



ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Course Name: Art Appreciation

Instructor: Mrs. Jill Mash

Course Number: ARTS 2213 CRN: 20056

Phone: (229) 430-3609

Fall 2013, Monday/Wednesday 6:30-7:45 pm

Email: jmash@abac.edu

Course Description:

An introduction to the basic knowledge necessary for the understanding and appreciation of the visual arts. A study of outstanding examples of painting, sculpture, and the related arts.

Pre-requisites/Co-requisites:

Prerequisite: Exemption from or successful completion of READ 0099 and ENGL 0099.

Required Text: Living with Art by Mark Getlein, 10th edition, ISBN: 978-0073379258

Required Access Code for Connect Art (class site listed below)

http://connect.mcgraw-hill.com/class/mash_arts_2213_art_app_20056_f13

**If you purchase a used book and only need the access code, go to the link above and follow the instructions to purchase an access code for Connect Art. You will not be able to complete your online quizzes and assignments without the code and access to Connect Art.*

USG GENERAL EDUCATION OUTCOMES PERTINENT TO THIS COURSE:

Cultural and Social Perspectives: Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationship; and, flexibility, open-mindedness, and tolerance.

Competence within the context of collegiate general education objectives is defined by the following outcomes:

- Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups;
- Ability to appreciate and respect diversity among people and recognize the roles various peoples played in their culture;
- Ability to identify and analyze both contemporary and historical perspectives on contemporary issues;
- Ability to relate the contributions of groups and individuals to the history of ideas and belief systems;
- Ability to critically analyze one's own culture.

Aesthetic Perspective: Aesthetic perspective will be characterized by critical appreciation of and ability to make informed aesthetic judgments about the arts of various cultures as media for human expression:

Competence within the context of collegiate general education is defined by the following outcomes:

- Ability to make informed judgments about art forms from various cultures including one's own culture;
- Ability to recognize the fine, literary, and performing arts as expressions of human experience;
- Ability to discern the impact and role of artistic and literary achievement in society and one's personal life.

ABAC COURSE OBJECTIVES:

- Students will develop perceptual awareness.
- Students will better understand techniques, tools, media and methods of art.
- Students will demonstrate an evolving ability to identify elements of major works of art.
- Students will demonstrate an evolving awareness of the role of the fine arts in culture and society.
- Students will respond to and make supported judgments about various artistic works.
- Students will demonstrate an awareness of historical contexts and major artistic movements during the periods studied.
- Students will develop an appreciation, awareness, and understanding of the visual arts.

ABAC LEARNING OUTCOMES

- To identify monuments of art by artist (if known) title, approximate date, and art historical period.
- To identify by definition the techniques, tools, media and methods of art.
- To utilize appropriate terminology when discussing works of art and to demonstrate an ability to interpret and evaluate works.
- To analyze the relationships between the social, economic and cultural factors associated with various artworks.
- To write a journal of art composed of responses and supported judgments on various artistic works.
- To demonstrate knowledge of the characteristics of each period style and the style of individual artists studied.
- To analyze aesthetic experiences, definitions of art and major themes of art.

MINIMUM REQUIREMENTS FOR THIS COURSE:

1. Read assigned chapter(s) prior to each class period so you are prepared for in-class participation and discussions.
2. Complete the online chapter quizzes on Connect Art and study these questions for exams.
3. Complete your chapter assignments on Connect Art by the due date (ideally BEFORE the exam, to help you study). Assignments are available for a specific time period and WILL NOT be reopened after the due date. Do not wait until the last minute, in the event of unforeseen circumstances.
4. Check your ABAC student email account and D2L weekly for class announcements or additional instructions.
5. Utilize supplemental resources to clarify concepts, learn about artists and experiment with interactive websites.
6. And last, but not least, be open-minded and willing to learn about art!

COURSE ATTENDANCE POLICY:

Your class attendance and discussion/participation is 5% of your overall grade. Attendance will be taken at the end of the class period, and if you leave before the end of the class, you will receive a 0 for that day's attendance/participation. If you must leave early, notify the instructor at the beginning of class or prior to that day.

Since the instructor is only on campus two days each week, **any missed exams must be made up at 6:00 pm on the evening of the next class period.** Any exceptions to this will be at the discretion of the instructor.

Refer to the College Policy on Class Attendance for additional information.

GRADES:

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|---------------------------------|-----|
| Class Participation Activities | 5% |
| ConnectArt Quizzes & Activities | 15% |
| Journal of Art | 15% |
| Exams (7) | 50% |
| Final Exam | 15% |

LETTER GRADES:

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|----------|----------|
| A | 100 – 90 |
| B | 89 – 80 |
| C | 79 – 70 |
| D | 69 – 60 |
| F | 59 – 0 |

COLLEGE POLICY ON CLASS ATTENDANCE:

ATTENDANCE

Courses at Abraham Baldwin Agricultural College are provided for the intellectual growth and development of students. To attain maximum success, students must attend all their classes, be on time, and attend all scheduled course activities including, but not limited to, field trips, seminars, study sessions, individual conferences, and lectures. This interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and course grades. A student must understand the importance of regular participation in classroom and laboratory activities. The absence of any student affects not only his or her performance but the performance of the class as a whole. Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility.

Instructors will keep accurate attendance records and must report the individual number of absences with midterm and final grades. Students whose number of unexcused absences is more than twice the number of class meetings per week (the equivalent of two weeks of instruction) will receive a grade of "F" for the course. Fewer absences than twice the number of class meetings per week may result in grade penalties at the discretion of the instructor. Specific attendance requirements applying to labs, clinics, accelerated classes or Learning Support will be adapted to the unique situation by the appropriate division. Final determination of what constitutes an excused absence rests with the classroom instructor. In implementing this Policy, faculty will not include in a student's unexcused absences those absences incurred due to authorized and approved College sponsored events (or in the case of joint-enrollment students high-school sponsored events) in which the student represents the institution as part of a group or under the direct supervision of a faculty or staff member.

Whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to the instructor, preferably in advance, for making arrangements for any assignments and class work missed because of the absence. However, final approval for make up work remains with the individual instructor.

A student who stops attending class without officially withdrawing from the course is subject to this attendance policy and will receive a grade of "F" for the course.

At the beginning of each semester, instructors will explain clearly to their students, specific attendance requirements (including possible penalties). Additionally, they will publish the attendance policy on their syllabi and web-sites.

A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC's college catalog and student handbook.

COLLEGE POLICY ON ACADEMIC DISHONESTY:

A. Academic Dishonesty

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

B. Disciplinary Procedures

1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.

2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.

3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.

4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.

5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

C. Appeals Process

Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.

2. Written requests for appeals must be specific and detailed as to the nature and substance of the student's complaint and must clearly indicate what action is requested. The written request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:

- A violation of due process

- Prejudicial treatment by the original hearing body

- New evidence has become available which was not available at the time of the hearing.

3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.

4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President's decision or the Vice President's decision will be considered final and conclusive.

5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel's report, the President will within five business days make a decision which shall be final so far as the College is concerned.

6. Should the student be dissatisfied with the President's decision, written application may be made to the Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

- is authorized to use the college name in public relationships outside the institution;
- regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
- represents the college as a part of a group and not as an individual;
- represents the college under the direct supervision of a college faculty or staff member; and
- is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor.

Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

CLASS SCHEDULE:

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| Week 1 | Wed Aug 14 | Orientation to D2L, ConnectArt and Pinterest |
| Week 2 | Mon Aug 19 | Pre-Assessment Exam Ch 1 Living with Art Class discussion/participation |
| | Wed Aug 21 | Ch 2 What is Art? Class discussion/participation |
| Week 3 | Mon Aug 26 | Ch 3 Themes of Art Class discussion/participation |
| | Wed Aug 28 | Exam 1 (Ch 1-3) in class ConnectArt (Ch 1-3) quizzes & assignments due by 11:55 pm LearnSmart (Ch 1-3) modules (Bonus) due by 11:55 pm |
| Week 4 | Mon Sept 2 | <i>Labor Day Holiday- No Classes</i> |
| | Wed Sept 4 | Ch 4 The Visual Elements Class discussion/participation |
| Week 5 | Mon Sept 9 | Ch 5 Principles of Design Class discussion/participation |
| | Wed Sept 11 | Exam 2 (Ch 4-5) in class ConnectArt (Ch 4-5) quizzes & assignments due by 11:55 pm LearnSmart (Ch 4-5) modules (Bonus) due by 11:55 pm |
| Week 6 | Mon Sept 16 | Ch 6 Drawing Ch 7 Painting Class discussion/participation |
| | Wed Sept 18 | Ch 7 Painting Ch 8 Prints Class discussion/participation |
| Week 7 | Mon Sept 23 | Ch 8 Prints Ch 9 Camera & Computer Arts Class discussion/participation |
| | Wed Sept 25 | Exam 3 (Ch 6-9) ConnectArt (Ch 6-9) quizzes & assignments due by 11:55 pm LearnSmart (Ch 6-9) modules (Bonus) due by 11:55 pm |
| Week 8 | Mon Sept 30 | Ch 10 Graphic Design Ch 11 Sculpture & Installation Class discussion/participation |
| | Wed Oct 2 | Ch 11 Sculpture & Installation Ch 12 Arts of Ritual and Daily Life Class discussion/participation |
| Week 9 | Mon Oct 7 | Ch 12 Arts of Ritual and Daily Life Ch 13 Architecture Class discussion/participation |
| | Wed Oct 9 | Exam 4 (Ch 10-13) |

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| | | ConnectArt (Ch 10-13) quizzes & assignments due by 11:55 pm LearnSmart (Ch 10-13) modules (Bonus) due by 11:55 pm |
| Week 10 | Mon Oct 14 | <i>Fall Break- No Classes</i> |
| | Wed Oct 16 | <i>Fall Break- No Classes</i> |
| Week 11 | Mon Oct 21 | Ch 14 Ancient Mediterranean Worlds Class discussion/participation |
| | Wed Oct 23 | Ch 15 Christianity and the Formation of Europe Class discussion/participation |
| Week 12 | Mon Oct 28 | Ch 16 The Renaissance Class discussion/participation |
| | Wed Oct 30 | Ch 17 The 17 th & 18 th Century Class discussion/participation |
| Week 13 | Mon Nov 4 | Exam 5 (Ch 14-17) ConnectArt (Ch 14-17) quizzes & assignments due by 11:55 pm LearnSmart (Ch 14-17) modules (Bonus) due by 11:55 pm |
| | Wed Nov 6 | Ch 18 Arts of Islam & Africa Class discussion/participation |
| Week 14 | Mon Nov 11 | Ch 19 Arts of East Asia: India, China & Japan Class discussion/participation |
| | Wed Nov 13 | Ch 20 Arts of the Pacific & the Americas Class discussion/participation |
| Week 15 | Mon Nov 18 | Exam 6 (Ch 18-20) ConnectArt (Ch 18-20) quizzes & assignments due by 11:55 pm LearnSmart (Ch 18-20) modules (Bonus) due by 11:55 pm |
| | Wed Nov 20 | Ch 21 The Modern World: 1800-1945 Class discussion/participation |
| Week 16 | Mon Nov 25 | Ch 22 From Modern to Postmodern Class discussion/participation |
| | Wed Nov 27 | <i>Thanksgiving Holiday- No Classes</i> |
| Week 17 | Mon Dec 2 | Exam 7 (Ch 21-22) ConnectArt (Ch 21-22) quizzes & assignments due by 11:55 pm LearnSmart (Ch 21-22) modules (Bonus) due by 11:55 pm |
| | Wed Dec 4 | BONUS: Post-Assessment Exam in class (bring scantron) BONUS: ConnectArt (Ch 23) quiz/assignment due by 11:55 pm |
| Finals Week | Mon Dec 9 | Final Exam- scheduled for 7:15-9:15 pm, can come at 6:00 pm |

Important Dates to remember:

Aug 16: Late registration, add/drop ends
Oct 3: Review MidTerm grades
Last day to withdraw with W

Oct 14-18: Fall Break
Nov 27- Nov 29: Thanksgiving Holiday
Dec 6: Last day of Fall classes
Dec 9: Final Exam

This syllabus may be revised at any time. You must note any revisions as discussed by the instructor.

COMM 1100H Course Syllabus
for
Dr. Kay Weeks
King Hall 2b
kweeks@abac.edu
229-391-4975

ABAC's weather number is 229-391-5225.

This number can be called in the event of a weather or crisis situation to determine if ABAC classes are meeting as scheduled or will be cancelled or delayed.

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| Course Name: HUMAN COMMUNICATION |
| Course Number: COMM 1100H |
| Course Description: A study of the techniques required in speech research, organization, and argument development. Designed to develop advanced delivery techniques for different types of speeches in various public forums. |
| Pre-requisites/Co-requisites: Prerequisite: Honors Program membership or permission of Honors Director. |
| USG General Education Outcomes Pertinent to this Course: Communications: Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness Competence within the context of collegiate general education is defined by the following outcomes: <ul style="list-style-type: none">○ Ability to assimilate, analyze, and present in oral and written forms, a body of information;○ Ability to analyze arguments; |

- Ability to adapt communication to circumstances and audience;
- Ability to consider and accommodate opposing points of view;
- Ability to interpret content of written materials on related topics from various disciplines;
- Ability to communicate in various modes and media, including the proper use of appropriate technology;
- Ability to produce communication that is stylistically appropriate and mature;
- Ability to communicate in standard English for academic and professional contexts;
- Ability to interpret inferences and develop subtleties of symbolic and indirect discourse;
- Ability to sustain a consistent purpose and point of view;
- Ability to compose effective written materials for various academic and professional contexts.

ABAC Course Learning Outcomes:

COURSE OBJECTIVES: This course is designed to provide the opportunity for improvement in both the theoretical understanding and practical performance of human communication. To complete this course successfully, you will present speeches which demonstrate:

1. coherent organization of information
2. inclusion of significant content
3. sound research
4. adaptation to audience and situation
5. use of clear language and appropriate methods of delivery
6. compliance with assigned time constraints

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5. is authorized in writing, in advance, by the President of the college.

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 - A violation of due process
 - Prejudicial treatment by the original hearing body
 - New evidence has become available which was not available at the time of the hearing.
3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.
4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the

student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President's decision or the Vice President's decision will be considered final and conclusive.

5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel's report, the President will within five business days make a decision which shall be final so far as the College is concerned.

6. Should the student be dissatisfied with the President's decision, written application may be made to the Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

Midterm Advisory Grades

Midterm Advisory Grades will be reported on Banner Web to any student who has a "C," "D," or "F" in any class. The number of class absences will be posted for all students. Advisory grades are not entered on the student's permanent record. Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester. Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

This is a partial syllabus. More detailed information relating to the class and Instructor will be made available to each student.

Schedule for Fall 2014 (Tentative)

Monday, Wednesday, and Friday

9:00-9:50 COMM 1110 King 4

10:00-10:50 Office King 2b

11:00-11:50 COMM 1100H in Conger 315

1:00-1:50 Office King 2b

Monday and Wednesday

2:00-3:15 COMM 1110 in King 4

Tuesday and Thursday

9:30-10:45 COMM 1110 in King 4

11:00-12:15 COMM 1110 in King 4

1:30-3:30 Office King 2b

If you need to see me at a time not listed as "Office," just let me know ahead of time, and I will do my best to accommodate you.

Required Materials:

Communication Matters, 2nd edition, by Kory Floyd, published by McGraw-Hill

A USB device

Paper and a writing instrument that you bring to class every day

Evaluation forms printed from my website. Bring one each day you present a major speech.

Scantron forms--if I decide to use them. **I will not provide them for you.**

We are unlikely to need them in the Honors class, however.

Be sure to keep all grades and papers until the end of the semester.

You are expected to read a daily newspaper and/or a weekly news magazine--online or in print. Catching "All Things Considered" or "Morning Edition" on NPR (National Public Radio) or watching network news shows can substitute when you're trying to multitask.

Attendance:

I would strongly suggest that you not miss any classes, but if you have to be out, be aware that excessive absences will hurt your grade. In an effort to be fair to those who do the work involved with daily attendance, I may start penalizing your grade once you miss more than 6 days in a class that meets 3 days/week or more than 4 days in a class that meets 2 days/week. **Unless you will be missing one of your presentations and hope not to be penalized, I do not need to hear the reason for your absence; that is your own business, and you are making the decision to be out.**

You will lose 20 points off the top of your speech grade if you deliver your speech on a day later than the date I have assigned if you have not cleared your absence with me. If you let me know ahead of time that you will be absent the day your speech is scheduled, I will be glad to reschedule it. But do not call me the day of your speech to tell me that you don't feel good, have a flat tire, or don't feel prepared. **Don't ever just not show up. That makes me mad.**

There are no make up daily quizzes or other daily grades, so absences on those days will also have an impact on your grade.

If you miss a class, you are still responsible for the information that you missed. Please check with a classmate whom you trust to find out what you missed. Do not ask me to tell you everything that you missed.

If I permit you to make up the missed test, you must do so within 7 calendar days or receive a 0.

If you stop attending this class--even if you have attended just one day, it is your responsibility to drop the class officially. Otherwise you will receive an E.

Deadlines:

To be fair to those who do their work on time, there will be a penalties for late work. You will lose 10 points on a late outline and 20 points on a late speech.

Plagiarism:

I will not tolerate plagiarism. Above you will find a copy of the college policy on academic dishonesty. In addition you need to know that if I discover you have handed in an outline that is not your original work, or delivered a speech for which you have not personally done the research, organized the material, and chosen the wording, the penalty will be severe, **ranging from a grade of 0 for the entire assignment for partially plagiarized outlines, speeches, or other work up to a grade of F in the course**. Your speech is a reflection of your own ideas, observations, and experiences. Lack of time, energy, or inspiration is never an excuse to use someone else's work. You have a moral and legal obligation to do your own work.

In this course, we use Turnitin. This service is a tool to help you identify potential documentation errors and inadvertent plagiarism. It also serves, of course, to discourage those who are tempted to commit deliberate plagiarism ***You will be submitting your outlines and other written work to me using Turnitin in addition to submitting them on paper.***

Class Participation:

I expect you to read assigned material before you come to class. I will give occasional quizzes on your reading assignments (at the beginning of class), class presentations, class discussions, etc. **You will not be allowed to make up these quizzes, regardless of the reason for your absence**, although I will drop your lowest quiz grade, which may include a 0 for a missed quiz.

Your final grade may be impacted by your attendance and my perception of your attention and positive involvement during class.

Information pertaining to speeches:

Audience Etiquette:

On speech days remember to be a polite member of the audience. If you arrive late to class, do not enter the room while someone is speaking. During a speech do not sleep, study, text, pack up your belongings, or do anything else that is likely to distract the speaker. Be sure your cell phone is turned off or set to silent (setting it to vibrate is not good enough).

Speeches:

Topics

You are expected to pick a significant topic. Do not simply tell us what you already know or what we have already heard many times before. As a public speaker, you are expected to enrich our lives.

Outlines

You must prepare a sentence outline for each speech. I will show you a sample of what I want from you. An outline that is not in proper sentence outline format is not acceptable. All outlines are to be typed and proofread. Your outline must contain your name, speech title, specific purpose and thesis statement before the introduction and a list of your sources after the conclusion. Label the introduction, body, conclusion and list of works cited. You will submit this outline to me online using the plagiarism detection system as well as on paper. If you do not submit your outline electronically through that system, you will not be permitted to give your speech. Due dates will be on your calendar.

You will **not** use the sentence outline when you deliver your speech as you will probably be tempted to read from it. **If you give the perception of reading a speech to us, you will receive an automatic 25 point deduction.** I encourage you to use a phrase or keyword outline when you speak--just reminders of the points you want to make.

Presentation Aids

You may be required to use a PowerPoint presentation with at least one speech--probably your first speech, but I will let you know. Sometimes the technology gets in the way of the message.

References

You are required to use information from at least 4 sources in each of your major speeches. **If you do not cite each source at least once during the speech, you will lose points on your grade--up to 5 points for each source I do not hear.**

The sources you cite must be credible sources such as a newspapers, magazines, journals, books, or articles from a Galileo database. Any .gov or .edu (and many .org) website is also acceptable. Those .coms that are acceptable are websites of news organizations and the like. General encyclopedias--including Wikipedia-- and general dictionaries are usually **not** acceptable. **I don't want to hear you say "about.com," Webster's Dictionary, or Encyclopedia Britannica, for example. Nor is Google a source.**

These sources must be listed on a bibliography/works cited page at the end of your outline.

Time Limits

All major speeches must be between 5 and 7 minutes long. Any speech longer than 9 minutes or shorter

than 4.5 minutes will lose 5 points. Speeches longer than 10 minutes or shorter than 4 minutes will lose a letter grade. Speeches shorter than 3 minutes will lose two letter grades. These deductions are in addition to any points you lose for poor organization and/or weak content. Speeches longer than 12 minutes will *seriously* irritate me and will *seriously* harm your grade.

Attire

You send messages with the clothes you choose to wear, so you should be neatly and appropriately attired when you speak in front of a group. Remember, first impressions stick.

General

When you speak, look at us, smile, and speak loudly and clearly enough to be easily heard. Use standard English grammar and pronunciation.

Evaluation: Below is a *tentative* list of your grades assignments for the semester. Your final grade will be based on the grades you earn on these assignments (always subject to change) and will also reflect your attendance and active participation. ***Poor attendance will seriously hurt your final grade.***

One or two of the following speeches; I haven't decided which.

-Informative speech incorporating a PowerPoint presentation: 100 points

-Persuasive speech: 200 points

And

-a group presentation on a specific issue or problem at Abac

And

-Outlines/manuscripts of speeches: 50 points each

-Daily quizzes, assignments, etc.: 50-100 points, depending on number of outlines

****For Honors class, the daily grades will include (or be replaced by) the presentation of a significant speech, real or fictional, with its context.***

-2 or 3 exams: 100 points each

-Final exam: 100 points

I will average these grades to determine your final grade in the course.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

Your professor reserves the right to make whatever changes are necessary both to the class content and to the class schedule in the event of difficulties human or mechanical.

Revised 08/12/14

Calendar for COMM 1100: Summer 2013

The summer semester moves twice as fast as a regular semester: you must be prepared to keep up with the reading and other assignments. Please read the chapter *before you come to class* the day it is on the calendar. You will probably have a quiz on it *at the beginning of class*.

June 3—We will go over the syllabus and course policies. Please ask questions.

June 4—I will assign you a partner to interview.

Drop/Add ends at 4:30

June 5— You will speak to us for about two minutes about your partner.

June 6— Chapter 1

This week we will focus on Part One of the textbook.

June 10— Chapter 2

June 11— Chapter 3

June 12— Chapter 5

June 13—Test on chapters 1, 2, 3, and 5

We will establish the speaking order for you your two speeches.

We will watch some speeches on video.

This week we will focus on Part Three of the textbook.

June 17—Chapter 11

June 18—Chapter 12

June 19—Chapter 13

June 20—TBA

June 24—Chapter 14

Test on chapters 11, 12, 13, and 14

June 25—Speakers 1-7

June 26—Speakers 8-14

June 27—Speakers 15-21

Deadline to withdraw without academic penalty

July 1—Speakers 22-27

July 2— Chapter 15

July 3—Persuasion continued.

Galileo research information

July 4—Holiday

July 8—Speakers 1-7

July 9—Speakers 8-14

July 10—Speakers 15-21

July 11—Speakers 22-27

This week we will focus on Part Two of the textbook.

July 15—Chapter 7

July 16—Chapter 8

July 17—Chapter 9

July 18—We will watch videos of some special occasion speeches.

July 22—Test on chapters 7, 8, and 9; review test #2

July 23—*The King's Speech*

July 24—*The King's Speech*

July 25—Final exam 10:30-12:30

Calendar for Fall 2014 COMM 1100H MWF 11:00

When you see a textbook chapter on this calendar, be sure that you have read it before you come to class. You should be prepared to discuss it during class.

Aug. 13—Syllabus and class policies

Aug. 15—Assign partners
Interview partners

Aug. 18—

Aug. 20—Drop/Add ends at 4:30.

Aug. 22—

Aug. 25—

Aug. 27—Delaney Foster

Aug. 29—Asif Sheikh
Kayla Saxton

Sept. 1—Labor Day Holiday

Sept. 3—Liz Mann
Sydney Birely

Sept. 5—David Arambulo

Sept. 8—Ashna Shah
Kaylee Ewing

Sept. 10—Naomi Chance

Sept. 12—Harrison Booker

Sept. 15—Chapter 1

Sept. 17—Chapter 2

Sept. 19—Chapter 3

Sept. 22—Chapter 5

Sept. 24—Test on chapters 1-5

Sept. 26—Chapters 11 and 12

Sept. 29—Chapters 13 and 14

Oct. 1—Work on speeches

Oct. 3—Speakers 1-5

Oct. 6—Speakers 6-10
Last day to drop with a W

Oct. 8—Speakers 11-15

Oct. 10—Speakers 16-20

Oct. 13—Fall Break

Oct. 15—Speakers 21-25

Oct. 17—Small Group Meetings

Oct. 20—Research day for group presentations

Oct. 22—Chapter 9

Oct. 24—Chapter 10

Oct. 27—Chapter 15

Oct. 29—Test on chapters 9, 10, and 15

Oct. 31—Speech presentations

Nov. 3—Group A; one speech presentation

Nov. 5—Group B; one speech presentation

Nov. 7—Group C one speech presentation

Nov. 10—TBA

Nov. 12—Group D; one speech presentation

Nov. 14—Group E one speech presentation

Nov. 17— *The King's Speech*

Nov. 19— *The King's Speech*

Nov. 21—*The King's Speech*

Nov. 24—Speech presentations

Nov. 26—Thanksgiving Holiday

Nov. 28—Thanksgiving Holiday

Dec. 1—TBA

Dec. 3—Speech presentations
Last day of classes for fall semester

Your final exam is Friday, December 5th, from 8:00 to 10:00 a.m.

Graduation is Thursday, December 11th at 10:00 a.m.

COMM 1110 Course Syllabus
for
Dr. Kay Weeks
King Hall 2b
kweeks@abac.edu
229-391-4975

ABAC's weather number is 229-391-5225.

This number can be called in the event of a weather or crisis situation to determine if ABAC classes are meeting as scheduled or will be cancelled or delayed.

| |
|---|
| Course Name: PUBLIC SPEAKING |
| Course Number: COMM 1110 |
| Course Description: A broad based oral communication class focusing on public speaking, interpersonal and small group communication. Fall, Spring, Summer. |
| Pre-requisites/Co-requisites: Prerequisite: Exemption from or successful completion of READ 0099 and ENGL 0099. |
| USG General Education Outcomes Pertinent to this Course: Communications: Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness Competence within the context of collegiate general education is defined by the following outcomes: <ul style="list-style-type: none">○ Ability to assimilate, analyze, and present in oral and written forms, a body of information;○ Ability to analyze arguments;○ Ability to adapt communication to circumstances and audience; |

- Ability to consider and accommodate opposing points of view;
- Ability to interpret content of written materials on related topics from various disciplines;
- Ability to communicate in various modes and media, including the proper use of appropriate technology;
- Ability to produce communication that is stylistically appropriate and mature;
- Ability to communicate in standard English for academic and professional contexts;
- Ability to interpret inferences and develop subtleties of symbolic and indirect discourse;
- Ability to sustain a consistent purpose and point of view;
- Ability to compose effective written materials for various academic and professional contexts.

ABAC Course Learning Outcomes:

COURSE OBJECTIVES: This course is designed to provide the opportunity for improvement in both the theoretical understanding and practical performance of human communication. To complete this course successfully, you will present speeches which demonstrate:

1. coherent organization of information
2. inclusion of significant content
3. sound research
4. adaptation to audience and situation
5. use of clear language and appropriate methods of delivery
6. compliance with assigned time constraints

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;

4. represents the college under the direct supervision of a college faculty or staff member; and

5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

College Policy on Academic Dishonesty:

A. Academic Dishonesty

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

B. Disciplinary Procedures

1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.

2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed

upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.

3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.

4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.

5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

C. Appeals Process

Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.

2. Written requests for appeals must be specific and detailed as to the nature and substance of the student's complaint and must clearly indicate what action is requested. The written request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:

- A violation of due process
- Prejudicial treatment by the original hearing body
- New evidence has become available which was not available at the time of the hearing.

3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.

4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President's decision or the Vice President's decision

will be considered final and conclusive.

5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel's report, the President will within five business days make a decision which shall be final so far as the College is concerned.

6. Should the student be dissatisfied with the President's decision, written application may be made to the Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

Midterm Advisory Grades

Midterm Advisory Grades will be reported on Banner Web to any student who has a "C," "D," or "F" in any class. The number of class absences will be posted for all students. Advisory grades are not entered on the student's permanent record. Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester. Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

This is a partial syllabus. More detailed information relating to the class and Instructor will be made available to each student.

Schedule for Fall 2014 (Tentative)

Monday, Wednesday, and Friday

9:00-9:50 COMM 1110 King 4

10:00-10:50 Office King 2b

11:00-11:50 COMM 1100H in Conger 315

1:00-1:50 Office King 2b

Monday and Wednesday

2:00-3:15 COMM 1110 in King 4

Tuesday and Thursday

9:30-10:45 COMM 1110 in King 4

11:00-12:15 COMM 1110 in King 4

1:30-3:30 Office King 2b

If you need to see me at a time not listed as "Office," just let me know ahead of time, and I will do my best to accommodate you.

Required Materials:

iSpeak, 5th edition, by Paul Nelson, Scott Titsworth, and Judy Pearson, published by McGraw-Hill.

A USB device

Paper and a writing instrument that you bring to class every day

Evaluation forms printed from my website. Bring one each day you present a major speech.

Scantron forms--if I decide to use them. **I will not provide them for you.**

Be sure to keep all grades and papers until the end of the semester.

You are expected to read a daily newspaper and/or a weekly news magazine--online or in print. Catching "All Things Considered" or "Morning Edition" on NPR (National Public Radio) or watching network news shows can substitute when you're trying to multitask.

Attendance:

I would strongly suggest that you not miss any classes, but if you have to be out, be aware that excessive absences will hurt your grade. In an effort to be fair to those who do the work involved with daily attendance, I may start penalizing your grade once you miss more than 6 days in a class that meets 3 days/week or more than 4 days in a class that meets 2 days/week **Unless you have to be absent on the day of one of your presentations and hope not to be penalized, I do not need to hear the reason for your absence; that is your own business, and you are making the decision to be out.**

You will lose 20 points off the top of your speech grade if you deliver your speech on a day later than the date I have assigned if you have not cleared your absence with me. If you let me know ahead of time that you will be absent the day your speech is scheduled, I will be glad to reschedule it. But do not call me the day of your speech to tell me that you don't feel good, have a flat tire, or don't feel prepared. **And don't ever just not show up. That makes me mad.**

There are no make up daily quizzes or other daily grades, so absences on those days will also have an impact on your grade.

If you miss a class, you are still responsible for the information that you missed. Please check with a classmate whom you trust to find out what you missed. Do not ask me to tell you everything that you missed.

If I permit you to make up the missed test, you must do so within 7 calendar days or receive a 0.

If you stop attending this class--even if you have attended just one day, it is your responsibility to drop the class officially. Otherwise you will receive an F.

Deadlines:

To be fair to those who do their work on time, there will be a penalties for late work. You will lose 10 points on a late outline and 20 points on a late speech.

Plagiarism:

I will not tolerate plagiarism. Above you will find a copy of the college policy on academic dishonesty. In addition you need to know that if I discover you have handed in an outline that is not your original work, or delivered a speech for which you have not personally done the research, organized the material, and chosen the wording, the penalty will be severe, **ranging from a grade of 0 for the entire assignment for partially plagiarized outlines, speeches, or other work up to a grade of F in the course**. Your speech is a reflection of your own ideas, observations, and experiences. Lack of time, energy, or inspiration is never an excuse to use someone else's work. You have a moral and legal obligation to do your own work.

In this course, we use Turnitin. This service is a tool to help you identify potential documentation errors and inadvertent plagiarism. It also serves, of course, to discourage those who are tempted to commit deliberate plagiarism ***You will be submitting your outlines and other written work to me using Turnitin in addition to submitting them on paper.***

Class Participation:

I expect you to read assigned material before you come to class. I will give occasional quizzes on your reading assignments (at the beginning of class), class presentations, class discussions, etc. **You will not be allowed to make up these quizzes, regardless of the reason for your absence**, although I will drop your lowest quiz grade, which may include a 0 for a missed quiz.

Your final grade may be impacted by your attendance and my perception of your attention and positive involvement during class.

Information pertaining to speeches:

Audience Etiquette:

On speech days remember to be a polite member of the audience. If you arrive late to class, do not enter the room while someone is speaking. During a speech do not sleep, study, text, pack up your belongings, or do anything else that is likely to distract the speaker. Be sure your cell phone is turned off or set to silent (setting it to vibrate is not good enough).

Speeches:

Topics

You are expected to pick a significant topic. Do not simply tell us what you already know or what we have already heard many times before. As a public speaker, you are expected to enrich our lives.

Outlines

You must prepare a sentence outline for each speech. I will show you a sample of what I want from you. An outline that is not in proper sentence outline format is not acceptable. All outlines are to be typed and proofread. Your outline must contain your name, speech title, specific purpose and thesis statement before the introduction and a list of your sources after the conclusion. Label the introduction, body, conclusion and list of works cited. You will submit this outline to me online using the plagiarism detection system as well as on paper. If you do not submit your outline electronically through that system, you will not be permitted to give your speech. Due dates will be on your calendar.

You will **not** use the sentence outline when you deliver your speech as you will probably be tempted to read from it. **If you give the perception of reading a speech to us, you will receive an automatic 25 point deduction.** I encourage you to use a phrase or keyword outline when you speak--just reminders of the points you want to make.

Presentation Aids

You may be required to use a PowerPoint presentation with at least one speech--probably your first speech, but I will let you know. Sometimes the technology gets in the way of the message.

References

You are required to use information from at least 4 sources in each of your major speeches. **If you do not cite each source at least once during the speech, you will lose points on your grade--up to 5 points for each source I do not hear.**

The sources you cite must be credible sources such as a newspapers, magazines, journals, books, or articles from a Galileo database. Any .gov or .edu (and many .org) website is also acceptable. Those .coms that are acceptable are websites of news organizations and the like. General encyclopedias--including Wikipedia-- and general dictionaries are usually **not** acceptable. **I don't want to hear you say "about.com," Webster's Dictionary, or Encyclopedia Britannica, for example. Nor is Google a source.**

These sources must be listed on a bibliography/works cited page at the end of your outline.

Time Limits

All major speeches must be between 5 and 7 minutes long. Any speech longer than 9 minutes or shorter

than 4.5 minutes will lose 5 points. Speeches longer than 10 minutes or shorter than 4 minutes will lose a letter grade. Speeches shorter than 3 minutes will lose two letter grades. These deductions are in addition to any points you lose for poor organization and/or weak content. Speeches longer than 12 minutes will *seriously* irritate me and will *seriously* harm your grade.

Attire

You send messages with the clothes you choose to wear, so you should be neatly and appropriately attired when you speak in front of a group. Remember, first impressions stick.

General

When you speak, look at us, smile, and speak loudly and clearly enough to be easily heard. Use standard English grammar and pronunciation.

Evaluation: Below is a tentative list of your grades assignments for the semester. Your final grade will be based on the grades you earn on these assignments (which are subject to minor changes) and will also reflect your attendance and active participation. ***Poor attendance will seriously hurt your final grade.***

Three or four of the following speeches, depending on available time

- Informative personal interest speech incorporating a PowerPoint presentation: 100 points
- Informative process speech 100 points
- Persuasive speech: 200 points
- Special Occasion speech: 100

And

- Outlines/manuscripts of speeches: 50 points each
- Daily quizzes, assignments, etc.: 50-100 points, depending on number of outlines
- 2 or 3 Exams: 100 points each
- Final exam: 100 points

I will average these grades to determine your final grade in the course.

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

Your professor reserves the right to make whatever changes are necessary both to the class content and to the class schedule in the event of difficulties human or mechanical.

Revised 08/12/14

Calendar for Fall 2014 COMM 1110 MWF Class

When you see a textbook chapter on this calendar, be sure that you have read it before you come to class. And you should be prepared for a quiz at the beginning of class.

Aug. 13—Syllabus and class policies

Aug. 15—Assign partners
Interview partners

Aug. 18—Read Chapter 1

Aug. 20—Drop/Add ends at 4:30.

Aug. 22—Chapter 1
Introductions

Aug. 25—Continue Chapter 1
Finish introductions

Aug. 27—Chapter 2

Aug. 29—Chapter 3

Sept. 1—Labor Day Holiday

Sept. 3—Chapter 4

Sept. 5—Look at requirements for outlines

Sept. 8—Test on chapters 1, 2, 3, and 4

Sept. 10—Chapter 6

Sept. 12—Chapter 7

Sept. 15—Chapter 9

Sept. 17—Test on chapters 6, 7, and 9

Sept. 19—Speakers 1-5

Sept. 22—Speakers 6-10

Sept. 24—Speakers 11-15

Sept. 26—Speakers 16-20

Sept. 29—Speakers 21-25

Oct. 1—Speakers 26-28

Oct. 3—

Oct. 6—Chapter 10
Last day to drop with a W

Oct. 8—

Oct. 10—Chapter 11

Oct. 13—Fall Break

Oct. 15—Chapter 8

Oct. 17—TBA

Oct. 20—Research day

Oct. 22—Speakers 1-5

Oct. 24—Speakers 6-10

Oct. 27—Speakers 11-15

Oct. 29—Class canceled

Oct. 31—Speakers 16-20

Nov. 3—Speakers 21-25

Nov. 5—Speakers 26-28

Nov. 7— Chapter 12 and/or test review

Nov. 10—TBA

Nov. 12—Speakers 1-7

Nov. 14—Speakers 8-14

Nov. 17—Speakers 15-21

Nov. 19—Speakers 22-28

Nov. 21—*The King's Speech*

Nov. 24—*The King's Speech*

Nov. 26—Thanksgiving Holiday

Nov. 28—Thanksgiving Holiday

Dec. 1—TBA

Dec. 3—*The King's Speech*

Last day of classes for fall semester

Your Final Exam is Friday, Dec. 5th, from 8:00-10:00 a.m.

Graduation is Thursday, December 11th at 10:00 a.m.

ENGL 2114 World Lit I Fall 2014

Syllabus/Course Policies

NOTE: Remaining on the class roll constitutes your “signature” for this contract.

INSTRUCTOR: DR. SANDRA L. GILES

CONTACT INFORMATION

Office: King Hall 2-E, 391-4961.

Office Hours: (August 13-Dec 3): **MF** 9:30-10, 11-12. **TR** 11-12:15, 1:30-2. **W** 9:30-10, 11-12, 1-3. Other times available by appointment. Call or email.

Email: sgiles@abac.edu (Always use my ABAC email)

MATERIALS

- Text: *The Norton Anthology of World Literature, Volumes A and B*
- “Tang” (folder with brads) for Journal of Reader Responses
- Paper and pens
- Medium binder clip
- Miscellaneous printing and copying expenses
- Access to computer, storage device, college-level dictionary, stapler, 3-hole punch

COURSE METHODS

Lectures, discussions, Writing to Learn, research. Class, group, and individual activities. Exams, quizzes, essays, research, and informal writing and other activities.

HOW YOUR GRADE WILL BE DETERMINED

| | |
|---|-----|
| Exam 1 | 30% |
| Exam 2 | 30% |
| Researched Essay | 20% |
| Less-Major Assignments and Quizzes | 15% |
| Journal of Reader Responses/Participation | 5% |

Following is information relevant to all ENGL 2112 courses at ABAC:



ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Course Syllabus

Course Name:

WORLD LITERATURE I Beginnings-15th Century

Course Number:

ENGL 2114

Course Description:

3 hrs. A study of selected works of literature from the beginning of writing to the mid-15th century presented in their historical and cultural contexts. This course presents myths, epics, dramas, and prose works from Gilgamesh and Homer to the great traditions of Hebrew, Chinese, Indian, Middle Eastern, Greek, and Roman philosophers who laid the foundation for modern global thought. The course also examines ancient and classical poetry from around the world.

Pre-requisites/Co-requisites:

Prerequisite: ENGL 1102 or 1102H with a grade of "C" or better.

ABAC Course Learning Outcomes:

Course Outcomes:

Students who successfully complete this course will be able to:

1. read literary works across genres.
2. interpret literature analytically and critically
3. demonstrate an awareness of historical and cultural contexts as well as literary periods.
4. demonstrate in at least one paper the ability to use MLA documentation appropriately
5. demonstrate in at least one assignment the ability to use computers to write and do research.
6. evaluate literature and its role in culture and society.

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
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1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.
2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.
3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.
4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.
5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

C. Appeals Process

Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.
2. Written requests for appeals must be specific and detailed as to the nature and substance of the student's complaint and must clearly indicate what action is requested. The written request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:
 - A violation of due process
 - Prejudicial treatment by the original hearing body
 - New evidence has become available which was not available at the time of the hearing.
3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.
4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President's decision or the Vice President's decision will be considered final and conclusive.
5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel's report, the President will within five business days make a decision which shall be final so far as the College is concerned.
6. Should the student be dissatisfied with the President's decision, written application may be made to the Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

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Midterm Advisory Grades will be reported on Banner Web to any student who has a "C," "D," or "F" in any class. The number of class absences will be posted for all students. Advisory grades are not entered on the student's permanent record. Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester. Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

Students with Disabilities

Students requiring classroom accommodations or modifications because of a documented disability must discuss this need with the instructor at the very beginning of the semester and must provide the proper documentation. Such students must be registered with Dr. Maggie Martin's office, The Student Development Center, in Branch Student Center. Students with Learning Disabilities must also register with Dr. Martin's office and must notify the instructor. Notification to the instructor must consist of an official letter of accommodations.

Additional Information Relevant to S. Giles's Class:

Journals. There will be numerous journal writings worth a certain number of points each. We'll do however many we have time to do. I may take up an individual journal at the time, but the complete journal will be due at a specified time near the end of the semester. The journals should be placed in a "tang" and should be clearly labeled and in order. If they are not, the overall journal grade will be affected. **You are responsible for completing all activities even if you are absent.**

PLAGIARISM/CHEATING IN AN ENGLISH CLASS

Academic Honesty/Plagiarism: You are expected to do your own work, yourself. There is nothing wrong with presenting someone else's words and ideas in your own writing. In fact, most non-practical learning occurs as people read each other's ideas, and then synthesize and build on those ideas. Some other cultures may not insist on documenting sources; however, American institutions do. The key to properly using others' ideas in your writing lies in acknowledgement and citation. As a result, to avoid plagiarism, it is very important that you give credit where it is due.

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words;
- a paraphrase or summary of another person's spoken or written words.

Penalties for Plagiarism: Since one of the goals of this class is to teach you how to use the tools of proper documentation to acknowledge others' ideas in your work, plagiarism is broken into the following two categories:

- **Inadvertent Plagiarism:** If you make the attempt to use the tools of documentation, but fail to do so correctly, this is considered unintentional – a part of the learning process. **Consequently, errors of this sort as determined by the instructor will be considered as major errors during the grading process, and will affect the assignment's grade accordingly.**
- **Intentional Plagiarism:** When you use material from an outside source without any attempt at proper documentation (such as "cutting and pasting" passages from one or more sources), this is considered to be intentional plagiarism. This includes using material from a source without documenting it, even when you document other material from the same or different sources, so be very careful. Submitting an assignment that you did not write, whether obtained through purchase from or other arrangement with ANY person or source, will be considered cheating on the assignment, even if you make some changes to the obtained source. **The type and seriousness of plagiarism will be determined by the instructor and may result in a grade of zero (0) points for the assignment or failure of the course.**

Cheating on any assignment is a violation of the college's policy in the Student Academic Code of Conduct. If you have plagiarized on an assignment, the procedures for dealing with Academic Dishonesty are set forth in the Academic Policies and Procedures section of the ABAC catalog.

TURNITIN.COM

****This instructor will use *TurnItIn.Com* as well as other methods to ensure academic honesty.**

When an essay is due, the paper packet including all drafts and prewriting materials is due at the beginning of class on the date the schedule indicates (see below). The final draft of the essay must also be submitted to TurnItIn.Com by midnight on the same date. Failure to submit either the paper copy or the electronic TII copy will result in late penalties, as explained below. I will not grade an essay that hasn't been submitted both to TurnItIn and to me in paper.

MY CLASSROOM POLICIES

Assignments

ALL WORK FOR THIS CLASS IS TO BE NEW WORK. DO NOT RECYCLE AN OLD PAPER FROM ANY PREVIOUS CLASS OR SEMESTER.

Due Dates

Assignments are due on or before the beginning of class on the date the schedule indicates and electronically to TII by midnight on the same day. Come to class with the paper version ready to be turned in. Late papers/submissions will be excused only if your absence is excused (talk with me about it ASAP, or I'll assume it wasn't excused). **Unexcused late papers/submissions will be docked one letter grade per late day. Any assignment not turned in will receive a 0. All multi-draft essays must be submitted to TII.Com before they will be graded. Any essay not submitted to TII.Com by the time I grade the stack of essays will receive a late penalty and must be submitted to TII.Com before it will be graded at all.**

Technical issues (with computers, printers, jump drives, etc.) must be resolved before the following class meeting.

The Researched Essay must be typed or printed on the word processor. Neatness does count. Journals can be handwritten but should be in pen, not pencil.

Paper Format: All graded essays should be set up in MLA format (see grammar handbook).

CLASSROOM BEHAVIOR

Cell phones, pagers, and other disruptive devices should be in their "off" settings (speak with me if you have an emergency situation). Students in a class are expected to be focused on that class.

We will create a learning community, which means we will be supportive and help each other to learn. I help you, you help each other, you help me help you, etc. Therefore, any behavior which disrupts this learning environment will not be tolerated: private conversations, habitual late arrival to class, noise or other distractions, incivility or harassment of any type. **Please note:** your writing for this class is almost always *public*, which means that your peers and I will be reading it, hearing it, commenting on it. Keep that in mind as you choose your topics. Also, you should always treat your peers' writing in the same manner you want them to treat yours---with tact, respect, diplomacy, and maturity.

ATTENDANCE POLICY

This is neither an online class, nor hybrid class, nor correspondence class. It is a "face-to-face" class. Your faithful attendance is required.

You are expected to attend all class meetings. According to the ABAC catalog, absences in excess of 10% of class time (four in a TR class or six in a MWF class) are considered excessive. Be aware that absences are reported to the Registrar's Office with the official grade sheet at the end of the semester and then become part of your record, available to Financial Aid officials, among others.

I will enforce the following policy:

Students whose number of unexcused absences is more than six in MWF class or four in a TR class in a regular semester (or the equivalent for a summer or session A/B class) will have their final grade averages docked by ten points (one letter grade) per absence beyond that number. It is each student's responsibility to keep up with absences and to work with the instructor to get any excused absence recorded as such. Students who stop attending class without officially withdrawing/dropping the class are subject to this policy. Remaining on the class roll constitutes your "signature" for this contract.

ABSENCE EXCUSAL POLICY FOR S. GILES'S CLASSES

In order for an absence to be excused

- if the absence is foreseeable, you must notify me ahead of time
- if the absence is not foreseeable, you must call me or e-mail me and leave a message explaining your absence
- You must provide me with documentation, such as a doctor's note, whenever possible

AND

- **There must be a legitimate reason, something which could not have been avoided.** Schedule doctor/dentist appointments during non-class time, except in an emergency (discuss it with me). Personal choices do not constitute legitimate reasons to be absent. Consider this and all your college classes to be priorities.
- The legitimate reason must relate to you, not someone else (with the exception of a parent with a documentedly sick child). Also, I do not excuse funerals or viewings or hospital visiting. Use your allotted unexcused absences for these events.

The absence will not be excused if the above criteria are not met.

Making Up Missed Work

It is your responsibility to make up work/notes/journals that you miss, and you should do so ASAP.

All missed graded assignments must be made up within two weeks of the miss or by the last regular day of classes, whichever comes first. As soon as you get back to class, arrange a time with me to make up the assignment. No make-up work will be accepted during Final Exams. Timed essays may be made up if your absence was excused.

Be prepared for class each day. If you are not (if you've forgotten your books or your draft copies) I may ask you to leave and therefore receive an absence.

Tardiness

To arrive after I have finished roll call is to be tardy. Three tardies equals one absence. **If you are tardy, it is your responsibility to come up to me after class and ask me to change the absence to a tardy in my roll book, and you should do so on the day the tardy occurs.**

Please note: if you are more than fifteen minutes late you will be considered absent. You should still come to class, but it will be marked as an absence in the roll book.

Leaving class early = tardy.

In general, do not be late. Tardiness is disruptive to the instructor and to the class as a whole. But if you do have a valid reason, and I understand that from time to time a valid reason will occur, simply talk to me about it.

CAMPUS CLOSURE

In the event of a campus closure, class may be conducted through WebCT Vista/GeorgiaView and/or my website and/or email. In this case, check your Stallions email for instructions. You will be responsible for completing class work conducted in this manner. **ABAC Weather: 229-391-5225 or check ABAC webpage.**

WITHDRAWALS

If your life circumstances have led you to an excessive number of absences before midterm, you should probably go ahead and withdraw from the class. If you wish to withdraw from a class, you should see your advisor and fill out the proper forms, get the proper signatures, and deliver the form to the Registrar's Office before the midterm deadline. Don't wait until the last minute. If you're on Financial Aid, you should consult with the Financial Aid Office beforehand to see if your FA will be affected.

Withdrawals after midterm are granted very rarely and only for drastic personal circumstances that occur after midterm and are beyond the student's control.

Complete Reading List for World Lit I (Engl 2114)

Literature of The Ancient World

- “Ancient Mediterranean and Near Eastern Literature” 3-21
- Hebrew Bible 151-8. Exodus 19-20, p. 191-3. Psalm 23, p. 219
- Homer’s *Iliad*: Book 1 “The Rage of Achilles,” 222-9, 230-45
- “Ancient Athenian Drama” 644-49
- Sophocles, *Antigone* 701-7, 747-83
- “Speech, Writing, Poetry” 1117-20
- “Enmerkar and the Lord of Aratta” 1121-3
- Plato, from *Phaedrus* 1143-48
- Aristotle, from *Poetics* 1149-53
- “India’s Ancient Epics and Tales” 1161-69
- *The Jataka Tales* 1301-9
- Aesop 623-4. “Goose” and perhaps a couple more TBA
- “Travel and Conquest” 909-10. “Tale of the Shipwrecked Sailor” 911-17

Literature of the Medieval World

- “Circling the Mediterranean: Europe and the Islamic World” 3-17
- Dante Alighieri, *The Divine Comedy*: “Inferno,” Cantos I-V, 387-409
- Giovanni Boccaccio, from *The Decameron*: “Day 1, Story 1” and “Day 4, Story 9” 605-9, 609-18, 634-6
- Christine de Pizan, from *The Book of the City of Ladies*, 781-807
- “Prologue” from *One Thousand and One Nights*, 552-66
- “Medieval Chinese Literature” 969-77
- “Hermits, Buddhists, and Taoists” 979-81
- Handout: “Studying Poetry”
- Hanshan (Cold Mountain) 984+ (“In my first thirty years,” “Wonderful, this road to cold mountain,” “I longed to visit the eastern cliff,” “On cold mountain there’s a naked bug,” “My mind is like the autumn moon”)
- Liu Yiqing, from *A New Account of Tales of the World*, 982-4
- Ruan Ji 981+ (“Song of My Cares”—all three in our book)
- “Japan’s Classical Age” 1073-1081
- “Poetry of the Heian Court” 1099
- Sugawara No Michizane 1100+ (“On Looking at Plum Blossoms on a Moonlit Night,” “Seeing the Plum Blossoms When Sentenced to Exile,” “In Exile, Spring Snow”)
- Ki No Tsurayuki, from *Tosa Diary* 1118-26
- “Travel and Encounter” 809-11
- Ibn Battuta, from *Travels* 820-28



ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Course Syllabus

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|---|
| Course Name: WORLD LITERATURE II (15th through 18th Century) |
| Course Number: ENGL 2115 |
| Course Description: A study of selected works of literature from the mid 15 th century (Renaissance) through the 18 th century, C.E., presented in their historical and cultural contexts. This course includes introductions to Medieval and Early Modern worldviews and presents literary works from India, the Middle East, Africa, China, Japan, and the Americas. Fall, Spring, Summer. |
| Pre-requisites/Co-requisites: Prerequisite: ENGL 1102 with a grade of "C" or better. |
| USG General Education Outcomes Pertinent to this Course: Aesthetic Perspective: Aesthetic perspective will be characterized by critical appreciation of and ability to make informed aesthetic judgments about the arts of various cultures as media for human expression: Competence within the context of collegiate general education is defined by the following outcomes: <ul style="list-style-type: none">○ Ability to make informed judgments about art forms from various cultures including one's own culture;○ Ability to recognize the fine, literary, and performing arts as expressions of human experience;○ Ability to discern the impact and role of artistic and literary achievement in society and one's personal life. Cultural and Social Perspectives: Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationship; and, flexibility, open-mindedness, and tolerance. Competence within the context of collegiate general education objectives is defined by the following outcomes: <ul style="list-style-type: none">○ Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups; |

- Ability to appreciate and respect diversity among people and recognize the roles various peoples played in their culture;
- Ability to identify and analyze both contemporary and historical perspectives on contemporary issues;
- Ability to relate the contributions of groups and individuals to the history of ideas and belief systems;
- Ability to critically analyze one's own culture.

Communications: Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness.

Competence within the context of collegiate general education is defined by the following outcomes:

- Ability to assimilate, analyze, and present in oral and written forms, a body of information;
- Ability to analyze arguments;
- Ability to adapt communication to circumstances and audience;
- Ability to consider and accommodate opposing points of view;
- Ability to interpret content of written materials on related topics from various disciplines;
- Ability to communicate in various modes and media, including the proper use of appropriate technology;
- Ability to produce communication that is stylistically appropriate and mature;
- Ability to communicate in standard English for academic and professional contexts;
- Ability to interpret inferences and develop subtleties of symbolic and indirect discourse;
- Ability to sustain a consistent purpose and point of view;
- Ability to compose effective written materials for various academic and professional contexts.

ABAC Course Learning Outcomes:

Course Outcomes:

Students who successfully complete this course will be able to:

1. Express how literature depicts/reflects the historical period and the cultural contexts that produced it
2. Discuss concepts related to aesthetics, language, and literature in appropriate literary discourse
3. Demonstrate informed critical awareness in the generation of argument
4. Global Perspective Outcome: Examine the characteristics of literary works emerging from various cultures and times in order to recognize common human values and beliefs.

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

College Policy on Academic Dishonesty:

A. Academic Dishonesty

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

B. Disciplinary Procedures

1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.

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1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.
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President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

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If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

This is a partial syllabus. More detailed information relating to the class and Instructor will be made available to each student.

ABRAHAM BALDWIN AGRICULTURAL COLLEGE

World Literature II

ENGLISH 2115 / FALL 2014

CRN 20102 / MWF 12:00 to 12:50pm / King 07

Instructor: Bonnie Asselin, Ph.D.

Office: King 2D / Phone: 229-391-4952 / Email: basselin@abac.edu.

(I do not check Desire2Learn for emails.)

Office Hours:

Monday and Wednesday: 2:00pm to 5:00pm

Tuesday and Thursday: 3:30pm to 5:00pm

Friday: 10:00am to 11:00am

Or by appointment

Texts/Materials:

The Norton Anthology of World Literature, Volumes C & D, Martin Puchner, ed. (required)

A Writer's Reference, by Diana Hacker, or a similar handbook (suggested)

A folder for handouts and your writing

Computer, printer, computer paper, notebook, pen, paper, etc.

All course information (the syllabus, course policies, the assignments, etc.) will be posted on Desire2Learn.

Grades:

Final grades will be calculated based on the following percentages:

Class Participation 20%

Reading Responses 20%

Research Essay 20%

Two Exams, Midterm and Final 40%

Course Requirements and Policies:

Attendance: Regular, punctual attendance is required. Students who miss more than six classes will fail the course. Attendance will be taken at the beginning of class. Late arrivals and early departures, if they become frequent, will count as a miss. Keep your cell phones, iPods, and other similar devices turned off. Users will be marked absent for the day.

Class Etiquette. Please help create a safe and productive classroom atmosphere: be attentive and open to new ideas, respect and appreciate difference, contribute your share, and help make sure that other students also get their turn to speak. Please recognize that loudness, rudeness, back-of-the-room private conversations, and other incivilities interfere with the right of other students to work in an orderly and productive classroom. Understand that if you are disruptive you will be asked to leave the room.

Class Participation. You will be expected to contribute to small group, full class, and online discussions; to write informally in response to questions posed in class; and to prepare well for each class by doing the assigned reading and reading responses. Along with two or three other students, you will help lead off a full-class discussion on a reading. To receive an "A" in class participation, a student must *frequently* contribute thoughtful ideas during full-class discussions, participate thoughtfully in the small group and online activities, come to class well prepared, do well as a discussion leader, and do well on any quizzes.

Conferences. Please see me during my office hours for any extra help or clarification you need or even just to talk. We can set up another time if there is a conflict with your schedule.

Exams. They will likely use short answer and short essay formats. They may also include multiple choice and quote identification. The final exam is scheduled for Monday, December 8, 12:30pm to 2:30pm.

Late Work.

Reading Responses **cannot** be made up and will be accepted **only** during the class period in which they are due. In-class writing also cannot be made up later. **NO EXCUSES OF ANY KIND:** this includes illness and family emergencies. But because we all do experience these problems from time to time, you can miss two reading responses without affecting your grade.

Drafts (optional) of the essay will not be accepted after the due date. In other words, you must get your draft in on time or you will miss the benefit of my feedback. *No essay will be accepted more than one week late.* Essays by email will not be accepted unless you receive prior permission.

Plagiarism. Any paper, exam, or reading response exhibiting evidence of plagiarism will receive a failing grade. A student who plagiarizes a second time on any assignment will fail the course.

Quizzes. Expect occasional surprise quizzes on the day's reading.

Reading Responses. Twelve reading responses (approx. 250 words each) are assigned (ten are required)—see the schedule for when these are due. Please do not write a response to the introductory material you read on an author. Instead, base your response on what the author wrote (the play, the poem, the essay, the tale, or the historical account), which is called the primary material. These must be word processed, printed, and turned in during the class meeting they are due, which will be about once per week. Do not email and do not try to submit handwritten responses. No late reading responses will be accepted. More directions and a sample response are forthcoming.

Research Essay (3 to 4 pages in length). We will develop possible topics for these papers from the readings and class discussions. A proposal and article/commentary will be required, but submitting a draft for feedback will be optional. All proposals, article/commentaries, drafts and revisions must be word-processed, double-spaced, with one-inch margins and 10 or 12 point type. Attach all work to the final paper. Use MLA style for in-text citations and the Works Cited page.

***You will be required to submit your research essay to turnitin.com, a service that checks for evidence of plagiarism. Any essay not submitted to the service will receive a failing grade. Here is the link to the login page: <http://turnitin.com/static/index.php>. Under the "Training" pull down menu, select "Getting Started" and you will find instructions on enrolling and submitting a paper.

School Closings.

In the event of a school closing, the course may continue on line until classes resume. Please consult email and Desire2Learn for instructions and assignments. ABAC Weather Hotline: 229-391-5225

Students With Disabilities.

Students requiring classroom accommodations or modifications because of a documented disability must discuss this need with me at the very beginning of the semester. Such students should be registered with Dr. Maggie Martin at the Office of Student Development, First Floor, Carlton Center.

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ENGL 2116: World Literature III
Sections 20037 and 20038
Fall 2013

Instructor:

Dr. Jeff Newberry
Associate Professor of English
Department of Languages and Literature
Abraham Baldwin Agricultural College

Contact Information:

Office: Conger 305
Office Phone: 391-4972
Email: jnewberry@abac.edu
Website: <http://tinyurl.com/abacjnewberry>

Twitter Feed:

@Prof_Newberry
Please be sure to follow this Twitter feed. I often post news items and discussion questions before class.

Office Hours:

MWF: 8:00-9:00 a.m., 10:00-11:00 a.m.
TR: 8:30-9:30 a.m., 2:00-3:00 p.m.

On the next few pages, you will see the college's standard syllabus for this class. It is included as a part of this course's syllabus, and the information it contains will govern the methods and processes used in this class. It includes the following:

1. a course description
2. a list of prerequisites for the course
3. an overview of the University System of Georgia's statewide General Education Outcomes
4. an overview of ABAC's specific course outcomes and objectives for the course
5. the college's policy on academic dishonesty
6. a note about mid-term advisory grades
7. a syllabus contract that you must sign in order to stay enrolled in this course

Following the standard syllabus, there is more detailed class-specific information, determined by the instructor, that will also be used to govern the methods and processes used in this class.



ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Course Syllabus

Course Name:

WORLD LITERATURE III

Course Number:

ENGL 2116

Course Description:

A study of selected works of world literature from the 19th century to the present, presented in their historical and cultural contexts. Emphasis will be placed on major trends in the development of modern thought. This course includes introductions to major literary developments in Asia, Africa, Europe, and the Americas. All, Spring, Summer.

Pre-requisites/Co-requisites:

Prerequisite: ENGL 1102 with a grade of "C" or better.

USG General Education Outcomes Pertinent to this Course:

Aesthetic Perspective: Aesthetic perspective will be characterized by critical appreciation of and ability to make informed aesthetic judgments about the arts of various cultures as media for human expression:

Competence within the context of collegiate general education is defined by the following outcomes:

- Ability to make informed judgments about art forms from various cultures including one's own culture;
- Ability to recognize the fine, literary, and performing arts as expressions of human experience;
- Ability to discern the impact and role of artistic and literary achievement in society and one's personal life.

Cultural and Social Perspectives: Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationship; and, flexibility, open-mindedness, and tolerance.

Competence within the context of collegiate general education objectives is defined by the following outcomes:

- Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups;
- Ability to appreciate and respect diversity among people and recognize the roles various peoples played in their culture;
- Ability to identify and analyze both contemporary and historical perspectives on contemporary issues;

- Ability to relate the contributions of groups and individuals to the history of ideas and belief systems;
- Ability to critically analyze one's own culture.

Communications: Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness.

Competence within the context of collegiate general education is defined by the following outcomes:

- Ability to assimilate, analyze, and present in oral and written forms, a body of information;
- Ability to analyze arguments;
- Ability to adapt communication to circumstances and audience;
- Ability to consider and accommodate opposing points of view;
- Ability to interpret content of written materials on related topics from various disciplines;
- Ability to communicate in various modes and media, including the proper use of appropriate technology;
- Ability to produce communication that is stylistically appropriate and mature;
- Ability to communicate in standard English for academic and professional contexts;
- Ability to interpret inferences and develop subtleties of symbolic and indirect discourse;
- Ability to sustain a consistent purpose and point of view;
- Ability to compose effective written materials for various academic and professional contexts.

ABAC Course Learning Outcomes:

Course Outcomes:

Students who successfully complete this course will be able to:

1. Express how literature depicts/reflects the historical period and the cultural contexts that produced it
2. Discuss concepts related to aesthetics, language, and literature in appropriate literary discourse
3. Demonstrate informed critical awareness in the generation of argument
4. Global Perspective Outcome: Examine the characteristics of literary works emerging from various cultures and times in order to recognize common human values and beliefs.

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make

arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

College Policy on Academic Dishonesty:

A. Academic Dishonesty

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

B. Disciplinary Procedures

1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.
2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.
3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.
4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.
5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

C. Appeals Process

Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.
2. Written requests for appeals must be specific and detailed as to the nature and substance of the student's complaint and must clearly indicate what action is requested. The written

request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:

- A violation of due process
 - Prejudicial treatment by the original hearing body
 - New evidence has become available which was not available at the time of the hearing.
3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.
 4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President's decision or the Vice President's decision will be considered final and conclusive.
 5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel's report, the President will within five business days make a decision which shall be final so far as the College is concerned.
 6. Should the student be dissatisfied with the President's decision, written application may be made to the Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

Midterm Advisory Grades

Midterm Advisory Grades will be reported on Banner Web to any student who has a "C," "D," or "F" in any class. The number of class absences will be posted for all students. Advisory grades are not entered on the student's permanent record. Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester. Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

This is a partial syllabus. More detailed information relating to the class and Instructor will be made available to each student.

Section Description

In this section of ENGL 2116, we will be studying some of the major literary movements and characteristics of late 19th century to early 21st century literature. We'll talk at length about the historical contexts of the pieces that we read, and we'll discuss how genre affects understanding. We will begin our study with the poetry of the English Romantic poets and end the term with a discussion of Mohsin Hamid's novel *The Reluctant Fundamentalist*. Along the way, we'll read a variety of poetry, fiction, and nonfiction, including Marjane Satrapi's graphic memoir, *Persepolis*.

The goal of this course is critical thinking and interpretation of literature. You will be responsible for reading all assignments and being prepared to discuss the assignments in class. This class is roughly 60% lecture and 40% discussion. Most days, we will have large-group discussions of the assigned texts; other days, you will be working in small groups. Whatever the case may be, you simply cannot pass this course if you do not participate in these discussions.

We will write two essays this semester; the goal of these essays will be interpretation, not summary. I urge you to visit the AAC for assistance in your writing.

Please note that this syllabus is your binding contract for this class. You are expected to read it and keep it close at all times. If you lose it, you can print additional copies from the course Desire2Learn page.

Required Texts

Hahmid, Mohsin. *The Reluctant Fundamentalist*. New York: New York: Harcourt-Harvest Books, 2008. Print.

Punchner Martin, editor. *The Norton Anthology of World Literature*. Volumes E and F. 3rd ed. New York: W.W. Norton, 2012. Print.

Satrapi, Marjane. *Persepolis: The Story of a Childhood*. New York: Pantheon-Random House, 2003. Print.

ABOUT TEXTBOOKS: Some students try to avoid purchasing textbooks for classes (in some wrongheaded attempt to save money.) Understand that all the above books *are required* for this course. If you do not bring a book to class, you will be counted absent.

Required Materials

- A working computer. You cannot pass this class unless you have access to a reliable, working computer (PC or Mac is fine). You are responsible for logging in to Desire2Learn daily. If you don't have access to a computer, then you should strongly consider dropping this course.
- Thumb or jump drive (for saving your writing)
- Scantron sheets: three booklet-style Scantrons for examinations, and some fifteen or twenty small Scantrons for quizzes
- Notebook or composition book for taking notes
 - Even if you don't read your notes, the physical act of taking notes is preferable to your sitting in class with your arms crossed
- Desire2Learn Access

A note about saving your work: "My hard drive crashed" or "I lost my jump drive" are the 21st-century equivalent of "The dog ate my homework." When working on writing projects, save often and save in multiple locations. If you have a computer problem when a writing assignment is due, then you, not I, have a problem.

Classroom Assignments

2 Essays: The first essay will be a close reading of one text that we have covered in class. It will be at least 500 words and will include a correctly-documented works cited page as well as correctly-documented parenthetical citations. You will not be required (and indeed aren't allowed) to consult any outside sources for this essay. The second essay will be a research-style essay. I will provide more information when the time grows near.

Daily Quizzes: Quizzes are given on the overhead and are multiple choice. On no quiz may you use your text; however for all occasions, you will be allowed to use your reading notes for your quizzes. Reading notes are simply notes that you take while you are reading an assigned text. You will have about 10 minutes to complete a daily quiz—no exceptions. Those who are late to class **CANNOT TAKE THE QUIZ UNDER ANY CONCEIVABLE, IMAGINABLE, DREAMABLE CIRCUMSTANCES, PERIOD.** I reserve the right to modify and change quiz format as the whim strikes me. You cannot make up any missed quizzes—no exceptions.

Reading Notes: You may take up to one notebook page (one side only) of notes on daily assigned readings to use for the quiz. The notes must be separate (not in a notebook). I reserve the right to inspect your notes. You may not copy down entire poems or sections of text. If the notes include whole-sale copying, you cannot use them on your quizzes.

Weekly Paragraphs: Weekly paragraphs are worth 10 points and cannot **UNDER ANY CONCEIVABLE CIRCUMSTANCES** be submitted late (after class begins). You will write 12 paragraphs this semester. I will grade ten (dropping the two lowest grades). You may not make up missed paragraphs. You may not have someone else turn in your paragraph. You may not email me a paragraph. You must submit your paragraph to me by hand.

In your weekly paragraph, you should address some significant, critical aspect of the text. Often, in class, I will say something like “This sounds like a good weekly paragraph topic.” Pay attention. Take notes. From your notes, you'll find plenty of fodder for your weekly paragraph.

The purpose of the weekly paragraph follows is to allow me as instructor go gauge your thinking skills as we proceed in our studies this semester. Weekly paragraphs also give me chance to see what your responses are to our readings and to see how closely you are indeed reading. Once again, you cannot make up a weekly paragraph. ***If you come to class late, then you cannot turn in the paragraph, under any circumstances.***

Weekly paragraphs are worth 10 points each. To receive the 10 points, you must follow the guidelines below.

1. Weekly paragraphs must be typed and double spaced, following MLA style for headings and titles. I will not accept hand written paragraphs.
2. Weekly paragraphs must be at least 6-8 sentences and no more than 10 sentences. I will count off for short paragraphs **as well as** long paragraphs.
3. Weekly paragraphs must quote one of the pieces we've read for the week. If the paragraph contains no quotations, it will not receive the full 10 points. The quotations must be integrated into the paragraphs with narrative tags. “Floating quotations,” quotations that stand alone in a sentence, will garner no points.
4. You must comment on the quotation. Quotations cannot stand alone.
5. You must interpret the text. Do not turn in a paragraph of summary. Summaries will receive no credit.
6. You must provide some kind of meaningful discussion of the work in question. Weekly paragraphs are not baseball games. Whether or not you liked the work is not the issue. I'm looking for how well you can deal with the work critically. You may discuss a question that the text raises; you may discuss some aspect of the work in question. For poetry, for example, you may want to consider lineation, rhyme scheme, form, or metaphor. For fiction, you may want to consider plot, characterization, style, point of view, or any other *relevant* aspect of the text. You may even connect the paragraph with other texts that we have read this semester. I will not accept a paragraph that doesn't discuss the work in question. You may not write, “I

didn't understand X" or "X offended me so I didn't read it" or "Sorry, Professor Dunderhead, I didn't read X." Follow the model (available on D2L) if you are lost.

7. Dismissive and/or clearly last-minute attempts will receive no credit.
8. As a paragraph, the weekly paragraph must be clearly unified (that is, all sentences must be on the same topic). It must be grammatically correct and free of typographical errors.
9. In the first sentence of the paragraph, clearly identify the author and the work of the piece. Short stories and poems appear in quotation marks; works of drama and novels appear underlined.
10. At the bottom of each paragraph, include an MLA-style documentation of the work in question (on the same page). Without the documentation, I will not accept the paragraph.
11. Weekly paragraphs must be your work and your work alone. Do not consult any secondary sources.
12. You must submit your weekly paragraph to Turnitin.com. If you do not, the paragraph will be scored zero.

Exams: You will take two exams this term. Exams are multimodal.

Final Exam: The final exam is multimodal and comprehensive. No one may exempt.

The Bottom Line (Weighting of Grades)

| | |
|---------------------------|-----|
| Essays (10% and 15%) | 25% |
| Participation/Citizenship | 10% |
| Weekly Paragraphs | 15% |
| Quizzes | 10% |
| Exam # 1 | 10% |
| Exam # 2 | 10% |
| Final Exam | 20% |

Participation/Citizenship

Each day, we will discuss the text in depth in class. You are fully expected to participate in each discussion, offering your own points of view and your own interpretations. Discussion is at the heart of this course; it cannot function as a class without your input. Quite simply, you cannot pass this class if you sit in here all semester long with your mouth shut. If you are the shy type who doesn't like to speak up, perhaps you should find another section of World Literature. Better yet, use this opportunity to combat your fear of speaking. Additionally, making an even marginally good grade in this class requires your attendance at all times. Skipping classes will wreak havoc upon your grade and our relationship. The more you fall behind, the harder it is to catch up. The following guidelines taken from Creating Empowered Learners: Merging Content and Process by Gary M. Schulman and David L. Luechauer will give you a good idea of what I expect in terms of classroom participation:

- **Grade A, Exceptional:** Characterized by being an outstanding participant. You far exceeded expectations. Your classmates and I learned a great deal, gained insights, were emotionally affected, or inspired.
- **Grade B, Substantial:** Characterized by meaningful involvement that added to the process. Your performance exceeded that which would be expected by your classmates and me. You offered provocative and relevant comments.
- **Grade C, Expected:** Characterized by meaningful involvement that added to the process. You lived up to the expectations of your classmates and me for how a member of our class should act. You showed willingness, preparation, ability, and understanding during discussion.
- **Grade D, Marginal:** Characterized by minor involvement that added little to the process.
- **Grade F, Insignificant and/or Disruptive:** Characterized by a failure either to display interest or to make relevant comments. Either you listened but not intently, or you disrupted the class by talking to a classmate about something unrelated to the discussion.

If you want to know how you did on any specific day, feel free to ask. You must actively discuss, take notes, and participate in class to receive anything above a C.

At the end of week 1, I will email your current participation grade to you. Beyond Week 1, I am happy to discuss your current participation score.

You are expected to be here every day, having read your assignments and ready to discuss the reading. When you show up late or when you don't read what I've assigned, you embarrass both of us. You are accountable to both me and your peers to show up and participate. You are also expected to have a good, scholarly, inquisitive attitude in the classroom. I do not tolerate dismissiveness, sexism, or racism in any form. This term, you will read work by writers of various races, creeds, and nationalities. My expectation is that you will give each writer the respect he or she deserves.

Missed Work and Late Papers

Assignments are due on assigned due dates. Assignments should be in your hand as you walk through the door of the classroom. An essay should be stapled and ready to hand in, not still printing out at the computer lab when class starts. Any papers not handed in to me on time will be considered late, and I will not accept them without severe penalty. I handle late papers on a one-on-one basis. Papers are due at the beginning of class. If you come in late on due date, then your paper is late—no questions, no excuses.

If you have any trouble understanding this policy, let me know now.

Additionally, do not email or fax assignments to me without my explicit permission to do so.

Attendance: You are allowed to miss up to four days of class without penalty. Upon accruing a fifth absence, a student automatically fails the course—no exceptions. The only “excused” absences are institutional: club trips or athletic events. Beyond that, no absence is excused. You have four days; save them for sickness and emergencies. *I do not accept nor do I need doctor's excuses.*

Whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to me, preferably in advance, for making arrangements for any assignments and class work missed because of the absence. **However, final approval for make up work remains with me, the instructor.** I don't need doctor's notes, so don't bring them to class.

Late arrivers are considered absent, as are early departers.

If you have *any* trouble understanding this assignment, please talk to me before the end of drop/add.

Whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to me, preferably in advance, for making arrangements for any assignments and class work missed because of the absence. **However, final approval for make up work remains with me, the instructor.** Please note: you are considered absent if you come to class unprepared. In this sense, unprepared means:

- Lacking a textbook
- Lacking paper
- Lacking pens/pencils
- Lacking assigned materials
- Lacking full possession of your mental faculties
- Not participating in classroom discussion

A student who stops attending class without officially withdrawing from the course is subject to this attendance policy and will receive a grade of “F” for the course.

A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC’s college catalog and student handbook.

Tardiness/Lateness

Late students disrupt class and embarrass both the instructor and the rest of the class. I take roll in the first five minutes of class. If you are late, you are absent—no exceptions.

Academic Honesty/Plagiarism

The following is a supplement to the ABAC Student Code of Conduct:

There is nothing wrong with presenting someone else's words and ideas in your own writing. In fact, most non-practical learning occurs as people read each other's ideas, and then synthesize and build on those ideas. Some other cultures may not insist on documenting sources; however, American institutions do. The key to properly using others’ ideas in your writing lies in acknowledgement and citation. As a result, to avoid plagiarism, it is very important that you give credit where it is due. **Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.**

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words;
- a paraphrase or summary of another person's spoken or written words.

Penalties for Plagiarism: Four our purposes, plagiarism is broken into the following two categories:

- **Inadvertent Plagiarism:** If you make the attempt to use the tools of documentation, but fail to do so correctly, this is considered unintentional – a part of the learning process. Consequently, errors of this sort as determined by the instructor will be considered as major errors during the grading process, and will affect the assignment’s grade accordingly, but may not automatically result in a failing grade for the assignment or the course.
- **Intentional Plagiarism:** When you use material from an outside source without any attempt at proper documentation (such as “cutting and pasting” passages from one or more sources), this is considered to be intentional plagiarism. This includes using material from a source without documenting it, even when you document other material from the same or different sources, so be very careful. Submitting an assignment that you did not write, whether obtained through purchase from or other arrangement with ANY person or source, will be considered cheating on the assignment, even if you make some changes to the obtained source. The type and seriousness of plagiarism will be determined by the instructor and may result in a grade of zero (0) points for the assignment or failure of the course.

Cheating on a writing assignment is a violation of the college’s policy in the Student Academic Code of Conduct. If you have plagiarized on an assignment, the procedures for dealing with Academic Dishonesty are set forth in the Academic Policies and Procedures section of the ABAC catalog.

To avoid plagiarism, this class will use <http://www.turnitin.com> for all out-of-class assignments.

Adjustments for Disabilities

Students in university classrooms who have various disabilities are, of course, welcome, and their rights protected under the Americans with Disabilities Act. However, it is imperative that students with disabilities register with the appropriate university offices and inform the instructor of any special needs as early as possible so that the necessary arrangements or adjustments can be made. **If you need special accommodations, please contact Dr. Maggie Martin with the Student Development Center at ext. 5135. I cannot make any adjustments for disabilities without paperwork from SDC.**

Offensive behavior of any kind will not be tolerated. You are to act professional at all times. Sexual harassment, civil rights violations, and public rudeness will not be tolerated. You are expected to support the learning purposes of this classroom by carefully reading your peers' drafts, listening attentively to all speakers, providing helpful and supportive feedback, and devoting time to both speaking and writing on topics and issues that promote collective learning goals.

How to Succeed in World Literature III

Adhering to the following guidelines certainly doesn't guarantee a passing grade, but following these few rules will help you to do well this term:

- Come to class prepared every day
- Read with a pen in hand—take notes on what you read
- Interrogate the work as you read (question it)
- Accept that some of the work you will read will be difficult to understand
- Read all work ahead of time
- Read with a dictionary close by
- Check email regularly (Both Stallions and D2L)
- Ask questions in class
- Participate in class discussions
- Get to know me, your professor
- Take detailed notes in class

A Final Note

I am looking forward to working with each of you this term. Please don't hesitate to email me with questions, come by the office during my hours, make an appointment, or call my office. I'm always willing to chat. I wish you the best this term, and I'm happy to be your professor this term.

Best,
Jeff Newberry

ENGL 2116: World Literature III
Sections 20037 and 20038
Fall 2013

Acknowledgement of Course Syllabus Policies and Information

I, (print your name) _____, hereby acknowledge that I have printed a hard copy of the syllabus for Dr. Jeff Newberry's English 2116 course in fall term of 2013. I also understand that the syllabus is available electronically via the Desire2Learn site for the course. Further, I specifically acknowledge my understanding of the following sections of the syllabus (***initial each line***):

- _____ the required texts and materials
- _____ the anticipated course outcomes
- _____ the grading scale
- _____ the class attendance policy
- _____ the class participation policy
- _____ the late work policy
- _____ the academic honesty and plagiarism policy

(signature of student)

(date)

NOTE: This form must be completed and turned in to the instructor before the first assignment will be accepted for grading.



ABRAHAM BALDWIN AGRICULTURAL COLLEGE

ENGL 2116 (CRN 20037) Course Schedule
Fall 2013, MWF 2:00-3:15 PM

Tentative & Subject to Revision

BRING THIS SCHEDULE TO CLASS EVERY DAY

NOTE: THE ASSIGNED READINGS ARE NOT HOMEWORK. YOU ARE EXPECTED TO HAVE READ THE PAGES BEFORE YOU COME TO CLASS.

| Week | Monday | Wednesday |
|------|--|--|
| 1 | 8.12 | 8.14 Course Introduction |
| 2 | 8.19 Blake, All Poems (330-341, Vol. E) | 8.21 Wordsworth, "Tintern Abbey" (351), "Intimations," (354), "The World is Too Much With Us" (359) Coleridge, "Kubla Khan" (379) Weekly Par. # 1 Due |
| 3 | 8.26 Shelly, "England in 1819" (399) Keats, "Ode on a Grecian Urn" (411) Heine, "The Silesian Weavers" (417) | 8.28 Robert Browning, "My Last Duchess" (442), Elizabeth Barrett Browning, Sonnets III, VIII, XXV, and XLIII (426-427) Weekly Par. # 2 Due |
| 4 | 9.2 Labor Day Holiday | 9.4 Whitman, "Out of the Cradle" (453) Dickinson, "There's a Certain Slant of Light" (483), "Much Madness," (484), "The Brain is Wider than the Sky" (486) Weekly Par. # 3 Due |
| 5 | 9.9 Verlaine, "The Art of Poetry" (518) Rimbaud, "The Drunken Boat" (522) Ghalib, "I've Made My Home Next Door to You" (both versions, 592-593), "Couplets" (594) and "My Tongue Begs . . ." (599) | 9.11 Chekhov, <i>The Cherry Orchard</i> (845) Weekly Par. # 4 Due |
| 6 | 9.16 Exam # 1 | 9.18 Kafka, "The Metamorphosis" (210, Vol. F) Essay # 1 Due Weekly Par. # 5 Due |
| 7 | 9.23 Akutagwa Ryūnosuke, "In a Bamboo Grove" (305) Borges, "The Garden of Forking Paths" (487) | 9.25 Eliot, "The Lovesong of J. Alfred Prufrock" (541), "The Hollow Men" (D2L) Akhmatova, "Requiem" (568) Weekly Par. # 6 Due |
| 8 | 9.30 Alfred Hitchcock <i>The Lady Vanishes</i> (film in class) | 10.2 <i>The Lady Vanishes</i> continued Weekly Par. # 7 Due |

| | | |
|----|--|--|
| 9 | 10.7 Albert Camus, "The Guest" (754) | 10.9 <i>Mad Men</i> & Postwar Literature Weekly Par. # 8 Due |
| 10 | 10.14 Fall Break | 10.16 Fall Break |
| 11 | 10.21 Walcott, "Crusoe's Journal" (946) Heaney, "Digging" (979) | 10.23 Aidoo, "Two Sisters" (995) Naipaul, "One Out of Many" (1007) Weekly Par. # 9 Due |
| 12 | 10.28 Jamaica Kincaid, "Girl" (1145) | 10.30 Exam # 2 |
| 13 | 11.4 <i>Persepolis</i> | 11.6 <i>Persepolis</i> Weekly Par. # 10 Due |
| 14 | 11.11 <i>Persepolis</i> | 11.13 <i>Persepolis</i> Weekly Par. # 11 Due |
| 15 | 11.18 Finish <i>Persepolis</i> Start <i>The Reluctant Fundamentalist</i> | 11.20 <i>The Reluctant Fundamentalist</i> Weekly Par. # 12 Due |
| 16 | 11.25 <i>The Reluctant Fundamentalist</i> | 11.27 Thanksgiving Holiday |
| 17 | 12.2 <i>The Reluctant Fundamentalist</i> Essay # 2 Due | 12.4 <i>The Reluctant Fundamentalist</i> Final Exam Review |

FINAL EXAMINATION

Wednesday, December 11, 2013, 2:45-4:45 p.m.
NO LATE COMERS

HUMN 2221: Western World Humanities I
TR 8:00-9:15am King 7 (CRN: 20117)
Spring 2014

Dr. Brian A. Ray – Professor

Contact Information:

Office: Conger 321
Office Phone: 391-4969
Email: bray@abac.edu

Office Hours:

| | |
|----|--------------------------|
| MW | 9:30-12:00 and 2:30-3:00 |
| TR | 2:00-3:00 |
| F | 9:30-12:00 |

other meeting times are possible with a prior appointment

Important Dates to Remember: Aug. 13 – First day of classes; Aug. 20 (4:30pm) – End of the drop/add period; Sep. 1 – Labor Day Holiday; Oct. 6 (4:30pm) – Mid-term deadline for withdrawal w/o academic penalty; Oct. 13-14 – ABAC’s Fall Break; Nov. 26-28 – Thanksgiving Holiday; Dec. 3 – Last day of classes; Dec. 4 – Final Exam for this class.

COURSE TEXTS AND MATERIALS:

1. Benton, Janetta Rebold and Robert DiYanni. *Arts and Culture: An Introduction to the Humanities*. vol. 1. 4th edition. Boston: Prentice Hall, 2012. (**required**) ISBN: 0-205-81660-6
2. Access to your D2L account for this class (**required**)
3. Access to a pocket-sized college-level dictionary of your choice
4. Additional materials as may be assigned and/or provided by the instructor

On the next few pages, you will see the college’s standard syllabus for this class. It is included as a part of this course’s syllabus, and the information it contains will govern the methods and processes used in this class. It includes the following:

1. a course description
2. a list of prerequisites for the course
3. an overview of the University System of Georgia’s statewide General Education Outcomes
4. an overview of ABAC’s specific course outcomes and objectives for the course
5. the college’s policy on academic dishonesty
6. a note about mid-term advisory grades

Following the standard syllabus, there is more detailed class-specific information, determined by the instructor, that will also be used to govern the methods and processes used in this class.



ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Course Syllabus

Course Name:
WESTERN WORLD HUMANITIES I

Course Number:
HUMN 2221

Course Description:

A survey course designed to foster in the student some knowledge and appreciation of literature, music, painting, sculpture, and architecture in the following art periods: in the following art periods: Greek, Roman, early Christian, Romanesque, Gothic, and Renaissance. Fall, Spring, Summer.

Pre-requisites/Co-requisites:

None

USG General Education Outcomes Pertinent to this Course:

Aesthetic Perspective: Aesthetic perspective will be characterized by critical appreciation of and ability to make informed aesthetic judgments about the arts of various cultures as media for human expression:

Competence within the context of collegiate general education is defined by the following outcomes:

1. Ability to make informed judgments about art forms from various cultures including one's own culture;
2. Ability to recognize the fine, literary, and performing arts as expressions of human experience;
3. Ability to discern the impact and role of artistic and literary achievement in society and one's personal life.

Cultural and Social Perspectives: Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationship; and, flexibility, open-mindedness, and tolerance.

Competence within the context of collegiate general education objectives is defined by the following outcomes:

4. Ability to articulate the complexity of human behavior as functions of the commonality and diversity within groups;
5. Ability to appreciate and respect diversity among people and recognize the roles various peoples played in their culture;
6. Ability to identify and analyze both contemporary and historical perspectives on contemporary issues;
7. Ability to relate the contributions of groups and individuals to the history of ideas and belief systems;
8. Ability to critically analyze one's own culture.

ABAC Course Learning Outcomes:

Course Outcomes:

Students who successfully complete this course will be able to:

1. demonstrate knowledge of great works of art, architecture, sculpture, literature, ideas, and values that have shaped the western world
2. demonstrate knowledge of the historical contexts of such literary, artistic, and cultural products

3. explain connections between different world cultures and one's own culture
4. identify major monuments and texts of cultural products, the century they were produced in, and the artist's name if available
5. analyze relationships between social, economic, and cultural products
6. demonstrate knowledge of major landmarks of cultural productions

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

College Policy on Academic Dishonesty:

A. Academic Dishonesty

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

B. Disciplinary Procedures

1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will contact the Office of the Vice President for Academic Affairs. The Vice President for Academic Affairs will notify the student in writing of the report and will appoint a neutral person from among the faculty or staff to meet with the faculty member who reported the matter and the student(s) believed to have engaged in academic dishonesty. The purpose of the meeting, to be scheduled by the Office of the Vice President for Academic Affairs, will be to provide a facilitated discussion about what may have occurred. The faculty member who reported the matter, the student(s) believed to have engaged in academic dishonesty, and the facilitator are the only participants in the meeting. Audio nor video recordings of these proceedings will be permitted. Following the discussion, the facilitator will submit a form summarizing results of the proceedings to the Office of the Vice President for Academic Affairs.
2. The faculty member and student(s) may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences. If no resolution is agreed upon, the matter will be forwarded to the Dean of Student Life and Housing, who will convene the Student Judiciary Committee to determine the outcome of the allegation.
3. Guidelines for disciplinary procedures as outlined in Section V of the Student Code of Conduct will be applicable in cases involving alleged academic dishonesty. A written copy of the recommendations by the Student Judiciary Committee shall be sent not only to the student but also to the faculty member who made the allegations of academic dishonesty against the student, to the Vice President for Academic Affairs, and to the President.

4. Prior to any finding of responsibility on the part of the student, the faculty member shall permit the student to complete all required academic work and shall evaluate and grade all work except the assignment(s) involved in the accusation of dishonesty. The faculty member may, however, take any action reasonably necessary to collect and preserve evidence of the alleged violation and to maintain or restore the integrity of exam or laboratory conditions.
5. A student may not withdraw from a course to avoid penalty of plagiarism or other forms of academic dishonesty.

C. Appeals Process

Students have the right to appeal a Student Judiciary Committee hearing recommendation in accordance with the following procedures:

1. Requests for appeals must be submitted in writing to the Office of the Vice President for Student Affairs within five business days of the date of the letter notifying the student of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.
2. Written requests for appeals must be specific and detailed as to the nature and substance of the student's complaint and must clearly indicate what action is requested. The written request should specify the grounds for appeal. Judicial recommendations may be appealed on the following grounds:
 - A violation of due process
 - Prejudicial treatment by the original hearing body
 - New evidence has become available which was not available at the time of the hearing.
3. Appeals shall be decided upon the record of the original proceedings, the written appeal submitted by the defendant, and any written briefs submitted by other participants. Cases will not be reheard on appeal.
4. If the student is dissatisfied with the decision of the Vice President for Student Affairs, the student may request in writing that the President consider the appeal, but such request must be made within five business days of the Vice President's decision or the Vice President's decision will be considered final and conclusive.
5. Within five business days of receiving the appeal, the President will either rule on the appeal or refer the appeal to a special Presidential Panel. The Presidential Panel will review all facts and circumstances connected with the case and within five business days make a report of its findings to the President. After consideration of the Panel's report, the President will within five business days make a decision which shall be final so far as the College is concerned.
6. Should the student be dissatisfied with the President's decision, written application may be made to the Board of Regents for a review of the decision. This application must be submitted within twenty days following the decision of the President. Additional information regarding procedures for appealing to the Board is available in the Office of the Vice President for Student Affairs. The decision of the Board shall be final and binding for all purposes.

Midterm Advisory Grades

Midterm Advisory Grades will be reported on Banner Web to any student who has a "C," "D," or "F" in any class. The number of class absences will be posted for all students. Advisory grades are not entered on the student's permanent record. Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester. Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor.

This is a partial syllabus. More detailed information relating to the class and Instructor will be made available to each student.

End of standard syllabus for HUMN 2221 – Western World Humanities I

Begin Class/Instructor Specific Syllabus Contents

COURSE OVERVIEW:

The course will explore the ideas and values that western society has embodied in the artistic, cultural, and functional products created by that society during the historical and cultural periods identified as the Greek, Roman, early Christian, Romanesque, Gothic, and Renaissance. In addition, we will explore significant historical contexts of these periods. We will conduct open-minded, unprejudiced discussion of the text book readings, the artistic and cultural products and their times.

COURSE ACTIVITIES:

Reading – Your learning and appreciation of the materials will be enhanced by responsible active reading of all assigned materials and discussion of those materials in class. The class is not designed to be solely a lecture format, so informed class participation is a necessary condition for a successful course.

NOTE: Not all reading material will be covered or explained directly in class. Reading and understanding the assigned material is a MUST for successful completion of the course.

Writing – The course requires students to write one out-of-class paper. The specific assignment will be distributed in class.

Experience of culture – This class requires that you experience some examples of the cultural products that we are discussing during the semester. Students will have to select at least two of the following types of experiences to take part in and write short response papers/projects about. The specific guidelines for selecting experiences and for writing responses to those experiences will be distributed in class. The kinds of experiences envisioned include the following: attend a concert or other live performance experience, visit a museum, conduct an architectural survey, and/or attend a sporting event or other cultural event.

Testing – There will be four written examinations at approximately three week intervals throughout the semester, and one as a final examination (for a total of five exams). These will be comprehensive over the material presented and discussed in the particular section of the course, and may ask you to make connections between the various historical periods discussed in the course.

NOTE: Not all in-class assignments are scheduled, so be prepared!

Grades:

Course Grade--To pass the course and earn three credit hours, you must (1) complete the out-of-class essay, (2) complete all five written exams, and (3) participate in the experience of culture assignment (including response paper/project). Any non-submitted paper, incomplete experience project, or missed written examination will result in failure of the course.

Your final course grade will be determined as follows:

| | |
|-----|--------------|
| 50% | <u>Tests</u> |
| 20% | <u>Paper</u> |

30% Experience of Culture Project**Grading Scale:**

A=90-100; B=80-89; C=70-79; D=60-69; F=<60

NOTE : You may find out your current grade at any time by checking D2L.

I do not keep an up to date grade in my grade book, and I will only discuss grades in private. Consequently, asking me about grades in the class room will receive no response.

COURSE POLICIES:**Attendance:**

Here are the specific instructor policies for this class. Class attendance is expected. Participation is crucial to your success, so just being in the room does not count as “attendance.” I expect you to be prepared to take part in the activities of the class. Being prepared includes having necessary materials available for participation (i.e., texts, paper, writing utensils). I take roll daily for statistical purposes. You are expected to be in class **on time** and to **remain in class** until class is dismissed. Any absences in excess of four (4) for whatever reason will result in your earned final course grade being docked five (5) points for each absence. There are no warnings, and MY roll sheet is the final record of class attendance. There are **NO excused absences** other than institutional absences. *Exceptions to this policy will only be made for extraordinary circumstances as determined by the instructor.* I do not review missed material if you are absent, so check with your classmates for notes and discussion ideas. **In-class work (including reading quizzes, if used) missed due to absence will not be allowed to be made up.** Any work, including final drafts of essays, due during an absence must be turned in on the date of return to class, or it will not be accepted.

NOTE: In the event of severe weather, college closures will be announced on the college’s website at www.abac.edu. Information about possible school closure can also be found by calling 229.391.5225.

Tardiness--If you arrive after roll is taken, you will be considered tardy, and it is your responsibility to alert me at the end of class to your attendance. Leaving before class is dismissed (regardless of reason) will be weighted as a tardy. Three tardy arrivals/early departures will be weighted as an absence for determining attendance-related grading criteria. *If you arrive more than fifteen minutes late or leave more than ten minutes early, you will be counted as **absent** for the class. **Don’t be late!***

Late Work--It is important that you submit your work on time. In this class, deadlines are expected to be met. All work assigned to you must be completed and turned in on time, during the class period in which it is due. Ordinarily, I do not accept late work. *Exceptions to this policy will only be made for extraordinary circumstances as determined by the instructor.* The following guidelines apply:

- Missed in-class assignments may not be made up.
- Late homework (if assigned) will only be accepted up to one class period after the class it was originally due.
- Reading assignments should be complete prior to coming to class.
- Late out-of-class papers will only be accepted up to one class period late and they will lose five points from the final grade for each calendar day they are late.
- Late work will be considered late and will begin to accrue late penalties (if applicable) from the scheduled end of the class period in which it was due.

REMINDER: If you fail to turn in the required out-of-class essay, the Experience of Culture project, or if you miss **ANY** of the exams, **you will fail the course!** There are no exceptions to this policy!

General Paper Instructions/Requirements – All out-of-class essays must be produced on a computer or other word processor. You may use any word processing program you are familiar with, but **I will only accept the following file types for electronically submitted work: MS Word (.doc or .docx), or a Rich Text File format (.rtf)**. If your word processing program defaults to another file type, then you need to learn how to correctly save your work in one of these file formats.

NOTE: Problems with D2L, inability to interface with a campus computer, having an incompatible program or file, or a faulty/damaged thumb drive/computer disc is not an acceptable excuse for not turning in a paper on time. Don't wait until the last minute to submit a paper – plan your time and avoid problems.

Paper Format and Submission information:

- Follow standard MLA paper formatting guidelines with the following additions:
 - o DO NOT use a title page.
 - o Use 12-point Times New Roman font (the font on this page is 12-point Times New Roman)

NOTE: If you do not have a reference text book that discusses standard MLA formatting guidelines, then use another text or web site that illustrates proper MLA paper formatting.

If you have questions, please ask me.

- Pay particular attention to page setup requirements (i.e. margins, line spacing, headings, titles, etc. All of these have an impact on paper length (some more significant than others), and I am very strict when it comes to achieving minimum page length. NOTE: If you submit your paper formatted incorrectly, I will reformat it. If such reformatting changes the length of the paper to less than the minimum required by the assignment, the paper will receive an automatic grade of zero (0) and will not be read.

Deviations from these guidelines will result in point reductions in the grade on the paper for the first occurrence and for NON-ACCEPTANCE of the second and subsequent occurrences.

- You will submit the final draft of the out-of-class paper electronically. Any supporting documents (as may be required by the specific assignment) will be submitted in a two-pocket folder.

As college students, you are expected to bring a certain level of maturity, due diligence, proactive participation, and writing expertise and competence to bear on the assignments made in this class. Any significant problems in these areas will show in the final products you produce. If I believe any of these are lacking adequate attention on your part, I may refer you to the Office of Student Success for advising and/or tutoring.

Assistance— If you feel that you require extra assistance to meet the standards of effective writing [including (but not limited to) grammar, mechanics, and Standard English usage] and for any other assistance you may need, several options are available. The college provides a Writing Center where some basic English tutoring help is available. Students get assistance with all aspects of writing, from developing a thesis to editing a draft. Writing assistance is available during regular Center hours. This is assistance only; the tutors are not expected to, nor will they, do your work for you.

I am available during office hours and by appointment and will be more than happy to assist you with content and/or grammar and mechanics help. I won't pre-read or pre-grade an essay, but if you have specific questions or want to ensure that you are on the right track, then I will be happy to assist. If your needs are great, don't wait until the last minute; the late penalties apply even if the delay is caused by a

lack of available tutors.

NOTE: Don't wait until the last few weeks of the course to develop a concern for your final grade. Do your best work from the beginning of the class.
 You can find out your current grade at any time by stopping by my office.
There is NO provision for extra credit to arbitrarily inflate a grade that has been left to suffer.

Academic Honesty/Plagiarism: I expect all work completed in this class to be original for this class. That is, work you have completed for another class (in any semester or at any school – including high school) may not be submitted for this class, too. Topics, approaches, research, and planning may be shared with another class, but all final products must be completely original, even if it has no evidence of plagiarism.

In addition, there is nothing wrong with presenting someone else's words and ideas in your own writing. In fact, most non-practical learning occurs as people read each other's ideas, and then synthesize and build on those ideas. Some other cultures may not insist on documenting sources; however, American institutions do. The key to properly using others' ideas in your writing lies in acknowledgement and citation. As a result, to avoid plagiarism, it is very important that you give credit where it is due.

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words;
- a paraphrase or summary of another person's spoken or written words.

Penalties for Plagiarism: Since one of the goals of college courses is to teach you how to use the tools of proper documentation to acknowledge others' ideas in your work, plagiarism is broken into the following two categories:

- **Inadvertent Plagiarism:** If you make the attempt to use the tools of documentation, but fail to do so correctly, this is considered unintentional – a part of the learning process. Consequently, errors of this sort as determined by the instructor will be considered as major errors during the grading process, and will affect the assignment's grade accordingly, but may not result in a failing grade for the assignment or the course.
- **Intentional Plagiarism:** When you use material from an outside source without any attempt at proper documentation (such as “cutting and pasting” passages from one or more sources), this is considered to be intentional plagiarism. This includes using material from a source without properly documenting it, even when you document other material from the same or different sources, so be very careful. Submitting an assignment that you did not write, whether obtained through purchase from or other arrangement with ANY person or source, will be considered cheating on the assignment, even if you make some changes to the obtained source. The type and seriousness of plagiarism will be determined by the instructor and may result in a grade of zero (0) points for the assignment or, after due process, even failure of the course.

Cheating on a writing assignment is a violation of the college's policy in the Student Academic Code of Conduct. If you have plagiarized on an assignment, the procedures for dealing with Academic Dishonesty

are set forth in the Academic Policies and Procedures section of the ABAC catalog and are contained in the college's standard syllabus for this course.

Penalties for Other Forms of Academic Dishonesty: If I find that you have represented anyone else's work as your own on any assignment (such as, but not limited to, quizzes or tests), you will fail the assignment without possibility of resubmission, and with due process, may even fail the course. If you use any tool or resource that is not authorized by the instructor for use on an assignment (such as cell phones, text messaging, digital photography, thumb drives or any computer storage media, books, notes, crib sheets, or help from friends or any other person), you will fail the assignment without possibility of resubmission, and with due process, may even fail the course.

Following Directions—Many of the questions you may have in this course, especially concerning requirements for writing assignments, are/will be provided via this syllabus, assignment sheets, and in-class handouts. Not all assigned material will necessarily be covered in class. Therefore, it is both necessary and wise for you to read any and all material provided in this course. Errors resulting from a failure to read an assignment sheet or other material will be considered very serious and will negatively impact the grade for the assignment.

Communication: You will need to use your ABAC email account or the account inside D2L for communication about class-related matters. I will also send any communication to you via those accounts, so you should check them at least several times a week. NOTE: No information about specific grades will be sent using your ABAC email account, in order to comply with FERPA regulations. Grade details will be available on D2L.

Student Classroom Conduct:

- Turn off cell phones, pagers, etc. before coming to class. Most cell phones have a “vibrate” or “blink” function that will alert you without disrupting the class. If you have a *bona fide* requirement for making/receiving a call, notify me before the class period. Anyone using a communication device in any other manner will be asked to leave the classroom and will receive an “absent” grade for the day.
- If you are using an electronic version of the text book, an eBook, then you need to notify the instructor in advance. You will also be required to show the instructor the electronic device, on demand, to verify that it is being used to read the text book.
- Use of a lap-top, desk-top computer, or other electronic device including, but not limited to, cellphones, iPods, MP3 players, PDAs, etc. (except when part of the assigned work for the class) is not acceptable, unless specifically approved by the instructor on a case-by-case basis. Do not check email; “surf” the internet; use Face Book, blogs, or use other personal accounts during class time. Do not play music or video games. After one warning (per semester), anyone using a computer in violation of this policy will be asked to leave the classroom and will receive an “absent” grade for the day.
- Unless as part of the assigned work for the class, earphones should not be worn or used to listen to music, or any other type of material. After one warning (per semester), anyone using headphones in violation of this policy will be asked to leave the classroom and will receive an “absent” grade for the day.
- Do not read newspapers or any non-class material, do work for other classes, sleep in class, eat, or put your feet on the furniture. Failure to engage in class activities will receive an “absent” grade.

If you cannot remain awake or devote your full attention to the proceedings of the class, you will be counted absent, and if your behavior is disruptive in any way to the conduct of the class, you will be asked to leave the classroom.

- Disruptive behavior, profanity (unless part of the assigned reading), civil rights violations, and/or sexual harassment of any kind will not be tolerated. One of my responsibilities as an instructor is to ensure an effective learning environment for **all** of my students. If you are disruptive in any way, you may be asked to leave the room. If you fail to do so, when asked, you will be removed from class by Security, and you will run the risk of expulsion from the college.
- Respect all your fellow students and their viewpoints. Don't interrupt your classmates or talk while they or your instructor are talking. Common sense and common courtesy are expected.

Generally, you should consult your college catalog and the student handbook for any policies not covered in this syllabus. You are responsible for knowing campus rules and regulations regarding academic procedures.

Student Development Services: Students requiring classroom accommodations or modification because of a documented disability should discuss this need with the instructor at the beginning of the semester. Students not registered with the Student Development Center should contact the SDC Office as soon as possible. Students without proper documentation from the SDC Office will NOT receive any classroom accommodations or coursework modifications.

Course requirements and materials may be subject to change by the instructor.

**If you ever have any questions or concerns, please don't hesitate to ask me.
I am available to help.**

Schedule

Specific reading assignments for each class day and within the chapters to be covered will be given weekly in class, but this schedule should give you an idea what chapters will be covered when and which chapters will be covered by each test.

| Week | Tues | Thur |
|------|---|---|
| 1 | | <u>8/14</u> - Course Introduction and Expectations |
| 2 | - Pre-test <u>8/19</u> | <u>8/21</u> - Chapter 1 – Prehistoric Civilization |
| 3 | - Chapter 1 – Mesopotamian Civilization <u>8/26</u> | <u>8/28</u> - Chapter 1 – Egyptian Civilization |
| 4 | - Chapter 2 – Aegean Civilization <u>9/2</u> | <u>9/4</u> *** TEST 1 *** |
| 5 | - Chapter 2 – Early Greece Civilization <u>9/9</u> | <u>9/11</u> - Chapter 3 – Classical Greece Civilization |

| | | |
|----|--|--|
| 6 | - Chapter 3 – Classical Greece Civilization <u>9/16</u> | - Chapter 3 – Hellenistic Greece Civilization <u>9/18</u> |
| 7 | - Chapter 4 – Roman Civilization <u>9/23</u> | - Chapter 4 – Roman Civilization <u>9/25</u> |
| 8 | <u>9/30</u> *** TEST 2 *** | - Chapter 5 – Judaism <u>10/2</u> |
| 9 | - Chapter 5 – Early Christianity <u>10/7</u> | - Chapter 5 – Byzantine Civilization <u>10/9</u> |
| 10 | <u>10/14</u> *** Fall Break *** | - Chapter 5 – Byzantine Civilization <u>10/16</u> |
| 11 | - Chapter 6 – Islamic Civilization <u>10/21</u> | <u>10/23</u> *** TEST 3 *** |
| 12 | <u>10/28</u> | - Chapter 10 – Early Civilizations of the Americas <u>10/30</u> |
| 13 | - Chapter 10 – Early Civilizations of Africa <u>11/4</u> | <u>11/6</u> *** TEST 4 *** |
| 14 | - Chapter 11 – Early Middle Ages <u>11/11</u> | - Chapter 11 – Early Middle Ages <u>11/13</u> |
| 15 | - Chapter 11 – Romanesque <u>11/18</u> | - Chapter 12 – Gothic <u>11/20</u> |
| 16 | - Chapter 12 – Gothic <u>11/25</u> *** Experience of Culture assignment due *** | <u>11/27</u> *** Thanksgiving Holiday *** |
| 17 | - Chapter 12 – Late Middle Ages <u>12/2</u> | <u>12/4</u> Final Exam *** TEST 5 *** |

HUMANITIES DIVISION
Department of Music
MUSIC 1100 3 WEDNESDAY EVENINGS

TITLE OF COURSE: 1100 3 **Music Appreciation**

PREREQUISITE: Engl 099 and Read 099

TIMES: 6:30 pm - 9:20 pm CRN (20483)
Wednesday Evenings

INSTRUCTOR: Sheri N Wyles
OFFICE: Music Building Room 212
TELEPHONE: 391-4945 (Music Office)
OFFICE HOURS: 6:15pm – 6:30pm / 9:20pm – 9:35pm (in Conger 319)
E-MAIL: swyles@abac.edu

REQUIRED TEXT, MATERIALS AND LAB:

Joseph Machlis and Kristine Forney' *The Enjoyment
Of Music*. Essential Listening Edition, 2nd Ed.
W.W. Norton & Company, Inc., 2003.

Access to StudySpace (comes with a new textbook)

Notebook

Exam material: 10 SCANTRON forms No. 882-E

Teacher Study Guides for each exam will be issued **via your ABAC email**.

LAB: Required concert attendance (5 concerts)

ATTENDANCE POLICY:

Courses at Abraham Baldwin Agricultural College are provided for the intellectual growth and development of students. To attain maximum success, students must attend all their classes, be on time, and attend all scheduled course activities including, but not limited to, field trips, seminars, study sessions, individual conferences, and lectures. This interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and course grades. A student must understand the importance of regular participation in classroom and laboratory activities. The absence of any student affects not only his or her performance but the performance of the class as a whole. Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility.

Instructors will keep accurate attendance records and must report the individual number of absences with midterm and final grades. Students whose number of unexcused absences is more than twice the number of class meetings per week (the equivalent of two weeks of instruction) will receive a grade of "F" for the course. Fewer absences than twice the number of class meetings per week may result in grade penalties at the discretion of the instructor. Specific attendance requirements applying to labs, clinics, accelerated classes or Learning Support will be adapted to the unique situation by the appropriate division. Final determination of what constitutes an excused absence rests with the classroom instructor. In implementing this Policy, faculty will not include in a student's unexcused absences those absences incurred due to authorized and approved College sponsored events (or in the case of joint-enrollment students high-school sponsored events) in which the student represents the institution as part of a group or under the direct supervision of a faculty or staff member.

Whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to the instructor, preferably in advance, for making arrangements for any

assignments and class work missed because of the absence. However, final approval for make up work remains with the individual instructor.

A student who stops attending class without officially withdrawing from the course is subject to this attendance policy and will receive a grade of “F” for the course.

At the beginning of each semester, instructors will explain clearly to their students’ specific attendance requirements (including possible penalties). Additionally, they will publish the attendance policy on their syllabi and web-sites.

A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC’s college catalog and student handbook. Revised 7/28/05

Wednesday 6:30 – 9:15 is a three- hour course: 1 night = 3 classes, 2 missed nights (or 6 hours total absence) is the maximum to miss without penalty. Reserve absences for **EMERGENCY** situations. Also, attendance will be taken again after breaks and time in class will be adjusted based on attendance. Excessive tardiness will not be tolerated.

COURSE OBJECTIVES:

By the end of the semester, the diligent student shall:

- 1] demonstrate a basic understanding of the various musical styles/periods
- 2] aurally recognize basic pieces from the various musical styles/periods
- 3] participate in live concert opportunities

RATIONALE:

Abraham Baldwin requires as a part of their core curriculum six hours in the area of Humanities. This course is a part of the required curriculum of the College. This course is designed to be an introduction into the basics of music and a study of masterpieces of music literature, as well as a brief overview of the history of music. It is intended for the non-music major who has had little background or basic knowledge of music.

METHODOLOGY:

The focus of this course will be a treatment of Joseph Machlis and Kristine Forney’s *The Enjoyment of Music Essential Listening, 2nd Edition*. We will be covering all of the main periods of music, composers and illustrative examples.

GRADING:

- | | |
|-----------------------------|------------|
| A] 8 Mini-exams 50 pts each | 400 points |
| B] Concert attendance and | 100 points |

Total 500 points

The final course grade will be based on the number of points earned out of the number of total possible points; totaling up to 500 points. The material is divided up into eight total mini exams. The final grade will be determined by the percentage equivalents which is as follows:

- | | |
|-------------------------|-----|
| 450 points – 500 points | = A |
| 400 points – 449 points | = B |
| 350 points – 399 points | = C |
| 300 points – 349 points | = D |
| 299 points – below | = F |

MIDTERM ADVISORY GRADES:

Midterm Advisory Grades will be reported on Banner Web to any student who has a “C,” “D,” or “F” in any class. The number of class absences will be posted for all students. Advisory grades are not entered on the student’s permanent record.

Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester.

Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

COURSE REQUIREMENTS:

A. Listening Material

Since an objective of this course is to introduce the student to music, listening requirements will be assigned. Study materials are located in StudySpace. The student must listen in order to understand a particular composer’s work or a genre of a given music period. There will be a portion of the listening assignments covered in each test to see if the student was an active participant in the course.

B. Tests

There will be eight mini-exams during the course of this semester. **Make-up exams will not be given unless the absence is due to a school function in which an instructor names the student personally in an email prior to the absence.**

C. Outside Lab Assignments

Each student will be required to attend **five** classical performances during the semester. To earn credit for a performance your signature is required on the sign-in sheet before the program begins and a professor’s signature **on your program at the end of the performance.** Sign-in sheets are taken up 5 minutes before the beginning of the concert. One must have BOTH sign-in signature and signed program, to receive credit for the concert.

- 1- Two of the performances must include any of the First Tuesday Performance Series 7:00 p.m that will be held in Drigger’s Lecture Hall (Chapel). Please refer to the current Semester Music Events Calendar for all other approved concerts. For students with classes on Tuesday and/or Thursday evenings, this course may not be the right one for you this semester.
- 2- You must turn in your signed program for a concert at the following class meeting.

Special Note: During class times, turn off cell phones and other electronic devices or have them on “silent” and put them away. This includes notebook computers and ear-piece devices for sound play or phone. NO TEXTING OR SURFING DURING CLASS. There will be an opportunity to check for messages during the break. Also, during any written exam, or listening exam, ABSOLUTELY, no cell phones or any other electronic device may be in sight for any reason; failure to follow this request will consequent a grade of “0” on that exam.

Reading assignment calendar will be e-mailed separately and weekly study guides will be e-mailed for your guidance and convenience. Do not refer to instructor website for student guides or other info.

Please add the ABAC weather number (229) 391-5225 to your phone.

This number can be called in the event of a weather or crisis situation to determine if ABAC classes are meeting as scheduled or will be cancelled or delayed. Faculty and students may want to add this # to their phone since they may not have their syllabus handy in an emergency situation.

Return this page signed **Wednesday Class**

Your signature

Music Appreciation 1100 3 FALL Semester 2014 CRN 20483

**I HAVE READ AND UNDERSTAND THE COURSE DESCRIPTION,
OBJECTIVE, ABSENCE POLICY, CELL PHONE, AND GRADING SYSTEM
OF THIS COURSE AND HAD AN OPPORTUNITY TO ASK QUESTIONS
EITHER BY E-MAIL OR DURING CLASS.**

Signature

Date

**SCHEDULE OF ASSIGNMENTS
CRN 20483**

**WedFA 2014 Music Appreciation 1100 3
Wednesday evenings 6:30 – 9:15**

Study guides for each Exam are sent via email for you to print out and prepare before each class.

| | <u>DATE</u> | <u>MATERIAL TO COVER</u> |
|----|-------------|--|
| 1. | 13 Aug | Introduction / Syllabus / Preview Prelude 1 And Beyond.....Returning with Interest Chapters 49-53 Cover in class Prelude 1 Chapters 49 50 Listening: WW and BW Britten's Young Person's guide to the Orchestra Cover in class Woodwinds |
| 2. | 20 Aug | Prelude 1 And BeyondReturning with Interest Chapters 49-53 Cover in class Chapters 51 52 53 Elements of Music Study Guides Chapters 1-11 Cover in class 8 9 10 Listening: WW and BW Britten's Young Person's guide to the Orchestra Cover in class Brass winds |
| 3. | 27 Aug | Elements: Materials of Music Chapters 1-11 Cover in class Chapters 7, 2 student activity And Chapters 1, 3 Review Woodwinds and Brass winds EXAM 1: Prelude 1 And <i>Beyond</i> Chapters 49-53 |
| 4 | 3 Sept | Elements: Materials of Music Chapters 1-11 Cover in class Chapters 5 6 Middle Ages and Renaissance Chapters Prelude 2 – Chapters 12 - 15 Cover in class Prelude 2 and Chapters 12 13 Listening: BW Britten's Young Person's guide to the Orchestra Cover in class Strings and Percussion |
| 5. | 10 Sept | Middle Ages and Renaissance Prelude 2 & Chapters 12 – 15 Cover in class 14 15 Review listening of the woodwinds and brass winds In-class Writing assignment EXAM 2: Elements Chapters 1-11 |

6. 17 Sept Baroque Prelude 3 - Chapters 16-21
Cover in class Prelude 3 and Vocal Chapters 16 17 18
Review listening for strings and percussion from
Britten's Young Person's guide to the Orchestra
EXAM 3: Mid/Ren Chapters 12-15 and Strings and Percussion

7. 24 Sept Baroque Prelude 3 & Chapters 16-21
Finish Vocal Chapter 18
Cover in class Instrumental Chapters 19 20 21

8. 1 Oct 18th Century Classicism Prelude 4 & Chapters 22-29
Cover in class Prelude 4 Chapters 22 23 24
EXAM 4: Baroque Prelude 3 Chapter 16-21

9. 8 Oct 18th Century Classicism Prelude 4 & Chapters 22-29
Cover in class 25 26 27 28 29

10. 15 Oct 19th Century Passion and Individualism Part A Prelude 5 & Chapters 30-35
Cover in class Prelude 5 and Chap. 30 31 32
EXAM 5: 18th C Chapters 22-29

11. 22 Oct 19th Century Passion and Individualism Part A Prelude 5 & Chapter 30-35
Cover in class 33 34 35

12. 29 Oct 19th Century Part B Chapters 36-40
Cover in class 36 37
EXAM 6: 19th C Part A Chapters 30-35

13. 5 Nov 19th Century Passion and Individualism Part B Chapters 36-40
Cover in class 38 39 40
Modern and Post-Modern Prelude 6 Chapters 41-48
Cover in class Prelude 6 Chapter 41

14. 12 Nov Modern and Post-Modern Prelude 6 & Chapters 41-48
Cover in class Chapters 42 43 45
EXAM 7: 19th C Part B Chapters 36-40

15. 19 Nov Modern and Post-Modern Prelude 6 & Chapters 41-48
Cover in class 45 46 47 48

26 Nov NO CLASS **Thanksgiving Break**

16. 3 Dec Modern and Post-Modern Prelude 6 & Chapters 41-48
Review/Finish/Return Programs

Final Exam: Tuesday, December 9, 2014 5pm-7pm Conger, Rm 319

EXAM 8: Modern and Post-Modern Prelude 6 & Chapters 41-48

Check out my YouTube account in Google for the listening/viewing clips used during the class meeting:

Listed as: Sheri Wyles

SCHOOL OF LIBERAL ARTS
Department of Music
MUSIC 1100

TITLE OF COURSE: **Music Appreciation**

TIMES: 8:00-8:50am M W F; 9:00-9:50am; M W F; 2:00-3:15pm M W

INSTRUCTOR: John Folsom
OFFICE: Music Building Room 107
TELEPHONE: 391-4944 (Office)
E-MAIL: jfolsom@abac.edu
OFFICE HOURS: Mon & Wed 11:00-12:00 / 1:30-2:00, 4-4:30
Tue & Thurs 3-5, Fri 11-12
ABAC weather number (229) 391-5225

TEXT, MATERIALS:

Forney, Dell'Antonio, Machlis, *The Enjoyment Of Music*. Essential Listening Edition, 2nd Ed.
W.W. Norton & Company, Inc.

Exam material: 6 SCANTRON forms No. 882-E.
Required concert attendance.

ATTENDANCE POLICY:

Attendance will be considered when final grade is calculated. Final determination of what constitutes an excused absence rests with the classroom instructor. Instructor will not include in a student's unexcused absences those absences incurred due to authorized and approved College sponsored events (or in the case of joint-enrollment students high-school sponsored events) in which the student represents the institution as part of a group or under the direct supervision of a faculty or staff member.

Whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to the instructor, preferably in advance, for making arrangements for any assignments and class work missed because of the absence. However, final approval for make up work remains with the individual instructor.

A student who stops attending class without officially withdrawing from the course is subject to this attendance policy and will receive a grade of "F" for the course.

COURSE OBJECTIVES:

By the end of the semester, the diligent student shall:

- 1] demonstrate a basic understanding of the various musical styles/periods.
- 2] aurally recognize basic pieces from the various musical styles/periods
- 3] demonstrate an ability to critique a musical performance in a written assignment.

RATIONALE:

Abraham Baldwin requires as a part of their core curriculum six hours in the area of Humanities. This course is a part of the required curriculum of the College. This course is designed to be an introduction into the basics of music and a study of masterpieces of music literature, as well as a brief overview of the history of music. It is intended for the non-music major who has had little background or basic knowledge of music.

METHODOLOGY:

The focus of this course will be a treatment of Joseph Machlis and Kristine Forney's *The Enjoyment of Music*. We will be covering most of the main periods of music with their composers and illustrative examples.

GRADING:

| | |
|-------------------------|-------------------|
| A] 5 Tests | 100 points each |
| B] 5 Concert attendance | 100 points each |
| C] Final Exam | <u>100 points</u> |

The final course grade will be based on average of the total points.

90-100= A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

MIDTERM ADVISORY GRADES:

Midterm Advisory Grades will be reported on Banner Web to any student who has a “C,” “D,” or “F” in any class. Advisory grades are not entered on the student’s permanent record.

Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester.

Students are responsible for checking Banner Web when grades have been reported. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC.

COURSE REQUIREMENTS:**A. Listening Exams**

Since an objective of this course is to introduce the student to music, listening requirements will be assigned. The student must listen in order to understand a particular composer’s work or a genre of a given music period. There will be a portion of the listening assignments covered in each test to see if the student was an active participant in the course.

B. Tests

There will be five tests and one final exam in the course of this semester. Make-up tests will not be given except under unusual circumstances.

C. Listening Assignments

Each student will be required to attend **five** classical performances during the semester. The performances require your name on the sign-in sheet and a professor’s signature **at the end of the performance on your program**. Sign-in sheets are taken up 5 minutes before the beginning of the concert.

*****Please refer to the Music Events Calendar for all approved concerts. You will be required to attend five concerts.**

THEA 1100: Theatre Appreciation
TR 11:00-12:15am Conger 319 (CRN: 20050)
TR 12:30-1:45pm Conger 319 (CRN: 20051)
Fall 2014

Dr. Brian A. Ray – Professor

Contact Information:

Office: Conger 321
Office Phone: 391-4969
Email: bray@abac.edu

Office Hours:

| | |
|----|--------------------------|
| MW | 9:30-12:00 and 2:30-3:00 |
| TR | 2:00-3:00 |
| F | 9:30-12:00 |

other meeting times are possible with a prior appointment

COURSE TEXTS AND MATERIALS:

1. *Everyman & Other Miracle Morality Plays*. New York: Dover, 1995. ISBN: 0-486-28726-2
2. Aristophanes. *Lysistrata*. New York: Dover, 1994. ISBN: 0-486-28225-2
3. Ibsen, Henrik. *A Doll's House*. New York: Dover, 1992. ISBN: 0-486-27062-9
4. Moliere. *Tartuffe*. New York: Dover, 2000. ISBN: 0-486-41117-6
5. Shakespeare, William. *Hamlet*. New York: Dover, 1992. ISBN: 0-486-27278-8
6. Wilson, August. *Fences*. New York: Plume/Penguin, 1986. ISBN: 0-452-26401-4
7. Wilson, Edwin and Alvin Goldfarb, eds. *Theatre: The Lively Art*. 8th ed. Boston: McGraw Hill, 2012.
8. Access to your D2L account for this class
9. Additional materials as may be assigned and/or provided by the instructor

On the next few pages, you will see the college's standard syllabus for this class. It is included as a part of this course's syllabus, and the information it contains will govern the methods and processes used in this class. It includes the following:

1. a course description
2. a list of prerequisites for the course
3. an overview of the University System of Georgia's statewide General Education Outcomes
4. an overview of ABAC's specific course outcomes and objectives for the course
5. the college's policy on academic dishonesty
6. a note about mid-term advisory grades

Following the standard syllabus, there is more detailed class-specific information, determined by the instructor, that will also be used to govern the methods and processes used in this class.



ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Course Syllabus

| |
|---|
| <p>Course Name: THEATRE APPRECIATION</p> |
| <p>Course Number: THEA 1100</p> |
| <p>Course Description:</p> <p>Overview of major personalities, conventions, literary and performance achievements, architecture, technical processes and equipment, etc, in world theatre; examination and discussion of representative plays from major eras. Introduction to the art of the theatre emphasizing its historical development. Survey of the basic elements and theories of theatrical production with special consideration of theatre as an artistic experience.</p> |
| <p>Pre-requisites/Co-requisites:</p> <p>Prerequisite: Exemption from or successful completion of READ 0099 and ENGL 0099.</p> |
| <p>USG General Education Outcomes Pertinent to this Course:</p> <p>Communications: Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness.</p> <p>Competence within the context of collegiate general education is defined by the following outcomes:</p> <ul style="list-style-type: none"> ○ Ability to assimilate, analyze, and present in oral and written forms, a body of information; ○ Ability to analyze arguments; ○ Ability to adapt communication to circumstances and audience; ○ Ability to consider and accommodate opposing points of view; ○ Ability to interpret content of written materials on related topics from various disciplines; ○ Ability to communicate in various modes and media, including the proper use of appropriate technology; ○ Ability to produce communication that is stylistically appropriate and mature; ○ Ability to communicate in standard English for academic and professional contexts; ○ Ability to interpret inferences and develop subtleties of symbolic and indirect discourse; ○ Ability to sustain a consistent purpose and point of view; ○ Ability to compose effective written materials for various academic and professional contexts. <p>ABAC Course Learning Outcomes:</p> <p><u>COURSE OBJECTIVES:</u> This course is also a survey of the basic elements and theories of theatrical production with special consideration of theatre as an artistic experience, and an examination and discussion of representative plays from major eras. Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an awareness of major developments in theatre history 2. Read and interpret representative works of dramatic literature 3. Recognize and identify major personalities of the theatre 4. Demonstrate an awareness of various theatre architectures 5. Demonstrate familiarity with basic theatrical conventions 6. Demonstrate an understanding of nomenclature of the theatre 7. Experience and demonstrate an understanding of basic production/technical operations of modern theatres |

College Policy on Class Attendance:

Courses at Abraham Baldwin Agricultural College are provided for the intellectual growth and development of students. To attain maximum success, students must attend all their classes, be on time, and attend all scheduled course activities including, but not limited to, field trips, seminars, study sessions, individual conferences, and lectures. This interaction with instructors and other students is an important element of the learning process, and a high correlation exists between class attendance and course grades. A student must understand the importance of regular participation in classroom and laboratory activities. The absence of any student affects not only his or her performance but the performance of the class as a whole. Absence from class, for whatever reason, does not excuse a student from full responsibility for class work or assignments missed. Students must accept this responsibility.

Instructors will keep accurate attendance records and must report the individual number of absences with midterm and final grades. Students whose number of unexcused absences is more than twice the number of class meetings per week (the equivalent of two weeks of instruction) will receive a grade of "F" for the course. Fewer absences than twice the number of class meetings per week may result in grade penalties at the discretion of the instructor. Specific attendance requirements applying to labs, clinics, accelerated classes or Learning Support will be adapted to the unique situation by the appropriate division. Final determination of what constitutes an excused absence rests with the classroom instructor. In implementing this Policy, faculty will not include in a student's unexcused absences those absences incurred due to authorized and approved College sponsored events (or in the case of joint-enrollment students high-school sponsored events) in which the student represents the institution as part of a group or under the direct supervision of a faculty or staff member.

Whenever a student is absent, whether for official or personal reasons, the student must assume responsibility and provide notice to the instructor, preferably in advance, for making arrangements for any assignments and class work missed because of the absence. However, final approval for make up work remains with the individual instructor.

A student who stops attending class without officially withdrawing from the course is subject to this attendance policy and will receive a grade of "F" for the course.

At the beginning of each semester, instructors will explain clearly to their students specific attendance requirements (including possible penalties). Additionally, they will publish the attendance policy on their syllabi and web-sites.

A student penalized for excessive absences may appeal through the grade appeal process, as stated in ABAC's college catalog and student handbook.

INSTITUTIONAL ABSENCE

A student who serves as an official representative of the college is defined as one who:

1. is authorized to use the college name in public relationships outside the institution;
2. regularly interacts with non-college individuals and groups over an extended period of time (at least one semester);
3. represents the college as a part of a group and not as an individual;
4. represents the college under the direct supervision of a college faculty or staff member; and
5. is authorized in writing, in advance, by the President of the college.

Such a student is in no way released from the obligations and responsibilities of all students, but will not be penalized with unexcused absences when absences result from regularly scheduled activities in which he/she represents the college.

Further, it is the responsibility of each student to contact instructors prior to the absence and to make arrangements to make up any work that will be missed, in a manner acceptable to the instructor. Advisors of activities will schedule off-campus activities in a manner that does not unduly disrupt the learning process for a student.

College Policy on Academic Dishonesty:**ACADEMIC DISHONESTY**

Because Abraham Baldwin Agricultural College has the dual responsibility of educating students and helping them mature into worthy citizens who take their place in the larger community, it has adopted a code for dealing with academic irregularities.

Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic or clinical assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

Due Process for Academic Dishonesty Cases

- Step 1. When a faculty member suspects that a student has engaged in academic dishonesty, the faculty member will call the student into a private meeting in the faculty member's office. (The division chair will be notified of and will approve any action.)
- Step 2. The faculty member will confront the student with the evidence of dishonesty and/or academic irregularity. The faculty member and the student will discuss the specifics of what occurred. If the student confesses and accepts responsibility for academic dishonesty, then the faculty member will ask the student to sign in his/her own handwriting, a statement which makes clear that the student admits responsibility for the academic dishonesty. The faculty member will then consult with the division chair. The faculty member is then free to reprimand the student, to give a failing grade for the assignment, or to require the student to resubmit the assignment in question. With approval of the division chair, the faculty member can increase the penalty up to and including a "WF" for the course if the incident(s) merit this severe penalty.
- Step 3. If the student refuses to sign a statement accepting responsibility for the act(s) of academic dishonesty, then a full hearing on the matter must be held. The faculty member and chair will document this incident and schedule a meeting with the student. This information will be turned over to the Academic Dean, who will make the determination of charges against the student and notify him/her in writing. The charges will be mailed by the Academic Dean to the student along with a notice to appear at a hearing, and, if the student wishes, to bring witnesses. At least three days' notice is necessary unless the student waives the notice in writing.
- Step 4. If the student requests a hearing, the Academic Dean has the option of hearing the case for administrative adjudication, convening a special hearing panel including faculty and students, or of referring it to the Student Life Hearing panel which handles all other disciplinary matters on campus. The committee will provide its recommendation to the Academic Dean. The Student Life Hearing Panel, when hearing cases of academic dishonesty, will include two faculty members, two students (one of whom will be the SGA president and the other an associate justice,) and the Director of Student Life, who oversees campus discipline and the Code of Conduct. The Chief Justice of the SGA chairs the panel. The Vice President for Student Affairs will serve as advisor to the panel for all academic dishonesty cases. In general, the decision of the Academic Dean or his/her designee will not be appealed to the Student Life Hearing Panel. An appeal of the Dean's decision will go directly to the President who may choose to use the Student Life Hearing Panel to make a recommendation to him.
- Step 5. The student has a right to appeal the decision of the hearing officer or hearing panel within ten calendar days of the decision. The appeal will be to the President or his designee. The President's decision is final. The President reserves the right to review all disciplinary cases and the judgments made during the process.

Midterm Advisory Grades

Midterm Advisory Grades will be reported on Banner Web to any student who has a "C," "D," or "F" in any class. The number of class absences will be posted for all students. Advisory grades are not entered on the student's permanent record. Students should note that these grades are advisory and will not necessarily reflect the final grade earned in a course. These grades are intended to provide students with information in order to improve their performance in the second half of the semester. Students are responsible for checking Banner Web when grades and absences have been reported. Students who receive grades should meet with their instructors to develop plans for success in the second half of the semester. Students should also take advantage of study groups and plan for ongoing conferences with instructors in order to monitor their progress. ABAC provides free tutorial

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|---|
| assistance for most courses through the Academic Assistance Center (AAC); in addition to other academic support activities, students should work with their instructors to establish tutoring in the AAC. |
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| If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor. |
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|--|
| This is a partial syllabus. More detailed information relating to the class and Instructor will be made available to each student. |
|--|

End of standard syllabus for THEA 1100 – Theatre Appreciation

Begin Class/Instructor Specific Syllabus Contents

COURSE OVERVIEW:

This course will provide an introduction to the art of theatre with an emphasis on its historical development. It will also provide an overview of major personalities, conventions, literary and performance achievements, architecture, technical processes and equipment, etc. in world theatre, along with an examination and discussion of representative plays from major eras. It is also a survey of the basic elements and theories of theatrical production with special consideration of theatre as an artistic experience. We will conduct open-minded, unprejudiced discussion of the texts and their times, and we will explore the degree to which the art of theatre impacts the modern world.

OUTCOMES OF THE COURSE:

Students who successfully complete this course will be able to:

- Demonstrate an awareness of major developments in theatre history
- Read and interpret representative works of dramatic literature
- Recognize and identify major personalities of the theatre
- Demonstrate an awareness of various theatre architectures
- Demonstrate familiarity with basic theatrical conventions
- Demonstrate an understanding of nomenclature of the theatre
- Experience and demonstrate an understanding of basic production/technical operations of modern theatres

COURSE ACTIVITIES:

Reading – Reading of the assigned text materials and plays is expected. Learning and appreciation of the materials will be enhanced by responsible reading of all assigned materials and discussion of those materials in class. The class is not designed to be solely a lecture format, so informed class participation is a necessary condition for a successful course.

Writing – The course will require students to write one 2-4 page paper, which will be written outside of class. There is also a writing assignment attached to the “experience of theatre” activity presented below. The specific assignment will be distributed in class. Though this is not an English class, you should use the best writing skills you can. If I cannot understand, or read, what you are trying to say, I cannot grade your work.

Quizzes – There may be brief unannounced quizzes over the reading assignments if it seems that readings are not being completed prior to coming to class. These quizzes will be added into the class participation grade.

Testing – There will be a pre-test in the first few days of the class. This will be graded as a homework assignment (completion earns credit) and used to assess the course’s effectiveness by establishing a baseline of knowledge for the class. There will also be five periodic unit examinations. These will be taken using the college’s D2L online platform. A hardcopy (paper) version will be available to take after the test deadline in the event electronic issues prevent completion of the test. This option will be available only ONCE per student during the semester, AND it will incur late penalties as described below. These tests will consist of multiple choice/short answer questions and some longer answer questions. The final unit test will serve as the course final examination. This final exam will cover material in the last section of the course as well as some comprehensive questions that will **cover ALL of the material presented and the specific readings from the entire course.** A general study guide will be provided to help target your study for each exam.

Experience of Theatre – You are required to attend at least one performance of a live theatre production during the course of the semester. In addition to attending, you will be required to write a response to the experience drawing on what you learn this semester. The specifics of this assignment, as well as recommendations of possible performances to attend will be provided separately in class.

Participation – as part of your course grade, you are expected to attend class regularly and be an active participant in the in-class discussions regarding the assigned readings. The discussions will be led by the instructor, but students will be called upon to add insight and commentary.

NOTE: Not all in-class assignments are scheduled, so be prepared!

Grades:

Course Grade--To pass the course and earn three credit hours, you must (1) complete all five unit tests/final exam, (2) complete the writing assignment, and (3) complete the Experience of Theatre project. Missing any test, paper, or project will result in failure of the course. In addition, a portion of the final grade will be based on participation in class and reading quizzes (if given).

Your final course grade will be determined as follows:

- 40% Unit Tests 1-4 (10% each)
- 20% Unit Test 5/Final Exam
- 15% Experience of Theatre project
- 15% Out-of-class Writing Assignment
- 10% Class Participation, Attendance, and Reading Quizzes/Homework

Grading Scale:

A=90-100; B=80-89; C=70-79; D=60-69; F=<60

Grades will be posted on D2L and will include a Midterm advisory grade and the final grade. The midterm advisory grade will reflect the course grade as of the midterm break. If the midterm advisory grade is a “C,” “D,” or “F,” it will also be recorded on Banner. This grade is intended to guide your performance, should it need improvement, in the second half of the semester. If you receive one of these grades, I encourage you to meet with me to develop a plan for success for the rest of the course.

NOTE: You may find out your current grade at any time by stopping by my office.
I do not keep an up to date grade in my grade book, and I will only discuss grades in private.
Consequently, asking me about grades in the class room will receive no response.

COURSE POLICIES:

Attendance:

Here are the specific instructor policies for this class. Class attendance is expected. Participation is crucial to your success, so just being in the room does not count as “attendance.” I expect you to be prepared to take part in the activities of the class. Being prepared includes having necessary materials available for participation (i.e., texts, paper, writing utensils). I take roll daily for statistical purposes. You are expected to be in class **on time** and to **remain in class** until class is dismissed. There is no maximum number of allowed absences in this class that will result in automatic failure of the course. However, you are allowed to miss **four** (4) of the required class meetings (other than institutional absences) for whatever reasons you choose. After that number, your earned final grade will be docked five (5) points for each absence in excess of four. There are no warnings, and MY roll sheet is the final record of class attendance. There are **NO excused absences** other than institutional absences. Exceptions to this policy will only be made for extraordinary circumstances as determined by the instructor. If you believe an absence should be excused on an individual basis, discuss it with me during office hours, NOT at the beginning or end of class. I do not review missed material if you are absent, so check with your classmates for notes and discussion ideas. **In-class work (including reading quizzes) missed due to absence will not be allowed to be made up.** Any work due during an absence must be turned in on the date of return to class, or it will not be accepted.

NOTE: In the event of severe weather, college closures will be announced on the college’s website at www.abac.edu. Information about possible school closure can also be found by calling 229.391.5225.

Tardiness--If you arrive after roll is taken, you will be considered tardy, and it is your responsibility to alert me at the end of class to your attendance. Leaving before class is dismissed (regardless of reason) will be weighted as a tardy. Three tardy arrivals/early departures will be weighted as an absence for determining attendance-related grading criteria. If you arrive more than fifteen minutes late or leave more than ten minutes early, you will be counted as **absent** for the class. Don’t be late!

Late Work--It is important that you submit your work on time. In this class, deadlines are expected to be met. All work assigned to you must be completed and turned in on time, during the class period in which it is due. Ordinarily, I do not accept late work. Exceptions to this policy will only be made for extraordinary circumstances as determined by the instructor. The following general guidelines apply:

- Missed in-class assignments may not be made up.
- Exams must be taken by the assigned deadline. There will be a grace of 1 week to take the test, but **a late penalty of five (5) points per calendar day will be deducted from the final grade of the test for each day late.** No test will be available after 1 week from the assigned due date.
- Late out-of-class papers and homework (if assigned) will only be accepted up to one class period after the class it was originally due.
- In the event a student is unable to attend class for an extended period of time due to bona fide illness (i.e. verified by competent medical authority), alternative assignments and other course work will be arranged through D2L. NOTE: This option is ONLY

available for medically-diagnosed illnesses requiring extended home stays and **MUST** be coordinated as soon after the diagnosis as possible. The excused absences AND course work option on D2L will **ONLY** be valid from notification of official diagnosis received by the instructor. Any work missed prior to the official notification will remain unaccepted unless otherwise provided for under these guidelines. (NOTE: If the illness prevents you from continuing with any college classes, you should investigate the possibility of obtaining a medical withdrawal from the college. Further information about this option can be found in the college catalog.)

- Reading assignments should be complete prior to coming to class.
- Late work will be considered late and will begin to accrue late penalties (if applicable) from the scheduled end of the class period in which it was due.

REMINDER: If you fail to turn in **ANY** required out-of-class essay or if you miss **ANY** of the exams, **you will fail the course!** There are no exceptions to this policy!

College Closure – In the event the college is closed for an extended period due to a natural or man-made catastrophe or medical necessity, the course will continue to be conducted, as much as is reasonably possible, via D2L. In the event of such an event, look for additional information on the college’s web page at www.abac.edu.

General Note – As college students, you are expected to bring a certain level of maturity, due diligence, proactive participation, and writing expertise and competence to bear on the assignments made in this class. Any significant problems in these areas will show in the final products you produce. If I believe any of these are lacking adequate attention on your part, I may refer you the Academic Support Counselors/Academic Assistance Center for advising and/or tutoring.

Assistance— If you feel that you require extra assistance to meet the standards of effective writing [including (but not limited to) grammar, mechanics, and Standard English usage] and for any other assistance you may need, several options are available. The college provides a Writing Center where some basic English tutoring help is available. Students get assistance with all aspects of writing, from developing a thesis to editing a draft. Writing assistance is available during regular Center hours. This is assistance only, the tutors are not expected to, nor will they, do your work for you.

I am available during office hours and by appointment and will be more than happy to assist you with content and/or grammar and mechanics help. I won’t pre-grade an assignment, but if you have specific questions or want to ensure that you are on the right track, then I will be happy to assist. If your needs are great, don’t wait until the last minute; the late penalties apply even if the delay is caused by a lack of available tutors.

NOTE: Don’t wait until the last few weeks of the course to develop a concern for your final grade. Do your best work from the beginning of the class.

You can find out your current grade at any time by stopping by my office.

There is NO provision for extra credit to arbitrarily inflate a grade that has been left to suffer.

Academic Honesty/Plagiarism: I expect all work completed in this class to be original for this class. That is, work you have completed for another class (in any semester or at any school – including high school) may not be submitted for this class, too. Topics, approaches, research, and planning may be shared with another class, but all final products must be completely original, even if it has no evidence of plagiarism.

In addition, there is nothing wrong with presenting someone else's words and ideas in your own writing. In fact, most non-practical learning occurs as people read each other's ideas, and then synthesize and build on those ideas. Some other cultures may not insist on documenting sources; however, American institutions do. The key to properly using others' ideas in your writing lies in acknowledgement and citation. As a result, to avoid plagiarism, it is very important that you give credit where it is due. **Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.**

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings--any pieces of information--that are not common knowledge;
- quotations of another person's actual spoken or written words;
- a paraphrase or summary of another person's spoken or written words.

Penalties for Plagiarism: Since one of the goals of college courses is to teach you how to use the tools of proper documentation to acknowledge others' ideas in your work, plagiarism is broken into the following two categories:

- **Inadvertent Plagiarism:** If you make the attempt to use the tools of documentation, but fail to do so correctly, this is considered unintentional – a part of the learning process. Consequently, errors of this sort as determined by the instructor will be considered as major errors during the grading process, and will affect the assignment's grade accordingly, but may not result in a failing grade for the assignment or the course.
- **Intentional Plagiarism:** When you use material from an outside source without any attempt at proper documentation (such as “cutting and pasting” passages from one or more sources), this is considered to be intentional plagiarism. This includes using material from a source without properly documenting it, even when you document other material from the same or different sources, so be very careful. Submitting an assignment that you did not write, whether obtained through purchase from or other arrangement with ANY person or source, will be considered cheating on the assignment, even if you make some changes to the obtained source. The type and seriousness of plagiarism will be determined by the instructor and may result in a grade of zero (0) points for the assignment or, after due process, even failure of the course.

Cheating on a writing assignment is a violation of the college's policy in the Student Academic Code of Conduct. If you have plagiarized on an assignment, the procedures for dealing with Academic Dishonesty are set forth in the Academic Policies and Procedures section of the ABAC catalog and are contained in the college's standard syllabus for this course.

Penalties for Other Forms of Academic Dishonesty: If I find that you have represented anyone else's work as your own on any assignment (such as, but not limited to, quizzes or tests), you will fail the

assignment without possibility of resubmission, and with due process, may even fail the course. If you use any tool or resource that is not authorized by the instructor for use on an assignment (such as cell phones, text messaging, digital photography, thumb drives or any computer storage media, books, notes, crib sheets, or help from friends or any other person), you will fail the assignment without possibility of resubmission, and with due process, may even fail the course.

Following Directions—Many of the questions you may have in this course, especially concerning requirements for writing assignments, are/will be provided via this syllabus, assignment sheets, and in-class handouts. Not all assigned material will necessarily be covered in class. Therefore, it is both necessary and wise for you to read any and all material provided in this course. Errors resulting from a failure to read the assigned text, an assignment sheet, or other material will be considered very serious and will negatively impact the grade for the assignment.

Communication: You will need to use your ABAC email account or the account inside D2L for communication about class-related matters. I will also send any communication to you via those accounts, so you should check them at least several times a week. NOTE: No information about specific grades will be sent using your ABAC email account, in order to comply with FERPA regulations. Grade details will be available on D2L.

Student Classroom Conduct:

- Turn off cell phones and all electronic devices before coming to class. Most cell phones have a “vibrate” or “blink” function that will alert you without disrupting the class. If you have a *bona fide* requirement for making/receiving a call, notify me before the class period. Anyone using a cell phone or other electronic device in any other manner will be asked to leave the classroom and will receive an “absent” grade for the day.
- If you are using an electronic version of the text book, an eBook, then you need to notify the instructor in advance. You will also be required to show the instructor the electronic device, on demand, to verify that it is being used to read the text book.
- Use of a lap-top, desk-top computer, or other electronic device including, but not limited to, cellphones, iPods, MP3 players, PDAs, etc. (except when part of the assigned work for the class) in any way that is distracting to others in the class is not acceptable. Do **not** check email; “surf” the internet; use Twitter, Face Book, weblogs, or use other personal accounts during class time. Do not play music or video games. After one warning (per semester), anyone using a computer or other electronic device in violation of this policy will be asked to leave the classroom and will receive an “absent” grade for the day. **NOTE: If you intend to use a computer or other electronic device to take notes in this class, or if you are using an electronic version of the text book, notify the instructor PRIOR to such use.**
- Unless as part of the assigned work for the class, earphones should not be worn or used to listen to music, or any other type of material. After one warning (per semester), anyone using headphones in violation of this policy will be asked to leave the classroom and will receive an “absent” grade for the day.
- Do not read newspapers or any non-class material, do work for other classes, sleep in class, eat, or put your feet on the furniture. Failure to engage in class activities will receive an “absent” grade.

If you cannot remain awake or devote your full attention to the proceedings of the class, you will be counted absent, and if your behavior is disruptive in any way to the conduct of the class, you will be asked to leave the classroom.

- Disruptive behavior, profanity (unless part of the assigned reading), civil rights violations, and/or sexual harassment of any kind will not be tolerated. One of my responsibilities as an instructor is to ensure an effective learning environment for **all** of my students. If you are disruptive in any way, you may be asked to leave the room. If you fail to do so, when asked, you will be removed from class by Security, and you will run the risk of expulsion from the college.
- Respect all your fellow students and their viewpoints. Don't interrupt your classmates or talk while they or your instructor are talking. Common sense and common courtesy are expected.

Generally, you should consult your college catalog and the student handbook for any policies not covered in this syllabus. You are responsible for knowing campus rules and regulations regarding academic procedures.

Student Development Services: Students requiring classroom accommodations or modification because of a documented disability should discuss this need with the instructor at the beginning of the semester. Students not registered with the Student Development Center should contact the SDC Office as soon as possible. Students without proper documentation from the SDC Office will NOT receive any classroom accommodations or coursework modifications.

Course requirements and materials may be subject to change by the instructor.

**If you ever have any questions or concerns, please don't hesitate to ask me.
I am available to help.**

CLASS SCHEDULE FALL 2014

| Week | Tuesday | Thursday |
|------|--------------------------|---|
| 1 | | 8/14 Course Intro – Expectations – Syllabus review |
| 2 | Pre-test 8/19 | Chapter 1 8/21 |
| 3 | Chapter 2 8/26 | Chapter 3 8/28 |
| 4 | Chapter 4 9/2 | 9/4 *** Test 1 Due *** (take it online on D2L) Chapter 5 Assign Out-of class Paper |
| 5 | Chapter 6 9/9 | Chapter 7 9/11 |

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|----|---|---------------------|--|-------|
| 6 | Chapters 8 | 9/16 | Chapter 9 | 9/18 |
| 7 | *** Test 2 *** Due *** (take it online on D2L) Chapter 10 – Greece & Rome | 9/23 | <i>Lysistrata</i> | 9/25 |
| 8 | <i>Lysistrata</i> | 9/30 | Chapter 10 – Middle Ages | 10/2 |
| 9 | <i>Everyman</i> | 10/7 | <i>Everyman</i> | 10/9 |
| 10 | | 10/14 Fall Break | *** Test 3 *** Due *** (take it online on D2L) Chapter 11 | 10/16 |
| 11 | Chapter 12 – Italy & England ***Out-of-class Paper DUE*** | 10/21 | <i>Hamlet</i> | 10/23 |
| 12 | <i>Hamlet</i> | 10/28 | <i>Hamlet</i> | 10/30 |
| 13 | Chapter 12 – Spain & France | 11/4 | <i>Tartuffe</i> | 11/6 |
| 14 | <i>Tartuffe</i> | 11/11 | *** Test 4 Due *** (take it online on D2L) Chapter 13 | 11/13 |
| 15 | <i>A Doll's House</i> | 11/18 | <i>A Doll's House</i> | 11/20 |
| 16 | Chapter 14 | 11/25 | <i>Fences</i> ***Experience of Theatre project is due*** | 11/27 |
| 17 | <i>Fences</i> | 12/2 | | |
| 18 | <p style="text-align: center;">Finals Week (11:00 class) Thursday 12/4 – 10:15-12:15 (Note the time difference and plan accordingly) (12:30 class) Tuesday 12/9 – 10:15-12:15 (Note the time difference and plan accordingly)</p> <p style="text-align: center;">*** Final Exam ***</p> | | | |