| **PROFESSOR:**       | **PHONE NUMBER:**       |
| --- | --- |
| **OFFICE LOCATION:**       | **E-MAIL:**       |
| **OFFICE HOURS:**       | **SEMESTER:**       |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**HUM 2930 STUDIES IN HUMANITIES, GREAT HUMAN QUESTIONS (I) (3 CREDITS)**

This course examines selected problems or issues from multiple perspectives in the Arts, Humanities, and/or Sciences. Selected topics may range from addressing the great questions of human experience - such as good and evil, religion, the meaning of life, and the place of human beings in the universe - to contemporary issues - such as climate change, sustainability, cultural pluralism, the use of technology, and terrorism. This course will be taught by at least two faculty members including at least one faculty credentialed to teach Humanities. This writing-intensive course requires a minimum of 4,000 words across multiple college-level, faculty-evaluated written assignments. If completed with a “C” or better, this course will be counted toward partial fulfillment of the Writing Intensive course requirements.

(I) International or diversity focus

1. **PREREQUISITES FOR THIS COURSE:**

SB 1720 Testing Exemption or Testing into ENC 1101; or completion of {(ENC 0025 and REA 0017) or (ENC 0022 and REA 0019)} with a “C” or higher; or EAP 1620 and EAP 1640 with a “C” or higher; or an eligible testing/course completion combination.

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

Since the subject matter of this course may change from instructor set to instructor set, the general topic outline is very broad:

* Identifying each discipline involved in the teaching of the course and defining common methodologies and approaches practiced in each field.
* Describing and drawing the boundaries of the specific course topic(s).
* Summarizing and analyzing the major questions/theories/messages related to the specific course topic.
* Assessing and appraising debates and issues in the field related to the specific course topic.
1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an ***integral*** part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Think**

* Apply intellectual standards and critical thinking to confront issues central to the human experience.
* Evaluate, read widely in, and analyze the thinking of others through a variety of fiction and nonfiction genres across disciplines.
* Evaluate and consider new technologies and their effects on human life and the world.
* Improvise and seek out new ideas and solutions to complex problems in order to improve one’s own thinking and foster maturity of judgment.
* Employ ethical decision-making and develop sound arguments using critical thinking.

 *Course Outcomes or Objectives Supporting the General Education Competency Selected*

* Students will define major concepts within the study of the three major themes, including creative ideas and accomplishments in the humanities.
* Students will draw connections between different academic approaches within a particular theme.
* Students will compare and contrast various perspectives in the great human questions as identified by the major themes of the course.
* Demonstrate willingness to inhabit the position of another

 General Education Competency: **Communicate**

* Acquire communication and rhetorical literacy in order to speak and write effectively, express one’s knowledge, read critically, analyze rhetorically, and synthesize information, skills necessary to furthering one’s own educational and occupational goals.
* Understand, evaluate, and discuss rhetoric, argument, and persuasion in a variety of contexts. Critically examine evidence, interpret and integrate information, identify solutions and potential outcomes, and apply rhetorical and communication literacies to the real world.

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* Formulate and defend a perspective on at least one of the themes using ideas from any one of the academic approaches in the course.
* Resist the urge for quick and easy answers.
1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| 90 - 100 | = | A |
| --- | --- | --- |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| Below 60 | = | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)