COURSE SYLLABUS HUMANITIES
HUMA 1315. 72201
WINTERMESTER 2017- 2018
T 234 is the
Face to Face Class
VISUAL AND PERFORMING ARTS

Office Hours: 8:00 a.m. – 6:00 p.m. Mon-Thu, 8:00 a.m. - 4:30 p.m. Fri
Location: L129, Telephone: 972-273-3560
STUDIOS FOR THE ARTS

This course syllabus is intended as a set of guidelines for HUMA 1315 Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

Instructor Information:
Brenda Parker – Braswell bep7490@dcccd.edu
Office Phone- 972-273-3572 or Office hours:
cell 214 502 5332 no text please
(Central campus) Office P 250 (MW 12-5 T Th 730am –
inside the dance studio) 920am and 2-4 Sat. 730 am
(no text please) – 12pm.

ONLINE Class

Course Information
Course title: Fine Arts Appreciation
Course number: HUMA 1315
Course pre-requisites: Developmental Reading 0093 or English as a Second Language (ESOL) 0044 or have met the Texas Success Initiative (TSI) standard in Reading.

A Required Textbooks and Materials
Reality Through The Arts, 8/e

Computer access required—additional materials available online

COURSE INTENTION:
This course hopes to open the student’s eyes, ears and heart to the arts. The end goal of the course is to develop excellent competency skills and to ignite the desire to create and/or appreciate the arts in all of its various forms.

Program Learning Outcomes
1. Communication Skills—to include effective development, interpretation, and expression of ideas through written, oral and visual communication
   a. Written: Process & produce effective written communication adapted to an audience, purpose, and time constraints.
   b. Oral: Produce effective oral communication adapted to audience, purpose, and time constraints.
   c. Visual: Effectively interpret visual images or produce effective visual images.

2. Critical Thinking Skills—to include creative thinking, innovation, inquiry and analysis, evaluation, and synthesis of information.

3. Teamwork—to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

4. Social Responsibility—to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Course-level Student Learning Outcomes
1. Describe the formal elements and principles to critically analyze various works of the visual and performing arts.

2. Articulate the creative process of artistic works as expressions of human experience and cultural values.

3. Demonstrate an understanding of the aesthetic principles that guide the creation of, and response to, the arts.
4. Describe the relationship of the arts to everyday life.

**Course Outline**

**MODULE ONE**—Chapter 9—Ancient Approaches, Chapter 10—Pre-Modern World, Chapter 11—Emerging Modern World, Chapter 12—Age of Industry, Chapter 13—Modern, Post-Modern and Pluralistic world, and online material.

**EXAM ONE**

**MODULE TWO**—Chapter 1—Two-Dimensional Art, Chapter 2—Sculpture. Chapter 4—Music and Opera, Chapter 6—Theatre, Chapter 8—Dance, Chapter 7—Cinema, Photography, Cinema, and online material. Performing Arts lectures, online material, and Art Critiquing Process lecture.

**EXAM TWO AND THREE**
Means of Assessment of Course Learning Outcomes

Teaching methods will include online power point lectures, tests, one major paper, group presentation, field trips, video analysis, internet research assignments, and written critique assignments.

Evaluation Procedures

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Quizzes</td>
<td>50 pts</td>
</tr>
<tr>
<td>2 Faculty Visits</td>
<td>100 pts</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>100 pts</td>
</tr>
<tr>
<td>Museum Critique/Paper</td>
<td>200 pts</td>
</tr>
<tr>
<td>Theatre Critique Paper</td>
<td>200 pts</td>
</tr>
<tr>
<td>3 Exams</td>
<td>300 pts</td>
</tr>
<tr>
<td>Passion Project</td>
<td>400 pts</td>
</tr>
</tbody>
</table>

Exams and Assignments

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 pts</td>
<td>18 quizzes</td>
</tr>
<tr>
<td>100 pts</td>
<td>2 Faculty Visits (Online visits)</td>
</tr>
<tr>
<td>100 pts</td>
<td>Peer Video Evaluation</td>
</tr>
<tr>
<td>300 pts</td>
<td>3 Exams (100 points each—online only)</td>
</tr>
<tr>
<td>400 pts</td>
<td>Passion Project (100 pts. paper, 105 pts. group process, 150 pts video, 45 pts. Peer Evaluation)</td>
</tr>
<tr>
<td>400 pts</td>
<td>2 Critiques (200 each)</td>
</tr>
</tbody>
</table>

Scale

A 100-90 1200—1300
B 89-80 1075—1199
C 79-70 950—1074
D 69-60 826—949
F 59-0 825 and below

EXTRA CREDIT:

90 points of extra credit is built into this course. There are no available extra points beyond these included points unless it is a exceptional situation.

ALL GRADES ARE AWARDED BASED ON MERIT...NOT NEED

GRADE OF INCOMPLETE

Consideration of a request of an incomplete is only if a student has completed at least 75% of the course work and/or an emergency happens in the last 2 weeks of class.
QUIZZES - 90 pts.
Eighteen quizzes are required for this semester. Each set of quizzes will help you study for each of the three exams.

EXAMS-300 pts.
Each exam is worth 100 points each.
There will be 3 exams. They will usually have multiple choice, T/F, and essay questions. There are no make-up exams. Exceptions are made however, but are rare. The instructor requires communication and a satisfactory reason for your inability to complete the exam during the assigned time. In order for a make up exam to be considered, I require a written explanation regarding the reason for your inability to take your online exam.

Professor Visits 100 points (if you miss your appointment it cannot be made up)
Each student will have a 15-20-minute one on one visit with the professor.

DISCUSSION BOARD: is 100 points of your final grade
4 Discussion Boards at 25 point each.
Think of this as a video blog on the subject your instructor has posted. You are responsible for posting on the subject. In addition, you must make a minimum of three (3) other comments on other people comments. You should think of ways to hold our attention, and instill in us a curiosity and an interest in your subject.

You should discuss the subject, content and form of the work and use the terms and concepts from the lectures and textbook. Details and a rubric for the discussion board requirements are posted online.

Discussion Board responses, emails, and all other correspondence among faculty and students enrolled in this class are expected to conform to the level of conduct that would be expected in a regular classroom. Students should feel free to express disagreement with the instructor and other students, but it must be done in a manner, which is not verbally abusive, threatening, or harassing. Communication among students is encouraged, but must end if one of the parties requests that it be terminated.

Students will not send unsolicited email espousing a cause, religion, or activity to other class participants and will not add other class participants to any list-serves or other entity, which distributes unwanted email or material.

Violation of these guidelines may result in disciplinary action against the offending student. This action can include termination of the student's participation in the class and a grade of F.

PLEASE CHECK THE RUBRIC FOR DETERMINATION OF GRADES
CRITIQUES—400 points-
All Events MUST occur during the semester in which a student is enrolled.
You are required to attend two (2) outside events in order to write critiques explained in the section below:

MAJOR MUSEUM  200 points
(You ARE REQUIRED TO write a paper on one painting AND one sculpture.)
PROOF OF ATTENDANCE REQUIRED and 750 WORD MINIMUM

LIVE THEATRE PERFORMANCE 200 points
• (You will then write a paper on a play/musical.)
PROOF OF ATTENDANCE REQUIRED and 750 WORD MINIMUM

CRITIQUE 1 will be on the performing art form, theater (musical or non-musical play)
CRITIQUE 2 will be on a visual art form from your trip to a museum( approved by the teacher, if it is not on the list). (Specifically one (1) paintings AND one (1) sculpture.)

These critiques will require the student to visit a museum as well as a live theater event. Written critiques WILL NOT be accepted on reproductions from books, the Web, prints or rented or owned videos etc. The assignments require that you participate with a genuine work of art, so please plan accordingly and to not procrastinate.

Correct spelling, punctuation and grammar are required as are paragraph construction, content and overall organization. Please contact the Writing Center if you need help in these areas.

PASSION PROJECT 400 POINTS
This is an assignment is where you to research, interpret, structure, coordinate, and make a video of a passion you have in and about the arts. This assignment includes an individual research paper

Process 105 pts
- Brainstorming (10 pts) –Lotus Diagram
- Subject choice (5 pts)
- Storyboard completed (20 pts)
- Annotated Works cited (40 pts)
- Introduction Vlog (5 pts.)
- Status Vlog (10 pts.)
- Self-reflection Vlog (20 pts)

Peer Evaluations 45 pts (3 peer evaluations 15 pts. each)
Individual Paper 100 pts. This is your individual contribution to the group research
Video Presentation 150 pts. Professor grading rubric for the group presentation

Fall and Spring Daily Calendar *********
Week 1 intro- get to know
Weeks 2-12 course study , tests , visits , notes
Wees 13 – 15 finish all projects and critiques
WINTERMESTER CALENDAR
Day 1 intro - get to know
Days 2 – 20 course discussions, notes, projects and exams

Handout available online
**USE OF THE DISCUSSION BOARD:**

In this online course, your right to use the Discussion Board is limited to class activities. You may not give or supply your password or ID to others to use. You may not authorize others to use the Discussion Board, and you are responsible for all use of the Discussion Board in your name. You agree not to use any obscene, indecent, or offensive language or to place on the Discussion Board any material that is defamatory, abusive, harassing, or hateful.

Further, you may not place on the Discussion Board any material that is encrypted, constitutes junk mail or unauthorized advertising, invades anyone's privacy, or encourages conduct that would constitute a criminal offense, give rise to civil liability, or that otherwise violates any local, state, national or international law or regulation. You agree to use the Discussion Board only for lawful purposes of this online course and you acknowledge that your failure to do so may subject you to academic, civil and criminal liability.

You are responsible for ensuring that any material you provide to or post to the Discussion Board, including but not limited to text, photographs, and sound, does not violate the copyright, trademark, trade secret or any other personal or proprietary rights of any third party or is posted with the permission of the owner(s) of such rights. Music files etc. may not be distributed in this Discussion Board or within this course. Material on the Discussion Board is for your academic course use only.

The Discussion Board contains copyrighted and other proprietary information. You may not in any way make commercial or other unauthorized use, by publication, re-transmission, distribution, performance, caching, or otherwise, of material obtained through the Discussion Board, except as permitted by the Copyright Act or other law.

You agree neither to disrupt or interfere with the Discussion Board, nor to alter or tamper with any information or materials on or associated with the Discussion Board. You acknowledge that your Instructor may review and archive the content of all discussions and sites linked to and from this Discussion Board and that you are responsible for the content or actions of any other sites linked to or from this Discussion Board. Your linking to the Discussion Board is restricted to sites pertinent your online course assignments.

**USE OF MATERIAL SUPPLIED BY YOU:**

Postings to and communications with the Discussion Board are not private. You grant NLC the unrestricted right to use, reproduce, archive, translate, transmit and distribute any material you supply or communicate to the Discussion Board.

**MATERIALS POSTED BY OTHERS:**

You agree that the Instructor is not responsible, and shall have no liability to you, with respect to any information or materials posted by others, including defamatory, offensive or illicit material.

**INDEMNIFICATION:**

You agree to indemnify NLC and its affiliates, agents and representatives, and to hold them harmless, from any and all claims and liabilities (including attorneys fees) which may arise from your submissions, from your unauthorized use of material obtained through the Discussion Board, or from your breach of this Agreement, or from any such acts through your use of the Discussion Board.

**EDITING AND DELETIONS:**

Your course Instructor reserves the right, but undertakes no duty, to review, edit, move, or delete any material provided for display or placed on the Discussion Board, in its sole discretion, without notice.

**DISCLAIMER OF WARRANTY AND LIMITATION OF LIABILITY:**

You acknowledge that you are using the Discussion Board at your own risk. Your Instructor and NLC and its affiliates do not represent or warrant that access to the discussion board will be uninterrupted or that there will be no failures, errors or omissions or loss of transmitted information, or that no viruses will be transmitted on the Discussion Board. You should have a virus check program installed on your computer.

**TERMINATION:**

Your Instructor has the right to terminate your ability to access the Discussion Board, for any just reason, without notice. Contact your instructor immediately if this occurs.
ONLINE ATTENDANCE POLICY

Just as in a face-to-face course, attending your online course is important. In fact, it may be even more important. In a face-to-face course, sometimes a student is physically there, but mentally "somewhere else." In an online course, there is little social pressure to be there or pretend to be there, but if you do not visit the course site regularly, you will not get much from the course and will find it difficult to get a good grade.

CHECK THE COURSE SITE REGULARLY.

Even if you don't have specific assignments to complete, check the course site and your email regularly. Your instructor will make announcements, new postings will appear in discussion forums, and other plans may undergo subtle changes. Regular checks will help you remember all that you need to get done.

YOUR INSTRUCTOR CAN TELL IF YOU ARE VISITING THE COURSE SITE.

There are tools in Blackboard Course Info that allow your instructor to get general statistics about how often you visit the course site. Sometimes, they can even tell you have visited specific parts.

YOU WILL HAVE TO SHOW YOUR INSTRUCTOR THE QUALITY OF YOUR PARTICIPATION.

Statistical tools in Blackboard won't let your instructor know if you understand what you read, if you enjoy or dislike aspects of the course, or if you are succeeding as a student. That is up to you. Your assignments, postings, and instructor communication will show the quality of your work.

YOU ARE EXPECTED TO COMMUNICATE WITH BOTH THE INSTRUCTOR AND YOUR CLASSMATES.

Don't wait to be asked to communicate. Send your instructor questions. Post messages to other students. Ask questions and share your ideas.

LATE TURN IN:
The online modules close on a specific date and will not re-open once closed. Please check the dates on your calendar.

INSTRUCTORS RIGHTS AND RESPONSIBILITIES

The instructor reserves the right to establish the guidelines for the ONLINE setting. The instructor reserves the right to maintain ONLINE decorum and to remove from class anyone who behaves in a manner that disturbs the instruction process.

The instructor is charged by the college with the responsibility for maintain the online environment and the instructor's decision is final. Any student having problems with a course should consult the instructor. Rudeness, disrupting the class, or disrespecting other students or the instructor will result in the student being removed from the online class. If that occurs, the student will be required to have a personal conference with the instructor.

The instructor reserves the right to amend this syllabus as necessary.
INSTITUTIONAL POLICIES

Please check online for all of the North Lake Policies
www.northlakecollege.edu/syllabipolicies

DROP POLICY
If you are unable to complete this course, you must officially withdraw by: Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to:
http://www.DCCCD.edu/thirdcourseattempt_

STOP BEFORE YOU DROP
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence) or retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, pregnancy, parenting, gender identity and/or gender expression, please contact your college Title IX coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If you wish to keep the information confidential, please contact college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the college Title IX coordinator or district Title IX coordinator. The Title IX coordinator will contact you and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX coordinator or visit dcccd.edu/TitleIX.

Each college within DCCCD has a designated Title IX coordinator.

North Lake College Title IX Coordinator:

Francyenne Maynard
TitleIX-NLC@dcccd.edu
972-273-3980
Learning Activities, Outcomes, and Assessment

1. Learning Activity: Formal Critique of a Museum Visit AND attending a Performing arts event

   Formal Critique involves going to an art museum/gallery, play, dance, or music performance approved by your instructor ahead of time. Students apply the appropriate elements and principles for the media/discipline for the critique.

   a. Learning Outcomes: To enable the student to sift through various styles and types of art from the various disciplines covered in class, and then think critically about their chosen work of art. Allow the students the opportunity to articulate their opinions and interpretations about a work of art, music, theatre, dance or architecture using the “Art Critiquing Process.” This process includes description, analysis, interpretive and evaluation of the artwork. In addition, the student is observing the artwork or performance in person.

   b. Assessment:

      Clarity & organization of observation using the Art Critiquing Process. (Evaluation, Analysis, Interpretation and Judgment) A rubric provides each student a clear understanding of the assessment of the critique. Expectation is 90% of the students will complete the critique and achieve 75% or higher.

   c. Program and Course Outcomes:

      Program Level Outcomes # 1 oral and visual, #2 and #3
      Course level Outcomes

2. Learning Activity: The Discussion Board Assignments:

   This is an Internet Research Assignment where the students answer several questions given to them by the teacher by looking up the answers on the Internet. The student uses the discussion as a blog to determine why the four (4) basic criteria for choosing the design for The Wall Memorial. This will be used on the discussion board and students must also give their responses to other students.

   a. Learning Outcomes: The students will learn how one undergraduate student who was a first-generation American was chosen to design the most famous war memorial in this nation’s history. Further, they will hone internet research skills, and be able to explore the “why” of art. WHY something is done one way, rather than another, which will enhance their ability to think critically.

   b. Assessment: A discussion board rubric will be used to assessment writing and participation

   d. Program and Course Outcomes:

      Program Level Outcomes # 1 oral, #2 and #3
      Course level Outcomes

3. Learning Activity: Peer Presentation

   The students will partner and will upload a recorded visual and oral presentation of an artist and art work.

   a. Learning Outcomes:

      Communicate information clearly to your audience with your oral and visual presentation
      Establish credibility with your audience, by using at least 2 oral citations
      Deliver the message with the time constraints of the assignment 5-7 minutes

   b. Assessment:

      The assessment is a rubric. It will assess the cultural affect and the civic responsibility of the arts on our regional, national, and global communities.

   e. Program and Course Outcomes:

      Program Level Outcomes # 1 oral and visual, #2 and #3
      Course level Outcomes
Addendum B

ACCEPTABLE PERFORMANCE AND MUSEUMS OPTIONS

MUSEUMS:

The Dallas Museum of Art (DMA)  The Amon Carter Museum
The African-American Museum of Life and Culture  The Fort Worth Museum of Modern Art
The SMU Meadows Museum  Nasher Sculpture Garden
The Kimbell Museum  Asian Crow Museum

THEATRE PERFORMANCES:

Any North Lake College Theatre Performance  Dallas Theatre Three
(full production)  Playhouse at Park Cities
Any DCCCD Theatre Performance  Garland Civic Theatre
(full production)  Garland Center for the Performing Arts
Theatre Three  Bass Hall
Theatre Arlington  Pegasus Theatre
Irving Community Theatre  Jubilee Theatre
Lyric Theatre  Stage West
Any dramatic SMU, TWU, UTA, UTD, or Music Hall at Fair Park
UNT Theatrical Performance (full The Undermain Theatre
production)  Pocket Sandwich Theatre
Dallas Theatre Center Addison  Contemporary Theatre of Dallas
Water Tower Theatre  The McKinney Avenue Contemporary Theatre
(MAC)

DANCE PERFORMANCES: (Extra Credit)

TITUS at SMU  North Lake College Fall/Spring
Dance Concert at NLC and BHC  Dance Concert
Dallas Black Dance  Texas Ballet Theatre
Anita N. Martinez Ballet Folklorico

MUSIC PERFORMANCES (Extra Credit)

The Dallas Symphony Orchestra (DSO)  The Arlington Symphony Orchestra
The Richardson Symphony Orchestra  The Dallas Opera
The Fort Worth Symphony Orchestra  The Fort Worth Opera
The Irving Symphony Orchestra  The Winspear Opera House
The Plano Symphony Orchestra

Any SMU Opera Presentation or Faculty performance or Symphony Orchestra performance
Any University of North Texas Symphony, Opera, Faculty or One O’clock Lab Band Concert, Some
NLC productions
Minimum technical skills for HUMA 1315

- managing files and folders on your computer
- copy/pasting text from one location to another
- using a word processor (changing font, spell check)
- using presentation software (i.e. PowerPoint, Keynote)
- using email for communication
- uploading and downloading files
- navigating from one application (program) to another
- navigating the Internet
- using an Internet search engine

Skills you will acquire while taking this course

- downloading and installing software
- research skills
- ability to create a video with your phone, tablet, or computer
- ability to edit a video
- ability to upload to YouTube, Vimeo, or ScreenCast.com
- ability to make links live in eCampus
- ability to embed video in eCampus
### ADDENDUM D

Calendar subject to change
FLEX 2 FALL 2017 CALENDAR
BOOK IS ON RESERVE IN L-240

#### MODULE I: Disciplines of the Humanities

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>TEXT CHAPTERS Reality Through The Arts, 8/e</th>
<th>Watch Online Video</th>
<th>READING AND QUIZZES</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPT. 5</td>
<td>Read Chapter 9—Ancient Approaches</td>
<td>• Chapter 9 mini-video</td>
<td>• Chapter 9, TAKE QUIZ, SUNDAY, 11:30 PM</td>
<td>• Orientation Quiz—(under START HERE) As Soon As Possible</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Sign up for 1st set of professor/student visits begin Sign up Genius APP—(LOOK IN ANNOUNCEMENTS As Soon As Possible</td>
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<td>• Sign-up for Remind APP—(LOOK IN ANNOUNCEMENTS As Soon As Possible</td>
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<td></td>
<td>• Complete Student Information Form—under START HERE) SUNDAY, 11:30 PM</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Introduction Discussion Board #1. Ecampus—SUNDAY, 11:30 PM</td>
</tr>
</tbody>
</table>
# MODULE I:
## Disciplines of the Humanities

<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>TEXT CHAPTERS</th>
<th>Watch Online Video</th>
<th>QUIZZES</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPT. 11</td>
<td>Chapter 10—Artistic Reflections</td>
<td>- Listen to Mini Lecture on Chapters 10</td>
<td>- Chapter 10, TAKE QUIZ, SUNDAY, 11:30 PM</td>
<td>- LOTUS DIAGRAM FOR PASSSION PROJECT, SUNDAY-11:30 PM <a href="http://www.turnitin.com">www.turnitin.com</a></td>
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<tr>
<td></td>
<td></td>
<td>- Lotus Diagram Video</td>
<td></td>
<td>- Last Week for online professor/student visits</td>
</tr>
<tr>
<td>WEEK 3</td>
<td>TEXT CHAPTERS</td>
<td>Watch Online Video</td>
<td>QUIZZES</td>
<td>HOMEWORK ASSIGNMENTS</td>
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<tr>
<td>SEPT. 18</td>
<td>Chapter 11—Artistic Styles in the Emerging World</td>
<td>• Listen to Mini Lecture on Chapters 11</td>
<td>• Chapter 11, TAKE QUIZ. SUNDAY, 11:30 PM</td>
<td>• Passion Project Subject Assignment SUNDAY, 11:30 PM</td>
</tr>
</tbody>
</table>

Discussion Board #2—Shift Happens and Did You Know SUNDAY, 11:30 PM
# MODULE I: Disciplines of the Humanities

<table>
<thead>
<tr>
<th>WEEK 4</th>
<th>TEXT CHAPTERS</th>
<th>Watch Online Video</th>
<th>QUizzes</th>
<th>Hybrid/Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPT. 25</td>
<td>Chapter 12—Artistry in an Age of Industry</td>
<td>• Listen to Mini Lecture on Chapter 12</td>
<td>• Chapter 12, TAKE QUIZ, SUNDAY, 11:30 PM</td>
<td>• Passion Project Vlog #1 SUNDAY, 11:30 PM</td>
</tr>
<tr>
<td></td>
<td>Chapter 13—The Arts in a Modern and Post Modern and Pluralistic World</td>
<td>• Listen to Mini Lecture on Chapter 13</td>
<td>• Chapter 13, TAKE QUIZ, SUNDAY, 11:30 PM</td>
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</tbody>
</table>

- **SEPT. 25**
  - Chapter 12—Artistry in an Age of Industry
  - Chapter 13—The Arts in a Modern and Post Modern and Pluralistic World
  - **Watch Online Video**
    - Listen to Mini Lecture on Chapter 12
  - **Quizzes**
    - Chapter 12, TAKE QUIZ, SUNDAY, 11:30 PM
    - Chapter 13, TAKE QUIZ, SUNDAY, 11:30 PM
  - **Hybrid/Homework Assignments**
    - Passion Project Vlog #1 SUNDAY, 11:30 PM
## MODULE I: Disciplines of the Humanities

<table>
<thead>
<tr>
<th>WEEK 5</th>
<th>TEXT CHAPTERS</th>
<th>Watch Online Video</th>
<th>QUIZZES</th>
<th>Hybrid/Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT. 2</td>
<td>• Art Critiquing Process for Theatre and Museum</td>
<td></td>
<td></td>
<td>EXAM ONE CLOSES SUNDAY, 11:30 PM THIS EXAM COVERS CHAPTERS 9, 10, 11, 12, and 13.</td>
</tr>
</tbody>
</table>
# MODULE II:
## Exploring the Humanities Performing Arts

<table>
<thead>
<tr>
<th>WEEK 6</th>
<th>TEXT CHAPTERS Reality Through The Arts, 8/e</th>
<th>Watch Online Video</th>
<th>READING AND QUIZZES</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| OCT. 9 | Chapter 6: Theater | - Elements of Theatre  
- Theatre Stages  
- Imagemakers  
- Genres of Theatre | - Chapter 6, TAKE QUIZ, SUNDAY, 11:30 PM  
- Elements of Theatre, Theatre Stages QUIZ SUNDAY, 11:30 PM | Discussion Board #3—Are the Live Performing Arts Dead? SUNDAY, 11:30 PM  
- Second Online Professor/Student visit  
Sign Up Genius  
MONDAY AND TUESDAY, |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TEXT CHAPTERS</th>
<th>Watch Online</th>
<th>READING AND QUIZZES</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Reality Through The Arts, 8/e</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>OCT. 16</td>
<td>Chapter 4: Music and Opera</td>
<td>• Elements of Music Video</td>
<td>• Read—Instruments Classifications, Forms and Themes</td>
<td>• Passion Project—Annotated Works Cited for SUNDAY, 11:30 PM</td>
</tr>
<tr>
<td></td>
<td>Chapter 8: Dance</td>
<td>• Elements of Dance</td>
<td></td>
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<td></td>
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<td></td>
<td>• Chapter 4 TAKE QUIZ, SUNDAY, 11:30 PM</td>
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<td></td>
<td></td>
<td></td>
<td>• Chapter 8, TAKE QUIZ, SUNDAY, 11:30 PM</td>
<td></td>
</tr>
</tbody>
</table>
## MODULE II: Exploring the Humanities Performing Arts

<table>
<thead>
<tr>
<th>WEEK 8</th>
<th>TEXT CHAPTERS Reality Through The Arts, 8/e</th>
<th>Watch Online Video</th>
<th>READING AND QUIZZES</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCT. 23</td>
<td>Chapter 7: Cinema</td>
<td>• Elements of Cinema</td>
<td>• Chapter 7, TAKE QUIZ, THURSDAY 11:30 PM</td>
<td>• Theatre Critique Due, SUNDAY, 11:30 PM</td>
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<td></td>
<td></td>
<td></td>
<td>• Elements of Cinema TAKE QUIZ THURSDAY, 11:30 PM</td>
<td>• Discovery Draft Extra Credit</td>
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<td></td>
<td>EXAM TWO CLOSES THIS EXAM COVERS CHAPTERS 4, 6, 7, 8, and the Elements and Music, Theatre, Dance and Cinema SUNDAY, 11:30 PM</td>
</tr>
</tbody>
</table>
# MODULE II:
Exploring the Humanities Performing Arts

<table>
<thead>
<tr>
<th>WEEK 9</th>
<th>TEXT CHAPTERS Reality Through The Arts, 8/e</th>
<th>Watch Online Video</th>
<th>READING AND QUIZZES</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| OCT. 30 | Chapter 1: Two-Dimensional Art | - Elements and Principles of Art  
- Photography Lectures | - Chapter 1, TAKE QUIZ, SUNDAY, 11:30 PM  
- Elements and Principles of Art QUIZ SUNDAY, 11:30 PM  
- Photography Lectures QUIZ SUNDAY, 11:30 PM | - INDIVIDUAL PAPER DUE ON PASSION PROJECT- SUNDAY, 11:30 PM  
- Status Vlog #2 Due, SUNDAY, 11:30 PM |
## MODULE II: Exploring the Humanities Performing Arts

<table>
<thead>
<tr>
<th>WEEK 10</th>
<th>TEXT CHAPTERS Reality Through The Arts, 8/e</th>
<th>Watch Online Video</th>
<th>READING AND QUIZZES</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOV. 6</td>
<td>Chapter 2: Sculpture</td>
<td></td>
<td>• Chapter 2 TAKE QUIZ SUNDAY 11:30 PM</td>
<td>• Passion Project Storyboard into eCampus, SUNDAY, 11:30 PM</td>
</tr>
</tbody>
</table>
# MODULE II:
Exploring the Humanities Performing Arts

<table>
<thead>
<tr>
<th>WEEK 11</th>
<th>TEXT CHAPTERS Reality Through The Arts, 8/e</th>
<th>Watch Online Video</th>
<th>READING AND QUIZZES</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOV. 13</td>
<td>Chapter 3: Architecture</td>
<td>Principles of Architecture</td>
<td>Chapter 3 and Principles of Architecture, TAKE QUIZ, SUNDAY 11:30 PM</td>
<td>Museum Critique Due, SUNDAY, 11:30 PM</td>
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<td></td>
<td></td>
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<td></td>
<td>Discussion Board #4—Vietnam Veteran’s Memorial SUNDAY, 11:30 PM</td>
</tr>
</tbody>
</table>
## MODULE II:
Exploring the Humanities Performing Arts

<table>
<thead>
<tr>
<th>WEEK 12</th>
<th>TEXT CHAPTERS Reality Through The Arts, 8/e</th>
<th>Watch Online Video</th>
<th>READING AND QUIZZES</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NOV. 20</td>
<td></td>
<td></td>
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<td>• EXAM THREE CLOSES THIS EXAM COVERS CHAPTERS 1, 2, 3, and all the lecture videos SUNDAY, 11:30 PM</td>
</tr>
</tbody>
</table>
## MODULE II:
Exploring the Humanities Performing Arts

<table>
<thead>
<tr>
<th>WEEK 13</th>
<th>TEXT CHAPTERS</th>
<th>Watch Online Video</th>
<th>READING AND QUIZZES</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td></td>
<td>Reality Through The Arts, 8/e</td>
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<tr>
<td>NOV. 27</td>
<td></td>
<td>• Watch as least three (3) classmates video projects and evaluate the videos</td>
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<td>• FINAL VIDEO DUE ONLINE eCampus SUNDAY, 11:30 PM</td>
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<td>• VLOG #3 DUE SUNDAY, 11:30 PM</td>
</tr>
</tbody>
</table>
## MODULE II:
Exploring the Humanities Performing Arts

<table>
<thead>
<tr>
<th>WEEK 14</th>
<th>TEXT CHAPTERS Reality Through The Arts, 8/e</th>
<th>Watch Online Video</th>
<th>READING AND QUIZZES</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEC. 4</td>
<td></td>
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<td></td>
<td>● Student Evaluation of Passion Project Videos December 5 TUESDAY, 11:30 PM</td>
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<tr>
<td>Students have the right to expect</td>
<td>The professor has the right to expect</td>
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<tr>
<td>• The professor will come to class prepared to present lectures or learning activities designed to help students learn the material.</td>
<td>As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will • seek out help from my instructor and/or from tutors, or Writing Center; • ask questions if I do not understand; and • access my course and/or email several times during the week to keep up with assignments and announcements.</td>
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<td>• The professor will provide detailed instructions for all assignments.</td>
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<td>• The class will begin and end on time.</td>
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<td>• The professor will have individual visits with each student.</td>
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<tr>
<td><strong>The professor will respond respectfully to student comments and questions.</strong></td>
<td><strong>Students will speak respectfully to each other and to the professor.</strong></td>
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<tr>
<td><strong>The professor will attempt to clarify concepts or assignments that students are having difficulty understanding, either during class or during office hours.</strong></td>
<td><strong>Students will come to class on time and not leave early unless they have previously informed the professor that they need to leave.</strong></td>
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<tr>
<td><strong>As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will</strong> • provide clear information about grading policies and assignment requirements in the course syllabus, and • communicate any changes to assignments and/or to the course calendar to students as quickly as possible.</td>
<td><strong>As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to</strong> • getting “kicked off” of the system during tests or quizzes; • having trouble submitting assignments; and • dealing with a traumatic personal event.</td>
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<tr>
<td><strong>As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will</strong> • provide my contact information at the beginning of the syllabus; • respond to all messages within 24 hours if received Monday through Thursday, and within 48 hours if received Friday through Sunday; • notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of during the time I am unavailable.</td>
<td><strong>As a student, I understand that I am responsible for keeping up with the course. To help with this, I will</strong> • identify alternative computer and internet access in case my primary computer crashes or my internet service is unavailable; • recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and, understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.</td>
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<tr>
<td><strong>Exams will accurately reflect the knowledge and skills taught during class time, the book, and in lecture notes.</strong></td>
<td><strong>Students will take responsibility for learning the material by attending class, listening to online lectures, bringing reading note card for each chapter, reading lecture notes, and studying for exams.</strong></td>
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<tr>
<td><strong>As a professor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will</strong> • post grades for discussion postings within one week of the discussion thread closing. • provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.</td>
<td><strong>I understand that my learning process demands my pro-active involvement.</strong> • Assignments are due as announced, unless otherwise altered by the professor. • Participation cards are due in class with each chapter • Late work will be marked down 10% for each session past due date. • Work, generally, is to be typed and in MLA format • Quizzes exams, and assignments cannot be made up. • All written work must be submitted to <a href="http://www.turnitin.com">www.turnitin.com</a>. Papers delivered to her email are not acceptable unless instructed. • You are responsible for dropping the class for a “W” so as not to earn an “F”.</td>
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<tr>
<td>Rubrics are provided. Grading will be fair and impartial to all students and students will be able to appeal any grades they feel are unfair or inappropriate.</td>
<td><strong>Students will not copy answers from other students, turn in plagiarized writing assignments, or cheat in any other way.</strong></td>
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</tbody>
</table>
| The professor will make updated grades available | **I understand I have 1 free absences. After 1 absence, I lose 10 points per
| throughout the semester | absences |