



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title** – Introduction to the Humanities

**Course Prefix and Number** – HUMA 1301

**Department** – English and Humanities

**Division** – Communication and Fine Arts

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y  or N )

**Semester Credit Hours # : Lecture Hours # : Lab/Other Hours #**    3 : 3 : 0

**Equated Pay hours for course -** 3

**Course Catalog Description** - An interdisciplinary, multi-perspective assessment of cultural, political, philosophical, and aesthetic factors critical to the formulation of values and the historical development of the individual and of society.

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

**Prerequisites/Co-requisites** – TSI satisfied in Reading and Writing

**Prepared by** Sharon Prince

**Date** April 25, 2013

**Reviewed by Department Head** Sharon Prince

**Date** April 25, 2013

**Accuracy verified by Division Chair** Dr. Pam Speights

**Date** April 25, 2013

**Approved by Academic Dean** *gghunt*

**Date** 8/1/13



**I. Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

All instructors need to cover letter A in the course outline, and they must cover at least **five** of the specific topics listed in B to H.

- A. Evaluating Art (overview)/Elements of Artistic Expression/Purpose and Function of Art in Society
- B. Introduction to Visual Art
  - a. Paintings, photography, drawing, printmaking, and sculpture
  - b. Evaluating and interpreting the elements of visual art
- C. Introduction to the Cinema
  - a. Genres of film
  - b. Conventions of film
  - c. Evaluating and interpreting the elements of film
- D. Introduction to Theater
  - a. Overview of theater
  - b. Evaluating and interpreting the elements of theater
- E. Introduction to Literature
  - a. Genres of literature
  - b. Evaluating and interpreting the elements of literature (instructors can focus on one genre)
- F. Introduction to Music
  - a. Types of musical experience
  - b. Evaluating and interpreting the basic elements of music
- G. Introduction to Architecture
  - a. Forms of architecture
  - b. Evaluating and interpreting the basic elements of architecture
- H. Introduction to Dance
  - a. Forms of dance
  - b. Evaluating and interpreting the basic elements of dance
- I. Introduction to Landscape Architecture
  - a. Overview of landscape architecture
  - b. Evaluating and interpreting landscape architecture

Instructors should emphasize participation and class discussion.

**II. Course Learning Outcomes**

<b>Learning Outcomes</b> Upon successful completion of this course, students will:	<b>Methods of Assessment</b>
<ol style="list-style-type: none"> <li>1. Name and describe elements of each art form covered in class</li> <li>2. Be able to contextualize a work within its historical and social context</li> <li>3. Show the influences of the arts on culture, explaining the value of beauty.</li> <li>4. Analyze common human issues from different points of view.</li> <li>5. Develop writing skills by writing on Humanities topics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Essay and/or multiple choice exams</li> <li>2. Essay and/or multiple choice exams</li> <li>3. Essay and/or multiple choice exams</li> <li>4. Essay exam</li> <li>5. Essay exam</li> </ol>

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

*A Beginner's Guide to the Humanities* by Bishop, Pearson current edition  
MyArtsLab, Pearson

**IV. Suggested Course Maximum - 33**

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**

Computer with projection capability

**VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course**

1. 3-4 papers (a portfolio may be substituted for a paper)
2. Final exam
3. Tests and quizzes at the instructor's discretion
4. Projects (can be a portfolio, research activity, or oral presentation)
5. Attendance at cultural events

Papers: 20-30 %

Final exam: 15-25%

Tests and quizzes: 15-25%

Projects: 25-50%

Attendance at cultural events: 10-25%

90-100—A; 80-89—B; 70-79—C, 60-69—D, 59 and below F

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed

- **Academic WCJC Core Course**  
Attach the Core Curriculum Review Forms

- Critical Thinking
- Communication
- Empirical & Quantitative Skills
- Teamwork
- Social Responsibility
- Personal Responsibility

- **WECM Courses**  
If needed, revise the Program SCANS Matrix & Competencies Checklist.



**Core Curriculum Review Form**

Foundational Component Area: **Language, Philosophy, & Culture** Course Prefix & Suffix: \_\_\_\_\_

Core Objective: **Critical Thinking Skills**—to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			
<input type="checkbox"/> Existing <input type="checkbox"/> Revised <input type="checkbox"/> New <input type="checkbox"/> State Mandated			

Department Head: \_\_\_\_\_

Date: \_\_\_\_\_



**Core Curriculum Review Form**

Foundational Component Area: **Language, Philosophy, & Culture** Course Prefix & Suffix: \_\_\_\_\_

Core Objective: **Communication Skills**—to include effective development, interpretation and expression of ideas through written, oral and visual communication

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
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**Core Curriculum Review Form**

Foundational Component Area: **Language, Philosophy, & Culture** Course Prefix & Suffix: \_\_\_\_\_

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

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
The SLO is:	Insert SLO (from Administrative Master Syllabi) below	Provide a brief name and description of the sample learning activity:	Provide a brief name and description of the sample quiz, exam, rubric, assignment, etc. for assessing the objective:
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Department Head: \_\_\_\_\_

Date: \_\_\_\_\_



**Core Curriculum Review Form**

Foundational Component Area: **Language, Philosophy, & Culture** Course Prefix & Suffix: \_\_\_\_\_

Core Objective: **Personal Responsibility**—to include the ability to connect choices, actions and consequences to ethical decision-making

*Student Learning Outcome supporting core objective:*

*For each core objective, there must be at least two different methods of assessment.*

SLO Status	Student Learning Outcome (SLO)	Learning Activity	Assessment
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Department Head: \_\_\_\_\_

Date: \_\_\_\_\_