

HUMANITIES 3990-Online

Digital Humanity

COURSE INSTRUCTORS (IN ALPHABETICAL ORDER):

Please note: When asking general course information, please contact the instructor of your section.

PROFESSOR LAROCHE, rlaroche@uccs.edu; COLUMBINE 1051, OFFICE HOURS: MONDAY 1:00-3:00, ONLINE WEDNESDAY 2:00 to 3:00, AND BY APPOINTMENT

PROFESSOR MARTINEZ, rmartin8@uccs.edu, COLUMBINE 2046, OFFICE HOURS: WEDNESDAY 11 AM - 1 PM AND BY APPOINTMENT

PROFESSOR OLKOWSKI, dolkowsk@uccs.edu; COLUMBINE 2039, OFFICE HOURS: THURSDAY 12:00-1:30 AND BY APPOINTMENT

PROFESSOR TAYLOR, staylor@uccs.edu, COLUMBINE 1049, OFFICE HOURS: MONDAY 10 AM-12 NOON, TUESDAY & THURSDAY 12 NOON-2 PM, AND BY APPOINTMENT

COURSE DESCRIPTION AND STRUCTURE:

This Humanities course will be delivered in three instructional sections.

Section One introduces students to the key issues and concepts within the disciplines classically known as the Humanities. Traditionally, the Humanities are "those branches of knowledge that concern themselves with human beings and their culture or with analytic and critical methods of inquiry derived from an appreciation of human values and of the unique ability of the human spirit to express itself."¹ The modern academic fields that constitute the Humanities are derived from Classical Greek instruction, Cicero's inquiry into human nature during the Roman era, the Early Church Fathers (for example, St. Augustine of Hippo), medieval Scholastics, and ultimately, the fifteenth century Italian intellectual and cultural endeavors known as the Renaissance.² From the Renaissance, humanistic inquiry developed into the modern academic fields that are readily recognizable in the university. These include language, rhetoric, history, philosophy, and the classics.

This section also opens up the question of the impact of the Digital Age, a concept explored throughout the course, on humanistic inquiry.

Section Two exposes students to four intensive case-studies relating to history, language, and philosophy. They include:

- Dr. Roger Martinez's focus on cultural and religious co-existence in medieval Christian and Islamic Spain.

- Dr. Rebecca Laroche's exploration of recipes and food in early modern Europe with an eye to local materialities.
- Dr. Susan Taylor's investigation of literacy, access, and gender in 19th century British literature.
- Dr. Dorothea Olkowski's survey of medieval, early modern, and nineteenth century worldviews and cosmologies.

Section Three spurs students to conceptualize, explore, and evaluate how the Humanities are transforming in the 21st century. Specifically, students will study how the previous antecedents (co-existence, localities, literacy and gender, and worldviews and cosmologies) are being reborn in the digital world.

COURSE OBJECTIVES:

1. Understanding of what constitutes the humanities and the digital age
2. Applying what students are learning about the humanities and the digital age to case studies
3. Analyzing the effects of the digital age on the humanities
4. Considering critically the implications of the digital age in their own online educational experience
5. Integrating their analysis with their experiences of the applied case studies.

CLASS SCHEDULE FOR HUM 3990 - SPRING 2014

Semester Dates: January 21 - May 17, 2013; Spring Break, March 24-28, 2013

Section One: The Ties That Bind Humanity: Introduction To The Humanities

Week 1 (January 21 - 24) - Course Introduction and Cosmologies - Martinez, Laroche, Taylor, and Olkowski

- Collective Video Lecture (All): 15-minute roundtable discussion on defining the Humanities and the Digital Age.

Week 1.5 - Introduction to Cosmologies - Dr. Dorothea Olkowski

- Video Lecture: Introduction to Cosmologies
- Buy Kindle book (for PC, MAC or Kindle) - Author: Richard DeWitt; Book: Worldviews: An Introduction to the History and Philosophy of Science
- http://www.amazon.com/Worldviews-Introduction-History-Philosophy-Science-ebook/dp/B005D7EP60/ref=sr_1_1_bnp_1_kin?ie=UTF8&qid=1388795010&sr=8-1&keywords=world+views+an+introduction+to+the+history+and+philosophy+of+science (MOST RECENT EDITION).
- Read: Worldviews Ch. 1 and Ch. 9, 10.
- Take the QUIZ BY JAN. 24TH.
- Choose three images from the video and comment on their relation to the reading.
- Post images and comments on the Blog.
- Comment on other's postings

Week 2 (January 27-31) - Introduction to Medieval History - Dr. Roger Martinez

- Video Lecture: Introduction to Medieval History: From the Ashes of Rome to the European Encounter with the Americas
 - 20 minute lecture with accompanying digital slides
- Reading (Download Dr. Martinez's reading packet from Blackboard)
 - "The Middle Ages." *Middle Ages Reference Library*. Ed. Judy Galens and Judson Knight. Vol. 1: Almanac. Detroit: UXL, 2001. 1-6. *Gale Virtual Reference Library*. Web. 8 Dec. 2013.
 - "Chapter 1. Persecution." Moore, R.I. *The Formation of a Persecuting Society: Power and Deviance in Western Europe, 950-1250*. Oxford: Blackwell Publishers, 1990.
- Assignments:
 - Blackboard Lecture and Reading Quiz (multiple choice) (Due by January 31)
 - Grading: Letter Grade (A-F)
 - Blackboard Discussion Board Posting (Due by January 28)
 - Please read the following prompt: "During the Middle Ages (500-1500 c.e.), most cultures, religions, and rulers were relatively tolerant of differences among people. If persons were persecuted, it was for a good reason."
 - Please respond why or why not you agree with this statement. Use one example from the readings to support your position.
 - Grading: Credit or No Credit Only (no letter grade)
 - Blackboard Discussion Board Response (Due by January 31)
 - Please respond to one posting by another student. State why you agree or disagree with their position.
 - Grading: Credit or No Credit Only (no letter grade)

Week 3 (February 3-7) - From Script to Print - Dr. Rebecca Laroche

- Read Orientation Blog and ask for clarification in comments if needed. (By Monday Feb. 3)
- Complete Reading (By Tuesday Feb. 4) of Chapter 2 from Elizabeth Eisenstein's *The Printing Press as an Agent of Change*, pp. 43-71, "Defining the initial Shift (in Weekly Course Content Readings folder)
- Listen to 12-minute lecture "From Script to Print" (By 11:59 p.m., Tuesday Feb. 4)
- Take Quiz (By 11:59 p.m. p.m., Wednesday Feb. 5).
- Post any questions about lecture in Orientation Blog (By 11:59, Wednesday).
- Short Written Assignment:
 1. Have someone in your life read an article to you (either from online or in print).

2. Have that someone read another to you as you read along silently.
3. Now read another separately and silently.
4. Write a 100-word record (including the names of the articles) of the differences among these three experiences in not only the knowledge you attain, but also in the experience of attaining that knowledge with others.
5. Submit this record to the Assignment Folder "Week 3" by 11:59 p.m., Friday, Feb. 7. (Grade - Credit/No credit)

Week 4 (February 10-14) - The Emergence of Popular Literacy in Nineteenth-Century Britain – Dr. Susan Taylor

1. Complete Readings (before taking the quiz). Readings are found in Dr. Taylor's Week 4 Readings below.
 - Chapter 7 from Richard Altick's *The Common Reader* (141-172).
 - Excerpt from Chapter 10 of Charles Dickens' *Great Expectations*
2. Watch 40-minute Video Lecture by Dr. Taylor: "The Emergence of Popular Literacy in Nineteenth-Century Britain" (before taking the quiz)
3. Post any questions about this week's assignments and activities, including about the lecture and readings, in the discussion forum "Week 4 Dr. Taylor's Q & A" (see link below)
4. Take Quiz on readings/lecture (by 11:59 p.m. Friday Feb. 14) (multiple choice, up to 2 points total)
5. Complete Short Written Assignment and submit it to the Short Written Assignment link in the Week 4 folder by 11:59 p.m. Friday, Feb. 14.

Short Written Assignment description

1. Find an example/quote from the reading for Week 4 which connects to your own experience with acquiring literacy for reading and/or writing.
2. In a Word document, write a 100-word paragraph (including the example/quote from the reading) explaining the connections you find between the reading and your experience with literacy. These connections may involve similarities to or differences from what you have found in the reading.
3. Grading: Credit or No Credit only—no letter grades. This is worth 2 points out of 100 for the course. To submit your short written assignment, **click on the words "Short Written Assignment"** in the Week 4 Folder. Browse to attach your Word document; please do not copy and paste text into the Text Submission box. This is due at 11:59 p.m. on Friday, Feb. 14th.

Week 5 (February 17 - 21) - Reflection and Writing Workshop - Martinez, Laroche, Olkowski, and Taylor:

This week the activities are:

1. Complete the Writing Center workshop which will prepare you for writing your first long written assignment by listening to the powerpoint presentation in this folder. This workshop has two tasks associated with it that you will find in the group discussion forum. **This is worth 4 points out of 100 points total for the course.**
2. Upload a draft of your essay to the SafeAssignment link for analysis of originality. **This is worth 2 points out of the 100 points total for the course.**
3. Hand in the final version of your essay by Friday the 21st at 11:59pm. **This is worth 20 points of the 100 points total for this course.**

1) Writing Workshop: Presentation to view and 2 Assignments

Writing Workshop Learning Objectives

1. Recall and apply best practices in writing process learned in earlier Rhetoric and Writing courses that you have taken
2. Apply new techniques to map and plan the assignment through brainstorming and asking questions about the assignment to improve your own process
3. Reflect upon your writing process and ask questions about the assignment to be confident about what is being asked in the prompt
4. Utilize the opportunity and suggestions to work on Long Assignment #1 for maximum results

Writing Workshop: Tasks

There are 3 tasks to complete for the Writing Workshop for 4 points out of 100 total for this course:

1. [Watch the Writing Center HUM 3990 video presentation by following the link.](#) You will be asked to use the Long Assignment #1 to complete the workshop tasks. See the assignments based upon this presentation below.

2. Per Sarah's description, **map the assignment** for yourself and **read the rubric** closely. In the **group discussion thread** entitled "Mapping your writing assignment" discussion, start a thread with **your question for your faculty leader** (Due Feb. 19th at 11:59 p.m.) This is worth 2 points out of 100 points total for the course.

3. Share your writing process in the **Group Discussion forum called "Sharing your writing process"** and upload your map to the discussion by attaching a file/image or a give a written description. (Due Friday, Feb. 21st at 11:59pm). This is worth 2 points out of 100 points total for the course.

2) Long Written Assignment #1 Draft

Please see the Safe Assignment Drop Box for the DRAFT of the Long Written Assignment #1 in Week 5's Folder. See instructions for Long Written Assignment #1 below.

Submit your rough draft to the SafeAssignment well before the deadline so that you can fix any problem areas before you submit your final essay file. After you have submitted your draft, a report about it citing passages from the texts that are not properly paraphrased or cited will be available in My Grades. This process is not instantaneous, so the report make take a few hours. Take this opportunity to correct those passages and citations to improve your final essay.

This is worth 2 points out of 100 total for the course.

3) Long Written Assignment #1 due Feb. 21

Please click on the title above entitled "Long Written Assignment #1 due Feb. 21" in the Week 5 Folder to upload the final version of your essay.

NOTE: before you hand in your final document, you should submit a draft of this essay to the SafeAssignment above in the Week 5 Folder.

THIS ASSIGNMENT IS WORTH 20 POINTS OF OUT OF 100 POINTS TOTAL FOR THE COURSE.

Learning Objectives for this assignment.

After completing this assignment, each student will be able to:

1. Define concepts from areas/eras studied by humanities scholars
2. Explain the interrelationship among the humanities fields
3. Analyze how concepts studied by the humanities are applicable to the digital era

Instructions: In a 3-4 page Word document written in standard essay format with double-spaced, complete paragraphs, one-inch margins, and 12-point font, answer the following prompt.

From the past four weeks, select four concepts that you encountered. Be sure to include one from each week.

Dr. O's concepts: Geocentrism, Circular Cosmos, Teleology, Essentialism

Dr. M's concepts: Feudalism, Christianity, Kingship, Persecution

Dr. L's concepts: Communications Revolution, History of the Book, Orality, Manuscript Culture

Dr. T's concepts: Popular Literacy, Public Education, Access, Social Class

Written essay:

- Select four concepts (one from each professor) from the list above and define them using the lectures and course texts (books and pdfs) as sources.
- Choose two of these concepts from the four you have defined and show how they are connected to one another as philosophy, history, and/or as literature.
- Finally, describe how these concepts could be applied to the digital era - give at least one specific example for each of the two concepts that you have defined.

Please refer to the HUMGUIDELINES in the Week 5 Folder for more information and guidelines for completing this assignment.

Also consult the GRADING RUBRIC in the Week 5 Folder and below for the assignment for the grading criteria.

Grading Rubric for Long Written Assignment #1

An A paper will (18–20pts):

- Have a clearly stated thesis that 1) brings together the two terms you have chosen from the four you have defined and 2) applies these two terms to the digital age.
- Demonstrate a clear understanding of all four terms.
- Include ample evidence from the course materials to support your definitions and your argument.
- Integrate this evidence in a way that it is clear why it matters to your argument.
- Be largely free of grammatical, spelling, and mechanical errors.

A B paper will (16-17.9pts):

- Have a thesis that starts to 1) bring together the two terms you have chosen from the four you have defined and 2) apply these two terms to the digital age.
- Demonstrate an emerging understanding of all four terms.
- Include some evidence from the course materials to support your definitions and your argument.
- Begin to integrate the evidence in a way that it is a clear why it matters to your argument.
- Have a few grammatical, spelling, and mechanical errors, but these do not impede the reader's understanding.

A C paper will (14–15.9pts):

- Have a partial or unclear thesis.
- Demonstrate an incomplete understanding of the four terms.
- Include insufficient evidence from the course materials.
- Does not integrate evidence effectively to support argument.
- Has numerous grammatical, spelling, and mechanical errors that occasionally impede the reader's understanding.

A D paper (12–13.9pts):

- Lacks a thesis.
- Demonstrates a misunderstanding of some of the four terms.
- Includes no evidence from the course materials.
- Does not integrate evidence.
- Is riddled with grammatical, spelling and mechanical errors that impede understanding.

Section Two. From The Medieval To The Modern Worlds: Case Studies In The Humanities

Week 6 - (February 24 - 28) Medieval, Early Modern, and Nineteenth-Century Worldviews and Cosmologies - Olkowski

- Video Lecture: Worldviews
- Read: Worldviews Ch. 17 and Ch. 19, 20.
- Take the QUIZ BY FEB. 28TH.
- Choose three images from the video and comment on their relation to the reading.
- Post images and comments on the Blog by Feb. 28th.
- Comment on other's postings by Feb. 28th.

Week 7 (March 3 - 7) - Religious Co-existence in Medieval Spain, Dr. Roger Martinez

- Video Lecture: A Short History of Medieval Spain and Religious Tolerance
 - 20 minute lecture with accompanying digital slides
- Reading (Download Dr. Martinez's reading packet from Blackboard)
 - "Tolerance and Transmission: A Critical Study of the Treatment of Religious Minorities in Muhammad's *Constitution of Medina*, Caliph Umar's *Pact of Umar*, and Spanish King Alfonso X's *Las Siete Partidas*." Martinez, Roger L. Unpublished paper, 2003.
 - Scott, Samuel Parsons. *Las Siete Partidas*. Chicago: Comparative Law Bureau of the American Bar Association, 1931.
 - "The Pact of Umar" recorded in the *Internet Medieval Source Book*.
- Blackboard Lecture and Reading Quiz (multiple choice) (Due by March 7)
 - Grading: Letter Grade (A-F)
- Blackboard Discussion Board Posting (Due by March 5)
 - Review the Spanish Christian *Las Siete Partidas* law code relating to the treatment of Jews and Muslims.
 - Review the Islamic *Pact of Umar* agreement relating to the treatment of Christians and Jews.
 - Using these two readings, please respond to the following prompt: "Neither Christian legal code nor the Islamic agreement regulate or require religious minorities to change the way they lived or worshipped. When Muslims ruled Jews and Christians, they treated them with respect and did not persecute them. Likewise, when Christians ruled Jews and Muslims, they treated them with respect and did not persecute them. Regulating the way people live or worship is not a form of persecution."
 - Please respond why or why not you agree with this prompt and statements. Use one example from each source (or two examples in total).
- Blackboard Discussion Board Response (Due by March 7)
 - Please respond to one posting by another student. State why you agree or disagree with their position.
 - Grading: Credit or No Credit Only (no letter grade)

Week 8 (March 10 - 14) - Recipes and Food in Early Modern Europe - Laroche

- 30-Minute Video Lecture: Early Modern Recipe Collections: Local Materials, Local Knowledge (By 11:59 p.m., March 11);
- Post any questions to the lecture blog (By 11:59 p.m., March 11);
- Reading: Five entries from recipes.hypotheses.org (TBD) (By 11:59 p.m. March 12);
- Reading Quiz, 5 questions (By 11:59 p.m. March 12);
- Assignment: Transcribe a recipe from your local community (family, library, church, school) into a word document. In the title of your recipe provide

person(s) who is the source and their place of origin. Let us also know if you have made the recipe (and what the results were). If you haven't made the recipe, record any testimonies to its quality. Now copy this entry into the collective wiki here. Do not create your own page, but rather edit the wiki that exists (the history function shows us each persons additions). Consider how you will distinguish your entry from others and where you will place your recipe amongst the collective (By 11:59 p.m., March 14).

Week 9 (March 17 - 21) Literacy, Access, and Gender in 19th century British Literature - Dr. Taylor

- Complete Readings (before taking the quiz). Readings are found in Dr. Taylor's Week 9 Reading Packet below. Includes letter from Charlotte Brontë, Robert Southey, and readings about serial publication related to the work of Charles Dickens;
- Watch Video Lecture by Dr. Taylor: "Dickens and the Brontës: Literacy, Access, and Gender in Nineteenth-Century British Literature" (before taking the quiz);
- Post any questions about this week's assignments and activities, including about the lecture and readings, in the discussion forum "Week 9 Dr. Taylor's Q & A";
- Take Quiz on readings/lecture (by 11:59 p.m., Friday March 21)(multiple choice, letter grade);
- Complete short Written Assignment and submit it to the Assignment Folder "Week 9" by 11:59 p.m. Friday, March 21.

Week 10 (March 24 - 28) - Spring Break

- Spring Break. Have fun, take a break, create memories, and be careful.

Week 11 (March 31 - April 4) - Reflection and Digital Reports - Martinez, Laroche, Taylor, and Olkowski

During this week, we will be distributing the topic for the final essay (due at the end of week 15). The workshop will ask you to parse out the question and consider how you may engage the four case studies in your understanding of the digital age.

Section Three

A World Remade: Humanities In The Digital Era

Week 12 (April 7 - 11) - What Does the Movie *Ender's Game* and Author, Orson Scott Card, Have to Do With Global Digital Co-Existence? – Dr. Roger Martinez

- Video Lecture: What Does the Movie *Ender's Game* and Author, Orson Scott Card, Have to Do With Global Digital Co-Existence?
 - 20 minute lecture with accompanying digital slides

- Reading (Download Dr. Martinez’s reading packet from Blackboard):
 - Cohen-Almagor, R. (2012). “Freedom of Expression, Internet Responsibility, and Business Ethics: The Yahoo! Saga and Its Implications.” *Journal Of Business Ethics*, 106(3), 353-365.
- Reading (View on Wired.com’s Website):
 - “Orson Scott Card Responds to *Ender’s Game* Boycott With Ironic Plea for ‘Tolerance’.” Rachel Edidin. Wired.com. July 9, 2013. <http://www.wired.com/underwire/2013/07/orson-scott-card-boycott/>
 - Be certain to read at least 30 comments from the 800+ comments that are located below the article.
- Blackboard Lecture and Reading Quiz (multiple choice) (Due by April 11)
 - Grading: Letter Grade (A–F)
- Blackboard Discussion Board Posting (Due by April 8)
 - Read and review the Wired.com article and at least 30 post comments. Feel free to follow and read any of the hyperlinks to other related articles or postings.
 - Copy-and-paste one comment from the Wired.com article comments section to the Blackboard Discussion Board that you believe is not intolerant or not persecuting of others. Please state why or why not you believe this posting is simply free speech and not persecution speech.
 - Copy-and-paste another comment from the Wired.com article comments section to the Blackboard Discussion Board that you believe is intolerant or persecuting of others. Please state why or why not you believe this posting is persecuting speech or hate speech.
 - Grading: Credit or No Credit Only (no letter grade)
- Blackboard Discussion Board Response (Due by April 11)
 - Please respond to two postings by other students. State why you agree or disagree with their position.
 - Grading: Credit or No Credit Only (no letter grade)

Week 13 (April 14 - 18) - Online Cooking, Dr. Laroche

- Read Professor Laroche's blog entry on her chosen website (by 11:59 p.m., April 14).
- Surf some reputable/creative recipe websites (avoiding viruses). You may begin by looking for a version of the recipe you posted to our wiki. Post a 150-word blog entry on a recipe site (one not discussed in this week's or last week's lecture) that you have found particularly interesting. Your blog post should begin with the web address and proceed to discuss how the site creates such things as a sense of immediacy, sensory experience, and community. In what ways is it successful in creating these that things we associate with face-to-face and real experience? In what ways does it fail? Also note if the recipes you look at have some relationship to print sources

(i.e., are given attribution). IMPORTANT: Avoid repeating the sites discussed; that is, if someone else has already claimed a site to assess in our group, go to your second choice. (You can lay claim to a site by posting the link to it on your post, which you can edit thereafter.) (By 11:59 p.m., April 16) (Grade – Credit or No Credit)

- Read your classmates' blog posts and substantively comment on at least two. (April 18) (In place of quiz) (Grade – Credit or No Credit)

Week 14 (April 21 - 25) - From the Nineteenth Century to the Digital Age

- Complete Readings (By Tuesday April 22). Readings are found in Dr. Taylor's Week 14 Reading Packet below. Includes articles about digital literacy and digital access.
- Watch Video Lecture by Dr, Taylor: "From the Nineteenth Century to the Digital Age" (By 11:59 p.m., Wednesday April 23)
- Post any questions about this week's assignments and activities, including about the lecture and readings, in the discussion forum "Week 14 Dr. Taylor's Q & A" (see link below)
- Take Quiz on readings/lecture (by 11:59 p.m. Wednesday April 23)
- Complete Blog Assignment and post it by 6 p.m. Thursday April 24.
- Read your classmates' blog posts and respond to at least two (By end of day Friday April 25)

Week 15: (April 28 - May 2) - Olkowski

- Video Lecture: Cyborgs and the Digital Worldview
- Reading: PDF
- Take the QUIZ BY MAY 2ND.
- Choose three images from the video and comment on their relation to the reading.
- Post images and comments on the Blog by May 2nd.
- Comment on other's postings by May 2nd.

Week 16 (May 5 - 9) - Reflection and Writing Workshop

Format and topic of the Final Writing Workshop are to be determined by the previous weeks' conversations.

Week 17 (May 12 - 16)

- Final Exams Week: There will be no Final Exam for this course.

COURSE ASSIGNMENTS:

All written work for this course should include complete sentence, correct grammar, and standardized spelling. All assignments are due at 11:59 p.m. of the designated date unless otherwise indicated in the syllabus.

Reading Quizzes: Short assignments given in each week that insure engagement with the reading and viewing material. These five questions will be randomly generated from a group of ten to twelve. (Objectives 1–3). (24%)

Short Weekly Assignments: Discussion Boards, Wikis, Blogs, and Submitted Paragraphs: These often collaborative assignments work to create online community and interaction with instructors, at the same time they record another level of engagement with the course materials. (Objectives 1–4). (24%)

Writing Workshops: In weeks 5, 11, and 15, students will work with each other in the writing process. The quality of the input on this work helps assess students' mastery of key concepts while it reflects another level of analysis. (Objectives 1, 4, and 5). (12%)

Written Analysis: The longer (4–5 pages) written assignments for this course will be undertaken in two stages. In week 5, having been introduced to key concepts surrounding the humanities and the digital age, students will be asked to reflect on the impact of the digital age on their own online educational experience. Then, after considering the case studies and the "rebirth" of key concepts in the online environment, students will be asked to revisit this question and revise their previous work. (Objectives 1, 4, and 5) (20% + 20% = 40%)

COURSE POLICIES:

Disability Accommodation Statement:

From Disability Services: "If you have a disability for which you are requesting an accommodation, you are encouraged to contact Disability Services within the first week of classes. Disability Services is located in Main Hall # 105. DS phone# is 255-3354."

Copyright Statement:

The materials of this course have been accumulated with fair use and copyright laws in mind. We ask that you reciprocate accordingly, recognizing that intellectual work is work.

Plagiarism Policy:

This course follows the LAS Dean's Office's definition of and policy toward plagiarism: <http://www.uccs.edu/las/students/current-students.html>
If you are found to plagiarize an assignment in this course, you will receive 0 credit for that assignment and your professor will submit your name to the Program Director and, if extensive enough, with the Dean.

Late Policy:

As in any break from the syllabus, communication is key. Late work MAY be accepted if the student communicates with the professor in a timely manner, has clearly articulated reasons for the lateness, and if the assignment is submitted before the professor has returned that corrected assignment to the other students. Obviously, the window for shorter assignments is smaller than for longer ones. In extenuating circumstances with documentation, longer extensions will be considered. This being said, "Computer Problems" do not constitute extenuating circumstances UNLESS they are being experienced by everyone (Blackboard collapses or the like). In the case of shared problems, we will, of course, rearrange our assignment schedule. Each person, however, should have a back-up plan if his/her personal computer suddenly goes wonky (the technical term). UCCS has extensive computer resources, but so do public libraries.

Technical Support:

We are not your tech support. Our training is in Victorian Literature, Philosophy, Medieval History, and Medical/Food History. If you are having troubles with Bb do let us know, as you may not be alone, but then contact the IT or Bb support immediately. For tech support with Blackboard and on campus computers, you should follow the "Technology Support" link on Blackboard or contact the IT helpdesk (255-3536) directly. You should also find the contact info for your computer's tech support.

E-etiquette and Online Decorum:³

Your success in this course, as well as that of your classmates, is dependent on how you conduct yourself in online discussions and interactions. We ask that you:

- Play well with others – avoid dominating discussions, offensive words, and personal criticism of others
- Communicate in an intelligible manner – use plain English and flawless spelling and good writing mechanics
- Be respectful of others – consider alternative perspectives while expressing your own opinion
- Be "interesting" and "interested" – that is, share your insights while seeking the views of others
- Follow "the" rules – Abide by the UCCS student code of conduct (<http://www.uccs.edu/oja/student-conduct/student-code-of-conduct.html>)
- Seek help – clarify important points and questions with your instructors
- Act deliberately – review carefully any communications before sending them to your instructors and classmates.

¹Encyclopædia Britannica Online, s. v. "humanities," accessed May 23, 2013, <http://www.britannica.com/EBchecked/topic/276026/humanities>.

² Ibid.

³Adapted from Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. MERLOT Journal of Online Learning and Teaching, 6(1), 264-267.