



## **CID 2301.01E: The Human Experience**

***[Responsibilities toward Others]***

COURSE SYLLABUS for Spring 2025

### **INSTRUCTOR INFORMATION**

Instructor: Dr. Bill Bolin

Office & Hours: Talbot Hall 324, MW 3:30p-5:00p. T 3:00p-5:00, and by appt.

Telephone: 903.886.5260 (Dept. of Literature and Languages)

Email: [bill.bolin@tamuc.edu](mailto:bill.bolin@tamuc.edu) (best way to reach me)

Communication Response Time: 24 hours, excluding weekends and holidays

Student Instructor: Vanessa Luviano [vluviano@leomail.tamuc.edu](mailto:vluviano@leomail.tamuc.edu)

### **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 syllabus/schedule are subject to change.*

The theme for this section is *Responsibilities toward Others*. Actually, the theme would be better expressed as a question that we will address without necessarily answering it in a unified way: What is our responsibility toward other people, to non-human animals, to our planet? Together we will read and discuss two books that will offer opportunities to ponder our responsibilities toward others.

### **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.

Required Readings for this section of CID2301:

- Quinn, Daniel. *Ishmael: A Novel*. New York: Bantam Books, 1992. Re-issued 2017. ISBN 978-0553375404
- Wiesenthal, Simon. *The Sunflower: On the Possibilities and Limits of Forgiveness*. Rev. and Expanded ed., 2nd pbk. ed. New York: Schocken Books, 1998. ISBN: 9780805210606.

**NB:** You'll want the print versions, and not the digital versions, of these two books. They are both available in the bookstore, or you can use each book's ISBN to shop around.

### **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.

Additionally, this course will address Phase 1, Foundation, of the university's current Quality Enhancement Plan, titled **Foundation of Your Future**, by utilizing the university's sources for career planning.

## **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 and research assignments 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.

Student success in this course will be supported through the Student Instructor (SI) assigned to the class. The SI provides an intermediary between the student and the instructor—a peer to

whom students can turn for assistance and guidance, a role model and mentor for navigating college life, and a resource for students to encourage persistence and success. The SI will support the instructor through course administration, such as taking attendance, being available to students outside of class meetings, and facilitating student-instructor interactions, but will not engage in teaching or assessment.

Assignments are broken down as follows:

Participation 20 points

Written Responses (WR) 70 points (7 @ 10 points each)

Quizzes 60 points (6 at 10 points each)

Transformative Project (50 points, including 10 points for the proposal)

- **Participation:** Your participation in group discussions will be evaluated based on the quality, rather than the quantity, of your contributions. Sometimes, participation will include your having the correct book in class with you. I will assess students periodically throughout the semester for their participation. SLOs 1-4
- **Written Responses:** You will be assigned to write your thoughtful responses to some of the reading assignments. These writing prompts will be designed to focus your attention on certain aspects of the reading and on one's responsibilities toward others, and all--or nearly all--of them will be completed in class. This would be a good time to revisit **Attendance**, above. SLOs 1-4
- **Quizzes:** You will take a number of quizzes as an opportunity to demonstrate what you understand about the assigned reading. These quizzes will be in person, usually at the beginning of the class period. They are not listed on the syllabus, so you'll have to pay attention in class when I figure out and then announce their dates. This would be a good time to revisit **Attendance**, above. SLOs 1 & 3
- **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. The Transformative Project for this class will involve creating a media presentation in Adobe Creative Suite that addresses the theme of one's responsibility toward others. The project will apply that theme to a specific area, perhaps an issue in your major or in your planned career. SLOs 1-4

## GRADING

You have the opportunity to earn up to 200 points for the semester. Final grades in this course will be based on the following:

A = 180-200 points

B = 160-179 points

*The syllabus/schedule are subject to change.*

C = 140-159 points

D = 120-139 points

F = 0-119 points

## ATTENDANCE

Attendance is important for all the reasons you've ever heard, and then some. Attendance will be checked near the beginning of each class meeting. If you cannot make a class meeting, especially a meeting when a graded assignment is due, you must email me in advance to make *prior satisfactory* arrangements for making up that assignment. As a rule I do not accept late assignments, so please be attentive to deadlines. Failure to make prior satisfactory arrangements will result in your forfeiting the right to turn in that assignment. An extra credit assignment to be named later will be an opportunity to restore points from a missed assignment or simply to add points to the total grade. More information on the university policy is further below.

## TENTATIVE COURSE OUTLINE / CALENDAR

Jan. 13 Introduction to the course and a little talk about career planning

Jan. 15 Exercises on career planning

Jan. 17 King, "Letter from a Birmingham Jail" (pdf available in the course shell)

Jan, 20 MLK Holiday

Jan. 22 Visit from the Office of Student Preparedness

Jan. 24 *Ishmael*, Chapter 1; visit from TRIO-McNair Scholars office

Jan. 27 *Ishmael*, Chapter 1, continued

Jan. 29 *Ishmael*, Chapter 2; WR1 due

Jan. 31 *Ishmael*, Chapter 2, continued; How to Write an Email

Feb. 3 *Ishmael*, Chapter 3

Feb. 5 *Ishmael*, Chapter 4

Feb. 7 *Ishmael*, Chapter 4, continued

Feb. 10 *Ishmael*, Chapter 5; WR2 due

Feb. 12 *Ishmael*, Chapter 5, continued

Feb. 14 *Ishmael*, Chapter 6

Feb. 17 *Ishmael*, Chapter 6, continued

Feb. 19 *Ishmael*, Chapter 7

Feb. 21 *Ishmael*, Chapter 7, continued

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Feb. 24 Career Investigation--Bring your device in order to access a website.  
Feb. 26 Career Investigation--Bring your device in order to access a website.  
Feb. 28 *Ishmael*, Chapter 8

Mar. 3 *Ishmael*, Chapter 8, continued  
Mar. 5 *Ishmael*, Chapter 9  
Mar. 7 *Ishmael*, Chapter 9, continued

Mar. 10-14 Spring Break

Mar. 17 *Ishmael*, Chapter 10  
Mar. 19 *Ishmael*, Chapter 11; WR3 due  
Mar. 21 *Ishmael*, Chapter 11, continued

Mar. 24 *Ishmael*, Chapter 12  
Mar. 26 *Ishmael*, Chapter 13  
Mar. 28 *Ishmael*, Chapter 13, continued

Mar. 31 *The Sunflower*, Book 1  
Apr. 2 *The Sunflower*, Book 1, continued; open book quiz  
Apr. 4 *The Sunflower*, Book 1, continued; WR4 due

Apr. 7 *The Sunflower*, Book II, various response  
Apr. 9 *The Sunflower*, Book II, continued, various responses  
Apr. 11 Library instruction

Apr. 14 instruction on Adobe  
Apr. 16 WR5 due; instruction on Adobe  
Apr. 18 optional conferences in Talbot324; proposals due in D2L

Apr. 21 Workshop on project  
Apr. 23 Workshop on project  
Apr. 25 Workshop on project

Apr. 28 Workshop on project  
Apr. 30 Workshop on project  
May 2 Workshop on project

May 7 Transformative Projects due by noon; Learning Showcase: Wednesday, 3-5pm

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by East Texas A&M University 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](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

### 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](mailto: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 ETAMU campus open computer lab, etc.

### COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### 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>

#### Interaction with Instructor Statement

[To be determined by the faculty member teaching the course]

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## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

[To be determined by the faculty member teaching the course.]

#### **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 in advance. [adapt language here to suit your own policies]

### **University Specific Procedures**

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

#### **ETAMU Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

#### **Academic Integrity**

Students at ETAMU are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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**AI use in course**

ETAMU acknowledges that there may be 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.

**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**

ETAMU

Velma K. Waters Library Rm 162

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

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

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

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

**Nondiscrimination Notice**

East Texas A&M University 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.

**Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University 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 ETAMU 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 ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **ETAMU Supports Students' Mental Health**

The Counseling Center at ETAMU, 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](http://www.tamuc.edu/counsel)

JAMP

TRIO

Counseling

WC

Library

Math Skills Center