

# SYLLABUS



## HUMA 1303: Introduction to Humanities Summer 2018

**Instructor:** Dr. Joanna Mann  
**Section # and CRN:** HUMA 1303-P06 (31991)  
**Office Location:** Hilliard Hall 114  
**Office Phone:** 936-261-3726 **Email**  
**Address:** jsmann@pvamu.edu  
**Office Hours:**  
**Mode of Instruction:** Face to Face

**Course Location:** Hilliard Hall 123  
**Class Days & Times:** Mon-Thurs 11:00AM-01:40PM  
**Catalog Description:** An interdisciplinary analysis of cultural, political, philosophical, and aesthetic factors critical to the formulation of values and the historical development of the individual and of the society. Emphasis will be placed on short fiction, religion, and culture.

**Prerequisites:** N/A  
**Co-requisites:** N/A

**Required Texts:** There are no assigned textbooks for this course in this semester.  
Handouts and other materials will be made available via eCourse or given in class.  
Some materials may be located at the campus library or online.

**Course Goals:** The goals of this course are for students to obtain the skills and knowledge needs to analyze cultural, political, philosophical, and aesthetic factors affecting the individual and society through the study of short fiction.

### Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Recognize/identify pre-eighteenth century literary influences on the short story by reading parables, fables, and selected short stories.	1,5	Critical Thinking
2	Recognize and respond critically to different selections of short fiction and their influences on contemporary culture and literary studies.	1,5	Critical Thinking Communication
3	Identify selections from the first contributors to the American short story genre.	1, 3	Communication Critical Thinking
4	Describe distinguishing features of the short story.	1,2,3	Critical Thinking Communication
5	Discuss/ analyze a variety of works by modern masters of the short story.	1,5	Critical Thinking Communication

<b>6</b>	Demonstrate an understanding of a variety of short stories representative of various works.	2,5	Critical Thinking
<b>7</b>	Demonstrate exemplary and effective use of the English language in written and oral forms, including the use of correct spelling, grammar, syntax, and mechanics, through the following:	2,5	Personal Responsibility; Communication
<b>8</b>	Write a substantial project consisting of clear, concise, coherent, well-organized research papers or creative works ( as appropriate to student) , oriented to an appropriate audience and purpose, effectively supported with information from outside sources, and correctly following MLA documentation and style guidelines ( where appropriate).	2,1,5	Personal Responsibility Critical Thinking
<b>9</b>	Present a substantial oral and /or visual project consisting of clear, concise, coherent, well-organized research or of a creative nature to an audience of peers and non-peers.	2,5	Communication Personal Responsibility

## Major Course Requirements

### Method of Determining Final Course Grade

Course Grade Requirement		Value
1. Individual and Group Presentations	20%	200 points
2. Written Critical Response	15%	150 points
3. Midterm Written Response	20%	200 points
4. Class Participation	10%	100 points
5. Research/Creative Project	15%	150 points
6. Final Exam	20%	200 points
<b>Total:</b>	<b>100%</b>	<b>1000 points</b>

### Grading Criteria and Conversion:

- A = 90-100% (900 to 1000 points)
- B = 80-89% (800 to 899 points)
- C = 70-79% (700 to 799 points)
- D = 60-69% (600 to 699 points)
- F = 0-59% (0 to 599 points)

### Detailed Description of Major Assignments:

Grade Requirement	Description
Exams	Short answer and essay (in-class and closed book)
Writing Assignments	Formal essays demonstrating ability to produce college-level, research- based analytical writing
Daily Work & Participation	Minor homework assignments, quizzes, and participation in class activities

The research project will have written and oral components and be of personal and / or career significance for the student. Possible projects include but are not limited to the following:

- A research project on a literature period that highly influenced short fiction.
- A research project on a literature theory that influenced short fiction.
- A project designing instruction on a short fiction selection.
- A creative work in a short fiction, but of sufficient length and complexity.

All work must be original to the current semester and course, although students are allowed to use selected material from their own previously graded work, if deemed vital to the project.

# Semester Calendar

## **Week One: (06/04-06/07):**

Review syllabus  
Define core literary terms  
Provide examples of fables / parables  
Assignment: Diagnostic Writing Assignment  
Literary Terms Exam  
Written samples of fable / parable

## **Week Two (06/11-06/14):**

Compare characteristics of parables, fables, epics, frame stories, et cetera, to those of the short story. Student will read Aesop's "The Fox and the Grapes" and discuss its morals." Additional Stories.  
Assignment: Writing Assignment # 1

## **Week Three (06/18-06/21)**

Collaborate with peers or work individually to give oral and / or visual presentations to reflect understanding of pre-eighteenth century literary influences on the short story. The students will read/ view Chaucer's "Pardoner's Tale." Additional stories  
Assignment: Writing Assignment # 2

## **Week Four (06/25-06/28)**

Describe such features as single effect, symbol, allusion, points of view, dialogue, conflict, plot, denouement, theme, setting, et cetera. In addition, describe characteristics of variations of the short story: Gothic, detective, slice of life, et cetera. Read Washington's Irving's "The Legend of Sleepy Hollow." Additional Stories  
Assignment : Writing Assignment # 3

## **Week Five (07/02-07/05)**

Examine how theme is developed and conveyed through the elements of character, setting, and plot in the early American short story. Read Nathaniel Hawthorne's "Young Goodman Brown" and relate it to the societal influences on and the geographical locations of the author. Additional stories

**Friday, 07/06/2018 Final Exam**

## **Student Support and Success**

### **John B. Coleman Library**

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/> Phone: 936-261-1500

### **The Learning Curve (Center for Academic Support)**

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

### **The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)**

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

### **Writing Center**

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

### **Student Counseling Services**

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

### **Testing**

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

### **Office of Diagnostic Testing and Disability Services**

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

### **Veteran Affairs**

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

### **Office for Student Engagement**

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

### **Career Services**

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

### **University Rules and Procedures**

#### **Disability Statement (Also See Student Handbook):**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

#### **Academic Misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

#### **Forms of Academic Dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

#### **Nonacademic Misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) Campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

#### **Sexual Misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

#### **Title IX Statement**

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience

to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

### **Class Attendance Policy (See Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

### **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

## **TECHNICAL CONSIDERATIONS**

### **Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

**Note:** Be sure to enable Java & pop-ups in the Web browser preferences

### **Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

### **Netiquette (online etiquette):**

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

### **Technical Support:**

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

### **Communication Expectations and Standards:**

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

### **Discussion Requirement:**

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.