



CID 2301.08E: The Human Experience

The Day After Tomorrow

INSTRUCTOR INFORMATION

Instructor: Dr. Jeffrey Herndon

Office Location: 218 Nursing Health Sciences Building

Office Hours: 9:30-10:45 AM; 1:00-2:00 PM MWF/ 8:30-9:15 AM TTH

And by Appointment

University Email Address: Jeffrey.Herndon@tamuc.edu

Communication Response Time: 48 hours

COURSE INFORMATION

Course Description

CID 2301: The Human Experience introduces students to humanities-based inquiry by guiding students through an exploration of important humanistic questions across all elements of the human experience. Through the deep focus on a connecting theme, students will engage in holistic discussions of topics addressing fundamental questions about human life and human interactions, develop the skills of humanistic inquiry (including critical thinking, research, literacy skills, and communication skills), and learn to apply their knowledge to their personal, professional, and academic goals.

This course is the foundational course for the Humanities Certificate program, a grant-funded, TAMU System-wide initiative designed to create an intentional connective pathway through the core curriculum to infuse the humanities and humanities-based inquiry (critical thinking, research, communication, ethics, morality, cultural awareness, empathy, etc.) into student degree pathways and encourage students to see the relationships between larger questions of the human experience and their own lives and goals. The course is based on Transformative Texts and a Transformative Project.

“The Day After Tomorrow,” the focus of this particular section of CID 2301 could fall under several thematic categories for the humanities program. With that said, the primary focus of this course will be upon “Technologies and Futurism” and “Self, Identity, and Memory.” The texts for this course present possible futures—based upon trends observable in society. Topics that we will discuss (and we will discuss) include (but not limited to) the relationship of individuals with one another, with the state, and the broader society; whether or not technological advancement is, in itself, and unqualified good; the ways in which technology affects human relationships both individually and societally; and the possibility of the future.

In addition to the substantive content of the texts themselves, we will also take some time to examine your role as a university student and presenting you with tools and strategies for your success.

Materials – Textbooks, Readings, Supplementary Readings

The readings for this course are partially drawn from a system-wide list of Transformative Texts. **Transformative Texts** are books, films, artwork, music, documents, memoirs, etc. from diverse regions, cultures, ethnicities, ideologies, religions, genders--around the world and through time--that reflect the core ideals, ethics, and moralities of the human experience.

The following books are required for this course. You **MUST** get these editions, e-readers and alternative editions are not acceptable. We all need to be on the same page!

Atwood, Margaret. 1998. *The Handmaid’s Tale*. (ISBN: 978038549081)

Bradbury, Ray. 2012. *Fahrenheit 451* (ISBN: 9781451673265)

Huxley, Aldous. 2005. *Brave New World and Brave New World Revisited* (ISBN: 9780060776091)

Paul, Richard and Linda Elder. 2019. *The Miniature Guide to Critical Thinking*, 8th edition. (ISBN: 9781538134948)

Zamyatin, Yevgeny. 1993. *We*. (ISBN: 9780140185850)

In addition, material will be posted on D2L—so check your MyLeo regularly.

Student Learning Outcomes

1. Critical/Integrative Thinking: Students will apply insights from the humanities (i.e., examinations of human history, culture, language, ethics, and aesthetics) to problems or questions that intersect with other areas of inquiry, including STEM and professional disciplines. (Core Outcome Alignment: Critical Thinking)

2. Communication: Students will communicate ideas effectively through writing and, where appropriate, through oral communication, visual communication, or creative performance. (Core Outcome Alignment: Communication)

3. Ethical Reasoning: Students will engage with multiple perspectives in exploring the human dimensions of real-world situations and problems. (Core Outcome Alignment: Personal Responsibility; Critical Thinking)

4. Cultural Awareness: Students will demonstrate an appreciation for social and cultural diversity while engaging in critical analysis of various forms of literary, artistic, or cultural expression. (Core Outcome Alignment: Social Responsibility; Critical Thinking)

Student Learning Outcomes will be assessed by the Transformative Project (see discussion below) presented during the Celebration of Student Learning held on the Wednesday of Exam Week, 3-5pm.

COURSE REQUIREMENTS

Instructional Methods and Assessment

This course will be centered on classroom discussion of assigned works, using small group and large group discussions, with short low-stakes writing and reflection assignments that scaffold to a final Transformative Project. The Transformative Project showcases student learning and development of humanities skills, including information literacy, critical thinking, and communication. Students will read, discuss, listen, analyze, and develop an understanding of the assigned texts and their connections to their own lived experience, goals, and beliefs; conduct research; and communicate their ideas. In engaging with the core learning objectives of critical thinking, communication, social responsibility, and personal responsibility, students will gain a greater appreciation of the complexities of the world and their place within that complexity, and gain new skills derived from deep textual reading and analysis, critical thinking and engagement, research and information literacy, and the ability to communicate their ideas. These skills provide a key foundation for the college experience and will bolster students' employability after graduation.

To prepare for and develop the Transformative Project, students will engage in short writing, research, and oral presentations that provide a scaffolded foundation for their final project, as set out in the Course Schedule. Through reflective assignments, students will develop a project focus that sets out the large issue drawn from their study of the chosen Transformative Text and the relevance students find to their lives and goals. They will conduct research on different approaches to that large issue to understand in a holistic sense the different perspectives on the large issue, and make arguments about how such different perspectives might shape a society's understanding of the issue. Students will prepare a product that articulates the connections between the larger issue they researched and discussed and their own lives, goals, and experiences. The final Transformative Project will be presented using Adobe Creative Campus suite of programs, in a format that makes the most sense to students, to allow them creativity of

expression in making the connections between their humanities inquiry and their personal experiences.

Throughout the course, discussions and assignments will be geared to reinforcing the basic premises of university education and to emphasizing students' development of skills central to their college career and beyond—exposing students to new ideas, different perspectives, and the variability of the human experience; developing relationships between and among students, mentors, and faculty; reinforcing persistence and resiliency; encouraging reflection and sense of purpose; and honing reading, writing, and communication skills.

Transformative Project: The Transformative Project will ask students to take a theme from the course, engage in research about that topic, identify relevant sources, present an argument, and link the outcomes to an issue relevant to their own career or personal trajectory. The Transformative Project aligns with and assesses all Student Learning Outcomes for the course.

GRADING

Your grades will be based on the following elements and assignments.

In-class response papers	50 points	Attendance	50 points
Discussion questions	50 points	Compare and contrast paper	50 points
Class Participation	50	Readings Quizzes	50 points
Group Exercises	60	Final Project!	100 points
Critical Thinking Paper	50		

In this section, we will use a points scale as opposed to percentages. You add up your points and that will be your grade. Final grades in this course will be based on the following scale:

410-450	A
365-409	B
315-364	C
270-314	D
0-269	F

Attendance: You should attend class—after all, you paid for the ticket. Attendance will be taken daily since attendance information is now required by the state and by the office of financial aid. However, your education is yours to do with as you will. Now, with that said, experience has demonstrated that regular attendance is essential to success in class. This course is dependent upon interaction—interaction with the material, your instructor, and with each other. If you are not in class, you are not participating in the class or in your own education.

Indeed, the first lesson of this course, is the first lesson of life: **SUCCESS REQUIRES THAT YOU SHOW UP!** With this in mind, you are allowed 3 absences for any reason. Please don't bring me notes from your mother, your doctor, your pastor, your priest, your roommate, the president, etc. When I say for any reason, that is what I mean. After that, three points will be deducted for each absence. Now, you may argue that certain absences above three should be excused—and I will tell you that there are circumstances in which that may occur. However, three class meetings in a Monday/Wednesday/Friday class is a week's worth of classes. And missing more than that in any university class is extremely problematic.

Electronics Policy: Experience has demonstrated that students do not really understand appropriate ways to use technology while in class.

Cell phones

Numerous studies have demonstrated a strong correlation between phone use in class and poor academic performance (at least three different studies have determined that phone use in class may result in the drop of an entire letter grade for students who insist that the world will end if they aren't engaged in texting or scrolling through social media). For this reason, the following guidelines are in effect for this class.

You are not allowed to use your phone during class.

You will place your phone face down on the desk in front of you where the phone itself is visible. Once placed there, you should not touch it again until class is over.

Failure to comply with this dictate will result in the imposition of a "telephone tax." If you are touching or using your phone in class, you will be assessed a five point penalty on your grade for each infraction. There is no appeal or excuse that is acceptable, so please do not attempt to make such an appeal or excuse.

Laptops and Tablets

The use of laptops and tablets for note-taking must be approved by the professor. Again, science indicates that taking notes by hand is more effective at helping students process, consider, analyze, and retain information appropriate to the university as a learning environment and for persons receiving a university degree.

Earbuds, Media Players, and Other Electronic Devices

While it is possible to carry your entertainment options wherever you go and wherever you happen to be, this class is not such a venue. Earbuds, headphones, etc. are a distraction for both you, as a student who is supposed to be actively engaged and responsible for your own education, and your professor. Put simply, it is rude to be listening to something else when you are in class. Failure to remove such distractions will incur a "tonal tariff." For each violation you will have five points deducted from your overall grade. Rather than listening to your earbuds or headphones, you should be engaged in "active listening" and engagement in what is happening in class.

For further reading on the deleterious effects of technology:

Cell phone use in class

<https://journals.sagepub.com/doi/pdf/10.1177/2158244015573169>

<https://www.tandfonline.com/doi/full/10.1080/01443410.2018.1489046>

<https://www.psypost.org/2018/05/just-cell-phone-possession-can-impair-learning-study-suggests-51228>

<http://www.longwood.edu/news/2015/college-students-test-scores-suffer/>

<https://www.mnn.com/family/family-activities/blogs/students-get-better-grades-when-phones-are-banned>

<https://abcnews.go.com/Health/cellphones-classrooms-contribute-failing-grades-study/story?id=56837614>

<https://news.rutgers.edu/cellphone-distraction-classroom-can-lead-lower-grades-rutgers-study-finds/20180723#.XMju4P1Kipp>

Note-taking

<https://linguistics.ucla.edu/people/hayes/Teaching/papers/MuellerAndOppenheimer2014OnTakingNotesByHand.pdf>

<https://www.collegeraptor.com/find-colleges/articles/tips-tools-advice/laptop-vs-notebook-better-take-notes/>

https://www.eecs.yorku.ca/course_archive/2015-16/F/2011/laptop%20in%20classroom%20article.pdf

https://ies.ed.gov/ncee/wwc/Docs/SingleStudyReviews/wwc_carter_022217.pdf

https://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html?_r=0

Active listening

<https://www.thoughtco.com/how-to-be-a-good-listener-31438>

<https://www.educationcorner.com/listening-skills.html>

<https://blog.cengage.com/tips-students-become-better-listener/>

<https://positivepsychologyprogram.com/communication-activities-adults-students/>

Academic Dishonesty

Academic dishonesty consists of any form of cheating or academic misconduct related to your role as a student. Examples of academic dishonesty may include, but is not limited to, plagiarism, copying another student's work, cheating on exams, quizzes, and/or assignments. In addition to the traditional forms of academic dishonesty, the use of AI in the composition of

written assignments is forbidden. Writing and thinking are inextricably linked and, since the goal of the university is to train you to think, you should do your own writing.

The penalty for academic dishonesty in this class is an immediate “0” on the graded material on which the cheating was discovered. For those assignments that might otherwise be among grades dropped in the calculation of final grades (readings quizzes for example), the “0” recorded for academic dishonesty will not be among those dropped.

In addition, in accordance with university procedure [13.99.99.R0.03 Undergraduate Academic Dishonesty](#), you will be reported to the academic dean of the college in which your major department is housed as well as the department head in your major department so that a record of your offense may be maintained for purposes of future disciplinary action.

Under the policy, repeat instances of academic dishonesty may result in expulsion from the university. With this in mind, consider that any short-term gain that you hope to attain by engaging in unethical behavior is simply not worth it.

University AI Statement (required by A&M-Commerce, superseded by course AI policy)
Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism). Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor’s guidelines. If no instructions are provided the student should assume that the use of such software is disallowed. In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Conduct

Student conduct in the university is governed by university procedure [13.02.99.R0.06 Standards of Student Conduct](#). The university requires that all syllabi include a statement from section 2.2 of that procedure. Section 2.2 of the policy deals with student “obligations and responsibilities.” Under the terms of the procedure, students have the obligation “to follow the tenets of common decency and acceptable behavior commensurate with aspiration implied by a college education.”

Bear in mind that your behavior is not only a reflection upon you, but also the university. It is my expectation that you will demonstrate respect for the institution, your professors, and your fellow students, as well as to your own education. If you send me a photo of a tiger by noon august 30, I will give you 10 points. This is true even in the context of courses in which controversial topics and issues (such as a political science course) are discussed. (I will explain why you were taught to never discuss religion and politics in polite company on the first class day.)

Your professor will serve as the arbiter of what constitutes appropriate respect and behavior in the context of this class. Students who fail to treat the institution, class, professor, and/or other students may be reported to the Dean of Students for disciplinary action.

Contrary to what many people seem to believe, a university education is not a right. Rather it is privilege—and it ought to be treated that way. You should remember that this course is part of YOUR education. Your education is, in turn, YOUR responsibility. Sadly, some students seek to shift responsibility to others: faculty, other students, etc. This is unfortunate and demonstrates an unwillingness to take ownership of what belongs to you. Your professors and other university staff are here to help you to succeed, but it is up to you to decide that you are going to succeed and take the steps necessary to make that happen.

I cannot force you to do your homework, read the material assigned for class, or study material presented in class, etc.—that is up to you. With that said, your success (in all of your courses) is dependent upon you doing those sorts of things. If you choose not to, and your academic performance is less than adequate, it is not the fault of your professor or anyone else. It is yours.

As a student you have an obligation to check your university email at least twice a day. University policy is that email is the preferred means of communication. Often professors will send information or plans through email and you are responsible for that information. Be sure that you have your email configured in such a way that you receive communication from your instructors and the university.

Finally, most classes will end with an admonition to be kind. You never know the burdens that those with whom you interact may be carrying. Kindness does not cost anyone anything and it may benefit someone in ways that you cannot imagine—in addition to the benefits that you will receive from the active exercise of civility and kindness. It is good for them AND good for you.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced

University Policies and Procedures

Counseling Center Information

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

[If you need help, get help! Your emotional and mental well-being is very important. Many of us put a lot of pressure upon ourselves and sometimes we require support. Fortunately, A&M-Commerce recognizes this and provides services to address these issues. Take advantage of them should you need to!]

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained. [Your instructor's side note: I will not tolerate ANY bigotry in this class on the basis of any of the categories listed in the university non-discrimination notice.]

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COVID-19 Statement

A&M-Commerce recommends the use of face-coverings in all instructional and research classrooms/laboratories.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>