



Course Code and Section: HUM2210-AW61

Course Name: Humanistic Tradition I

Credit Hours: 3.0

Mode: Web (Fully Online)

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1. Instructor Information

Instructor: Dr. Nick Shrubsole

Virtual Office Hours: Available By Appointment via Skype or Conferences (Webcourses)

E-mail: Nicholas.Shrubsole@ucf.edu (Preferred method of contact)



Biography

Hello everyone! My name is Nick Shrubsole and I am your instructor for this course. Professionally, I hold a Ph.D. in Religious Studies from the University of Waterloo (2013), which is located just outside of Toronto, Ontario, Canada. Yes, I am a Canadian living in Florida. How novel, right? I moved to Orlando in 2015 after teaching for a few years back in Canada. I have extensive teaching experience in a broad range of Humanities, Cultural Studies, Religious Studies courses, and other interdisciplinary courses. In addition to teaching this course several times, I have also taught Encountering the Humanities, World Religions and Politics, Religion, and the Law, Religion and Popular Culture, and Evil, among others. My specific area of specialization is on issues surrounding religious freedom (i.e., religion and the law) and the separation of church and state (i.e., secularization). I am particularly interested in indigenous (or Native American) peoples' pursuit of religious freedom in Canada, the United States, and within international bodies.

On a more personal note, I like to let my students know that I am a disabled person. I have had a visual impairment since I was quite young. In my face-to-face classes, this usually means that I need to tell students that they need to be a bit more assertive when they need a question answered, but that won't be the case here. Even though you could go this whole course without ever knowing I have a visual impairment, I think it's important to let you know when diverse experiences are leading the class. I also hope that my disclosure can make others with disabilities feel comfortable in this class and beyond. Every disability is unique, so it is important to share our stories and let people know that we are here.

Aside from my professional credentials and disclosure, I do have a life outside of work, although it is difficult at times in this kind of employment. I played a lot of music back in Canada, so I am actively trying to continue that here in Florida. I enjoy watching live music and try to get to at least one show every couple of weeks. I enjoy going out with the wonderful friends I have met in this city as much as I enjoy taking a break and watching any number of quality shows.

2. Course Description

This course provides an interdisciplinary and multicultural study of the arts and sciences that contributed from diverse human traditions to world civilization. Our focus in this

first half of the Humanistic Traditions sequence is on ancient civilizations and the cultural heritage stemming from them. This course begins in the prehistoric periods and concludes with the Reformation (sixteenth century CE).

This course is part of the General Education Program (GEP) in "Cultural and Historical Foundations" and can fulfill the Gordon Rule Requirement. In order to apply HUM2210 as a GEP and as a Gordon Rule course, the course must be completed with a minimum grade of C- (1.75).

3. Course Objectives

By the end of this course, students should be able to:

- Demonstrate knowledge of the meanings of cultural artifacts (i.e., text, art, music, and performance) and expressions (i.e., religion, philosophy, and social theories) in diverse aesthetic, social, historical, and geographical contexts
 - Critically analyze the meanings of those artifacts in their particular contexts
 - Demonstrate knowledge and awareness of significant events in human world history, the precursors, and chronological location, from the prehistoric to the Reformation
 - Appreciate the historic and diverse expressions of culture through critical reflection
 - Position themselves vis-à-vis this study of culture and values.
 - Demonstrate an ability to gather, synthesize, and analyze information from appropriate resources
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4. Required Text

Please note that this textbook is available in a fully online, immersive and interactive format, known as REVEL. The online text is relatively cost-effective. However, if you would like to purchase a used, hard copy, you may do so if you so choose. It is strongly recommended that you purchase the newest edition (that is, the 3rd edition) of the following textbook. (Note: instructions and links to purchase and access the online version of the text follow below the image.)



- REVEL for Sayre, Henry M. 2015. *The Humanities: Culture, Continuity and Change*, Volume I, 3rd Edition, Pearson Higher Education.

Digital Textbook Instructions

This course uses a Pearson digital product which contains important assignments and resources used throughout the semester. The required link below is unique to this course. Here is how to register:

1. Visit this link: <https://console.pearson.com/enrollment/etwvig>
2. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.
3. Choose your course under 'My Courses' and choose an access option: redeem an access code that you got from your school's bookstore or purchase access online. There is a free trial if you are waiting for financial aid.

What you should know:

- Bookmark <https://console.pearson.com> to easily access your materials.
- Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.
- Contact your instructor if you lose the invite link.

5. General Expectations in a Fully Online Course

This is a fully online course. For this reason, students must develop their time management skills effectively. As an online course, you are still expected to dedicate the same amount of time you would in a face-to-face course. The major difference is that there is no scheduled class time. The work that you conduct outside of the classroom remains relatively the same, but the experience of the classroom is a little different. In a classroom, you may attend class at a scheduled time at which point you can listen to a lecture and engage with your fellow classmates in meaningful discussion. When you leave the class, you may independently setup study groups, but many students may just take that time to read their text, complete assignments, and make study guides for in-class tests.

As a summer course, we only have six weeks together. Given this condensed window, your instructor has designed the course to be a largely independent endeavor. You will be able to work through the course at your own pace until the final exam, which is schedule for the final few days of the semester. Otherwise, you will be required to submit four (4) written assignments by certain dates but this does not mean you can get ahead if your schedule requires you to do so.

Because of this condensed format, it is imperative that you keep several time management tips in mind:

- **Write down the critical dates for all assignments in the course.** You may choose to just use the calendar function in Webcourses, but I would encourage you to use a calendar that you encounter regularly (i.e., on your phone, laptop, tablet, or, wall calendar).
- **Note the opening and closing dates for assignments.** In this course, the final exam will be available during a window of time. Ensure that you know the start and end date of this window. The other assignments do not have start dates because they are always open, but they do have due dates and closing dates. Ensure that you know these.
- **Ensure that you login at least twice a week.** Even if there is nothing scheduled that week, it is crucial that you stay engaged with the course.

Keep up with the readings.

You are responsible for a lot of reading material in this class. Ensure that you stay up to date. Each chapter test will have a suggested completion date, but there will be no penalty for taking them late or early.

6. Description of Assignments and Tests

Assignment	Percentage of Grade	Description
Syllabus Quiz	Ungraded	Before you Begin in the Course, you are required to complete a syllabus quiz. This functions to ensure that you are familiar with the course structure and expectations. It also helps to satisfy university protocol to document your participation in the course in order to facilitate the distribution of financial aid. Note: you must score a perfect on this syllabus quiz in order to open the course.
Chapter Mini-Quizzes	30%	Each week contains chapter quizzes that you must complete. These quizzes function to ensure that you have closely read the content of each chapter. It is expected that you will complete each quiz immediately following your completion of the required reading and any supplemental primary source material. The questions are far more specific than the final comprehensive exam because it is expected that you will have your notes and textbook with you. You should not rely on the textbook to complete each test. Read it carefully and take quality notes. Use the introduction to each chapter to guide your readings and review the sample questions to give you a sense of the kinds of questions you might face. Each test will be comprised of five (5) questions for each chapter covered. So, if there are three chapters covered, then there will be 15 questions. If there is only

		<p>one chapter covered, there will only be five questions. Access to all chapter quizzes will close the day before the final comprehensive exam. It is imperative that you keep up with your readings and that you do not let these quizzes pile up. Each quiz has a suggested due date.</p>
Comprehensive Examination	30%	<p>Your final exam will take place in the final two days of the semester. It will comprise of eighty (80) multiple choice questions. Don't fret! The final exam will not be as specific as the shorter chapter quizzes you are responsible for throughout the semester. Your instructor will provide a list at the beginning of each week with a list of key terms for the final exam. It is these items that the final test will be based upon. This means that every question you see on the final test will have one of the items listed either as the subject of the question or as the answer. If you keep up with your readings and maintain an excellent final exam study guide, this final exam should not be overly cumbersome. For simplicity sake, the list of terms provided will be limited to key figures and places.</p>
Gordon Rule Written Assignments	40% (10% x 4 assignments)	<p>In this course, you are required to complete four unique writing assignments. Detailed descriptions of each assignment appear in the assignment instructions. You will be completing two analysis papers (text and art). You will also be practicing your ability to read and synthesize material in a summary assignment. The course will conclude with a sort of creative project where you will be asked to envision an update to Epcot's Spaceship Earth ride.</p> <p>The first three assignments are due by 11:59 p.m. on the Sunday of the assigned week. Assignment submitted after that time will be assigned a 10% deduction per day for up to 4 days, at which point the assignment will be given a grade of zero (0).</p> <p>The final assignment (Spaceship Earth) is due just prior to the Final Exam (three days before the end of the semester). As with the other assignments, it is recommended that you submit early. Note that once the course ends on the Friday, no more late assignments will be accepted. This means there are only two days following the deadline for the assignment during which a late submission will be accepted with penalty.</p> <p>Keep track of these dates and submit early to be safe! More information on Gordon Rule expectations can be found directly below this table.</p>
Total	100%	

7. Gordon Rule Writing Expectations

As a Gordon Rule course, each writing assignment is expected to successfully meet certain criteria. The following are four criteria associated with Gordon Rule and some elaboration from your instructor.:

- Have a clearly defined central idea or thesis.
 - *Elaboration:* A clearly defined central idea or thesis is the answer to the central question guiding your essay. This is not necessarily a single sentence. Depending on the length of your essay, it could be as short as one sentence and as large as one paragraph. It is, however, the most crucial piece of academic writing. Before you begin, write down the question you will be answering. Then, clearly answer that question. The rest of the paper will be spent **proving** this statement.
 - Remember that an argument is not a factual statement. For example, UCF is the second largest university in the United States is a factual statement. An argument is something that can be debated. Your task is to provide evidence to support your claim. For example, UCF is the second largest university in the United States because of its geographical location in Central Florida, a densely populated state. Others may claim that it is because of the program offered, the state financial support, or the sports program, among many other possibilities. The point is that it is not a clear answer. It requires the presentation and weighing of evidence.
- Provide adequate support for that idea.
 - *Elaboration:* There is a difference between **opinion** and **argument**. An opinion is an unsupported claim. Alternatively, an argument is a claim supported with evidence. In the case of your first assignment, this means pointing to specific excerpts from the text.
- Be organized clearly and logically.
 - *Elaboration:* There are several hints listed in the writing tutorial (offered at the outset of this course) for proper organization. Remember that this organization includes the entire document, individual paragraphs, and individual sentences. Proper organization helps to communicate more effectively. A few examples of proper organization are as follows: the purpose of a paragraph should appear in the first sentence of a paragraph, not the last. A thesis should be clearly defined at the outset of your paper.
- Show awareness of the conventions of standard written English.
 - *Elaboration:* Ultimately, each individual student will have specific writing needs. There are suggestions for proof-reading listed in the writing tutorial. Regardless of whether you think you need it, I would strongly recommend using the student writing center. They are there to help you with this exact requirement!
- Be formatted or presented in an appropriate way.
 - *Elaboration:* Again, there is information in the writing tutorial regarding presentation. In general, treat every piece of writing as a professional submission. Everything should be written in paragraph format. It must be proof-read and contain no glaring spelling or grammatical issues.

More specifically, you will be assessed on (1) the quality of your writing (i.e., spelling, grammar, and organization), (2) breadth of content (i.e., application of course materials), (3) critical thinking/rationale, and (4) insight/originality.

- *Elaboration*: The first three elements here should be self-evident. They also correlate nicely with the Gordon Rule requirements. You may have questions about the fourth, insight/originality. Especially in a first year course, you may find it possible to simply connect the dots (so to speak) given the rigorous structure of some of your assignments. There is still a craft to following instructions and identifying relevant passages from your source material to answer the questions posed to you. To demonstrate originality/insight, you will have to go above and beyond the connect-the-dots approach. It is impossible to provide any examples for you, because the possibilities are truly endless. If you would prefer another phrase, “demonstration of exceptional critical thinking” works well. This will simply put you above and beyond expectations.

8. Grading Scene and Description

A	94% – 100%	Reserved for excellence, far exceeds average understanding as evidenced in course work and goes significantly beyond basic understanding.
A-	90% – 93%	Excellent, exceeds average understanding as evidenced in course work and goes well beyond basic understanding.
B+	87% – 89%	Very good. Far above average, fully meets or exceeds average understanding as evidenced in course work, fully understands the basics and goes beyond that level.
B	83% – 86%	Very good. Above average, fully meets average understanding as evidenced in course work, fully understands the basics and can engage material somewhat beyond that level.
B-	80 – 82%	Very good. Just above average, fully meets expectations for basic understanding as evidenced in coursework and fully understands the basics and can engage material at that level.
C+	77 – 79%	Slightly above average, fully meets expectations for basic understanding as evidenced in coursework and understands the basics.
C	73 – 76%	Average, meets minimum expectations and satisfies course requirements.

C-	70 – 72%	Slightly below average, meets bare minimum expectations and satisfies course requirements.
D+	67 – 69%	Lacking in quality. Below average, meets most minimum expectations and satisfies all or most course requirements.
D	64 – 66%	Lacking in quality. Below average, meets many minimum expectations and satisfies all or most course requirements.
D-	61 – 63%	Greatly lacking in quality. Far below average, but meets most minimum expectations and satisfies most course requirements with minimal understanding evidenced in course work.
F	0% – 60%	Fails to meet minimum expectations in understanding and course work as evidenced by performance and submission of graded elements.

9. Instructor Policies

E-mail correspondence

1. Please use the inbox located to the left of this page to correspond with your instructor.
2. Think of an e-mail as a formal letter when corresponding with instructors (as opposed to a text message). Begin with a salutation (a greeting) and conclude with your name. Be respectful and considerate in your language and re-read your e-mail before sending.
3. Review the course syllabus to ensure that your question is not answered there.
4. For technical support, contact Online@UCF by clicking the following link: <https://online.ucf.edu/support/>

Missed Assignments and Tests Policy

One important lesson you will learn at university is time management. Tests and Assignments must be completed within a predesignated time span. All assignments and tests must be completed by the closing date and time. Late writing assignments will be assigned a penalty of -10% per day for up to four days. All mini-quizzes will close prior to the final exam. Any incomplete mini-quizzes will be assigned a grade of zero at that time. The final exam must be completed in the designated window. Note if you complete the final exam late, you will not receive the full time to complete the exam if the closing time arrives before the allotted time. For example, if you log in at 11:39 p.m. and try to take the test, you will only have 19 minutes to complete that exam

because it will close at 11:59 p.m. Complete the exam early to be safe. No late final exams will be accepted.

Virtual Open Door Policy

Your instructor is here to help! I encourage you to contact me at any time to discuss your questions and concerns about the course. .

No Extra Credit Policy

There are no opportunities for extra credit in this course. Please ensure that you complete all assignments and keep up with your reading to achieve a good grade in this course.

10. University Policies and Important Information

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Student Conduct](#) for further action. See the [UCF Golden Rule](#) for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with [Student Disability Services](#), Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Diversity Statement

The University of Central Florida recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities

are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCF's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

UCF Cares

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](https://ucfcares.com) ([Links to an external site.](#)) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail ucfcares@ucf.edu with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

A Note on Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Warning about Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

11. Course Schedule

As the course schedule is something you may want to refer to on a regular basis, it can be found on its own page. You can find it here: [Course Schedule](#).