

# Humanities 124

## Course Guidelines

### Readings

The staff jointly chooses core readings; it is understood that all students in all sections will be assigned all core readings. "Coverage" of them need not mean that they have been discussed exhaustively in class; but students are responsible for assigned readings. For instance, they may be tested on them, even if they were not "covered" in class time.

Some "core" readings may be a bit more variable. For instance, instructors may choose which books of the *Iliad* or *Aeneid* to assign their sections.

Instructors are free to add additional readings if they wish, though these are additional to, rather than in place of, agreed-upon core texts.

### Exams

There will be three or four exams, including a final exam. It is acceptable to give exams as take-homes rather than in class. Instructors may schedule exams when they see fit; however, they should remember that students are entitled to a significant grade before the drop date.

Exams are to be mainly essay.

Exams should test students on their readings, on the material and concepts in the lectures, and on class materials. Including questions on the lectures helps to reinforce the importance of attendance and attentiveness during them.

Essays should require analysis and synthesis, not just retention and retrieval. In general they should call on higher-order thinking skills and ask students to think actively and argue persuasively.

### Essays

Students in Humanities 124 must write at least two analytical or "close reading" papers. The paper assignments should require thinking about and applying materials/ideas/understandings from primary readings in the course. Instructors may assign a traditional research paper in addition to the two analytical papers. For any such research paper, instructors should make sure that students are clear on the requirements, including expectations for documentation, proper use of sources, etc. Students may need guidance on finding appropriate secondary sources for this sort of paper. For instructors who wish to give their students the opportunity for research but do not want to assign an additional formal paper, they might instead consider assigning student presentations. This would further enhance the development of speaking skills, which is also one of the Overall Skills Objectives of the Humanities Program.

## **Discussion**

Discussion should be the chief format in individual sections and it resides around the primary sources. As such discussion necessarily involves a variety of exchanges, e.g. student with instructor, student with student, student with entire class, a variety of strategies should be attempted to encourage it: e.g. small group exercises and presentations, at instructor's discretion.

## **Outside learning activities**

Each section should include requirements for students to attend cultural events, perform service learning, or some combination of the two. The reflection on their experience is an important part of the assignment and should comprise an essay of at least a page for each such activity.

These responses, reviews, or reflections are assessed and form a part of the semester grade.

## **Syllabus**

Each course syllabus should include a copy of the Humanities program objectives, in addition to any explanation of learning objectives the instructor wishes to adduce. It should also include a statement on course policies on attendance, plagiarism, grading, accommodation for disabilities, and any other important such matters.

## **Attendance**

Attendance is important and is expected for all classes, including weekly lectures. *HUM Handbook/124 Course Guidelines – Revised: 10/08*