# Richland College Syllabus

## General Information

<table>
<thead>
<tr>
<th>College Name</th>
<th>Richland College</th>
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<tbody>
<tr>
<td>School Name</td>
<td>School of Humanities, Fine and Performing Arts</td>
</tr>
<tr>
<td>Semester/Term &amp; Year</td>
<td>fall 2019 (8/26/19 – 12/12/19)</td>
</tr>
</tbody>
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## Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Aditi Samarth</th>
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</thead>
<tbody>
<tr>
<td>E-mail Address or Fax</td>
<td><a href="mailto:asamarth@dccc.edu">asamarth@dccc.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>MWF 9-10 a.m., TR 11 a.m-12 noon, and by appointment.</td>
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## Course Information

<table>
<thead>
<tr>
<th>Course Number</th>
<th>HUMA 1302 (This is a Texas Common Course Number.)</th>
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<tbody>
<tr>
<td>Section Number</td>
<td>81001</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>3</td>
</tr>
<tr>
<td>Class Time</td>
<td>MWF 10:10-11:05 a.m. in D158</td>
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<tr>
<td>Course Title</td>
<td>Introduction to the Humanities II</td>
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## Course Description

HUMA 1302 Introduction to Humanities II. This course is a stand-alone 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. Coordinating Board Academic Approval Number 24.0103.51 12 HUMA 1302 is a Tier 2 course in the Humanity, Creativity, and the Aesthetic Experience learning category. “Knowledge and skills learned in Tier 1 are reinforced and applied. The Humanity, Creativity, and the Aesthetic Experience category focuses on the value of literature, philosophy, and the visual and performing arts. You will be able to critically analyze and form artistic judgments about the arts and humanities.” - Catalog of the Colleges of DCCCD

## Learning Outcomes (Course Objectives)

Upon successful completion of this course, students will:

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Articulate how these works express the values of the individual and society within an historical and social context.
3. Articulate an informed personal response and critically analyze works in the arts and humanities.
4. Demonstrate knowledge and understanding of the influence of literature, philosophy, and the arts on cultural experiences.
5. Demonstrate an awareness of the creative process and why humans create.
| **Core Curriculum Intellectual Competencies** | HUMA 1302 satisfies the following Core Curriculum Intellectual Competencies defined by the Texas Higher Education Coordinating Board.  
1) READING: the ability to analyze and interpret a variety of printed materials - books, documents, and articles - above 12th grade level  
2) WRITING: the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience - above 12th grade level  
3) SPEAKING: the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience - above 12th grade level  
4) LISTENING: analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing, reading - above 12th grade level  
5) CRITICAL THINKING: think and analyze at a critical level  
6) COMPUTER LITERACY: understand our technological society, use computer-based technology in communication, solving problems, acquiring information |
| **Course Prerequisites** | One of the following must be met: (1) Developmental Reading, or (2) English as a Second Language (ESOL) 0044, or (3) the Texas Success Initiative (TSI) Reading Standard. |
| **Required Instructional Materials** | Students do not need to buy a textbook for this course. All instructional materials are posted on eCampus and organized under eight (8) instructional modules. |
| **Course Outline** | There are eight (8) modules in the course. Students will read the assigned readings, watch films, observe and study images, listen to music, take organized notes, make charts and lists, etc. on the following topics.  
Module 1: Islamic History  
Learning Block #1: Introduction to Islamic Civilization  
Module 2: Monotheistic/Abrahamic Traditions  
Learning Block #2: Similarities and Differences among the three Monotheistic/Abrahamic Traditions  
Module 3: Jerusalem  
Learning Block #3: Jerusalem as a holy and contested city  
Module 4: Islamic Culture (Values, Beliefs, and Behaviors)  
Learning Block #4: The Five Pillars of Islam  
Learning Block #5: The Six Articles of Faith  
Learning Block #6: Modesty  
Learning Block #7: Jinn  
Learning Block #8: Camel, the ship of the desert  
Module 5: Islamic City  
Learning Block #9: Islamic City - Structural and Community Unity  
Module 6: Islamic Arts and Architecture  
Learning Block #10: Introduction to Islamic Arts  
Learning Block #11: Introduction to Islamic Architecture  
Learning Block #12: Listen to examples of Arabic Music  
Module 7: Gardens in the Islamic Tradition  
Learning Block #13: Representations of Gardens in the Islamic Tradition  
Learning Block #14: Gardens in World Cultures  
Module 8: Islamic Philosophy and Literatures  
Learning Block #15: Introduction to Islamic Literatures and Philosophy |
Learning Block #16: Poetry
Learning Block #17: Readings from the Quran
Learning Block #18: Fiction
Students will then demonstrate their learning through eight (8) quizzes, four (4) Discussion Board posts and reflective responses to classmates’ posts, a master paper, and a project. Please submit all work by the posted Due Dates. **No late work will be accepted; please do not ask me to make any exceptions as it is unfair to all the other students who made the effort to follow the posted due date(s).** The only circumstances under which students can make up work are due to Religious Observance Holiday(s), for which the student must get permission in advance. The professor reserves the right to change or amend the class schedule at any time during the semester as per circumstances.

### Evaluation Procedures

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Student Introduction Paper</td>
<td>25 points</td>
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<tr>
<td>8 Quizzes</td>
<td>400 points each</td>
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<tr>
<td>4 Discussion Boards</td>
<td>400 points each</td>
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<tr>
<td>Master Paper</td>
<td>75 points</td>
</tr>
<tr>
<td>Project</td>
<td>100 points</td>
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### Grading Scale

- **A = 1000-900**
- **B = 899-800**
- **C = 799-700**
- **D = 699-600**
- **F = 599 and below**

### Exams and Assignments

**Student Introduction Paper** – Students will type a two-paragraph introduction of themselves for the instructor and classmates. Paragraph 1: Students share their name, academic information, such as major or interests (it's ok to say that you are undecided right now on a major), sports participation, honors and achievements, foreign languages, travel, and anything you deem relevant or wish to share. Paragraph 2: Students will describe their reasons for enrolling in this course, if they have any background in the Humanities or in the Islamic culture/religion/travel, and what they expect to take away from this course. The introduction must be posted under Discussion Boards/Student Introduction Paper.

Please respond to two classmates with a short attentive and acknowledging reply. I will certify you as attending/participating in this course after I have received your introduction.

**Quizzes** – Students will take a quiz at the end of each of the eight (8) Modules. There are 10 questions @ 5 points each in each quiz. The questions are based on the content in each Module.

**Discussion Boards** – Students will respond to the four (4) Discussion Board questions. The response must demonstrate what the student has learned about the topic from the posted materials and other relevant sources. The Discussion Board response must be 3-5 paragraphs in length, with each paragraph containing 7 to 10 complete sentences, free of spelling and grammatical errors. **ADDITIONALLY, students MUST respond to any two of their classmates’**
Discussion Board posts for the 4 Discussion Boards. (In other words, that’s 4 Discussion Boards and a total of 8 responses.)

**Master Paper** – Students will create a one-page document on a topic that they feel they have “mastered” (learned excellently) because of this course. The paper must be researched, fact-based and contain at least a color image (unless none exist on this topic). The document must include a title and the author’s (student’s) full name, which must be appropriately incorporated in the one-page. The bottom of the paper must include the resources. Students may decide how creatively they wish to make this document (MS Office, Apple Pages, Adobe Illustrator, etc.) The result must look like a published page of a scholarly journal. The one-page document must be Wow! – Intelligent to the mind, and beautiful to the eyes.

All work must be in English. If Arabic is utilized in any form, then its translation and the source of translation must be clearly stated in the document itself. When a work of art or a literary phrase showcases calligraphic writing or cultural value in Arabic language or culture, for example, then translation – and relevance – of the written word(s) must be included in the paper. Please submit on eCampus.

**Grading criteria:** Specificity, clarity, targeted and detailed research, factual accuracy, credible sources, organization, cohesiveness, and the “wow” factor.

**Project** – Students will create a PowerPoint project on a specific topic learned in this course. Students must choose a specific topic from the course. The presentation will be research based and must include images. The PowerPoint will be a total of 12 slides. The first slide must list the specific topic, and the student’s name and course/section number. The next ten slides must introduce, develop, and conclude the topic. The last slide must list all the resources that are used for the PowerPoint.

**Grading criteria:** specificity, clarity, targeted research and succinctness (not wordy), logic, development, and visual and literary interest. Please submit on eCampus.

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**Attendance Policy**

To be successful, students must consistently complete and submit the required course work in all the enrolled courses.

**Classroom Policies**

Treat others as you would like to be treated.

**Course Census Date**

9/9/2019  
(Students must log into the course on eCampus and submit the first assignment by this date.)

**Course Drop Date**

11/14/2019

**Academic Progress**

Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester from academic advisors and career specialists. Check [Richland College Admissions](http://richlandcollege.edu/admissions) and [Richland College Advising](http://richlandcollege.edu/advising) for more details.

**Institution Policies**

Institutional Policies relating to this course can be accessed from the following link: [Institutional Policies](http://richlandcollege.edu/syllabipolicies)

**Syllabus Change Disclaimer**

The instructor reserves the right to amend a syllabus as necessary.