#### Introduction

Read Chapters 12 and 13 of *Experience Humanities*, pp. 294-353 (4 hours)

Response to sixth discussion post due Wednesday, October 10

Write research paper due Friday, October 12 (7 hours)

Seventh discussion post due Sunday, October 14 (30 min.)

Wrap-up

Total Estimated Time: 11.5 hours

Weekly Objective: Discover and discuss the contribution of the Renaissance to Western Civilization. Fulfills Learning Objectives 1-3, 5, and 6.

## **Course Evaluations**

All students are asked to complete an anonymous evaluation of this course. A link to the course evaluation will be provided in Blackboard/Announcements during the last week of the course.