



# Humanities Courses

## Spring 2023 General Education Offerings

Dept	Course ID	Course Name	Credits
AMH	2020	American History since 1877	3
AMH	2010	American History to 1877	3
CHM	2045	Chemistry 1	3
CHM	2045L	Chemistry 1 Lab	1
ECO	2023	Principles of Microeconomics	3
ECO	2013	Principles of Macroeconomics	3
ENC	1101	English Composition 1: Exp & Arg Writing	3
ENC	2210	Technical Writing	3
EVR	1001	Environmental Science	3
EVR	1001L	Environmental Science Lab	1
IDS	2144	<a href="#">Legal, Ethical, and Management Issues in Technology</a>	3
LIT	2000	<a href="#">Intro to Literature</a>	3
MAC	2311	Analytic Geometry and Calculus 1	3
MUL	2010	<a href="#">Music Appreciation</a>	3
PHY	2048	Physics 1	3
PHY	2048L	Physics 1 Lab	1
STA	2023	Statistics 1	3

## Schedule and Faculty Assignments (as of 11/14/2022)

Code	Crs #	Sct #	Course Name	CR	Days	Start Time	End Time	Room	Faculty FN	Faculty LN
AMH	2010	1	American History to 1877	3	MWF	12:00PM	12:50PM	1123	Patrick	Luck
AMH	2020	1	American History Since 1877	3	MWF	2:00PM	2:50PM	1158	Patrick	Luck
CHM	2045	1	Chemistry 1	3	MWF	1:00PM	1:50PM	1044	Tracy	Olin
CHM	2045	2	Chemistry 1	3	MWF	8:00AM	8:50AM	1065	Ajeet	Kaushik
CHM	2045	3	Chemistry 1	3	MWF	9:00AM	9:50AM	1044	Ajeet	Kaushik
CHM	2045	5	Chemistry 1	3	MWF	11:00AM	11:50AM	1060	Tracy	Olin
CHM	2045	4	Chemistry 1	3	MWF	12:00PM	12:50PM	1003		STAFF
CHM	2045	6	Chemistry 1	3	MWF	2:00PM	2:50PM	1003	Tracy	Olin
CHM	2045L	1	Chemistry 1 Laboratory	1	T	10:00AM	11:50AM	2207	Tracy	Olin
CHM	2045L	2	Chemistry 1 Laboratory	1	T	1:00PM	2:50PM	2207	Tracy	Olin
CHM	2045L	3	Chemistry 1 Laboratory	1	T	3:00PM	4:50PM	2207	Ajeet	Kaushik
CHM	2045L	4	Chemistry 1 Laboratory	1	T	10:00AM	11:50AM	2209	Tracy	Olin
CHM	2045L	5	Chemistry 1 Laboratory	1	W	1:00PM	2:50PM	2207		STAFF
CHM	2045L	6	Chemistry 1 Laboratory	1	F	3:00PM	4:50PM	2207		STAFF
CHM	2045L	7	Chemistry 1 Laboratory	1	R	8:00AM	9:50AM	2207	Ajeet	Kaushik
CHM	2045L	8	Chemistry 1 Laboratory	1	T	1:00PM	2:50PM	2209	Tracy	Olin
CHM	2045L	9	Chemistry 1 Laboratory	1	W	1:00PM	2:50PM	2209		STAFF
CHM	2045L	10	Chemistry 1 Laboratory	1	F	3:00PM	4:50PM	2209		STAFF
CHM	2045L	11	Chemistry 1 Laboratory	1	R	8:00AM	9:50AM	2209	Ajeet	Kaushik
ECO	2013	1	Principles of Macroeconomics	3	TR	8:00AM	9:15AM	1049	Brian	Hornung
ECO	2023	1	Principles of Microeconomics	3	TR	9:30AM	10:45AM	1012	Brian	Hornung
ENC	1101	1	English Comp. 1: Expository and Argumentative	3	TR	12:30PM	1:45PM	1142	Sarah	Pearsall
ENC	1101	2	English Comp. 1: Expository and Argumentative	3	TR	12:30PM	1:45PM	1159	Kathleen	Hardesty
ENC	1101	3	English Comp. 1: Expository and Argumentative	3	TR	11:00AM	12:15PM	1158	Sarah	Pearsall
ENC	2210	1	Technical Writing	3	TR	9:30AM	10:45AM	1158	Kathleen	Hardesty
ENC	2210	2	Technical Writing	3	TR	11:00AM	12:15PM	1159	Kathleen	Hardesty
ENC	2210	3	Technical Writing	3	TR	2:00PM	3:15PM	1060	Sarah	Pearsall
ENC	2210	4	Technical Writing	3	TR	3:30PM	4:45PM	1060	Elisabeth	Rupp
ENC	2210	5	Technical Writing	3	MWF	10:00AM	10:50AM	1142	Elizabeth	Kelly
ENC	2210	6	Technical Writing	3	MWF	11:00AM	11:50AM	1159	Elizabeth	Kelly
ENC	2210	7	Technical Writing	3	MWF	2:00PM	2:50PM	1159	C. Wylie	Lenz

Code	Crs #	Sct #	Course Name	CR	Days	Start Time	End Time	Room	Faculty FN	Faculty LN
ENC	2210	8	Technical Writing	3	MWF	1:00PM	1:50PM	1159	C. Wylie	Lenz
EVR	1001	1	Environmental Science	3	MWF	9:00AM	9:50AM	1060	Jun	Kim
EVR	1001L	1	Environmental Science Lab	1	M	1:00PM	2:50PM	1052	Jun	Kim
EVR	1001L	2	Environmental Science Lab	1	W	1:00PM	2:50PM	1052	Jun	Kim
IDS	2144	1	Legal, Ethical, and Management Issues in Technology	3	MWF	10:00AM	10:50AM	1015	Susan	LeFrancois
IDS	2144	2	Legal, Ethical, and Management Issues in Technology	3	MWF	1:00PM	1:50PM	1017	Susan	LeFrancois
LIT	2000	1	Introduction to Literature	3	MWF	11:00AM	11:50AM	1158	C. Wylie	Lenz
MAC	2311	1	Analytic Geometry and Calculus 1	4	MTWF	9:00AM	9:50AM	1002	Jaeyoun	Oh
MAC	2311	2	Analytic Geometry and Calculus 1	4	MTWF	11:00AM	11:50AM	1048	Jaeyoun	Oh
MAC	2311	3	Analytic Geometry and Calculus 1	4	MTWF	1:00PM	1:50PM	1002	Adam	Rumpf
MAC	2311	4	Analytic Geometry and Calculus 1	4	MTWF	10:00AM	10:50AM	1002	Adam	Rumpf
MUL	2010	1	Music Appreciation	3	MWF	1:00PM	1:50PM	1142	Maryann	Brilleslyper
MUL	2010	2	Music Appreciation	3	MWF	2:00PM	2:50PM	1060	Maryann	Brilleslyper
PHY	2048	1	Physics 1	3	MWF	9:00AM	9:50AM	1003	Sesha	Srinivasan
PHY	2048	2	Physics 1	3	TR	9:30AM	10:45AM	1065	Emadelden	Fouad
PHY	2048	3	Physics 1	3	MWF	12:00PM	12:50PM	1045	Dhiraj	Maheswari
PHY	2048	5	Physics 1	3	MWF	1:00PM	1:50PM	1003	Dhiraj	Maheswari
PHY	2048	6	Physics 1	3	MWF	10:00AM	10:50AM	1003	Dhiraj	Maheswari
PHY	2048	4	Physics 1	3	TR	11:00AM	12:15PM	1067	Emadelden	Fouad
PHY	2048L	1	Physics 1 Laboratory	1	M	1:00PM	2:50PM	1051	Sesha	Srinivasan
PHY	2048L	2	Physics 1 Laboratory	1	W	1:00PM	2:50PM	1051	Sesha	Srinivasan
PHY	2048L	3	Physics 1 Laboratory	1	M	3:00PM	4:50PM	1051	Emadelden	Fouad
PHY	2048L	4	Physics 1 Laboratory	1	W	3:00PM	4:50PM	1051	Manimegalai	Ramamourty
PHY	2048L	5	Physics 1 Laboratory	1	T	10:00AM	11:50AM	1051	Manimegalai	Ramamourty
PHY	2048L	6	Physics 1 Laboratory	1	T	1:00PM	2:50PM	1051	Manimegalai	Ramamourty
PHY	2048L	8	Physics 1 Laboratory	1	W	10:00AM	11:50AM	1051	Manimegalai	Ramamourty
PHY	2048L	9	Physics 1 Laboratory	1	R	10:00AM	11:50AM	1051	Manimegalai	Ramamourty
PHY	2048L	10	Physics 1 Laboratory	1	R	1:00PM	2:50PM	1051	Manimegalai	Ramamourty
PHY	2048L	7	Physics 1 Laboratory	1	F	1:00PM	2:50PM	1051	Sesha	Srinivasan
STA	2023	03GH	Statistics 1	3	MW	4:00PM	5:15PM	1015	Kevin	Calkins
STA	2023	2	Statistics 1	3	MWF	9:00AM	9:50AM	1062	Shawn C.	Hedman
STA	2023	1	Statistics 1	3	MWF	10:00AM	10:50AM	1064	Shawn C.	Hedman

# IDS 2144--Legal, Ethical, and Management Issues in Technology

Spring semester 2023

POSTED November 15, 2022

SUBJECT TO CHANGE

## Course Information

**Course Number and Title:** IDS 2144, Legal, Ethical, and Management Issues in Technology

**Credit Hours:** 3

**Current Academic Term:** Spring 2023

## Course Offerings and Instructors

**MWF 10:00 – 10:50PM – Dr. Susan LeFrancois**

**MWF 01:00 – 01:50PM – Dr. Susan LeFrancois**

**Official Catalog Course Description:** This is an intermediate level course intended to prepare students for legal and ethical issues they will encounter in their professional careers and student internships. The course focuses on management-oriented technology issues in the legal and business environment, professionalism, and the impact of technology on society. The course also covers service-based learning.

**Gordon Rule (6A-10.030): No**

**Prerequisites:** None

## Required Text:

*Ethics and Technology: Controversies, Questions, and Strategies for Ethical Computing.* ISBN: 978-1-118-28172-7, By: Herman T. Tavani

[http://www.just.edu.jo/~mqais/CIS200/Ethics\\_and\\_%20Technology.pdf](http://www.just.edu.jo/~mqais/CIS200/Ethics_and_%20Technology.pdf)

## Additional References used by the Instructor:

*The Handbook of Information and Computer Ethics*, By: Herman T. Tavani,

[http://www.cems.uwe.ac.uk/~pchatter/2011/pepi/The\\_Handbook\\_of\\_Information\\_and\\_Computer\\_Ethics.pdf](http://www.cems.uwe.ac.uk/~pchatter/2011/pepi/The_Handbook_of_Information_and_Computer_Ethics.pdf)

Zimmerman C, Luecke R. *Asserting Yourself at Work*. [New York]: AMA Self-Study; 2010.

<http://search.ebscohost.com.flpoly-proxy.flvc.org/login.aspx?direct=true&db=nlebk&AN=387639&site=ehost-live&scope=site>

Laurie Stevahn (2004) *Integrating Conflict Resolution Training Into the Curriculum, Theory Into Practice*, 43:1, 50-58, DOI: 10.1207/s15430421tip4301\_7

*Lumen Learning (2020)*, various topics, <https://courses.lumenlearning.com/>

## Course Objectives:

This course introduces students to thinking about legal and regulatory issues in information technology and in innovation efforts. The course emphasizes critical thinking and problem-solving techniques. Students will collaborate on teams to resolve legal, regulatory and ethical issues presented in the course material. The materials and exercises are designed to develop thoughtful and sophisticated analysis of alternatives.

After successful completion of this course the student shall be able to:

1. Recognize legal, regulatory and ethical issues arising from technology projects and programs.
2. Assist in the development of a response to a breach in legal, regulatory or ethics guidelines.
3. Make a meaningful contribution to a firm's strategic analysis and planning in the realm of legal and regulatory issues.

Course Learning Outcomes:

1. Define the legal environment of business and explain how it relates to applications of information technology using examples and issue spotting.
2. Demonstrate knowledge of, and be able to apply, the analysis techniques of SWOT, SEEC, and PEST to legal and regulatory issues in technology.
3. Analyze management and ethical issues as applied to information technology.
4. Work effectively in a team to produce a risk assessment and management plan, considering legal and regulatory issues for an organization.
5. Develop an appreciation for the need for continuing professional and educational learning and development.

Grading Scale:

Grade	Percentage	Grade Point Value
A	93-100	4.00
A-	92-90	3.67
B+	89-86	3.33
B	85-83	3.00
B-	82-80	2.67
C+	79-76	2.33
C	75-73	2.00
C-	72-70	1.67
D+	69-66	1.33
D	65-63	1.00
D-	62-60	0.67
F	59- 0	0.00

(See also [University Grading Policy](#)).

Assignment/Evaluation Methods:

Homework/ Assignments (Case Studies, Debate Video, Informative Essay, SWOT Analysis)	30%
Attendance	10%
Class Participation (Discussion Questions for each class)	10%
Exams (Two Exams total)	25%
Final Exam	25%

Schedule of Topics by week:

This is a tentative schedule, and it may be modified as required based on the progression of the class.

Week	Topic	Homework Out of Class Student work
1	<p>Introduction to Syllabus and Expectations.</p> <p>Take the “Your Assertiveness Profile” Quiz</p> <p>How to determine the validity of a source</p>	Syllabus Quiz
	<p>Introduction to the debate format and students will be assigned their debate topics.</p> <p>Learn How to Become More Assertive.</p>	<p>Debate is Due according to the Debate Guide which is located in the module and on Debate Assignment, each student has an individualized due date, you are responsible for keeping track of your due date.</p> <p><b>Wednesdays will be Debate Days (most of the time)</b></p> <p>Recording one day of Internal Dialogue, (You do not need to turn this in)</p>
	<p>Continuation of: Learn How to Become More Assertive.</p> <p>Conflict Resolution and Peer Mediation</p> <p>Case Study-Old Henry</p>	
2	<p>What is Ethics?</p> <p>Chapter 1: Introduction to Cyberethics: Concepts, Perspectives, and Methodological Frameworks (Focus will be on Sections 1.1, 1.4-1.5)</p>	Discussion Question
	<p>Finish Chapter 1, Begin Chapter 2: Ethical Concepts and Ethical Theories: Establishing and Justifying a Moral System (Focus will be on Sections 2.4-2.8)</p> <p>Introduction of Assignment 1: Case Study 1- Laws and Technology Assignment</p>	Case Study 1- Laws and Technology Assignment
3	<p>Finish Chapter 2</p> <p>Chapter 8: Intellectual Property Disputes in Cyberspace</p>	
	<p>Finish Intellectual Property, Chapter 3: Critical Reasoning Skills for Evaluating Disputes in Cyberethics (Focus will be on Section 3.1)</p> <p>Presentation of 1<sup>st</sup> Debate Topics by Instructor</p>	Discussion Question

	Chapter 4: Professional Ethics, Codes of Conduct, and Moral Responsibility, Examples of Codes of Ethics	
4	<p>Finish Chapter 4</p> <p><b>1st Debate Topics-</b> Students Submit Video by Class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marketed as private) Rebuttal Videos are due by the following Wednesday.</p> <p>Review for Exam 1, Presentation of study guide</p>	Case Study 1- Laws and Technology Assignment Due on Canvas
	<b>Exam 1 on Canvas, During Scheduled Class Time, bring computer or borrow from IT services.</b>	Exam 1
	Chapter 5: Privacy Presentation of 2 <sup>nd</sup> Debate topics by Instructor	
5	<p>Continuation of Chapter 5: Privacy and Cyberspace</p> <p>2<sup>nd</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Wednesday.</p>	1 <sup>st</sup> Debate Topic Rebuttal Videos Due by Class Time
	Review of Exam 1	Discussion Question
	<p>Discussion of Informative Essay Assignment</p> <p>Presentation of 3<sup>rd</sup> Debate Topics by Instructor</p>	Assignment: Informative Essay, provide a summary of the issue which has a technology component, discuss both sides of the problem.

6	<p>Chapter 6: Security in Cyberspace</p> <p>3<sup>rd</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Wednesday.</p>	<p>2nd Debate Topic Rebuttal Videos Due by Class Time</p>
	<p>Chapter 9: Regulating Commerce and Speech in Cyberspace</p>	<p>Discussion Question</p>
	<p>Continuation of Chapter 9: Regulating Commerce and Speech in Cyberspace</p> <p>Presentation of 4<sup>th</sup> Debate Topics by Instructor</p>	
7	<p>History of Management</p> <p>4<sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Wednesday.</p>	<p>3<sup>rd</sup> Debate Topic Rebuttal Videos Due by Class Time</p>
	<p>How To Motivate People</p> <p>Technology Management Video Speaker</p>	<p>Discussion Question</p>
	<p>Workplace Conflict Scenarios and Toxic Employees</p> <p>Presentation of 5<sup>th</sup> Debate Topics by Instructor</p>	<p>Informative Essay Assignment Due on Canvas</p>
8	<p>Review for Exam 2/Study Guide Presented</p> <p>5<sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Wednesday.</p>	<p>4<sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time</p>
	<p><b>Exam 2 on Canvas, During Scheduled Class Time, bring computer or borrow from IT services.</b></p>	
	<p>Basic Management</p> <p>Presentation of 6<sup>th</sup> Debate Topics by Instructor</p>	



9	<p>Continuation of Basic Management</p> <p>6<sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Wednesday.</p>	5 <sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time
	Presentation of 7 <sup>th</sup> Debate Topics by Instructor	Discussion Question
	<p>Exam 2- Review of Exam</p> <p>Assignment: Case Study 2- Volkswagen Moral Dilemma</p>	Assignment: Case Study 2-Volkswagon Moral Dilemma
10	<p>Ethics in Business</p> <p>7<sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Wednesday.</p>	6 <sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time
	Presentation of 8 <sup>th</sup> Debate Topics by Instructor	Discussion Question
	Management Psychology/Science of Persuasion/Organizational Culture	
11	<p>Presentation of 9<sup>th</sup> Debate Topics by Instructor</p> <p>8<sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Wednesday.</p>	7 <sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time

	Corporate Social Responsibility	Discussion Question
	Business Plan, SWOT Analysis	
12	<p>SWOT Analysis Assignment</p> <p>9<sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Wednesday.</p>	8 <sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time
	Public vs. Private Companies and Organizational Structure	Discussion Question
13	Presentation of 11 <sup>th</sup> Debate Topics by Instructor	Case Study 2 Due on Canvas: Volkswagen Assignment
	<p>10<sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by the following Wednesday.</p> <p>Review for Exam 3/Study Guide Presented</p>	9 <sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time
	<b>Exam 3 in Canvas, during class time, bring computer or borrow from IT services.</b>	
14	<p>Leadership</p> <p>Presentation of 12<sup>th</sup> Debate Topics by Instructor</p>	

15	<p>Review of Exam 3</p> <p>11<sup>th</sup> Debate topics- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by Wednesday.</p>	10 <sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time
	<b>Preparation for Final Exam</b>	Discussion Question
	<p><b>Preparation for Final Exam</b></p> <p>12<sup>th</sup> Debate topics (if required for student class size)- Students Submit Video by class Time (Video must be in format that can be shared, Instructor suggests uploading video to You Tube and making sure the debate video is not marked as private) Rebuttal Videos are due by Wednesday.</p>	SWOT-Business Plan Analysis Assignment Due
16	<b>Last Day of Classes</b>	12 <sup>th</sup> Debate Topic Rebuttal Videos Due by Class Time.
	<b>Final Exam Week</b>	

# LIT 2000: Introduction to Literature

## Course Information

- *Course Number/Title:* LIT 2000: Introduction to Literature
- *Credit Hours:* 3 (lecture)
- *Academic Term:* Spring 2023

## Section Information

*Section Number:* 01

- *Class Meeting Time:* MWF, 11:00 AM-11:50 AM
- *Class Meeting Location:* ARC-1158
- *Class website:* via Canvas (LINK TBA)

## Instructor Information

*Instructor:* Dr. C. Wylie Lenz

- *Office Location:* IST-2064
- *Office Hours:* TBA
- *Email:* [clenz@floridapoly.edu](mailto:clenz@floridapoly.edu)

## Course Details

### Catalog Course Description

This course introduces students to readings in a variety of genres of literature, including the short story, the novel, the play, the poem and the essay; recognition of the formal elements of these genres; and written and oral analysis of specific works representing these genres. The instructor determines the breadth and focus of this survey. This course meets writing-intensive requirements (W). It also satisfies the general education Humanities State Core requirement.

### Communication/Computation Skills Requirement, or “Gordon Rule” (6A-10.030)

Yes. This course meets communication/writing-intensive requirements (W).

### Required Texts

- Oyinkan Braithwaite, *My Sister, the Serial Killer* [ISBN 978-0525564201]
- Gabriel García Márquez, *Chronicle of a Death Foretold* [ISBN 978-1400034710]
- Henrik Ibsen, *Ghosts* [ISBN 978-0486298528]
- Alan Moore and Dave Gibbons, *Watchmen* [ISBN 978-1779501127]
- Suzan-Lori Parks, *Topdog/Underdog* [ISBN 978-1559362016]
- Supplemental materials delivered via Canvas
- *Purdue Online Writing Lab*

### Equipment and Materials

For each class meeting, you will need to bring a means of taking notes and the required text under discussion. For work submitted via Canvas, you will need access to word processing software that allows you to create and save .doc or .docx files. (NOTE: Microsoft Office is available to students for free.)

### Course Objectives

To provide students with a broad introduction to:

- The formal elements of the various genres that comprise the literary arts, including novels, short stories, poetry, plays, and/or creative nonfiction.
- Major literary periods and movements.
- Modes of textual and contextual criticism and analysis particular to literature.
- Strategies for developing and communicating cohesive, coherent interpretations of literary texts.

#### Course Learning Outcomes

On completion of this course, students should be able to:

- Demonstrate knowledge of the content of specific literary works and the structures and conventions of different literary genres.
- Communicate, orally and in writing, original and critical readings of literary texts, using different methods of interpretation and analysis, while identifying and interpreting formal and genre-related elements in the texts.
- Critically assess the variety of roles that literature has played historically and continues to play in the human experience.
- Identify and explain connections between literary texts and their biographical, historical, and cultural contexts of authorship and reading.

#### General Education Competency – Arts and Humanities

Through study and practice in the Arts and Humanities, students will learn how questions are posed and how insights and creative responses to them are formulated. Students will

1. Demonstrate critical thinking grounded in well-founded interpretive theory and methods and broad, cultural literacy.
2. Interpret and explain theories and methods behind forms of human expression.
3. Consider the multidirectional impacts between individuals, cultures, and the institutions and technologies they create.
4. Acquire competence in reflecting critically on the human condition.

#### AHSS Certificate Outcomes

This course supports the learning outcomes for the Arts, Humanities, and Social Sciences Certificate. For more information, see the academic catalog. Students completing the AHSS Certificate program will demonstrate aptitude in the following areas:

1. Communication–Students completing the certificate program will demonstrate the ability to deliver highly polished verbal communication that is appropriate to audience and context.
2. Analysis and Interpretation–Students will demonstrate familiarity with a range of analytical frameworks associated with humanities and social science disciplines and apply them thoughtfully to social, historical, and other human phenomena.
3. Conceptual Translation–Students will demonstrate the ability to create connections between concepts in one area of human experience and adapt and apply them to another.
4. Epistemic Awareness–Students will recognize and describe different frameworks for constructing knowledge in the disciplines and the underlying assumptions, methods, and applications of that knowledge.

5. Reflective Learning and Responsibility–Students will demonstrate strategic and reflective learning through course content and develop a healthy critical analysis of one's own responses.

#### *Grading Scale*

Your final course grade will take the form of a letter grade that reflects a point percentage equivalent. (See also [University Grading Policy](#).)

- A = 93% and above, A- = 90%-92%
- B+ = 87%-89%, B = 83%-86%, B- = 80%-82%
- C+ = 77%-79%, C = 73%-76%, C- = 70%-72%
- D+ = 67%-69%, D = 63%-66%, D- = 60%-62%
- F = 59% and Below

#### *Assignments/Evaluation Methods*

This is a writing-intensive course, so each student enrolled in this class must produce a significant body of writing during the course of the term to receive credit. Students are expected to spend at least two hours completing out-of-class work for each hour in class. I will provide detailed instructions and evaluation criteria for each assignment. Grades will be posted to Canvas as they become available.

Your final grade will derive from the following:

- *Homework* (15%). Each student will complete several brief written assignments (approx. 200-400 words each).
- *Presentation* (10%). Students will give brief (5-8 minutes) presentations on literary texts they believe should be included as part of this course's syllabus.
- *Textual Analysis Essay* (15%). Each student will write an essay (approx. 1,200 words each) developing sustained analysis of assigned texts.
- *Annotated Bibliography* (10%). Each student will conduct a literature review and write annotations (approx. 500 words) for at least five relevant secondary scholarly sources to be cited in the final research essay.
- *Comparative Analysis Essay* (25%). Each student will write an essay (approx. 2,000 words) constructing a comparative analysis, informed by secondary research, between at least two assigned texts.
- *Final Exam* (10%). Each student will complete an in-class short-answer and essay examination on course themes, readings, and discussions.
- *Participation* (15%). Our class meetings will consist of a combination of lectures and discussions. The only way to receive full credit for participation is to keep up with the reading, remain attentive during class, and contribute to the conversation. On any given day, be prepared with questions and issues to discuss.

#### **Course Schedule**

***This schedule is subject to change.*** Refer to Canvas for readings access, extended assignment descriptions, and specific due dates. For University deadlines, consult to general Florida Poly academic calendar (<https://floridapoly.edu/academics/academic-calendar/>).

NOTE: Read the assigned material before attending class.

Course Schedule

Week 1

<i>Topic(s)</i>	Introduction / What is literature? / Analytical & critical lexicon
<i>Reading(s)</i>	<ul style="list-style-type: none"> <li>• Orientation Module</li> <li>• Reading and Writing about Literature</li> <li>• A Short Guide to Close Reading for Literary Analysis</li> <li>• Using Literary Quotations</li> <li>• Quoting and Paraphrasing</li> </ul>
<i>Assignments(s)</i>	<ul style="list-style-type: none"> <li>• Orientation Quiz</li> <li>• Student Questionnaire</li> </ul>

Week 2

<i>Topic(s)</i>	Poetry (Early Modern to Romantic)
<i>Reading(s)</i>	<ul style="list-style-type: none"> <li>• Reading poetry: questions</li> <li>• William Shakespeare, <a href="#">Sonnet 18</a> (1609)</li> <li>• William Shakespeare, <a href="#">Sonnet 130</a> (1609)</li> <li>• William Shakespeare, <a href="#">Sonnet 138</a> (1609)</li> <li>• John Donne, <a href="#">"The Flea"</a> (1633)</li> <li>• Andrew Marvell, <a href="#">"To His Coy Mistress"</a> (c. 1650)</li> <li>• Reading Response 1 assignment description</li> <li>• William Blake, <a href="#">"London"</a> (1794)</li> <li>• William Wordsworth, <a href="#">"I wandered lonely as a cloud"</a> (1807)</li> <li>• Lord Byron, <a href="#">"She walks in beauty"</a> (1815)</li> <li>• Percy Bysshe Shelley, <a href="#">"Ozymandias"</a> (1818)</li> <li>• Walt Whitman, <a href="#">"I Sing the Body Electric"</a> (1855/1867)</li> <li>• Emily Dickinson, <a href="#">"Because I could not stop for Death"</a> (c. 1862)</li> <li>• Dickinson, <a href="#">"I felt a Funeral, in my Brain"</a> (c. 1863)</li> </ul>
<i>Assignments(s)</i>	<ul style="list-style-type: none"> <li>• Participation</li> </ul>

Week 3

<i>Topic(s)</i>	Poetry (Modern to Contemporary)
<i>Reading(s)</i>	<ul style="list-style-type: none"> <li>• T. S. Eliot, <a href="#">"The Love Song of J. Alfred Prufrock"</a> (1917)</li> <li>• William Butler Yeats, <a href="#">"The Second Coming"</a> (1921)</li> <li>• Marianne Moore, <a href="#">"Poetry"</a> (1921)</li> <li>• William Carlos Williams, <a href="#">"The Red Wheelbarrow"</a> (1923)</li> <li>• Wallace Stevens, <a href="#">"Anecdote of the Jar"</a> (1919)</li> <li>• Langston Hughes, <a href="#">"The Negro Speaks of Rivers"</a> (1926)</li> <li>• Elizabeth Bishop, <a href="#">"The Fish"</a> (1946)</li> <li>• Gwendolyn Brooks, <a href="#">"We Real Cool"</a> (1960)</li> <li>• Philip Larkin, <a href="#">"This Be the Verse"</a> (1971)</li> <li>• Sylvia Plath, <a href="#">"Daddy"</a> (1962)</li> <li>• Sharon Olds, <a href="#">"I Could Not Tell"</a> (1980)</li> <li>• Philip Levine, <a href="#">"What Work Is"</a> (1991)</li> <li>• Jericho Brown, <a href="#">"Dear Dr. Frankenstein"</a> (2014)</li> </ul>
<i>Assignments(s)</i>	<ul style="list-style-type: none"> <li>• Reading Response 1</li> </ul>

Week 4

<i>Topic(s)</i>	Drama (19th century)
<i>Reading(s)</i>	<ul style="list-style-type: none"> <li>• Reading drama: questions</li> <li>• Reading Response 2 assignment description</li> <li>• Henrik Ibsen, <i>Ghosts</i> (1882) (Acts I, II, and III)</li> </ul>
<i>Assignments(s)</i>	<ul style="list-style-type: none"> <li>• Presentations begin [by assigned date]</li> <li>• Participation</li> </ul>

Week 5

<i>Topic(s)</i>	Drama (20th century)
<i>Reading(s)</i>	<ul style="list-style-type: none"> <li>• Suzan-Lori Parks, <i>Topdog/Underdog</i> (2001)</li> </ul>
<i>Assignments(s)</i>	<ul style="list-style-type: none"> <li>• Reading Response 2</li> </ul>

Week 6

<i>Topic(s)</i>	The Novel (20th century)
<i>Reading(s)</i>	<ul style="list-style-type: none"> <li>• Gabriel García Márquez, <i>Chronicle of a Death Foretold</i> (pp. 3-47)</li> <li>• Reading Response 3 assignment description</li> <li>• <i>Chronicle</i> character responsibility chart assignment description</li> </ul>
<i>Assignments(s)</i>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>

Week 7

<i>Topic(s)</i>	The Novel (20th century)
<i>Reading(s)</i>	<ul style="list-style-type: none"> <li>• García Márquez, <i>Chronicle of a Death Foretold</i> (pp. 48-120)</li> <li>• Textual Analysis Essay assignment description</li> <li>• Structuring a Textual Analysis Essay</li> </ul>
<i>Assignments(s)</i>	<ul style="list-style-type: none"> <li>• <i>Chronicle</i> character responsibility chart</li> <li>• Reading Response 3</li> <li>• Participation</li> </ul>

Week 8

<i>Topic(s)</i>	The Novel (21st century)
<i>Reading(s)</i>	<ul style="list-style-type: none"> <li>• Oyinkan Braithwaite, <i>My Sister, the Serial Killer</i> (pp. 1-112)</li> </ul>
<i>Assignments(s)</i>	<ul style="list-style-type: none"> <li>• n/a</li> </ul>

Week 9

<i>Topic(s)</i>	The Novel (21st century)
<i>Reading(s)</i>	<ul style="list-style-type: none"> <li>• Braithwaite, <i>My Sister, the Serial Killer</i> (pp. 113-223)</li> </ul>
<i>Assignments(s)</i>	<ul style="list-style-type: none"> <li>• Participation</li> </ul>

Week 10

<i>Topic(s)</i>	The Novel; Comparative Analysis
<i>Reading(s)</i>	<ul style="list-style-type: none"> <li>• Essay Proposal assignment description</li> <li>• Comparative Analysis Essay assignment description</li> <li>• Annotated Bibliography assignment description</li> </ul>



	<ul style="list-style-type: none"> <li>• Literature Topics and Research (Purdue OWL)</li> <li>• Literary Analysis Research Paper (David A. James, Houston CC)</li> <li>• The Comparative Essay (University of Toronto)</li> <li>• How to Write a Comparative Analysis (Harvard College Writing Center)</li> </ul>
<i>Assignments(s)</i>	<ul style="list-style-type: none"> <li>• Textual Analysis Essay</li> </ul>

*Week 11*

<i>Topic(s)</i>	The Short Story: 19th Century, Romantic to Realist & Naturalist
<i>Reading(s)</i>	<ul style="list-style-type: none"> <li>• Reading fiction: questions [review]</li> <li>• Nathaniel Hawthorne, "Young Goodman Brown" (1835)</li> <li>• Edgar Allan Poe, "William Wilson" (1839)</li> <li>• Reading Response 4 assignment description</li> <li>• Charlotte Perkins Gilman, "The Yellow Wall-paper" (1892)</li> <li>• Jack London, "The Law of Life" (1901)</li> </ul>
<i>Assignments(s)</i>	<ul style="list-style-type: none"> <li>• Essay Proposal</li> <li>• Reading Response 4</li> <li>• Participation</li> </ul>

*Week 12*

<i>Topic(s)</i>	The Short Story: 20th Century, Modern to Contemporary
<i>Reading(s)</i>	<ul style="list-style-type: none"> <li>• Ernest Hemingway, "Hills Like White Elephants" (1927)</li> <li>• William Faulkner, "Barn Burning" (1939)</li> <li>• Flannery O'Connor, "A Good Man Is Hard to Find" (1955)</li> <li>• Joyce Carol Oates, "Where Are You Going, Where Have You Been?" (1966)</li> </ul>
<i>Assignments(s)</i>	<ul style="list-style-type: none"> <li>• Annotated Bibliography</li> </ul>

*Week 13*

<i>Topic(s)</i>	The Short Story: Contemporary / Postmodern
<i>Reading(s)</i>	<ul style="list-style-type: none"> <li>• John Barth, "Lost in the Funhouse" (1968)</li> <li>• Jamaica Kincaid, "Girl" (1978)</li> <li>• Tim O'Brien, "The Things They Carried" (1986)</li> <li>• Jonathan Lethem, "Super Goat Man" (2004)</li> <li>• Karen Russell, "The Bog Girl" (2016)</li> <li>• Structuring a Comparative Analysis Essay</li> <li>• Reading Response 5 assignment description</li> </ul>
<i>Assignments(s)</i>	<ul style="list-style-type: none"> <li>• Participation</li> </ul>

*Week 14*

<i>Topic(s)</i>	Graphic Literature
<i>Reading(s)</i>	<ul style="list-style-type: none"> <li>• Alan Moore and Dave Gibbons, <i>Watchmen</i></li> </ul>
<i>Assignments(s)</i>	<ul style="list-style-type: none"> <li>• Reading Response 5</li> <li>• Comparative Analysis Essay</li> </ul>

*Week 15*

<i>Topic(s)</i>	Graphic Literature
<i>Reading(s)</i>	<ul style="list-style-type: none"><li>• Alan Moore and Dave Gibbons, <i>Watchmen</i></li></ul>
<i>Assignments(s)</i>	<ul style="list-style-type: none"><li>• Reading Response 5</li><li>• Comparative Analysis Essay</li></ul>

*Finals Week*

<i>Assignments(s)</i>	<ul style="list-style-type: none"><li>• Final Exam (in class)</li></ul>
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## MUL 2010 – Music Appreciation

The objective of this course is to provide students with a broad knowledge of musical form, history, leading movements, and their influence and the impact on society. Students should be conversant in the language of music as it helps to describe and discuss these aspects and differentiate them. The ultimate objective is to deepen students' appreciation of music through technical, historical, and practical knowledge.

### Required Text & Materials:

Understanding Music Past and Present (Clark, Heflin, Kluball and Kramer)  
<https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1000&context=arts-textbooks>

### Objectives

Students will gain an awareness of music through time. They will demonstrate knowledge of historical and cultural contexts of previous years music with today's contemporary music.

### Learning Outcomes

Upon successful completion of the course, students should be able to:

Demonstrate, recognize, identify, compare and contrast music of the Middle Ages, Renaissance, Baroque, Classical, Romantic, and 20<sup>th</sup> century and beyond.

### Alignment with Program Outcomes

Course Learning Outcome	ThinkWell/LearnWell Diagram	General Education Competency	AHSS Certificate Outcomes
Demonstrate an understanding of musical vocabulary	Remembering	2	2
Recognize stylistic differences between music of different eras	Understanding	2	3
Identify cultural dynamics that influenced the music of each era	Analyzing	1, 4	2
Compare and Contrast Musical composition and styles across eras and genres	Synthesizing	1, 3, 4	2, 5

### General Education Competency – Arts and Humanities

Through study and practice in the Arts and Humanities, students will learn how questions are posed and how insights and creative responses to them are formulated. Students will

1. Demonstrate critical thinking grounded in well-founded interpretive theory and methods and broad, cultural literacy.
2. Interpret and explain theories and methods behind forms of human expression.
3. Consider the multidirectional impacts between individuals, cultures, and the institutions and technologies they create.
4. Acquire competence in reflecting critically on the human condition.

### AHSS Certificate Outcomes

This course supports the learning outcomes for the Arts, Humanities, and Social Sciences Certificate. For more information, see the academic catalog. Students completing the AHSS Certificate program will demonstrate aptitude in the following areas:

1. Communication—Students completing the certificate program will demonstrate the ability to deliver highly polished verbal communication that is appropriate to audience and context.
2. Analysis and Interpretation—Students will demonstrate familiarity with a range of analytical frameworks associated with humanities and social science disciplines and apply them thoughtfully to social, historical, and other human phenomena.
3. Conceptual Translation—Students will demonstrate the ability to create connections between concepts in one area of human experience and adapt and apply them to another.

4. Epistemic Awareness—Students will recognize and describe different frameworks for constructing knowledge in the disciplines and the underlying assumptions, methods, and applications of that knowledge.
5. Reflective Learning and Responsibility—Students will demonstrate strategic and reflective learning through course content and develop a healthy critical analysis of one's own responses.

## Work

Assignment Weights	Grading Scale		
1. Tests – 4 block exams =40%	Grade	Percent- age	Grade Points
2. Music Essay=10%	A	93	4.0
3. Reading and Listening Assignments = 20%	A-	90	3.67
4. Class Participation = 10%	B+	87	3.33
5. Final = 20%	B	83	3.0
Total: 100%	B-	80	2.67
	C+	77	2.33
	C	73	2.0
	C-	70	1.67
	D+	67	1.33
	D	63	1.0
	D-	60	0.67
	F	59	0.0

## Tentative Schedule of Topics by Week

	Week	Topics	Chapter/Sections
1	8/22-8/26	Music, Acoustics, Sound, Pitch, Notation, Instruments	1.1- 1.5
2	8/29-9/2	Melody, Harmony, Rhythm, Texture, Form, Categories, Test #1	1.6-1.12, TEST #1
3	9/5-9/9	<i>Music of the Middle Ages</i> , Timeline & Overview, Music for Church, Courts	2.1-2.8
4	9/12-9/16	<i>Music of the Renaissance</i> , rebirth, humanism, art	3.1- 3.5.2
5	9/19-9/23	Protestant Reformation, Anthem, Secular Entertainment, Dance	3.5.3-3.8
6	9/26-9/30	Test #2, <i>Music of the Baroque</i> , Timeline & Overview	TEST #2, 4.1-4.4
7	10/3-10/7	Opera, Instrumental Music, Orchestra, Handel, Bach	4.5-4.10
8	10/10-10/14	<i>Music of the Classical Era</i> , Form, Haydn	5.1-5.5
9	10/17-10/21	Mozart, Beethoven	5.6-5.8
10	10/24-10/28	Test #3, <i>Romantic Era</i> , Schubert	TEST #3, 6.1- 6.5
11	10/31-11/04	Mendelssohn, Schumann, Chopin, Berlioz	6.6-6.11
12	11/07-11/09	Nationalism, Smetana, Dvorak, Tchaikovsky, Sousa, Verdi, Wagner	6.12- 6.19
13	11/14-11/18	<i>Twentieth Century</i> , Debussy, Ravel, Schoenberg, Stravinsky	7.1- 7.5
14	11/21	<i>Jazz: American Style</i> , Gershwin, Copland, Electronic Music, Film Music, Video Game Music	7.6- 7.11
15	11/28-12/2	<i>Popular Music, Rock and Roll, Rap</i>	8.1-8.7
16	12/5-12/7	Test #4, <i>Musicals, World Music</i>	TEST #4, 8.8- 8.10, Appendix