



CID 2301: The Human Experience

Work, Play and Leisure

COURSE SYLLABUS

INSTRUCTOR INFORMATION

Instructor: Dr. Julia Bozone

Office Location: MUS 224

Office Hours: 9 – 10 AM, and by email

University Email Address: julia.bozone@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: usually within 48 hours, during M-F.

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.

Our theme Work, Play and Leisure will have a special focus on the creative arts. During this course, we will each begin embracing creativity through the development of a creative practice. We will explore elements of music, poetry, and visual arts through hands on activities, engage in thoughtful discussions from our readings and videos, will we explore the creative act.

Creativity can be a powerful force to approach and combat work, play and leisure from many angles, with many goals. I hope that during this course enables your personal confidences to explore creativity and its role in your quality of life, regardless of your chosen field of study.

The syllabus/schedule are subject to change.

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:

- Cameron, The Artist's Way
- Cole, Course of Empire Paintings
- Collins, Marginalia
- Thoreau, Walden
- Sappho, Poems
- Art 21, Video(s)

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,

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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.

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:

- There will be several Discussion Assignments in D2L to evaluate and discuss the readings. The guidelines for each discussion are provided in D2L.
- There will be creativity development exercises throughout our course, also due in D2L. Use Adobe to complete these creativity development assignments.
- Creative Assignments: Use the Adobe Suite to complete [at minimum] one of each on a theme of your choice (more on finding your voice later)
 - Music
 - Visual Art
 - Poetry

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.

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The transformative project for this course will be the creation of a Virtual Art Festival that features music, visual art and poetry. Your Virtual Art Festival will feature themes of your own choosing that relate back to what we have discussed in class. I will provide a template and an example as a guide. The transformative project is an individual project and you will each use the Adobe Creative Suite to produce a final project. These projects will be publicly presented at the Learning Showcase. Additional details, including a rubric and group role descriptions, will be available through D2L. You will submit a proposal, the final product, and a brief process paper.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

Discussions 240

Quizzes and Creative Work 480

Art Review 120

Virtual Art Festival 160

Total 1000

A=900 - 1000 B=800 - 899 C=700 - 799 D=600 - 699 F=Below 600

TOTAL 100%

COURSE OUTLINE / CALENDAR

Week 1: Elements of Music and Poetry

Discussion 1 due

Creative Work – Make a ‘Beat’

Week 2: Elements of Art

Quiz 1 over elements of music, art and design due

Creative work – Line Everywhere Due

Week 3: Theme **IDENTITY**

Assignment 1 - **Phase 1 Writing**

Discussion 2 due

See: Identity <https://art21.org/watch/art-in-the-twenty-first-century/s1/identity/>

Listen: Perotin, *Sederunt Principes* & Steve Reich *Proverb*

Week 4: Theme **PLACE**

Creative work – Monster Hall of Fame and Imaginary Lives OR Body as Place

Listen: Laurie Andersson, *O Superman*

See: Place <https://art21.org/watch/art-in-the-twenty-first-century/s1/place/>

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Week 5: Theme **STORIES**

Creative work – Camera Story / Comic Drama / Screenplay

Listen: David Lang, *Little Match Girl Passion* [opera, song cycle and oratorio]

See: Stories <https://art21.org/watch/art-in-the-twenty-first-century/s2/stories/>

Art Review Due

Week 6: Theme **HISTORY**

See: David Hockney “Secret Knowledge”

https://youtu.be/R-0UXBcjlRY?si=XJEoK4_BLwnHecMJ

See: <https://art21.org/watch/art-in-the-twenty-first-century/s6/history/>

Creative Work – Capturing Movement OR Open / Close OR Change

Listen: PDQ Bach – Beethoven’s 5th and Beethoven Symphony 5

Week 7: Theme **POWER**

Listen: Wagner, *Ride of the Valkyries* & Strauss,

Creative Work – Create and Record Power Speeches / Power Sounds / Power Music

See: Power <https://art21.org/watch/art-in-the-twenty-first-century/s3/power/>

Week 8: Theme **MEMORY**

Creative Work – Poem of things to Remember

Listen: Meredith Monk, *Memory Song*

See: <https://art21.org/watch/art-in-the-twenty-first-century/s3/memory/>

Transformative Project Proposal Due

Week 9: Spring Break

Week 10: Theme **ECOLOGY**

See: <https://art21.org/watch/art-in-the-twenty-first-century/s4/ecology/>

Read: Thoreau, Walden

Creative work – Create a Forest

Listen: Forest Sounds

Week 11: Theme **CHANGE**

Listen: David Bowie, *Changes*

See: <https://art21.org/watch/art-in-the-twenty-first-century/s6/change/>

Creative Work:

Week 12: Theme **BALANCE**

Listen: Bach, Excerpts from the Well Tempered Clavier

See: <https://art21.org/watch/art-in-the-twenty-first-century/s6/balance/>

Creative Work: Create balance between opposing forces / energies

Week 13: Theme **FICTION**

Listen: Kathy Babarian, *Stripsody* <https://www.youtube.com/watch?v=eet04YSiv-U>

See: <https://art21.org/watch/art-in-the-twenty-first-century/s7/fiction/>

Creative Work: Write music using your own notation and a poem of the past

Week 14: Theme **SPIRITUALITY**

Listen: Mass, Arvo Part

See: <https://art21.org/watch/art-in-the-twenty-first-century/s1/spirituality/>

Creative Work: Create a haiku and set it to music.

Week 15: Presentation of Transformative Projects in Class

Week 16: Presentation of Transformative Projects in Class

Celebration of Student Success: Exam Week, Wednesday, 3-5pm, SRSC

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

Zoom Video Conferencing Tool

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.

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 East Texas A&M University 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>

AI use in course

East Texas A&M University 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

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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

Velma K. Waters Library Rm 162

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

Email: 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 East Texas A&M 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 East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, 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