Course Syllabus

✎ **Edit**

HUM2020 Fall 2021 (M)

Encountering the Humanities

Instructor Contact

- Instructor: Jeanine E. Viau, Ph.D.
- E-mail: **jeanine.viau@ucf.edu** (mailto:jeanine.viau@ucf.edu)
- Office Hours: Via Zoom every Tuesday 1-2pm or by appointment

    Zoom Office Hour Link
    https://ucf.zoom.us/j/92789431025?pwd=V0hwN09USmhsZlFGZENyNHZmaDlzdz09
    (https://ucf.zoom.us/j/92789431025?pwd=V0hwN09USmhsZlFGZENyNHZmaDlzdz09)

    Meeting ID: 927 8943 1025
    Passcode: 028963

Please note:

Tuesday office hours are open to all students on a first-come basis and are for one-on-one guidance. I may be meeting with another student when you login to the Zoom meeting. Please be patient, and I will let you in from the Zoom waiting room in the order that you arrive to the meeting. If the Tuesday hour does not work with your schedule, message me in Canvas or email me to set up an appointment. I strongly encourage you to drop in to office hours or set up an appointment with me at least once this semester so that I can get to know you better.

The official modes of communication for this course are internal Canvas messages and UCF email. The instructor will only respond to external email sent to her @ucf.edu email address (listed above) by students using their @knights.ucf.edu email addresses. Also, please do not expect an immediate response to messages and emails. Forty-eight hours is a reasonable amount of time in which to expect a response.

Course Information

- Course Name: Encountering the Humanities
- Course ID & Section: HUM2020 Section 03
- Credit Hours: 3
- Semester/Year: Fall 2021
- Location: Tuesday 3-4:15pm in ENG2 room 203*

*Sometimes class will meet in another campus space or on Zoom depending on scheduling, workshop activities, and community partners' needs. Please pay attention to Canvas announcements and the weekly schedule under Modules for changes to meeting location.

Course Description

This course introduces a variety of forms of cultural production including art, storytelling, architecture, sacred rituals, music, philosophy, and movement, among other things. The variety of human enterprises under consideration reveals the need for diverse skill sets for analysis and interpretation, hence the interdisciplinary nature of this course. In a course with such variety, however, it is helpful to adopt a theme that ties the course materials together across time and place. Our focus for this section of HUM2020 will be contemplation. This focus applies both to the course content, as well as a primary method we will use to encounter and analyze these works, a method we share with many of the artists, authors, and practitioners we are studying.

In recent decades, educators in many institutional settings including public universities have been exploring the uses of contemplative teaching and learning strategies. These methods are experiential learning models effective for learners' self-reflection and knowledge-making. Across disciplines, these strategies also allow students and researchers to encounter the practices and experiences of their subjects through direct participation.

Course Objectives

UCF Integrative GEP Experience Learning Outcome *Cultural Interactions*: To identify and critically analyze the meanings of an artwork, performance, or text in diverse aesthetic, historical and cultural contexts.

UCF Integrative GEP Experience Learning Outcome *Communication*: To gather and synthesize information from appropriate resources and be able to critically evaluate sources for context, authorial agenda, and credibility.

UCF Integrative GEP Experience Learning Outcome *Interpretation and Evaluation*: To position oneself using critical social theory frameworks vis-à-vis diverse cultural locations and values.

UCF *Collective Impact* Strategic Plan: To learn holistically, with community partners, using contemplative strategies aimed at improving engagement, metacognition, and resiliency.

Required Texts

All course readings and materials will be specified under **Modules** for each respective week and will be available electronically through Canvas. **You DO NOT need to purchase a textbook for this course**. However, there may be up to two films that you will need to rent or purchase over the course of the semester.

Evaluation and Grading

Letter Grade	Percentage
A	100-94%
A-	93-90%
B+	89-86%

B	85-80%
C+	79-76%
C	75-70%
D+	69-66%
D	65-60%
F	59 and below

Assignment Group	Percentage of Grade
Reading Quizzes	17%
Learning to Read Deliberately Modules	3%
Workshops	20%
Unit Exams	40%
Technology Fast Assignment	20%
Total	100%

***You must have a 70% or higher to pass this class.

Course Requirements

Readings Quizzes. There are readings, films, and other materials assigned each week in this course. The assigned materials are listed in each weekly overview available under **Modules**. Your success in quizzes, exams, and workshops will depend on your demonstrating clear understanding and critical engagement with these materials.

The weekly reading quizzes are due before our class meeting each week. These quizzes will help you prepare for the workshops and the exams at the close of each unit. Reading quizzes will be 5-7 questions and will combine multiple-choice, matching, and true/false formats. These are open-book quizzes, and there is no time limit. You will have two attempts for each quiz. You will be able to see which questions you got wrong after the first attempt and the correct answers after your second attempt. The reading quizzes offer a sampling of the question formats you will see on the exams, as well as a preview of some of the actual questions on the exam.

Most U.S. higher education institutions use the Carnegie Unit system to track and document student progress to degree completion. At the college level, under the Carnegie definition, one semester credit hour equates to three hours of work per week (1 hour of class lecture, sometimes referred to as "seat time" and 2 hours of student preparation and homework). For a standard 3-credit-hour course, students spend three hours per week in class and should dedicate six hours per week to homework and class prep. Although time is not necessarily the best measure of learning, it is an important factor for success in this course. **As this is a mixed mode course, you will**

spend 1.25 hours in the classroom each week and should dedicate 5-7 hours of time to this course on your own each week. When students contact me after the first exam asking for guidance in preparation, one of the first questions or suggestions I have is to assess the amount of quality time they are dedicating to the material.

Learning to Read Deliberately Modules. In unit two, you will be required to complete a series of modules in the adaptive learning tool Obojobo before attending Workshop II. These modules are aimed at assessing where you are with your source engagement and reading strategies, and if need be, helping you improve your skills. These modules are in sequence, and you must complete each component before moving to the next. You must score an 80% or above on the pretest or final assessment to complete each module. You will have one attempt on the pretest and two attempts on the final assessment. After three attempts, your highest score will be recorded, and you can move on to the next module.

Workshops. Workshops are graded opportunities to engage with the course methods and materials in an experiential way. As Alice Pettway instructs in her essay "[**Mindful of Equity (https://www.tolerance.org/magazine/fall-2017/mindful-of-equity)**](https://www.tolerance.org/magazine/fall-2017/mindful-of-equity)" assigned in the first week of class, contemplative practice in educational settings should always be optional. Therefore, for each workshop in this course, with the exception of the Learning to Read Deliberately workshop in the second unit, you will have a choice between engaging the contemplative methods that we are learning about or another option that handles the course materials in a different way.

Pettway also brings our attention to the ways that contemplative practice can activate certain mental health issues and histories of trauma. There is also evidence that contemplative approaches can aid with healing. If you have experience with mental health concerns or trauma, you should check-in with your counselor or mental health professional before engaging in these practices. For everyone, if any problems arise for you in response to these techniques, please contact me as soon as possible. Again, you can always choose a different option.

Workshops are generally in-class directed processes unless otherwise indicated under Modules. There is one graded workshop scheduled for each unit. To participate in the workshop, you must complete the assigned reading quiz before the start of class. Workshops are graded as complete or incomplete. In order to receive a grade of complete, you must submit all required components for your chosen option. Not completing the weekly reading quiz before the scheduled workshop may result in an incomplete grade for the workshop.

Activity Credits. You will have four opportunities over the course of the semester to earn activity credits, each worth 1.5 raw score points added to your exam average. These will include two in-class opportunities and two opportunities outside of class time with flexible options to accommodate different needs and schedules. Please see guidelines for these activities as they are announced in Canvas.

Unit Exams. Exams are assigned at the close of each unit. There is also a Syllabus Quiz assigned at the close of the first week. Exams are administered through Canvas and cover material from all weeks included in each unit. Generally exams will be 30-40 questions and will combine short answer, multiple-choice, matching, and true/false formats. These are open-book assessments. However, you will only have 90 minutes to complete the exam once you begin the assessment. Each exam will be available for 72hours at the end of each unit.

***IMPORTANT -** As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the Syllabus Quiz no later than Friday the first week of classes at 11:59PM. **Failure to do so will result in a delay in the disbursement of your financial aid.**

Technology Fast. You are required to engage in a five-day technology fast and maintain a daily log of your experience. A key component of this assignment is the research that you are required to do as part of your daily reflection. Please see the assignment instructions for detailed guidelines and a template for your daily log entries. Your completed Tech-Fast Log is due via Webcourse by Monday, December 6th at 11:59pm.

Emergencies/Missed Assignments

Emergencies. Make sure that any health or personal emergencies are properly documented, and please contact me **as soon as possible** if difficulties arise during the semester. I want everyone to be successful in this course and will make reasonable accommodations for emergencies.

I recognize and understand the difficult times we are all in. The COVID-19 pandemic impacts us all in many ways, including physically, mentally, emotionally, financially, academically, and professionally. I will work with you on challenges you may be encountering and to provide support to help you succeed. However, please keep in mind that I will hold you accountable, especially in terms of class attendance, participation, and contributions.

Late Work. Ten percent will be deducted for each day an assignment is late. Please pay close attention to the deadlines listed for each assignment in the Course Schedule and Module Instructions. **Please be aware that a broken or malfunctioning computer, or the inability to retrieve, produce, or submit assignments from a computer will not be accepted as a valid excuse for late work.**

***IMPORTANT -** As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each semester. In order to document that you began this course, please complete the Syllabus Quiz no later than Friday of the first week of classes at 11:59PM. **Failure to do so will result in a delay in the disbursement of your financial aid.**

Academic Integrity

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course). Students should familiarize themselves with UCF's Rules of Conduct at **http://osc.sdes.ucf.edu/process/roc (http://osc.sdes.ucf.edu/process/roc)** . According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise unless specifically authorized by the instructor of record. The unauthorized possession of examination or course-related material also constitutes cheating.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.

5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own.
6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, consult the International Center for Academic Integrity (**http://academicintegrity.org** **(http://academicintegrity.org/)**).

For more information about plagiarism and misuse of sources, see "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" (**http://wpacouncil.org/node/9** **(http://wpacouncil.org/node/9)**).

Students should also familiarize themselves with the procedures for academic misconduct in UCF's student handbook, *The Golden Rule* (**http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf** **(http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf)**). UCF faculty members have a responsibility for students' education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the university, and/or a "Z Designation" on a student's official transcript indicating academic dishonesty, where the final grade for this course will be preceded by the letter Z. For more information about the Z Designation, see **http://goldenrule.sdes.ucf.edu/zgrade** **(http://goldenrule.sdes.ucf.edu/zgrade)** .

Turnitin

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit **www.turnitin.com** **(http://www.turnitin.com/)** .

Unauthorized Use of Class Materials

There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. These include (but are not limited to) Quizlet, Course Hero, Chegg Study, and Clutch Prep. UCF does not endorse any of these products. They encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students who engage in such activity are in violation of academic conduct standards and may face penalties.

Unauthorized Use of Technology for Sharing

If you were in a classroom setting taking a quiz, would you ask the student sitting next to you for an answer to a quiz or test question? The answer should be no. This also applies to graded homework, quizzes, tests, etc. Students are not allowed to use GroupMe, WhatsApp, or any other form of technology to exchange course material associated with a graded assignment, quiz, test, etc. when opened on Webcourses. The completion of graded work in an online course should be considered a formal process: Just because you are not in a formal classroom setting being proctored while taking a quiz or test does not mean that the completion of graded work in an online course should not be treated with integrity.

The following is not all inclusive of what is considered academic misconduct. These examples show how the use of technology can be considered academic misconduct and could result in the same penalties as cheating in a face-to-face class:

- Taking a screen shot of an online quiz or test question, posting it to GroupMe or WhatsApp, and asking for assistance is considered academic misconduct.
- Answering an online quiz or test question posted to GroupMe or WhatsApp is considered academic misconduct. Giving advice, assistance, or suggestions on how to complete a question associated with an online assignment, quiz, or test is considered academic misconduct.
- The use of outside assistance from another student or by searching the internet, Googling for answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc. is considered academic misconduct.
- Gathering to take an online quiz or test with others and sharing answers in the process is considered academic misconduct.

If a student or group of students are found to be exchanging material associated with a graded assignment, quiz, or test through any form of technology (GroupMe, WhatsApp, etc.), or use outside assistance (Googling answers, use of websites such as Quizlet, Course Hero, Chegg Study, etc.), they could receive anywhere from a zero grade on the exercise to an "F" in the course depending on the act.

Accommodations

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please meet with me (with or without a Student Accessibility Services (SAS) accommodation letter) to discuss reasonable options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting SAS (Ferrell Commons 185; 407-823-2371; sas@ucf.edu) to talk about academic accommodations. You are welcome to talk to me at any point in the semester about course design concerns, but it is always best if we can talk at least one week prior to the need for any modifications.

R-E-S-P-E-C-T

In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind.

The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, abilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

COVID-19

UCF expects that all members of our campus community who are able to do so get vaccinated, and we expect all members of our campus community to wear masks indoors, [in line with the latest CDC guidelines (https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html)](https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html) **. Masks are required in approved clinical or health care settings.**

Notifications in Case of Changes to Course Modality

If the instructor falls ill during the semester, there may be temporary changes to this course, including having a backup instructor take over the course or going remote for a short time. Please look for announcements or mail in Webcourses@UCF or Knights email for any temporary alterations to this course.

COVID-19 and Illness Notification

Students who believe they may have been exposed to COVID-19 or who test positive must contact UCF Student Health Services (407-823-2509) so proper contact tracing procedures can take place. Students should not come to campus if they are ill, are experiencing any symptoms of COVID-19 or have tested positive for COVID-19.

Students should contact their instructor(s) as soon as possible if they miss class for any illness to discuss reasonable adjustments that might need to be made. When possible, students should contact their instructor(s) before missing class.

Course Accessibility and Disability COVID-19 Supplemental Statement

Accommodations may need to be added or adjusted should this course shift from an on-campus to a remote format. Students with disabilities should speak with their instructor and should contact **[sas@ucf.edu (mailto:sas@ucf.edu)](mailto:sas@ucf.edu)** to discuss specific accommodations for this or other courses.

Zoom

This course will use Zoom for office hours and some class sessions. Please take the time to familiarize yourself with Zoom by visiting the **[UCF Zoom Guides (https://cdl.ucf.edu/support/webcourses/zoom/)](https://cdl.ucf.edu/support/webcourses/zoom/)** at **[https://cdl.ucf.edu/support/webcourses/zoom/ (https://cdl.ucf.edu/support/webcourses/zoom/)](https://cdl.ucf.edu/support/webcourses/zoom/)** . You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact **[Webcourses@UCF Support (https://cdl.ucf.edu/support/)](https://cdl.ucf.edu/support/)** at **[https://cdl.ucf.edu/support/webcourses/ (https://cdl.ucf.edu/support/webcourses/)](https://cdl.ucf.edu/support/webcourses/)** if you have any technical issues accessing Zoom.

Tech Concerns

The instructor cannot provide technical support. If students are experiencing problems with myUCF or Canvas, they will need to contact the appropriate department. The Computer Services & Telecommunications Service Desk can be reached at (407) 823-5117, telecom@ucf.edu, and OTC 550 (Main Campus).

Even though computers and word processing software are marvelous time and energy-saving tools, they can and do cause problems from time to time. **Please be aware that a broken or malfunctioning computer, or the inability to retrieve, produce, or submit assignments from a computer will not be accepted as a valid excuse for late work.** It is advised that students make sure their work is saved appropriately, and in more than one location (such as a USB flash drive, external hard drive, CD/DVD, online storage, or even emailing a copy to oneself).

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Summary:

Date	Details	Due
Fri Aug 27, 2021	📝 **Syllabus Quiz** **(https://webcourses.ucf.edu/courses/1392642/assignments/7244283)**	due by 11:59pm
Tue Sep 7, 2021	📝 **Week Two Reading Quiz** **(https://webcourses.ucf.edu/courses/1392642/assignments/7245226)**	due by 3pm
	📝 **Activity Credit - Finding Contemplative Space on Campus** **(https://webcourses.ucf.edu/courses/1392642/assignments/7296452)**	due by 11:59pm
Tue Sep 14, 2021	📝 **Week Three Reading Quiz** **(https://webcourses.ucf.edu/courses/1392642/assignments/7245992)**	due by 3pm

Date	Details	Due
	📝 **Workshop I :: Encountering the Labyrinth** **(https://webcourses.ucf.edu/courses/1392642/assignments/7245395)**	due by 3pm
Tue Sep 21, 2021	📝 **Week Four Reading Quiz** **(https://webcourses.ucf.edu/courses/1392642/assignments/7245229)**	due by 3pm
Fri Sep 24, 2021	📝 **UNIT I EXAM** **(https://webcourses.ucf.edu/courses/1392642/assignments/7244286)**	due by 11:59pm
Tue Sep 28, 2021	📝 **Week Five Reading Quiz** **(https://webcourses.ucf.edu/courses/1392642/assignments/7245227)**	due by 3pm
	📝 **Deliberate Reading Strategies** **(https://webcourses.ucf.edu/courses/1392642/assignments/7244311)**	due by 3pm
	📝 **Distinguishing Between Types of Sources** **(https://webcourses.ucf.edu/courses/1392642/assignments/7244313)**	due by 3pm
Tue Oct 5, 2021	📝 **Self-Reflection as Deliberate Reading Practice** **(https://webcourses.ucf.edu/courses/1392642/assignments/7244317)**	due by 3pm
	📝 **Workshop II :: Learning to Read Deliberately** **(https://webcourses.ucf.edu/courses/1392642/assignments/7274299)**	due by 3pm
	📝 **Reading Habits Survey** **(https://webcourses.ucf.edu/courses/1392642/assignments/7244281)**	due by 11:59pm
Tue Oct 12, 2021	📝 **Week Seven Reading Quiz** **(https://webcourses.ucf.edu/courses/1392642/assignments/7245228)**	due by 3pm
Fri Oct 15, 2021	📝 **UNIT II EXAM** **(https://webcourses.ucf.edu/courses/1392642/assignments/7244278)**	due by 11:59pm
Tue Oct 19, 2021	📝 **Week Eight Reading Quiz** **(https://webcourses.ucf.edu/courses/1392642/assignments/7245230)**	due by 3pm
Tue Oct 26, 2021	📝 **Week Nine Reading Quiz** **(https://webcourses.ucf.edu/courses/1392642/assignments/7245231)**	due by 3pm
Tue Nov 2, 2021	📝 **Week Ten Reading Quiz** **(https://webcourses.ucf.edu/courses/1392642/assignments/7274447)**	due by 3pm

Date	Details	Due
Fri Nov 5, 2021	📝 **UNIT III EXAM** **(https://webcourses.ucf.edu/courses/1392642/assignments/7244289)**	due by 11:59pm
Tue Nov 9, 2021	📝 **Week Eleven Reading Quiz** **(https://webcourses.ucf.edu/courses/1392642/assignments/7274767)**	due by 3pm
Tue Nov 16, 2021	📝 **Week Twelve Reading Quiz** **(https://webcourses.ucf.edu/courses/1392642/assignments/7274925)**	due by 3pm
	📝 **Workshop IV :: Play and Sensation** **(https://webcourses.ucf.edu/courses/1392642/assignments/7274758)**	due by 3pm
Tue Nov 30, 2021	📝 **Week Fourteen Reading Quiz** **(https://webcourses.ucf.edu/courses/1392642/assignments/7274962)**	due by 3pm
Mon Dec 6, 2021	📝 **Technology Fast Assignment** **(https://webcourses.ucf.edu/courses/1392642/assignments/7244321)**	due by 11:59pm
Tue Dec 7, 2021	📝 **UNIT IV EXAM** **(https://webcourses.ucf.edu/courses/1392642/assignments/7244275)**	due by 11:59pm
	📝 **Workshop III :: Contemplation and Social Justice** **(https://webcourses.ucf.edu/courses/1392642/assignments/7244324)**	