HWC 110/111   INTRODUCTION TO HUMANITIES     2013

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COURSE DESCRIPTION:
This course explores what it means to be a human being. We will work with stories and images of human development and self-realization with attention to basic theories of interdisciplinary learning in the humanities and the arts. Specifically, we will examine portrayals of who we are as individuals, families and communities; how we came to be who we are; and how our place and purpose in the universe is depicted by writers and artists. Novels, memoirs, historical accounts, and sacred texts will form the major focus of our work. We will also view selected films and paintings as supplementary images.

COURSE WORK:
Portfolio Project  50%
Critical essay (10%)
Reflective writing: memoir or personal essay (15%)
Research paper (25%)

Quizzes 10%
Final Exam (Essay) 25%
Discussion Participation 15%

This is a writing intensive course. Specific instructions for all assignments will follow. Students will write approximately 3500 words in the course of the semester including the final essay examination. Assignments will be scaffolded in difficulty and weight with each requiring students to engage fully in the writing processes of drafting, revising, and consulting with the instructor. Note: grading rubric attached.

COURSE GOALS:
This course addresses Core Educational Goal #2.1 (Strengthen Written and Oral Communication) and Core goal #3 (Develop a background of knowledge across fundamental areas of study) with attention to the following Learning Outcomes:

By the end of this course, students will be able to:
1. Analyze and evaluate in writing different ideas, arguments and points of view presented in primary texts of different genres and historical periods.
2. Recognize literary and rhetorical conventions in texts of various genres.
3. Present a critical analysis of primary texts in a formal essay using conventions of academic writing.
4. Demonstrate competence in other writing strategies such as the personal essay and memoir.
5. Develop basic research skills in the field of interdisciplinary study, synthesize information, and effectively communicate results in a research paper.
**REQUIRED TEXTS:**
- Akhtar, Ayad *American Dervish*
- Diamant, Anita *The Red Tent*
- Kingston, Maxine *The Woman Warrior*
- Riley, Patricia, ed. *Growing Up Native American*
- Walker, Alice *The Color Purple*

**AVAILABLE ON BLACKBOARD:**
- *The Hebrew Bible (Selections)*
- *The Qur’an (Selections)*

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**GRADING RUBRIC**

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<thead>
<tr>
<th>Criteria</th>
<th>A</th>
<th>B</th>
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<th>D/F</th>
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<tr>
<td><strong>Thesis</strong></td>
<td>Thesis is concise, clear, easily identifiable, sufficiently addresses the assignment, plausible and appropriate</td>
<td>Thesis is unclear or awkwardly formulated, may be only implied, may not be argued throughout</td>
<td>Thesis is unclear and incorrectly placed, may be vague, simply descriptive, or confusing, may be based in part on misinterpretation</td>
<td>Missing or very unclear thesis, may be based on misinterpretation of the question or prompt</td>
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<td><strong>Organization</strong></td>
<td>Concise paragraphs, strong topic sentences, smooth transitions, coherent and logical progression of argument</td>
<td>Generally logical but confusing in places, some disorganized paragraphs or awkward transitions</td>
<td>Confusing, disorganized paragraphs, no clear transitions, underdeveloped</td>
<td>Little focused development, disorganized paragraphs and sentences, paper does not flow</td>
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<td><strong>Use of Evidence</strong></td>
<td>Assigned/approved sources, accurately portrayed, smoothly integrated, proper citations and adherence to style guide</td>
<td>Sticks to approved sources but some “cherry-picking,” evidence not incorporated well, small errors in citations/style guide adherence</td>
<td>Evidence inaccurately portrayed, not incorporated well, multiple critical errors in citation/style guide adherence</td>
<td>Little evidence cited or evidence from unapproved or inappropriate sources, failure to cite properly, no adherence to style guide</td>
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<td><strong>Critical Analysis</strong></td>
<td>Engages in an innovative/critical way, original arguments, no summary, addresses counter-arguments</td>
<td>Analysis slightly insightful but may include unnecessary summary, could achieve higher level of analysis</td>
<td>Analysis may be slightly insightful but generally either missing or mostly summary; may show a misunderstanding of the text</td>
<td>No analysis is present, or based on textual misinterpretations. “Analysis” is merely a textual summary</td>
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<td><strong>Mechanics</strong></td>
<td>Paper has no errors in spelling, usage, grammar, syntax, and formatting</td>
<td>One or two small errors in grammar, syntax, or formatting</td>
<td>Unclear, difficult to read at times, simplistic and/or technical errors</td>
<td>Significant errors in mechanics, usage, grammar, syntax, formatting that make the paper incomprehensible</td>
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Total---->