

# COURSE SYLLABUS

<b>Course Title:</b>	Perspectives in the Humanities	<b>Date submitted:</b>	March 2014 (AAC: 14-22)
<b>Department:</b>	Academic Strategies		
<b>Curriculum:</b>	English/Reading		
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101)	ENG*173	<b>Prerequisites:</b> C- or better in Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162), or placement into Composition (ENG*101) [including embedded ENG*101E] OR placement test into Perspectives in the Humanities (ENG*173); OR permission of Department Chair.
	<b>Course Type:</b>	L	
	A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/Clinical/Lab Z: Combined Lecture/Studio		
	<b>Elective Type:</b>	E/G/HU/LAS	
	E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science		
	<b>Credit Hours:</b>	3	
	<b>Developmental:</b> (yes/no)	No	
	Lecture:	3	
	Clinical:	0	
	Lab:	0	
Studio	0		
Other:	0		
<b>Contact Hours:</b>	TOTAL: 3		
<b>Class Maximum:</b>	25		
<b>Semesters Offered:</b>	F/S/Su		
		<b>Corequisites:</b>	None
		<b>Other Requirements:</b>	None
<b>Catalog Course Description:</b>	Students utilize a variety of thinking and reading strategies to explore literature, philosophy, history, social sciences, and fine arts. Through an integration of readings, discussions, and a writing component involving analysis, synthesis, and evaluation, students study the history of ideas and universal themes in the humanities. This course is an English elective.		
<b>Topical Outline:</b> List course content in outline format.	<ol style="list-style-type: none"> <li>1. Extending Literal Comprehension of College-Level Reading                         <ol style="list-style-type: none"> <li>A.. Pre-reading Strategies                                 <ol style="list-style-type: none"> <li>1. Application of Related Prior Knowledge</li> <li>2. Application of the Reader's Experience Base</li> </ol> </li> <li>B. Extension of Academic Vocabulary                                 <ol style="list-style-type: none"> <li>1. Within a Reading Context</li> <li>2. Within a Writing Context</li> </ol> </li> </ol> </li> </ol>		

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	<ul style="list-style-type: none"> <li>C. Application of Conventions of Academic Discourse                             <ul style="list-style-type: none"> <li>1. Logical Reasoning</li> <li>2. Clarity</li> <li>3. Validity</li> <li>4. Reliability</li> <li>5. Creativity</li> </ul> </li> <li>D. Responses to Texts                             <ul style="list-style-type: none"> <li>1. Annotating Texts to Improve Comprehension, Engagement, and Retention</li> <li>2. Developing Written Responses to Readings</li> <li>3. Participation in Discussion to Clarify Ideas in Context</li> </ul> </li> <li>E. Establishing Dialogue Between Reader and Writer</li> </ul> <ul style="list-style-type: none"> <li>2. Inferential Comprehension                             <ul style="list-style-type: none"> <li>A. Establishing Latitudes and Limits in Interpretation</li> <li>B. Exploring Paradoxes and Ambiguities</li> <li>C. Creating Meaning</li> <li>D. Developing an Informed, Evolving Perspective</li> </ul> </li> <li>3. Evaluative Comprehension                             <ul style="list-style-type: none"> <li>A. Exploring the Qualities of Enduring Ideas in Literature, Philosophy, Social Science, History, and Fine Arts</li> <li>B. Examining the Effectiveness of Ideas</li> <li>C. Using Critical Thinking to Evaluate Ideas</li> <li>D. Exploring the Historical and Cultural Contexts of Ideas</li> </ul> </li> </ul>
<p><b>Outcomes:</b> Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p><b>Upon successful completion of this course, the student will be able to do the following:</b></p> <p><b>COURSE:</b></p> <ul style="list-style-type: none"> <li>1. interpret complex texts in the Humanities</li> <li>2. demonstrate a process of critical inquiry</li> <li>3. write essays that articulate convincing arguments supported by appropriate textual evidence</li> <li>4. demonstrate an understanding of the themes that link Humanities</li> </ul>
	<p><b>PROGRAM:</b> <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <p><b>GENERAL EDUCATION:</b> <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p><b>2. Critical Analysis/ Logical Thinking</b> - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.</p> <p><b>Demonstrates:</b> Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.</p> <p><b>Does Not Demonstrate:</b> Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions.</p>
<p><b>Evaluation:</b> List how the above outcomes will be assessed.</p>	<p><b>Assessment will be based on the following criteria:</b></p> <ul style="list-style-type: none"> <li>1. three (3) major writing assignments, at least one of which demonstrates the mastery of all four course objectives</li> <li>2. each major writing assignment will be no less than two pages word-processed or typewritten, double-spaced pages, in 10- to 12-point font in a standard documentation style (MLA or APA)</li> <li>3. major writing assignments will go beyond mere summary to analyze, synthesize, and evaluate</li> </ul>

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	<p>readings using relevant textual material to support the discussion</p> <p>4. final assessment of satisfactory achievement will utilize departmental standards and will be based on the evaluation of individual writing assignments, a portfolio, and/or tests</p>
<p><b>Instructional Resources:</b></p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p><b>Required:</b> Students will use existing library holdings. The library maintains suitable reference and market materials, such as literary and mass-market periodicals that contain reading material relevant to the course.</p> <p><b>Desired:</b> Instructors may wish to use the English Writing Lab for in-class writing assignments and to search for material on the Internet.</p> <p>No special facilities are required.</p>
<p><b>Textbook(s)</b></p>	<p>Refer to current academic year printout.</p>