# Syllabus

## Welcome to BYU Online!

This course is part of a small pilot of online courses at BYU. This course is a highly structured learning experience that meets the university’s general education requirements and will mirror the intensity of the on-campus course. This course differs from on-campus courses and other online courses in the following ways:

* Course Content – Aside from some assigned texts, all of the course content is contained online. You will also submit all your assignments and complete all your course quizzes online.
* Course Completion – You are allowed to complete this course at your own pace. The only restrictions are you cannot complete the course before October 31and you must complete the course by the end of the semester.
* Orientation Meeting – You are required to attend an initial class meeting, held **Wednesday, September 3 at 3 pm (place TBA)**. At this meeting, you will meet your instructor, course TAs and other members of the class. You will also have the opportunity to ask any questions you have about the class and how it operates. If you have schedule conflicts with the time of the meeting, you will need to contact the course TA as soon as possible (before the meeting time is best).
* Course TA – This course has two TAs that you can contact with questions about the course or course content. The TAs will also assist you in creating a course completion schedule and meet with you for the three course checkpoints.
* Checkpoints – Throughout the course you will be required to meet with the course TA three times. These meetings will take place in Adobe Connect, one before each exam. These checkpoints will allow you to discuss your progress in the course and help you follow your course completion plan.
* Webinars – A webinar is a scheduled class session that you will attend through Adobe Connect. These webinars will allow for information sharing, special lectures, guest lectures and exam reviews. You will be able to interact with your instructor and other members of the class. They will be recorded for you to review as part of your study for the exams.

As part of the pilot, we will be asking you to help assess the success and effectiveness of this course, the faculty member, the course delivery and the course support. Your participation in this assessment effort will be critical to future opportunities for online learning at BYU. Please be prepared to provide meaningful feedback about your experience.

## Course TA Information

Your TAs for this course are Adam Lloyd and Harrison Montague. Please contact Adam or Harrison if you have any questions or run into difficulties (including technical difficulties). You will be scheduling (and keeping) your checkpoint appointments with them.

### Harrison Montague

* Email: ta1\_ihum202@byu.edu
* Phone: **760-539-2772** (This is a personal number. Texts can be sent to this number; please state your name and the class name when texting.)
* Office hours: By appointment
* Office: 146 MORC (large cubicle area, call before coming)

### Adam Lloyd

* Email: ta2\_ihum202@byu.edu
* Phone: **360-440-1291** (This is a personal number. Texts can be sent to this number; please state your name and the class name when texting.)
* Office hours: By appointment
* Office: 146 MORC (large cubicle area, call before coming)

Remember, your TAs are your first line of contact, and will be able to help you with any issues that come up.

## Course Instructor Information

Your instructor for this course is Dr. Charlotte Stanford.

You can reach her at:

* Phone: 801-422-4604 (this is an office phone)
* Office hours: Mondays and Wednesdays, 1-1:50 and by appointment
* Office: 3038 JFSB

## Course Learning Outcomes

When you have successfully completed this course, you should be able to do the following:

**Historical Events**

Demonstrate factual knowledge of major Western European historical events from approximately 1515 AD/CE to the modern period.

**Figures and Movements**

Demonstrate factual knowledge of major Western European figures and movements in philosophy, science, literature, art, architecture, and music from approximately 1515 AD/CE to the modern period.

**Ideology vs. Artifacts**

Explain the connections between dominant Western ideologies and cultural artifacts produced from approximately 1515 AD/CE to the modern period.

**Analysis**

Analyze the basic components of a literary work, a painting, or a building through the correct use of appropriate terminology and evaluative models.

**Communication Skills**

Construct cogent, lucid, and persuasive arguments in essays and short papers combining formal analysis of cultural artifacts with critical evaluation of the Western ideologies that helped produce them.

## Course Materials

You will need to purchase these books:

* Achebe, Chinua. Things Fall Apart. New York: Anchor Books, 1994.
* Sayre, William. The Humanities: Culture, Continuity and Change. 2nd edition. Digital version.

These readings are provided in the course:

* Shakespeare's Othello
* Galileo’s “Letter to the Grand Duchess Christina”
* Descartes’ “Discourse on Method”
* Pope’s “Essay on Man”
* Voltaire's Candide
* Keats' “Ode on a Grecian Urn” and Shelley’s “A Defense of Poetry”
* Coleridge's “Rime of the Ancient Mariner”
* Darwin's selection from Origin of Species
* Marx and Engels' The Communist Manifesto
* Ibsen’s A Doll’s House
* Yeats, selected poems

(If you prefer Kindle or e-book versions, most of these can be downloaded online from [www.gutenberg.org](http://www.gutenberg.org/).)

## Deadlines to Note

|  |  |
| --- | --- |
| Group character analysis from Shakespeare | 25 September |
| 1 event paper  2 reading responses  Speedback quizzes from chapters 19–26  Exam 1 (schedule a checkpoint before you take the exam) | 6 October |
| 2 event papers  3 reading responses  Speedback quizzes from chapters 27–33  Exam 2 (schedule a checkpoint before you take the exam) | 21 November |
| Individual PowerPoint assignment | 3 December |
| 1 event paper  3 reading responses  Speedback quizzes from chapters 34–40  Last checkpoint; schedule this checkpoint before you take the final exam | 12 December |
| Final exam (it **will** have a comprehensive section) | 19 December |

## Assignments and Exams

You will complete these assignments and exams during this course.

|  |  |
| --- | --- |
| Twenty-two end-of-chapter quizzes in MyArtsLab | .5 pts per question (15 questions) = 165 points |
| Eight one-page reading responses submitted through MyArtsLab | 20 pts per response x 8 = 160 pts |
| Group presentation assignment on characters from Othello  Video conference presentation with Dr. Stanford (you will need to sign up for half hour presentation time slot) | 50 pts. |
| Three one-page papers submitted through MyArtsLab   1. Visit to an art exhibition such as the MOA 2. Attending a musical performance 3. Attending a dance or theater performance | 3 x 12 pts per paper = 36 points |
| Individual presentation on a contemporary artist submitted through MyArtsLab | 25 points |
| Webinar attendance: either attend a webinar live through Adobe Connect (16 points) or watch a recroded webinar (8 points) | 4 webinars x 16 = 64 points |
| Three exams, taken through MyArtsLab   * Exam 1 = 150 pts. * Exam 2 = 150 pts. * Exam 3 (Final) = 200 pts. | 500 points |
| **Total** | **1,000 pts.** |

### Grade Evaluation

Your letter grade will be determined using these percentages:

|  |  |
| --- | --- |
| **A** | 100–94 |
| **A−** | 93–90 |
| **B+** | 89–87 |
| **B** | 86–83 |
| **B−** | 82–80 |
| **C+** | 79–77 |
| **C** | 76–73 |
| **C−** | 72–70 |
| **D+** | 69–67 |
| **D** | 66–63 |
| **D−** | 62–60 |
| **E (fail)** | 59 and below |

**Note:** There is no rounding up (i.e., 93.5 is an A- grade).

### Assignment and Exam Descriptions

#### Chapter Quizzes (“Speedbacks”)

You will take quizzes at the end of the chapter. They will test your reading comprehension of the chapter and your understanding of the learning objectives as well as concepts, images, and terms. The quizzes will help you understand what you have learned well and what can be improved. As such, they are good study material for the midterms. Quizzes are multiple choice and will be taken in MyArtsLab. You can find them in the folders for each chapter. Quizzes are open book and open note. They are, however, timed. You will have 1 hour to complete each one.

#### ****Presentations****

There are two presentations: a group presentation and an individual presentation.

The **group presentation** is due by September 26. You will work with your group members to analyze a character from Shakespeare’s “Othello”. You will need to read the play and watch the assigned video selections before you can begin discussion with your group members; as soon as possible, however, you should arrange with your fellow group members to sign up for a half hour time spot on one of the following days: 24 September (Wednesday), 25 September (Thursday) and 26 September (Friday). The available time slots will depend on the schedule of the professor and TAs.

The presentations will be given over Adobe Connect. The group members will have 20 minutes to present on their assigned character. Details of the presentation and how it is graded are included in a separate assignment, but the entire group shares the same grade. Not all members of the group need to be present via Adobe Connect to receive part of the grade, but all members of the group must participate (by organizing substance and/or  materials, for example) that all the members of the group agree, in writing, to share the grade with the absent member. In other words, the group needs to send an email out after the presentation confirming the names of all who participated.

The **individual presentation** is due by 3 December. It consists of creating a 3 slide power point presentation on a contemporary artist. There will be a list available of contemporary artists posted online and you will be assigned one to research by 1 November (requests in advance for specific artists will be granted if possible). You will research the artist’s works, philosophy, and reception, and create a 3-slide PowerPoint, which will contain the following:

* Slide one: the artist’s name, style movement affiliation (if any), and key, succinct points about his or her style and method. (Avoid lengthy text.)
* Slide two: one to three images of works that are very characteristic of the artist’s oeuvre.
* Slide three: an interactive version of slide two that will illustrate how the artist’s style or method can be seen in the same selected works (for example, the inclusion of arrows, highlighting, text boxes, etc.) There is a time limit of 1 minute for any audio or video components included in the PowerPoint; please be sure if you create a link to a source like youtube, that you do not include a longer video than this.

An example will be posted online for your reference.  Please do not forget to cite all web URLs or other sources for photos as well as information, in small font at the bottom of each PowerPoint screen, or in a separate, fourth slide at the end of the presentation.

Grading for these power point submissions will be worth up to 25 points, 5 for each of the following categories: clarity, accuracy, choice of material, arrangement of material:

* 5 = excellent: attractively laid out, visually clear, well chosen and succinct text
* 4 = good: layout is reasonable, visuals are decent if not excellent, text is appropriate
* 3 = needs work: layout is rough, text is too long, incomplete or inaccurate
* 2 = poor: needs additional material and/or substantial revision
* 1 to 0: unacceptable

After the individual presentations are submitted and graded, they will be reviewed. After evaluation. They will be published on our course website (the myLab site from Pearson). Your name will be on them and they will help serve as a significant resource for the final exam. You will need to review these in advance of the final exam, but they will be available to you as part of your open book/open notes materials during the exam itself.

#### ****Webinar Attendance****

Eight webinars will be offered during the semester. You need to attend four of them by signing on and participating live-time through Adobe Connect. You will receive 16 points for each of four webinars you attend. If you cannot attend and participate in a webinar but would like to review the recorded session, you may earn 8 points for each webinar that you view. (Each webinar can only be given credit for 1 viewing; if you were a participant in that webinar, no additional points count for viewing it again).  
The dates and times of the webinars will be coordinated more closely after class consultation during the orientation meeting, but it is anticipated that this will be the following schedule:

|  |  |  |
| --- | --- | --- |
| Webinar 1 | Friday 5 September | Demo character analysis for Roderigo from Othello |
| Webinar 2 | Wednesday 17 September or Thursday 18 September | Art analysis: Renaissance, Mannerism and Baroque |
| Webinar 3 | Wednesday 1 October or Thursday 2 October | Music analysis: Baroque and Classical |
| Webinar 4 | Wednesday 15 October or Thursday 16 October | Poetry analysis: Romantic poetry |
| Webinar 5 | Wednesday 29 October or Thursday 30 October | Art analysis: Academism and Impressionism |
| Webinar 6 | Wednesday 12 November or Thursday 13 November | Dance/ performance analysis: Romantic to early modern |
| Webinar 7 | Wednesday 3 December or Thursday 4 December | Poetry analysis: early modern symbolism (Yeats) |
| Webinar 8 | Wednesday 10 December or Thursday 11 December | Architecture: Modern and postmodern |

#### Reading Responses

Reading responses are short, formal writing assignments intended to help you engage some specific question or idea broached by a text. These assignments should help you in getting beyond surface description of the text and to ask and answer meaningful and more complex questions about the texts. These assignments are also intended to help you develop the writing and critical thinking skills fundamental to the learning objectives of the course as well as those necessary to write thesis paper.

Reading responses should be approximately one page in length, double spaced. They should answer the question clearly and directly but also substantively.  A clear and direct statement answering the question should begin your paper (a thesis) followed by two or three short supporting paragraphs explaining your answer. Use at least two relevant quotes from the text to support your ideas. You may use more quotes but these should be short and should always be relevant.

Grading of Reading Responses follow this format:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Category | 0 points | 1 point | 2 points | 3 points | 4 points | 5 points |
| Supporting evidence | None- or plagiarizes (\*plagiarization= not citing appropriately, and will give a 0 for entire assignment) | Reference to general ideas but not well fleshed out. | Quotes are not well chosen (too long, too short, not relevant to the point). | Quotes are not as descriptive or applicable as they could be (they don’t support the main point). | Uses at least 1 good, applicable example (and may use others, but they aren’t as strong. | Uses at least 2 well chosen examples of appropriate length and citation. |
| Demonstrates understanding of ideas/ answers assignment question clearly | Assignment is incomplete or very unclear | Discussion is very irrelevant or very incorrect. | Discussion is irrelevant or incorrect. | Answers part of the question, or demonstrates lack of understanding of background material. | Answers most of question but should be more thorough. | Answers question thoroughly and clearly. |
| Grammar, punctuation and formatting | 6 errors or more | 5 errors | 4 errors | 3 errors | 2 errors | 1 error or less |
| Organization | Reader cannot follow the ideas. | Thesis is vague or contradictory. | More than 1 idea per paragraph happens more than once. | Thesis is hard to find and/or there is more than 1 idea per paragraph. | Thesis may not reflect paper as a whole, or there is lack of connection between paragraphs. | Clear thesis, 1 idea per paragraph, and good links between paragraphs. |

There are ten reading responses in all. **Eight** reading responses are calculated into the final grade. If, however, if you complete all ten, the two lowest grades will be dropped from your final score.

#### Events Papers

Three events papers are required. You will visit an art museum (BYU’s MOA, or another that has been approved in advance by the instructor) and spend some time looking through the galleries to select one piece on which to write a response paper. You will also attend one music concert and one stage event such as dance or drama (anything offered by BYU’s school of music or theater program is acceptable; for other events, contact the instructor beforehand to see if it is acceptable). After each event, you will write a **1 page, double-spaced** response paper discussing what you saw, what you learned, and how the experience related to material studied in this course. The papers are graded on an honest-completion basis (9 points per paper), but points may be lost through excessive bad spelling, inappropriate material, or failure to complete the assignment.

#### Exams

Three exams, including the final, will be administered during the course of the semester and will correspond to three sections of material. The first exam will cover approximately the late Renaissance to the Rococo. The second exam will cover approximately Neoclassicism to Realism and the third exam from Modernity to the contemporary scene. Exams will be composed primarily of essay questions, and will ask you to comment on the significance of quotes, visual works, audio or video clips, etc. You will frequently be asked comparative questions and analysis questions. The exams will build on previous material; you will be required to draw general connections between historical and cultural periods.  The final exam will contain a **comprehensive section**.

**Because the exams are open-book**, they will be timed. It is also **very important to cite** ideas and to present ideas in your own words. It is okay to quote short phrases from the textbook if you use parentheses and cite your source; it is not okay to cut and paste sentences from the textbook (or any other source) to answer a question. Such behavior is an instance of **plagiarism** and may be grounds for a zero grade on the assignment in question, or indeed, the course (see the section on Plagiarism at the end of the syllabus, under University Policies.)

## Study Habits

### Course Time

Effectively managing your time for this course is crucial to your doing well. The university recommends that for every 1 credit hour spent in class you should spend 2 outside in preparation. Since this is an online course and there is no time spent in class, you should still be thinking of spending approximately 10 hours a week on this course alone. With the flexibility of the online  course, there is very little in the way of external structure to the course. Thus, you will have to monitor your own time commitment. Doing well in this course is directly correlated to how much time you invest in it.

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at [http://www.ethicspoint.com](http://www.ethicspoint.com/), or 1-888-238-1062 (24-hours).

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.