### Course Information

<table>
<thead>
<tr>
<th>Intro to the Humanities II</th>
<th>James A. Weatherford</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2019</td>
<td><a href="mailto:jaweatherford@dcccd.edu">jaweatherford@dcccd.edu</a></td>
</tr>
<tr>
<td>Course Number: HUMA-1302-31002 (1217278)</td>
<td>(972) 860-2997</td>
</tr>
<tr>
<td>Class Meeting Time: T R 09:30 AM - 10:50 AM</td>
<td>Location: M101</td>
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<tr>
<td>Office Hours: By appointment</td>
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</table>

### Instructor Information

<table>
<thead>
<tr>
<th>Course Prerequisites: None</th>
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<tbody>
<tr>
<td>Required Materials Including Textbooks: All resources, readings, and films will be made available on ecampus. There is no required textbook for this class.</td>
</tr>
<tr>
<td>Notebook: Students will need a notebook to take notes during class and outside of class in preparation of class discussions.</td>
</tr>
<tr>
<td>Disclaimer: The instructor reserves the right to amend this syllabus as necessary. Course contains adult content &amp; subject matter.</td>
</tr>
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</table>

### Texas Core Objectives for Student Learning

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the following skills are in focus.

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making
6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global community

### Student Learning Outcomes

Course goals are linked to required Core Curriculum Intellectual Competencies (CCIC), Core Curriculum Perspectives (CCP), and Exemplary Educational Objectives in Humanities and Visual and Performing Arts (EEOHVPAs) as defined by the Texas Higher Education Coordinating Board.

1. Students will be able to demonstrate an appreciation of art in its different forms (visual, aural, etc.) throughout history.
2. Student will demonstrate general knowledge of assigned time periods and their major artistic and cultural accomplishments.
3. Students will demonstrate an understanding of how context affects the text (form) and subtext (meaning)
of human artistic creations.
4. Students will form a personal explanation of why (or if) the study of Humanities is necessary for education and societal growth.

COURSE Description
This stand-alone course is an interdisciplinary survey of cultures focusing on the philosophical and aesthetic factors in human values with an emphasis on the historical development of the individual and society and the need to create.

ATTENDANCE POLICY:
Students are expected to attend all classes. Participation is extremely important in this class. Make up final exam will be essay format. Being present for class implies having materials, ideas, homework assignments, and being ready to discuss the assigned reading. In the case of an absence students are responsible for making up all missed work on their own time. If you miss four or more classes for any reason, do not expect to receive a final grade higher than a “C”. Your grade will start at a “C” and go down from there. Example: If you receive an average of a “B” for your projects and have four absences you will receive a final grade of a “D”. After six absences I reserve the right to give you a final grade of “F”.

Arriving late, leaving class early, or being unprepared to participate in class are recorded in my grade book. **Three of these instances count as one absence.**

Students have the responsibility to attend class and to consult with the instructor when an absence occurs. If for some reason you must leave class early, you should inform the instructor prior to the start of class of your reason for leaving early.

Students must begin attendance in all classes of enrollment. No exceptions. Financial Aid will not be granted to students who have been certified as not attending, by the certification date. For this lecture course, your physical participation in class, on or before the certification date will allow you to receive credit for FA purposes. For certification dates, check with the division or FAO for further information. Students, who are not certified as beginning class, are responsible for any payments due as a result of non-certification, to include the dropping of courses.

It is the student’s responsibility to drop the course if it becomes necessary. Students should not assume that they would be dropped from the course if they have only attended one class or are failing, check with the Registrar.

EVALUATION PROCEDURES:

<table>
<thead>
<tr>
<th>% OF FINAL COURSE GRADE</th>
<th>ASSESSMENT/EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>Engagement / Participation / Attendance</td>
</tr>
<tr>
<td>15%</td>
<td>300 Word Annotations</td>
</tr>
<tr>
<td></td>
<td>- 13 Total in the course</td>
</tr>
<tr>
<td></td>
<td>- Drop the lowest 2</td>
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<tr>
<td>10%</td>
<td>Film Summary and Response (4 Total)</td>
</tr>
<tr>
<td>15%</td>
<td>Exams (Midterm &amp; Final)</td>
</tr>
<tr>
<td>15%</td>
<td>2-Page Realism, Modernism, &amp; Postmodernism Reflection Paper</td>
</tr>
<tr>
<td>15%</td>
<td>Retrospective Oral Presentation</td>
</tr>
<tr>
<td>15%</td>
<td>Fine Arts / Museum Visit</td>
</tr>
</tbody>
</table>

= 100%

90-100 = A
80-89 = B
70-79 = C

60-69 = D
59 or less = F
LATE WORK POLICY
10 points will be deducted from an assignment the first day it is late. After two days the grade becomes a zero.

WITHDRAWL
The last day to drop with a "W" is Thursday, November 14, 2019.

CLASSROOM RULES
* Cell phone use of any kind is prohibited. If you are on your phone during class, this is considered an absence. They must be on silent.
* Surfing the web and or Facebook during class is prohibited.
* If you are causing a disturbance you will be asked to leave.
* Do not bring food unless you have enough to share.

MAKEUP EXAM POLICY
Make up final exams will be essay format.

ACADEMIC DISHONISTRY:
Students that are caught plagiarizing or cheating on an assignment or quiz/test will be subject to a zero on the assignment or quiz/test, an “F” in the course and possible expulsion from the college.

Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/catalog/ss/code.cfm.

INSTITUTIONAL POLICIES

Tutoring Services
All tutoring is available on a "drop in" basis; however, if you would like to make an appointment for a specific time, please call 972-860-2974. We encourage you to make an appointment for all written assignments. During each visit to the center, you will use your student ID# to sign in and out on our computer at the front desk. More information is available at: http://www.cedarvalleycollege.edu/FutureStudents/StudentServices/TutoringServices/default.aspx

QUALITY ENHANCEMENT PLAN
Cedar Valley College's Quality Enhancement Plan is designed to improve student learning in mathematics. Read more about our QEP at: http://www.cedarvalleycollege.edu/QEP/default.aspx

Academic Advising
Academic Advising is a collaborative educational process whereby students and their advisors are partners in meeting the students' academic, personal, and career goals. This partnership is a process that is built over the student’s entire educational career at Cedar Valley College.

Educational planning is available to all students. First time in college students must meet with academic advisors prior to enrolling in classes; however, continuing students may choose to see faculty advisors, faculty counselors, and/or
program coordinators after classes begin. All parties have clear responsibilities for ensuring a successful partnership. For more information, you may access: https://www.cedarvalleycollege.edu/FutureStudents/StudentServices/AcademicAdvising/Pictures/AdvisingSyllabus.pdf

Academic Honesty
Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. See Also Student Code of Conduct. https://www1.dcccd.edu/catalog/ss/code.cfm?loc=CVC

ADA Statement
If you are a student with a disability and/or special needs who requires accommodations, please contact the college Disability Services Office at 972-860-8119.

Emergency Alert
Sign up for DCCCD Emergency Alerts to receive a text-message, e-mail and/or phone call when there is an unscheduled evacuation or closure of a DCCCD campus or office because of weather closures, utility outages, police or other emergencies. Subscribing is free, but standard text message charges from your cell phone provider will apply. Please refer to: http://www.dcccd.edu/SS/OnlineSvs/EmergAlerts/Pages/default.aspx

Financial Aid
Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

Health Center Services
Basic first aid for minor cuts, scrapes, insect stings, and heat, etc.

- Over-the-counter medications for headaches, fever, seasonal allergies, and colds
- Over-the-counter medications for mild allergic reactions
- Emergency sanitary pads
- Blood Pressure check
- Coordination with outside health agencies such as Carter Blood Care; Dallas County Health Dept. (HIV/STD testing--free, twice a semester); UT Southwestern mobile mammography; Immunizations once a month for children <19 y.o. from the DCDHHS; Agape Massage; and Employee Wellness Screening
- Rest area for stress relief, migraine headaches, post seizure activity
- AED (Automatic External Defibrillator) for CPR
- Student Health101, e-magazine

http://readsh101.com/go2cedarvalleycollege.html

Confidential "talks"
Assists with health related club activities when asked and time permits

Religious Holidays
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.
POLICY STATEMENTS

The policies in this syllabus apply to all students enrolled in the course. The instructor reserves the right to change any information contained in this document, when necessary, with adequate notice given to the student.

Neither the instructor nor the office staff will report student grades by telephone, mail, email, or fax.

The Instructors, Department of Art, and DCCCD are not responsible for any articles lost or damaged; this includes work left behind at the end of the term.

Academic or scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Academic dishonesty is a violation of the student Code of Conduct and will not be tolerated.

Your instructor will make reasonable accommodations for students with limitations due to disabilities, as defined by the Office of Disability Services. Please schedule a personal appointment with your instructor during the first two weeks of the semester to discuss any special needs you may have. If you have a documented disability requiring specific accommodations, you must contact the Office of Disability Services: 214-860-8119.

______________________________
Sign and print your name.

Read and understand the objectives, grading procedures, policies and rules for HUMA 1302, Introduction to Humanities II
1. Defining “Humanities”
   - Read, “The Value of Humanities,” by P. Holm et al., from *Humanities World Report 2015*, pdf on eCampus

2. Values & Myths
   - Read, “Short List of Universal Human Values” by Kinnier et al., pdf on eCampus
   - Read, “What is Myth?” by Karen Armstrong, pdf of eCampus

3. The Value of Philosophy: Morality, Happiness, & Freedom
   - Read, “The Value of Philosophy” by Bertrand Russell, pdf on eCampus
   - Read, “How to Live: Ethics,” from *A New History of Western Philosophy*, by Anthony Kenny, pdf on Campus
   - Read, “The Necessity of Lying,” from *Philosophy Reader: Essays and Articles for Thought and Discussion*, ed. Max Malikow, pdf on eCampus

4. Egypt, Greece, & Rome
   - Read, “Hymn to Aten” by Akhenaten, pdf on eCampus
   - Read, selections from *Discourses* by the Stoic philosopher, Epictetus, pdf on eCampus
   - Read, selections from *On Anger* by the Stoic philosopher, Seneca, pdf on eCampus

5. World Religions & Non-theistic Wisdom
   - Read, “Why study Religion,” by Jacob Neusner, pdf on eCampus
   - Read, “The Buddha” and “Buddhism,” from *Encyclopedia of World Religions*, pdf on eCampus
   - Read, “The Prophet (570 - 632)” by Karen Armstrong in *Islam: A Short History*, pdf on eCampus

   - Read, “Five Ways” by Thomas Aquinas, pdf on eCampus
   - Read, “Anselm’s Ontological Argument” / “Letter to Guanilo,” pdf on eCampus
   - Read, “The Kalam Cosmological Argument,” pdf on eCampus

7. Medieval Thought: Antisemitism in Art
   - Read, “A Brief History of Antisemitism” by the ADL
   - Read, “Introduction” to *The Devil and the Jews* by Joshua Trachtenberg, pdf on eCampus
   - Read, “Five Stages of Anti-Semitism in Art — From Medieval to Modern Times” by Bernard Starr, link on eCampus

8. Renaissance & Reformation
   - Read, “The Rebirth of Beauty: Art of the Renaissance” by Michael Zisser, pdf on eCampus
   - Read, “Jan van Eyck’s Arnolfini Portrait,” by Erwin Panofsky, pdf on eCampus
   - Read, “Editorial: Remembering the Reformation by Reflecting on its Solas” by Stephen J. Wellum, pdf on eCampus

9. Baroque Art
   - Read, "Caravaggio: Between Spotlight and Shadow," by Mechthild Zimmermann, pdf on eCampus

10. Architecture: Gothic Cathedrals

11. Realism, Modernism, & Postmodernism
    - Read, Realism: [https://courses.lumenlearning.com/boundless-arthistory/chapter/realism/](https://courses.lumenlearning.com/boundless-arthistory/chapter/realism/)
    - Read, Impressionism: [https://courses.lumenlearning.com/boundless-arthistory/chapter/impressionism/](https://courses.lumenlearning.com/boundless-arthistory/chapter/impressionism/)
    - Read, POP ART, by Jamie James, pdf on eCampus

12. History and Philosophy of Science: Science & Religion
    - Read, “Introduction” to *Science and Religion* by John Haught, pdf on eCampus
    - Read, “Four Views of Science and Religion” by Ian Barbour, from *When Science Meets Religion*, pdf on eCampus
    - Read, “Non-overlapping Magisteria” by Stephen Jay Gould, pdf on eCampus
    - Read, “That Evolution Destroyed Darwin’s Faith in Christianity—Until he Reconverted on his Deathbed” by James Moore, in *Galileo Goes to Jail*, pdf on eCampus

13. Literary Arts: Literary Analysis, Critical Theory: Psychoanalytical Theory
    - “Psychoanalytic Criticism” by Lois Tyson, from *Critical Theory Today: A User-Friendly Guide*
    - *The Yellow Wallpaper* by Charlotte Perkins Gilman, pdf on eCampus
    - *The Lottery* by Shirley Jackson, pdf on eCampus

14. The Evolution of Music & Film
    - No Readings this week (use this time to focus on preparing your final assignments)

15. Retrospective Class Presentations

16. Final Exams
How Your Grade is Determined:

- 300 Word Annotations / Questions (13 total, drop lowest 2) - 15%
- Attendance and Participation - 15%
- 2 Page Realism, Modernism, & Postmodernism Reflection Paper - 15%
- Retrospective Presentation (choose any topic from the course, give 5 min ppt presentation) - 15%
- Exams (mid-term and final) - 15%
- Fine Arts Visit (student will attend a fine / performing arts presentation / performance) - 15%

= 100%

300 Word Annotation & Critical Question

In addition to completing the readings every week, students are also required to write a 300-word annotation with one critical question to at least one of the week’s readings.

An annotation is more than just a brief summary of an article, an annotation should give enough information to make a reader decide whether to read the complete work. An annotation should outline the main idea and supported points from an article. In order to write a proper annotation, you MUST read the selected text you are writing about. In addition to the 300-word annotation, students will formulate one relevant question about the reading’s claims, content, or overall topic. Critical questions will either challenge what is being said or inquire deeper for more information or justification for a particular stance. The line of questioning might be about the author, the text, or the context / setting in which the piece was written.

Students will bring their 300-word annotation and critical question to class for use in the discussion. The instructor will call on students to share their questions and/or their annotations. The instructor will collect hard copies in class (white paper, 8.5x11, double spaced, size 12 font, 1” margins, name and class/time in the upper left-hand corner).

NO late annotations will be accepted. Annotations begin on Thursday of week one. There are 13 total annotations, the two lowest grades will be dropped.

RUBRIC

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Outstanding 25pts</th>
<th>Proficient 20pts</th>
<th>Sufficient 18pts</th>
<th>Needs Improvement 15pts</th>
<th>No Effort 0pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Details 25%</td>
<td>*At least 3 important details from the piece. *Annotation clearly identifies the piece and author. *Significant mention about the importance / usefulness of the piece.</td>
<td>*At least 2 important details from the piece. *Annotation clearly identifies the piece and author. *Significant mention about the importance / usefulness of the piece.</td>
<td>*Only 1 important detail from the piece. *Annotation clearly identifies the piece and author. *Significant mention about the importance / usefulness of the piece.</td>
<td>*No important detail from the piece. *Annotation clearly identifies the piece and author. *Significant mention about the importance / usefulness of the piece.</td>
<td>Any of the following will result in “no effort” *Annotation is irrelevant, confusing, or contains no relevant points. *Authorship &amp; title is missing. *Student does not turn in annotation.</td>
</tr>
<tr>
<td>Main Idea 25%</td>
<td>Clearly identifies the main idea</td>
<td>Somewhat clearly identifies the idea</td>
<td>Has a general idea about the topic / point</td>
<td>Offers a cursory explanation about the main idea but is not specific.</td>
<td>Is missing or is completely wrong.</td>
</tr>
<tr>
<td>Critical Question 25%</td>
<td>Question poses an outstanding and relevant point of discussion.</td>
<td>Question is strong and relevant but lacks critical depth.</td>
<td>Question is relevant but doesn’t lead to rich dialogue.</td>
<td>Question is irrelevant and/or lacks thought.</td>
<td>Question demonstrates that a student did not read the reading and/or no submission.</td>
</tr>
<tr>
<td>Grammar, punctuation, syntax, and usage 25%</td>
<td>Lacks major errors, writing is clear, concise, and well developed.</td>
<td>4 or more major grammatical errors but writing is clear and concise.</td>
<td>Includes 5 or more grammatical issues but writing is clear and concise.</td>
<td>6 or more grammatical issues, and the writing is obscure and difficult to follow.</td>
<td>Work is riddled with 7 or more grammar issues, the writing is obscure. Or, the student did not submit the annotation.</td>
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</table>
Reflective Essay & Course Retrospective Oral Presentation  
(Final Project)

This assignment consists of two parts: a written part and an oral presentation part.

**PART I: Writing Assignment**
You will write a 2-3 page reflective essay:
The main purpose of this assignment is for you to review and reflect upon what you learned about the emergence of the modern world via the major modern movements studied in class: Realism, Modernism and Post-Modernism. Consider their historical contexts and connections based on the individual works and authors/artists presented in the course.

For a satisfactory grade in this section you need to show understanding of the ideas behind each movement/discipline/style and how these ideas are related in a historical, artistic, etc. context

Any evidence of plagiarism will result in a zero.
The written part of the assignment is due on eCampus on, **12/1/19**
Late assignments will NOT be accepted.

**Essay Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td><strong>Introduction:</strong> Essay includes a formal introduction</td>
<td>10</td>
<td></td>
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<tr>
<td><strong>Thesis:</strong> Essay includes a clear, multi-point thesis that tells the reader exactly what the essay stating/claiming/arguing.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong> Reviews and reflects upon Realism</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong> Considers historical contexts and connections based on the individual works and authors/artists of Realism</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong> Reviews and reflects upon Modernism</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong> Considers the historical contexts and connections based on the individual works and authors/artists of Modernism</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong> Reviews and reflects upon Post-Modernism</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong> Considers the historical contexts and connections based on the individual works and authors/artists of Post-Modernism</td>
<td>10</td>
<td></td>
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<tr>
<td><strong>Conclusion:</strong> Includes a clear, concise conclusion that wraps up the essay, restates the thesis, and introduces no new information or reflection.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Grammar, Style and Mechanics</td>
<td>10</td>
<td></td>
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<td></td>
<td><strong>100</strong></td>
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**PART II: Course Retrospective Oral Presentation**

Please prepare a brief 5-minute course retrospective presentation: identify and describe what works (of the arts / humanities) and ideas you found most engaging and how they have affected your view(s) on the arts, history and/or culture as well as yourself.

You will prepare a PowerPoint to accompany your Course Retrospective presentation. You need to submit your PowerPoint Presentation on eCampus by on **12/1/19**

**Presentation Rubric**

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<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong> Speech has a clear introduction that tells the audience what is about to be presented</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Thesis:</strong> Speech has clear multipoint thesis that states the main points of the presentation.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Content:</strong> identify and describe what works (of the arts / humanities) and ideas you found most engaging and how they have affected your view(s) on the arts, history and/or culture as well as yourself.</td>
<td>20</td>
<td></td>
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<tr>
<td><strong>Presentation Skills:</strong> Presenter maintains eye contact with the audience, does NOT read the presentation, presentation is engaging, clear, and informative</td>
<td>20</td>
<td></td>
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<tr>
<td><strong>Conclusion:</strong> Thesis is restated, speech has a clear end / wrap up</td>
<td>20</td>
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**100**
Performing Arts or Museum Visit
Reaction Paper Guidelines

Purpose: The purpose of this assignment is to lead the student toward critical thought and evaluation of movements in the arts and humanities. The student will choose to visit a presentation in the fine arts or performing arts, or a trip to a museum. Fine arts will include the performing arts, music, painting, sculpting, dance, theater, and film. Fine arts also include drawing, painting, ceramics and a wide variety of crafts ranging from weaving to model making and from wood carving to glass blowing.

Some suggested places to visit:
Anything at a performing arts center on a college campus (TCU, TCCD, DCCCD, Hill, Texas Wesleyan, Tarleton, Texas A&M, University of Texas at Dallas, UTA, NTCC, etc)
Anything at the Bass Hall or Scott Theatre
The Dallas Museum of Art
The Perot Museum in Dallas
The Kimball, The Modern, or Will Rogers in Fort Worth
The Holocaust Museum in Dallas
Longview Fine Arts Museum
Any event at Mount Vernon Music Hall
Check artandseek.org

**Many museums have free nights on Thursdays, there are also student discounts. Call and ask before you arrive. Moreover, MAKE SURE they are open before heading out. Better safe than sorry.

The Assignment:
I. The writing – 75 points
Approx. 150 words:
• Summary of the event [who, what, when, and where]

Approx. 150 words:
• Your reaction:
  o I learned __________.
  o I liked __________.
  o I didn’t like __________.
  o I would recommend.
  o I would not recommend.
  o I would have liked to have seen __________.
  o This event led me to think beyond the event...
  o I identified with __________.

II. Ticket stub, program upload (to verify your attendance) – 25 points
• You will upload this on BlackBoard

Rubric: Grammar = 25 points. Clear Summarization = 25 points. Thoughtful Reaction = 25 points