

## Introduction to Humanities (HWC 110) Curriculum Guidelines

### Course Description:

This course explores the question “what does it mean to be human?” as a way of introducing students to the humanities through various themes. Students analyze key issues relating to the human experience from multiple perspectives such as art, religion, philosophy, history, government, and language. Through assigned readings and a variety of writing assignments, students will learn how to generate, explore, analyze, organize and convey ideas. Assignments will require students to present thoughts and opinions clearly and confidently to engage diverse audiences.

### Learning Outcomes:

HWC 110 Introduction to the Humanities fulfills Goal 2.1 (Written Communication) and Goal 3 (Breadth of Knowledge). More information on the Core Curriculum’s Learning Outcomes can be found at <http://catalog.ku.edu/core/>.

### Course Themes (chose at least five of the following)

1. Evil
2. Mortality
3. Ecology: Nature and Humans
4. Religion
5. Identity
6. Community and Government
7. Communication and Media
8. Relationships: Friendship, Love, Companionship

### General Criteria:

1. Instructors must meet the criteria for the designated learning outcomes 2.1 (Written Communication) and 3 (Breadth of Knowledge) of the KU Core.
2. Texts
  - a. should serve to explore the primary question: What does it mean to be human?
  - b. should be both popular and accessible
  - c. cannot include more than one work in common with the HWC 204 or 205 Master Reading List or with any other HWC course
  - d. do not need to cover certain historical periods
  - e. should total approximately 1500 pages over the entire semester
  - f. should cover at least two different genres
  - g. should be appropriate for a freshman level course
  - h. must include the agreed upon text for writing instruction: Richard Bullock and Michal Brody, *The Little Seagull Handbook*, 2<sup>nd</sup> ed. (NY: W. W. Norton & Company, 2014)
  - i. may include optional secondary or supplemental texts
3. Total grades should be based on writing assignments, exams, and discussions/class activities. Writing assignments must constitute at least 60-75% of the grade. **One writing assignment must incorporate a draft process with feedback for revision.**
4. Students must complete the Academic Integrity Quiz by the end of the first week of class

5. The HWC 110 Working Group approves the syllabus when a GTA is the primary instructor.

### **Syllabus Criteria:**

1. Course Description: Same for each section. Copy and paste the course description and learning outcomes above to the beginning of your syllabus.
2. Course Topics: specific to each instructor.
3. Grades: Same for each section. All sections must follow the full letter grade system.
  - a. Grading Scale (based on %): 100-90=A; 89-80=B; 79-70=C; 69-60=D; 59-0=F (.5-.9 rounded up and .1-.4 down)
4. Written work must comprise 60-75% of the final grade
5. Attendance: specific to each instructor. (If used, students must physically sign in with their full name each class)
6. Late Work Policy: specific to each instructor.
7. Evaluation: specific to each instructor. Each syllabus should include a weighted grade breakdown of all assignments over the course of the semester
8. Required Texts for the course
9. Office Hours: minimum of three hours per week

### **Writing Assignment Guidelines for 2.1 Courses**

Courses should include writing assignments within the following three dimensions:

Dimension 1: Analyze how language and rhetorical choices vary across texts and different institutional, historical, and/or public contexts.

Assignments that fulfill this dimension include, but are not limited to, end of semester papers, final exam essay questions, and final papers in lieu of exams. The grading rubric should evaluate students on thesis, critical analysis, organization, supporting evidence, and mechanics.

Dimension 2: Demonstrate rhetorical flexibility within and beyond academic writing.

The course must include informal writing assignments throughout the semester.

Assignments cannot be pass/fail, but the rubric may be more relaxed than that of formal essays.

Dimension 3: Revise and improve their own writing

The course must include at least one writing assignment that goes through the draft process. Students should receive instructor/peer feedback on their first draft and incorporate comments within their final draft. The same rubric should be used on both the rough draft and the final draft. The grading rubric should evaluate students on thesis, critical analysis, organization, supporting evidence, and mechanics.

### **Assessment Criteria:**

#### KU Core Goal 2.1

Instructors should select an assignment they will use to assess student achievement of KU Core Goal 2.1 (most probably the final paper) and must include the following as the first two rows of the rubric for that assignment. ***Students must submit this designated assignment via Blackboard and instructors must grade it through Blackboard using an online rubric.***

	<b>Exceeds Expectations (A)</b>	<b>Expected (B)</b>	<b>Satisfactory (C)</b>	<b>Unacceptable (D)</b>	<b>Absent (F)</b>
<b>Organization and Format</b>	Demonstrates organization within paragraphs and within the overall document that significantly enhances the content, helping to clarify the message. Document format clearly meets (or improves/exceeds) genre conventions and audience expectations.	Demonstrates organization Within paragraphs and within the overall document that enhances the content, helping to clarify the message. Document format meets genre conventions and audience expectations.	Demonstrates organization within paragraphs and within the overall document that adequately supports the content; revised organization could strengthen the message. Document format generally meets genre conventions and audience expectations.	Demonstrates a lack of organization within paragraphs and/or within the overall document that diminishes the impact of the content; revised organization could strengthen the message. Document format may fail to meet genre conventions and audience expectations.	Incomprehensible due to lack of organizational structure. Document lacks necessary genre conventions.
<b>Control of Style, Syntax, and Mechanics</b>	Uses graceful language that skillfully and economically communicates meaning to readers with clarity and fluency and is virtually error free.	Uses straightforward language that conveys meaning to readers. The language in the document has few errors in syntax and mechanics.	Uses language that generally conveys meaning to readers. Errors in syntax and mechanics occasionally interfere with meaning.	Uses language that does not consistently meet the standards of genre and audience. Errors in syntax and mechanics interfere with meaning.	Use of language fails to meet the standards of the genre and audience. Incomprehensible due to severe errors in syntax and mechanics

### KU Core Goal 3

Instructors should select an assignment they will use to assess student achievement of KU Core Goal 3 (different than that used to assess 2.1) and must include the following as the first row of the rubric for that assignment. ***Students must submit this designated assignment via Blackboard and instructors must grade it through Blackboard using an online rubric.***

<b>Ability to cite appropriate evidence/ precedent to persuasively and/or logically extend or defend a line of thought.</b>	Communicates, organizes and synthesizes appropriate evidence/precedent from sources to either persuasively/logically extend or defend a line of thought, with clarity and depth.	Communicates, organizes and synthesizes appropriate evidence/precedent from sources to either persuasively/logically extend or defend a line of thought.	Communicates and organizes information from sources; synthesis may be weak but the intended purpose is minimally achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately.	Fails to communicate information from sources.
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