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## **Humanities: Policies, Procedures, and Syllabus**

Course Instructors: Ms. Sonya Allen & Mrs. Lynne Jenkins

Welcome to your senior year and Humanities! I am excited to work with you during this course as you grow into thinkers, careful readers, confident speakers, compelling writers, and cultured scholars of the humanities. As with your other classes at Columbus High, this course is designed to equip you with the skills needed to succeed in college, the workplace, and life. As a result, my expectations for you are high, and the work is rigorous in order to help you develop the critical analysis and composition skills needed to succeed in school and beyond. I know you understand that this will require you to devote time and purposeful practice to this course.

Please read the following course information, policies, and procedures carefully so that we will have the best possible year together. I look forward to learning with you.

### COURSE DESCRIPTION

The humanities can be described as the integrated study of the various ways in which people, from every period of history, process and document the human experience. Since humans have been able, we have used history, philosophy, literature, religion, art, music, and language to understand and record our world. Thus, the humanities are the integrated study of the ideas and values inherent in the human journey. Humanities studies demonstrate the way that human beings historically create and share meaning as individuals, as communities, and as cultures through what they document and produce. The integrated study of the humanities offers content and skills necessary for an engaged global citizenship. The mission of Columbus High School is to prepare students to become well-rounded, contributing members of society by providing an academic, social and ethical environment which promotes success and leads to the desire for lifelong learning.

### SENIOR PROJECT

A major component of the Humanities course is the Senior Project. As a culmination of skills learned since the freshman year, the Senior Project includes time management, research, writing and presentation skills. Students must successfully complete the project in order to graduate from the Liberal Arts Magnet. Students are expected to spend at least 100 hours outside class developing a portfolio and a product which will be presented to a panel of community judges during the spring of their senior year. Twenty-five of the 100 hours must be spent with a mentor who is an expert in the field the student has chosen. The key to a successful Senior Project is PASSION! Choose a project that you are passionate about, and it will feel less like work. Otherwise, the work you produce will be lack-luster and you will have wasted one of your most valuable resources: your time.

### CLASS RULES

- 1) Follow all rules and policies as outlined in the student handbook.
- 2) Show respect to everyone, including your teacher, your classmates and yourself.
  - ❖ You show respect to your **teacher** by actively listening, politely speaking, and enthusiastically engaging in all activities.
  - ❖ You show respect to your **classmates** by remaining open to their ideas and differences as well as being courteous at all times and honoring their rights.
  - ❖ You show respect to **yourself** by completing your assignments in a manner that indicates you take responsibility for and pride in your work.

- 3) Stay seated and be an attentive audience when someone is speaking to the class.
- 4) Follow directions as they are given, when they are given, the first time they are given.
- 5) Come to class prepared to learn and do your best. This means bringing all needed materials, homework, assignments, and a positive attitude to class every day.

My classroom operates in an atmosphere of mutual respect. Behavior that compromises or disrupts the learning environment will be dealt with quickly, directly, and severely. Depending on the offense, consequences include detention, parent contact, conferences in the hallway or after class, discipline referrals, and/or removal from the classroom. All rules and policies are in accordance with CHS and MCS D handbooks.

### MATERIALS

1. You will need a **Humanities Notebook, a large three-ring binder (at least 1") with plenty of paper** and section dividers as follows:
  - a. **Journal Writing**
  - b. **Music**
  - c. **Art**
  - d. **Content Notes**Your syllabus should be kept at the front of your binder.  
Each item in your notebook must be labeled with your name and the date, hole-punched, and inserted in chronological order. You should also keep a table of contents for each section and label each item with the appropriate number from the table of contents.
2. You will need your **textbook**, and assigned **supplemental texts**, and a copy of the **MLA Handbook, 7<sup>th</sup> edition, 2009**.
3. You must have the **2015-2016 Senior Project Handbook & Forms**. A digital copy may be accessed at [http://www.columbushighga.org/senior\\_project.htm](http://www.columbushighga.org/senior_project.htm)
4. Your progress on your senior project must be kept in your **Senior Project Portfolio**, a 3-ring binder of at least 1 ½ inches.
5. All assignments to be turned in should be written with a **blue or black ink pen** unless otherwise specified. You will also need **pencils** and **college-ruled notebook paper**.
6. You are highly encouraged to bring a **thumb drive** to save assignments and writing drafts.
7. I highly advise you to purchase a **personal academic planner** to keep up with assignments and upcoming due dates. Having one will ultimately keep you organized and on track with all on-going and upcoming assignments.
8. You will need an **email address** and **internet access** in order to complete some class assignments or access resources posted on our class Edmodo site. Email is also the best way to contact me should you have a question or concern.
9. You are required to **sign up for text reminders** through the free text messaging service Remind. This is a one-way texting service, so you will not have my personal cell phone number, nor will I be able to see your numbers. I will use Remind to help you keep track of due dates, but this service does NOT replace your responsibility to manage your own time and assignments. You will be given directions on the first day of school on how to sign up for Remind 101 text reminders.

### CONTENT

1. The textbook provided for you is Fleming's *Arts & Ideas*, Tenth Edition (ISBN 0-534-61382-9).
2. We will supplement the textbook with additional resources. Some course materials will be available through the class website on **Edmodo.com**. To access Edmodo, you will need an email address and the

class code located on the first page of this syllabus. All students must log in to Edmodo within the first week of school.

### GRADES

The following is an estimated breakdown of your grade calculation per term. If there are any changes, you will be notified well in advance.

<b>First Nine Weeks</b>	<b>Second Nine Weeks</b>	<b>Third Nine Weeks</b>	<b>Fourth Nine Weeks</b>
30% Phase 1 (Senior Project)	30% Phase 2 (Senior Project)	30% Phase 3 (Senior Project)	45% Phase 4 & Senior Project Boards
20% Quizzes (Art & Music)	20% Quizzes (Art & Music)	20% Quizzes (Art & Music)	20% Quizzes (Art & Music)
15% Journal	15% Journal	15% Journal	10% Homework/Class Participation
15% Homework/Class Participation	15% Homework/Class Participation	15% Homework/Class Participation	25% Tests/Culminating Assessments
20% Tests/Culminating Assessments	20% Tests/Culminating Assessments	20% Tests/Culminating Assessments	

A great deal of the fourth nine weeks is dedicated to your final Senior Project class presentation and your Boards presentation. In addition, the 25% represented in the Tests category is your Final Exam and the SLO Test for this class. Obviously, it is imperative that you do well both on your Senior Project Presentation and your final exam and SLO for this term.

### ACADEMIC HONESTY AND PLAGIARISM

Students are to submit only their own, original work. Cheating of any kind is not acceptable and demonstrates a lack of integrity that is inconsistent with the expectations for a Columbus High School student. Should you choose to cheat on an assignment, you will receive a zero for that assignment, a discipline referral, a notice sent to your parents, a referral to Honor Council, and documentation on your school record. **In order to prevent cheating, you will be required to submit all formal essays to Turnitin.com and include your honor pledge on all assignments.**

Cheating includes:

- Copying, faxing, emailing, or in any way duplicating assignments that are turned in, wholly or in part, as original work.
- Exchanging assignments with other students, whether handwritten or computer-generated, whether you believe the assignment will be copied or not.
- Talking, passing notes, or in any way communicating with another student during a test—whether or not you are still testing

- Using any form of memory aid, testing materials, or equipment during tests or quizzes without the expressed permission of the teacher.
- Giving or receiving answers during tests or quizzes.
- Taking credit for group work when you have not contributed an equal or appropriate share to the final product.
- Accessing, copying, or possessing a test or quiz in advance of its administration
- Revealing information about a test or graded assignment to other students
- Falsifying documents, records, signatures, or evaluations.
- Falsifying Senior Project hours and documentation

Plagiarism includes:

- Taking someone else's assignments or a portion of an assignment and submitting it as one's own.
- Submitting material written by someone else or rephrasing the ideas of another without appropriate citations.
- Presenting the work of tutors, parents, siblings, or friends as one's own.
- Submitting purchased papers as one's own.
- Submitting papers from the Internet written by someone else as one's own.
- Supporting plagiarism by providing work to others, **whether it is believed it will be copied or not.**

If you are not sure whether something counts as plagiarism, it is best to ask the instructor.

### MAKE-UP WORK AND LATE WORK

My attendance policies are taken from the MCSD and CHS handbooks. We have much content to cover. Class moves quickly, so it is imperative that you avoid being absent whenever possible. If you are absent, it is **your responsibility** to find out what you missed and make arrangement to complete assignments the day you return. I will not track you down or remind you of your responsibility to make up missed work. In accordance with MCSD policy, all missed assignments due to an **EXCUSED** absence must be turned in within (3) three days of your return to school. If the assignment is not turned in within three days, the grade becomes a zero. **Note that the three-day policy refers to SCHOOL days, not class meeting days.**

The three day make-up policy does NOT apply to assignments that are given far in advance of their due date. You will know about these assignments well ahead of time and will not receive "extra" time by being conveniently absent on the day the assignment is due. If you are absent the day an assignment is due or a test is given, you must take the test and/or turn in the assignment the day you return to school, *not* the next class day.

**Late Work:** Assignments are due at the beginning of the class period. **Late work will not be accepted.** Keep in mind that an incomplete assignment is better than no assignment.

**Remember that you cannot make up assignments or tests missed due to an unexcused absence unless/until you attend Academic Saturday School.**

A good motto to keep in mind is "Early is on time; on time is late." Manage your time wisely so that you complete your assignments promptly and ahead of schedule. Do not succumb to the temptation to procrastinate, even if you *think* you do your best work under pressure.

## EXTRA HELP AND EXTRA CREDIT

Students should make an appointment to see me after school if they need extra help, or sign up for help during ILT. Students may also sign up for after-school help in the CHS Writing Lab. I do ask that students attempt to give at least a day's notice before planning to stay after school so that we can avoid conflicts with faculty meetings, field trips, absences, or other school obligations.

It is my belief that extra credit should not serve as a substitute for purposeful participation and effort in class, but should instead reward students who go the extra mile to extend, enrich, or apply their learning. Extra credit opportunities will be announced in class as they arise. You may earn extra credit for attending cultural events such as musical performances, theatrical performances, and art exhibits. For example, you can attend events at the Columbus Symphony Orchestra; Professional Theater Productions (like Springer or River Center); Art Museum (High, Columbus Museum); CHS theatrical performances. Fill out the written response on the appropriate form and provide proof of attendance (ticket stub, program, etc.). You may also earn extra credit by entering any contest or competition related to the arts (writing, photography, art, etc.); remember, I need proof that you have actually entered and met all the criteria outlined in order to qualify as an entry or competitor. Extra credit is worth up to 25 points per event. You may earn up to a maximum of 50 extra credit points per term. All extra credit must be turned in one week prior to the end of the grading period.

## APPEAL PROCESS

Students who have questions, concerns, and special circumstances regarding their Senior Project or Humanities class are to follow the procedures outlined below in order to address any issues that arise.

1. Consult the Senior Project Handbook. Many of the most frequently asked questions can be answered by rereading the Handbook.
2. Talk to a Humanities teacher. Students may speak to their own classroom teacher or any other member of the Humanities Triumvirate (Ms. Allen, Ms. Mitchell, and Ms. Hinckley).
3. If the question or issue is not one that can be immediately answered, the student will be required to submit a written statement to the Humanities Triumvirate expressing his/her request and reasoning.
4. The Humanities Triumvirate will meet to discuss and weigh the student's written statement.
5. The student will meet with the Humanities Triumvirate to hear the response to his or her request.

## DAILY ACTIVITIES

Each day class will follow a general routine, beginning with a daily warm-up. Please see below for a description of what you can anticipate on a normal day in class.

■ Journal Writing (Philosophy Focus): Every class period begins with a ten-minute response topic designed to stimulate personal reflection over basic life experiences, the day's lesson and/or the learning objective/unit theme, or an important thought or quote pulled from the literature/artwork/music/etc. we are studying that day. Response topics must be kept in your Humanities Notebook and will be taken up **randomly** and graded. You must keep up with daily entries, even on days when you are not present. You are expected to begin working on these responses quietly at the beginning of every class without being prompted.

■ Classical Music: A music selection will be played at the beginning of each class. You are responsible for identifying each selection (title and composer) on a quiz. You will have a quiz after each grouping of

approximately ten pieces. Music quizzes are **cumulative**. For example, your first quiz might cover 9 to 10 selections; the following quiz will cover 9 to 10 new selections plus the previous 9 or 10, and so forth. You must take notes on the musical selections using the Music Chart provided. Music Charts will be taken up **randomly** and graded.

■ **Gallery Talks (Art)**: Gallery Talks will be presented by your teacher or by student groups at the beginning of each class, after journal & music. You are required to do a presentation over an assigned group of artists & works. You may work individually or in groups of two or three (depending on the artists). Additionally, you are responsible for taking notes during each Gallery Talk presented in class; your notes should include information such as the artist, title, genre, and additional information about the works – all of which may appear on your Art Quizzes. Art quizzes are also **cumulative**.

■ **Unit Projects**: Throughout the year, you will be given performance tasks/TMAs that will assess your knowledge and ability to apply what you have learned in the course. Some projects will be completed individually and some in collaborative groups.

Of course, we also devote several days each nine weeks to the Senior Project, including presentations and the research paper. You are expected to be an attentive audience for each of your classmates' presentations.

### **CLASSROOM RULES & EXPECTATIONS**

1. We expect all students to participate respectfully, attentively, and honestly.
2. I expect everyone to be treated with respect in the classroom at all times. Treat me, your peers, and the facilities with respect.
3. Please be quiet and attentive during discussions, journal entries, lectures, music, and presentations.
4. As soon as the tardy bell rings, you are expected to be in your assigned seats and ready to begin work immediately. Tardiness will result in detention.
5. You will be issued a textbook during the term. Unless otherwise indicated, you are to bring this textbook to class every day. Failure to bring your textbook twice during a term results in a loss of extra credit for that term.
6. Bring all necessary supplies to class everyday **INCLUDING STUDENT ID**. You should have a sturdy, loose-leaf notebook (3 ring binder). This is an important organizational tool for class notes, returned papers, handouts, etc.
7. You are expected to read and be thoroughly familiar with the Senior Project Handbook and Senior Project Guidelines.
8. You are responsible for all make-up work, notes, missed handouts/materials, and scheduling of tests after school. You have three school days (not class days) to arrange for making up a test or quiz. Failure to do this or failure to show up on an agreed-upon make-up day will result in a zero for that assignment.
9. If you are absent when an assignment is due, you are expected to turn in your assignment on the day you return to school, at the beginning of class as soon as you walk in. You are responsible for seeing me to turn in the work.
10. Include your Roll # on all assignments. Write the Roll # in the top right corner of your paper.
11. Follow school rules. This includes: **NO USE OF CELL PHONE** in class, **NO public grooming**, **NO eating/drinking/chewing gum** in class. Water bottles will not be allowed.

12. **DISMISSAL:** At the end of class, I will dismiss you. You are not to begin packing up your things unless I have instructed it is okay to do so. We are expected to teach bell-to-bell.
13. Do **NOT** work on homework & assignments from your other classes while in this class. Additionally, you are only allowed to have Humanities/Senior Project materials out on your desk during class.
14. Do not leave the classroom without permission.
15. **PRINTING POLICY:** Typed assignments need to be printed out prior to your arrival to class. I expect you to give me a hard copy of your work, but do not assume in any way that you will be able to print out your work from my computer. I will not accept e-mail attachments in lieu of a hard copy, and I will not print out e-mail attachments for you. In addition, you will not be allowed to go print your work in the computer lab or Media Center on the day the assignment is due.
16. **GROUP WORK POLICY:** All students in the group must contribute effectively & equally. You are expected to exchange contact information with members of the group and provide updates to the group on the status of your assigned portion of the task. Each member of the group must have his/her own saved copy of the assignment. You must be ready to present your work, regardless if a member(s) of the group is absent or not.

### COURSE OBJECTIVES

**When you are finished with this course, you should be able to do the following:**

- Analyze cultural and philosophical artifacts of a civilization from a critical perspective.
- Discuss cultural developments of the Mesopotamians, Egyptians, Greeks, and Romans.
- Analyze philosophies of major Greek philosophers.
- Outline key developments in art history.
- Compare and contrast Greek, Roman, Mesopotamian, and Egyptian art, sculpture, architecture, and literature.
- Trace the development and spread of Christianity throughout the Roman Empire.
- Identify Greco-Roman and Judeo-Christian roots of Western art and philosophy.
- Compare and contrast Judaism, Christianity, and Islamic religions.
- Compare and contrast classical music from different periods.
- Identify and evaluate art and architecture of the Renaissance.
- Identify and evaluate art and architecture of the Baroque period.
- Identify and evaluate art from the Impressionism Period.
- Describe diverse influences on contemporary and modern American art.
- Describe and evaluate cultural influences on American folk art.
- Complete your Senior Project

### **11th-12th Grade English Language Arts Common Core Georgia Performance Standards (ELACCGPS)**

The Common Core Georgia Performance Standards (CCGPS) provide a consistent framework to prepare students for success in college and/or the 21st century workplace.

#### **Music Standards**

MHSMA.6 - Listening to, analyzing, and describing music

MHSMA.7 - Evaluating music and music performances  
a. Identify and examine criteria for evaluating music performances.

MHSMA.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

MHSMA.9 - Understanding music in relation to history and culture

**Art Standards**

VAHSVAMC.3 Cultivates critical thinking and logical argumentation in aesthetics.

VAHSVACU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

VAHSVACU.2 Demonstrates an understanding of how art history impacts the creative process of art making.

VAHSVAAR.2 Critiques artwork of others individually and in group settings.

VAHSVAAR.3 Develops multiple strategies for responding to and reflecting on artworks.

VAHSDRCU.1 Articulates ideas and universal themes from diverse cultures of the past and present.

VAHSDRCU.2 Demonstrates an understanding of how art history impacts the creative process of art making.

VAHSPAMC.3 Cultivates critical thinking and logical argumentation in aesthetics.

**Writing Standards**

ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELACC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

ELACC11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Speaking, Listening, & Viewing**

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12

topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

ELACC11-12SL5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



## Humanities Syllabus, Procedures, and Policies Contract

I have read and understand all parts of the policies and procedures handout for the Humanities class. I have had the opportunity to ask questions, and I understand that I can talk to my teacher or any other Humanities teacher about any further questions or problems I have in this class. I will adhere to these policies and procedures, and I will accept the consequences of acting in conflict with these standards. I understand that I am not entitled to an A in this class and I am responsible for my own work and performance on assignments.

I have let my parent(s)/guardian(s) read the policies and procedures for this class and I have discussed the class expectations with them.

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Student Name (Print)	Student Signature	Date
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I have read and understand all parts of the policies and procedures handout for the Humanities class. I understand that I may contact my child's teacher regarding any questions that I may have about these standards after I have discussed them with my child. I understand that my child must adhere to these policies and procedures in order to function in a safe and productive educational environment. I will support my child in adhering to these standards, and I will encourage him or her to accept the consequences when he or she strays from the established policies and procedures.

I have discussed these policies and procedures with my child and I believe that (s)he understands them as well.

\_\_\_\_\_

Parent Name (Print)	Parent Signature	Date
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Parent Email Address (please print clearly): \_\_\_\_\_

Permission to View Films in Humanities:

Dear Parents and Guardians:

At certain times during the semester, we may supplement our course readings with excerpts from films relevant to the curriculum. It is our belief that these film excerpts are a valuable tool for enhancing students' interaction with and comprehension of the course material; they are *not* used as a substitute for reading or teaching the content. The films will be shown in the appropriate context, including discussion and activities before and after viewing. These films are either part of the high school Media Center collection, or have been approved for use by a Columbus High administrator.

School policy is for parents to give consent for their child to view films which are rated above PG. Please review the list of films which may be used in class and place an X in the blank next to any film(s) you do NOT wish your child to view. Students who have not been given parental permission to view a film will be given an alternate assignment. Please do not hesitate to contact me if you have questions about these films, their ratings, or their use in the classroom.

The following films may be shown in part or in their entirety as part of the Humanities curriculum:

\_\_\_ *The Nutcracker* (G)

\_\_\_ *Fantasia* (G)

\_\_\_ *The Emperor's Club* (PG-13)

\_\_\_ *Amadeus* (R)

\_\_\_ *Mona Lisa Smile* (PG-13)

\_\_\_ *Dead Poet's Society* (PG)

\_\_\_ Documentaries by *National Geographic*, *History Channel*, *A&E*, *PBS*, and *TED* talks. (Not rated)

Please sign one of the following:

I, \_\_\_\_\_, give permission for my child \_\_\_\_\_ to view all the films listed above in the Humanities classroom.

I, \_\_\_\_\_, do NOT give permission for my child \_\_\_\_\_ to view the films I have indicated with an "X" in the list above. I request that my child be given an alternate assignment for Humanities class in lieu of viewing these films.

## Technology Usage in the Classroom

Technology literacy is an increasingly important skill in the 21<sup>st</sup>-century world. While technology offers numerous advantages in the workplace and classroom, it is crucial that one demonstrate responsibility and integrity in the use of these resources. As part of our learning environment, we will occasionally employ technology to research, write, or enhance our learning. While we have school computers available for student use, many students prefer to use their personal devices in the classroom. The use of personal technology devices within the classroom is regulated at the discretion of the teacher. Students will have the opportunity to use personal electronic devices in Ms. Allen's room provided that the following conditions are met:

1. Students are bound to all stipulations of the MCSD/Columbus High Technology Usage contract.
2. Personal electronic devices acceptable for use in the classroom include laptops and tablets (including e-readers). Smartphones are not approved devices within the classroom.
3. Students are to use approved devices under the supervision of the teacher. Your teacher must be able to see the screen of the device at all times; students may not attempt to cover or conceal their device screens for any reason.
4. Students may use approved devices as relevant to the lesson or activity at hand. Inappropriate usage of technology will result in consequences. Inappropriate usage includes, but is not limited to, checking personal e-mail, texting, instant messaging, Snapchatting, playing games, accessing Facebook or other social media, or recording still images or video.
5. Students may only use approved devices at specified times, when *all* students have the opportunity to use technology. Technology should not be used, for example, to take notes, but may be used when the class is working on a research assignment.
6. Students bring personal property to school at their own risk. MCSD, Columbus High School, and I are not responsible for any lost, damaged, or stolen devices.
7. Violation of the terms of this policy will result in progressive consequences for the student in accordance with the CHS Student Handbook.

I, \_\_\_\_\_, have read and reviewed the "Bring Your Own Technology" policies for Ms. Allen's / Mrs. Jenkins's classroom. I understand that failure to abide by these policies will result in the appropriate consequence.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_