**Term:** 16-Week Course  
**Course:** HUMA-1315-43400  
**Course Dates:** 1/22/2019 - 5/16/2019  
**Class Location:** INET

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Bob Whisnant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phone:</strong></td>
<td>972-860-7134</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:bobwhisnant@dcccd.edu">bobwhisnant@dcccd.edu</a></td>
</tr>
<tr>
<td><strong>Office &amp; Office Hours:</strong></td>
<td>F212</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>A&amp;C Division:</strong></th>
<th>G-Building: Room 138</th>
<th>972-860-7124</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Course Drop Date:</strong></th>
<th>April 17, 2019</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Disclaimer:</strong></th>
<th>The instructor reserves the right to amend this syllabus as necessary.</th>
</tr>
</thead>
</table>

| **Institutional Policies:** | Eastfield College Institutional Policies (https://www.eastfieldcollege.edu/au/fastfacts/legal/pages/policies-for-syllabi.aspx) |

This course is available through eCampus Blackboard. This is a course management software platform for use by students and faculty. Course information, communication, and grades will be accessible through this system. Students must have an email address to access the eCampus system. Email addresses may be acquired for FREE through a variety of sources.

Students are **NOT REQUIRED TO OWN A COMPUTER.** You **ARE REQUIRED** to utilize a computer for this course. As a student enrolled in the DCCCD, you have access to computers that are located in areas designated for student use.

It is your responsibility to become familiar with eCampus and check it regularly. Please note that if you have trouble with eCampus you must call technical support at: 972-669-6402.
INSTITUTIONAL POLICIES AND SERVICES

Institutional policies relating to this course can be accessed from the following link:


THE CORE

The core of learning in college is a set of courses that will provide you with the knowledge, skills and educational experiences you need to succeed in higher education. Those classes - called the Core Curriculum - are the courses that lead to an associate degree from DCCCD and which then transfer to four-year colleges and universities.

This solid foundation of Core courses enables you to meet the challenges of your entire college career head-on, and transfer important credits to another college or university while saving yourself time and money. Core courses are guaranteed to transfer to Texas public colleges and universities.

TIER 2 - CORE DOMAINS
Courses in Tier 2 reinforce and apply the knowledge and skills that you learned in Tier 1.

*Humanity, Creativity, and the Aesthetic Experience* – Humanities 1315 is in this category. This learning 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.

COURSE PREREQUISITES:
Texas Success Initiative (TSI) Reading and Writing standards

REQUIRED MATERIALS

**Textbook:**
Author: Geraldine Nagle
Title: The Arts – World Themes
Publisher: McGraw-Hill
Copyright: 1997
COURSE DESCRIPTION:

Humanities 1315 is a course designed as an introduction to the Arts: such as (but not limited to) Music, Visual, Architecture, Theatre, Dance, and Cinematic. This course focuses on the study and appreciation of the fine and performing arts and the ways in which they reflect the values of civilizations. Fine Arts Appreciation, as part of the study of the Humanities, is an interdisciplinary course in the development, understanding, analysis and redefinition of our aesthetic perceptual skills through the formal and contextual examination of the relationships of the visual and musical arts with the broadfield performing arts, environmental arts, and literature.

Texas State Requirements

CATALOG DESCRIPTION

Humanities 1315 is about the processes and products of creativity. It starts in that mysterious world and impulse called creativity and ends with paintings on museum walls, sculptures in gardens, massive buildings in public spaces and music in the symphony hall and even over your car radio.

The course should lead you to explore your own creative potential; to question how you grow and become open to a larger world. It will give you the vocabulary to discuss how the arts effect you and how to become more critical and analytical and, in turn, more appreciative and sensitive.

Humanities 1315 is a course designed as an introduction to the Arts: such as (but not limited to) Music, Visual, Architecture, Theatre, Dance, and Cinematic. This course focuses on the study and appreciation of the fine and performing arts and the ways in which they reflect the values of civilizations. Fine Arts Appreciation, as part of the study of the Humanities, is an interdisciplinary course in the development, understanding, analysis and redefinition of our aesthetic perceptual skills through the formal and contextual examination of the relationships of the visual and musical arts with the broadfield performing arts, environmental arts, and literature.

The Texas Higher Education Coordinating Board recently issued this revised course description for Humanities 1315: Understanding purposes and processes in the visual and musical arts including evaluation of selected works
HUMANITIES IN THE NEW CORE.

A newly designed Core goes into effect in the Fall of 2010 for DCCCD campuses. The new Core is designed to “move away” from “distribution credits” to a more interdisciplinary, thematic approach. Humanities 1315 is now in Tier Two Domain under the learning category of *Humanity, Creativity, and the Aesthetic Experience*.

The core of learning in college is a set of courses that will provide you with the knowledge, skills and educational experiences you need to succeed in higher education. Those classes - called the Core Curriculum - are the courses that lead to an associate degree from DCCCD and which then transfer to four-year colleges and universities.

This solid foundation of Core courses enables you to meet the challenges of your entire college career head-on, and transfer important credits to another college or university while saving yourself time and money. Core courses are guaranteed to transfer to Texas public colleges and universities.

TIER 2 - CORE DOMAINS
Courses in Tier 2 reinforce and apply the knowledge and skills that you learned in Tier 1.

*Humanity, Creativity, and the Aesthetic Experience* – HUMA 1315 is in this category. Exploring what makes us human, the nature of the creative impulse, and the value of beauty in our lives is the focus of this study. This learning category broadly 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.

TEXAS STATE REQUIREMENTS

HUMA 1315 Fine Arts Appreciation (3 Credit Hours)
TCCNS: HUMA 1315 Fine Arts Appreciation
2014 Core Curriculum Foundational Component Area: 050 Creative Arts
Course Description: Humanities 1315 is a course designed as an introduction to the Arts: such as (but not limited to) Music, Visual, Architecture, Theatre, Dance, and Cinematic. This course focuses on the study and appreciation of the fine and performing arts and the ways in which they reflect the values of civilizations. (3 Lec.)
Student Learning Outcomes:

Upon successful completion of this course, students will:

1. Employ 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.

Core Objectives:

**Critical Thinking** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

**Communication** – to include effective development, interpretation and expression of ideas through written, oral and visual communication

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

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

Core Objective Development Statements:

HUMA 1315 develops **critical thinking** and **communications** by requiring students to analyze and interpret various works of art, through cultural, social, iconographic, style and technical significance in essays, presentations, and multiple-choice format quizzes.

HUMA 1315 develops **teamwork** by requiring students to work on a team task where they must interact with others on the team, contribute to the team effort, advance the effort of the team, and be supportive of the team climate, aware of the behaviors under each students’ individual control.

HUMA 1315 develops **social responsibility** by requiring students to identify works of art
that are relevant to civic engagement and to one’s own view and participation in civic 
life, and to demonstrate knowledge of the complexity of the artistic influences on U. S. 
culture.

MODULES of INSTRUCTION

The content for this course is arranged in Modules that correspond to the textbook 
chapters with one exception. The course module entitled DIGITAL ARTS provides 
content that is supplemental to the textbook.

<table>
<thead>
<tr>
<th>MODULE 1 (Chapter 1)</th>
<th>Overture</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE 2 (Chapter 2)</td>
<td>Painting, Printmaking and Sculpture</td>
</tr>
<tr>
<td>MODULE 3 (Chapter 3)</td>
<td>Camera Arts</td>
</tr>
<tr>
<td>MODULE 4 (Chapter 4)</td>
<td>Architecture</td>
</tr>
<tr>
<td>MODULE 5 (Chapter 5)</td>
<td>Music</td>
</tr>
<tr>
<td>MODULE 6 (Chapter 6)</td>
<td>Theatre and Dance</td>
</tr>
<tr>
<td>MODULE 7</td>
<td>Digital Arts</td>
</tr>
</tbody>
</table>

LEARNING ACTIVITIES

At minimum, this course incorporates the following learning activities. Your professor 
may add more activities to this list.

A. Attendance at and critical review of specified events (i.e., film, museum visits, 
music, dramatic, and dance performances)

B. Preparation of written and oral assignments.

EVALUATION TECHNIQUES

All class work, projects and exams are designed to measure student progress toward the 
performance objectives outlined above. Evaluation parameters are provided under the 
menu tab labeled ‘EVALUATION’ located in the ‘START HERE’ content area.

PLAGIARISM

Your instructor may submit your essays to SafeAssign for a plagiarism check. 
Plagiarism is a serious offense that can have significant impact on your status as a 
college student. If your work reflects plagiarism, it will not be counted and will be 
assigned a grade of zero.

SCHOLASTIC DISHONESTY/ACADEMIC HONESTY
Academic honesty is expected, and integrity is valued in the DCCCD. Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism (as discussed earlier in this document), 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/cat/0406/ss/code.cfm.

More specifically, scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.

“Cheating on a test” shall include:

a. Copying from another student’s test paper.

b. Using test materials not authorized by the person administering the test.

c. All forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

d. Collaborating with or seeking aid from another student during a test without permission from the test administrator.

e. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.

f. The unauthorized transporting or removal, in whole or in part, of the contents of an unadministered test.

g. Substituting for another student, or permitting another student to substitute for one’s self, to take a test.

h. Bribing another person to obtain an unadministered test or information about an unadministered test. Penalties as are appropriate. “Aggravated violation” means a violation which resulted or foreseeable could have resulted in significant damage to persons or property or which otherwise posed a substantial threat to the stability and continuance of normal college or college-sponsored activities.

“Plagiarism” shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another’s work and the unacknowledged submission or incorporation of it in one’s own written work.

“Collusion” shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.
Consequences for Academic Dishonesty and/or Plagiarism:

Any student in this Humanities 1315 class found guilty of cheating on an examination or of Plagiarism (using the definitions given for both terms in the attached document, student “Responsibility”) will receive one or more of the following penalties:

. The grade of zero (0) on that particular assignment.
. A course grade of F (depending on the severity of the student’s dishonesty or plagiarism).
. The professor may request that the student drop the class.

Please Note: Do not give a test code to another student. Doing so would be considered collusion.

INSTRUCTORS’ RIGHTS AND RESPONSIBILITIES

The instructor reserves the right to establish the guidelines for the ONLINE, HYBRID and/or FACE-TO-FACE class settings. The instructor reserves the right to maintain 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 maintaining the classroom environment and the instructor’s decision is final. Any student having problems with the course should consult the instructor.

ATTENDANCE POLICY

Whether you are enrolled in a face-to-face, hybrid or online course, attending class is 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 don't visit the course site regularly, you won't get much from the course and will find it difficult to get a good grade.

In this Fine Arts Appreciation course, content is available online. Here are some ideas to keep in mind.

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.

**Plan on spending at least two hours of work time for every credit hour that the course receives.**

As a general rule of thumb, a course assumes that you will attend for as many hours are listed in the credit hours, then do homework and prepare in an equivalent number of hours during each week. In an online course, the distinction between attendance and study hours is removed, but the same amount of time is necessary. This is a minimum amount of time. In actual practice, many courses will take many more hours of study.

**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.**

Do not wait to be asked to communicate. Send your instructor questions. Post messages to other students. Ask questions and share your ideas.

**FINANCIAL AID**

If you are receiving Financial Aid grants or loans, you must begin attendance in all classes. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

**NO MAKE-UPS**

There are **NO MAKE-UPS** for missed exams. If an emergency arises and you cannot take a scheduled exam it may be possible for you to take the exam early. Please note however, that the decision to give an exam early is the instructor's and that decision will be determined on an individual basis.
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:

NEW STATE OF TEXAS SIX (6) CLASS DROP POLICY

https://www1.dcccd.edu/coursedrops

WITHDRAWAL POLICY (with drop dates)

Refer to the “Critical Course Dates” information located in the “Start Here” content area of the course eCampus site. Drop Date: Thursday, November 15, 2018.

REPEATING THIS COURSE - TEXAS

Effective in the Fall 2005 Semester, the Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. This class may not be repeated for the third or subsequent time without paying the additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the Fall 2002 semester. More information is available at: http://www1.dcccd.edu/cat0506/ss/oep/third_attempt.cfm

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.

TEXAS SUCCESS INITIATIVE (TSI)
The Texas Success Initiative (TSI) is a statewide program designed to ensure that students enrolled in Texas public colleges and universities have the basic academic skills needed to be successful in college-level course work. The TSI requires assessment, remediation (if necessary), and advising of students who attend a public college or university in the state of Texas. The program assesses a student's basic academic skills in reading, writing, and math. Passing the assessment is a prerequisite for enrollment in many college-level classes. Students who do not meet assessment standards may complete prerequisite requirements by taking developmental courses in the deficient area and passing them with a grade of C or higher. Additional information is available at https://www1.dcccd.edu/cat0506/admiss/tsi_requirements.cfm.

ADA STATEMENT

Students with Disabilities

It is the policy of Eastfield College and your instructor to comply fully with the Americans with Disabilities Act and to make reasonable accommodations for qualified students with disabilities. Students requesting accommodations due to a disability must identify themselves in a timely fashion and demonstrate/document the need for accommodation with Special Services.

RELIGIOUS HOLIDAYS

This statement does not really have an impact on students enrolled in online sections. 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.

Spring 2019 Critical Dates

Important due dates and exam deadlines for this semester can also be found under Critical Dates on the course menu but they are reproduced here:

**Spring 2019 Full Term**

| Classes Resume: Tuesday, January 22, 2019 |
| Census/Certification Date: Monday, Feb. 4, 2019 |
| Last Date to Withdraw with a "W": Wednesday, April 17, 2019 |

The following dates are deadlines for Module Assignments and Exams. Exam codes will not be released unless assignments have been submitted. In other words, Assignments must be submitted
Requests for codes must be made no less than 24 hours ahead of the stated exam deadlines. Late work will not be accepted.

<table>
<thead>
<tr>
<th>Week One</th>
<th>Orientation Quiz Deadline and SAF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 22 – Jan 25</td>
<td>Friday, January 25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Two</th>
<th>Module One: Overture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 28 – Feb 1</td>
<td>Ch. One Quiz deadline Friday, February 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks Three/Four</th>
<th>Module Two: Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 4 – Feb 15</td>
<td>Assignment deadline Wednesday, February 13</td>
</tr>
<tr>
<td></td>
<td>Code Request, 9:30 a.m. Thursday, February 14</td>
</tr>
<tr>
<td></td>
<td>Exam deadline Friday, February 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week Five/Six</th>
<th>Module Three: Camera Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 18 – March 1</td>
<td>Assignment deadline Wednesday, February 27</td>
</tr>
<tr>
<td></td>
<td>Code Request, 9:30 a.m. February 28</td>
</tr>
<tr>
<td></td>
<td>Exam deadline Friday, March 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks Seven/Eight/Nine</th>
<th>Module Four: Architecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 4 – March 22</td>
<td>Assignment deadline Wednesday, March 20</td>
</tr>
<tr>
<td>Spring Break: March 11 - 15</td>
<td>Code Request, 9:30 a.m. Thursday, March 21</td>
</tr>
<tr>
<td></td>
<td>Exam deadline Friday, March 22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weeks Ten/Eleven</th>
<th>Module Five: Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 25 – April 5</td>
<td>Assignment deadline Wednesday, April 3</td>
</tr>
</tbody>
</table>
| Code Request, 9:30 a.m. Thursday, April 4  
Exam deadline Friday, April 5 |
|---|
| **Weeks Twelve/Thirteen** 
April 8 – April 19 |
| Module Six: Drama and Dance  
Assignment deadline Wednesday, April 17  
Code Request, 9:30 a.m. Thursday, April 18  
Exam deadline Friday, April 19 |
| **Weeks Fourteen/Fifteen** 
April 22 – May 3 |
| Module Seven: Digital Arts  
Assignment deadline Wed, May 1  
Final Critique Topic Proposal, Monday, April 29  
No Exam |
| **Weeks Sixteen/Seventeen** 
May 6 – May 16 (TR) |
| **Final Critique**  
Monday, May 13  
There is No Final Exam |

Pass codes for Exams must be received no later than 9:30 a.m. Thursday morning following an Assignment due date.

Humanities 1315 is designed to expose you to all of the Fine and Performing Arts. That means there is a lot of material to process and experience. It is imperative that you observe the due dates above. This is not a self-paced course (although you may work ahead of schedule if you wish). The above calendar is designed to pace you through the semester. If you miss a deadline you must contact the professor to determine if an extension is justifiable (which is granted only in the most dire circumstances).

The Instructor Reserves the Right to Amend This Syllabus as Necessary.