

VALENCIA COLLEGE

Supplemental Information and Orientation Materials for HUM1020

Updated Dec 2025

SHORTCUT TO COURSE ASSIGNMENT CALENDAR



Sup G!! hola, bonjour, schuss, salve, nǎn hǎo, olá, asalaam alaikum, konnichiwa :)

This course meets the requirements for level AAA ADA Compliant.

Course Syllabus: HUM1020: Introduction to Western Humanities

Class CRN: 23656 & 23735 & 25115

MODE: Online

CREDIT HOURS: 3 credit hours

Online & In-Class Hours: NONE. This is an [asynchronous class](#). Students do not meet at any specific time.

TERM: Spring 2025 (Jan 6 - Apr 20th)

PREREQUISITE: None

PROFESSOR: Kelly Perez (she/her)

Email: kperez108@valenciacollege.edu

Professor Website: ExperiencePhilosophy.com

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COURSE OVERVIEW:

COURSE DESCRIPTION:

Basic introduction to humanities. It focuses on central concepts, historical development, and the fundamental nature of philosophy, architecture, music, religion, art, and literature. Concepts from such disciplines integrated with contemporary American culture.

COURSE COMPETENCIES:

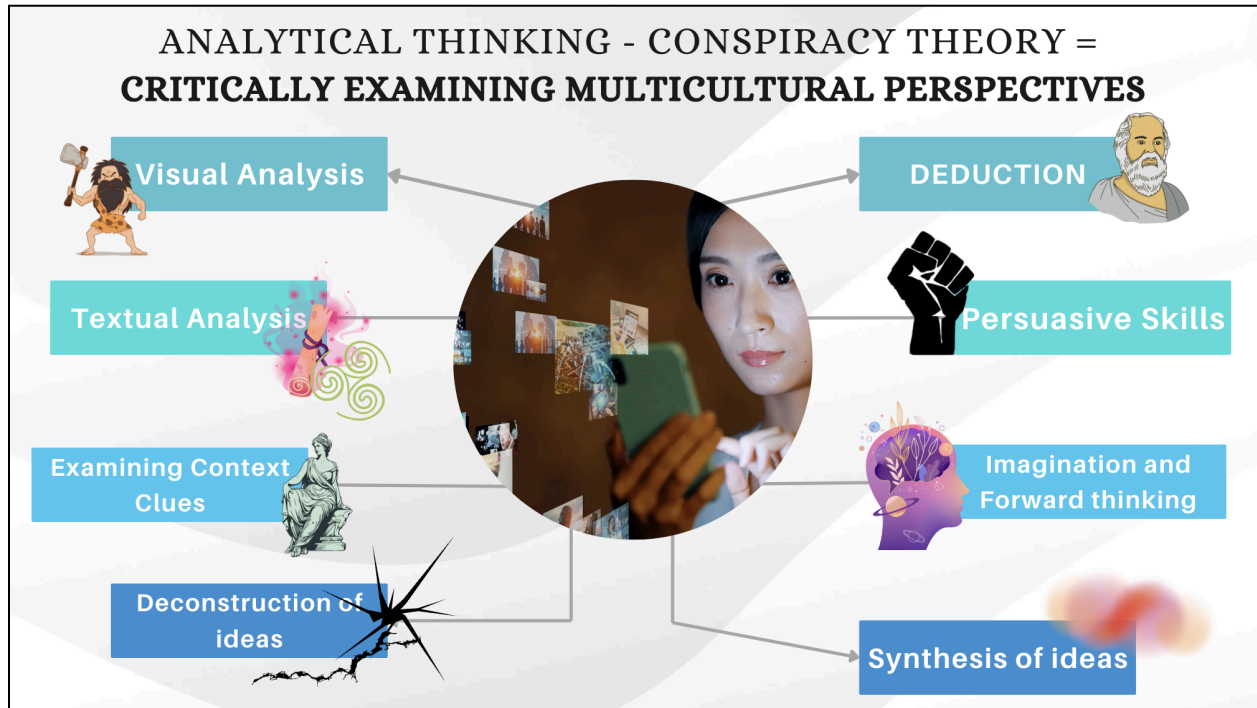
- **CULTURAL & HISTORICAL UNDERSTANDING:** Each student will demonstrate, through discussion, essay writing, or answering exam questions, the understanding of literary and philosophical interpretations of significant texts of the period
- **ETHICAL RESPONSIBILITY:** Analyze literary texts as reflections of social values of the period
- **CRITICAL THINKING:** Students will communicate the impact of modern and postmodern writings on the worldview of the period.

COURSE SUBJECT MATTER:

- Methodology for interpretation and analysis of philosophy, architecture, music, religion, art, and literature.
- Terminology surrounding the central concepts of philosophy, architecture, music, religion, art, and literature.
 - Prehistoric culture, the birth of civilizations (e.g., Mesopotamian, Egyptian, and Aegean)
 - The Greco-Roman world and the Classical ideal
 - Roman Imperialism
 - The Medieval World (e.g., monasticism, feudalism, chivalry, guilds, towns, universities)
 - The Age of Faith (Judeo-Christianity and Islam)
 - The Renaissance: the rebirth of Greco-Roman ideals (e.g., humanism, Neoplatonism, classicism)
 - The Protestant Reformation
 - The Baroque
 - The Enlightenment
 - The Scientific Revolution
 - The Romantic Spirit and the Age of Revolution
 - Modernism (e.g., Industrial Revolution, Marxism, Darwinism, Feminism)
 - The World Wars and the Rise of Postmodernism

GOAL OF THE COURSE:

Examine a cultural or biographical event of your choice in the context of its era through various critical and analytical methods that integrate one's personal view with the views of scholars and experts.



STUDENT ROLE IN CLASS:

Throughout this class, you will learn paramount skills to enhance your critical thinking skills via the philosophical method. Students are expected to complete the assignments weekly. After completing this course, you will scrub off bad habits and change your thoughts and research. Begin the class by completing the modules in sequential order.

STUDENT CHAIN OF COMMAND

I strive to make this course as friendly as possible, but students must understand how to navigate their college system should they need help outside the professor.

- 1) Instructor: Email the instructor first, documenting the time, date, and issue. The instructor should respond within 48 hours to acknowledge your concerns.
- 2) Humanities Office Managers: Each class has a full-time staff member who can help facilitate or navigate students to the correct area of concern.
 - a) Phone Number 407-582-1300
 - b) Humanities Dean Office Location: West Campus Building 5, Room 130
- 3) [Dean of Department](#): Ana Caldero Figueroa

PREREQUISITES NEEDED FOR THIS COURSE

Students are expected to utilize the Learning Support Center and Valencia Writing Center and Complete the Canvas Tutorial to achieve college writing and comprehension as part of the prerequisites from this course.

- Access to WiFi and Laptop/Computer.
 - Students who need help with laptop checkouts or technology skills, such as Microsoft Office, Canvas, devices, or applications, can request an online appointment with a staff member in [Learning Support](#).
- Proficient in Canvas, Internet use, web chatting, and email.
- Maintain basic college-level word processing skills such as editing, proofing, and formatting documents.
 - The Valencia Writing Center is a free service available to all students. The VWC is where they can receive assistance with all writing assignments. You can find more information on the [Valencia Writing Center](#) website.
- Contain a basic understanding of Canvas.
 - [Canvas Tutorial](#)
- Access to Zoom, WhatsApp, School Email
- Access to PDF Viewer of any kind and Word Processing program

COURSE FORMAT & METHOD OF INSTRUCTION:

Our class is an English language-based course. *If English is not your preferred language, please inform the professor beforehand.* Together, we can try to source information in your native tongue that might make the information more accessible. The course will be taught through lectures, exercises, and homework assignments. In-class students should not assume that there will be class time to complete homework assignments.

MAJOR LEARNING OUTCOMES

(Updated 2023)

The professor is confined to these Course Competencies in their teachings. If the student wants to review the document fully, please contact the professor for a copy.

By the end of the course, the students should be able to:

- Connect personal experience to the humanities.
 - Relate course content to a cultural experience.
 - Reflect upon and articulate personal views and convictions in light of the study of the humanities.
 - *General Education Outcome Indicators (Critical Thinking)*
 - Examine the relevance of appropriate contexts when examining ideas.
 - Effectively analyze own and others' assumptions.
 - Demonstrate a comprehensive synthesis or analysis of issues, ideas, artifacts, or events.
- Interpret a work of philosophy, architecture, music, religion, art, or literature.
 - Examine the cultural and biographical context of the work.
 - Apply a variety of critical and analytical methods to the work.
 - Integrate one's personal view with the views of scholars and experts.
 - *General Education Outcome Indicators (Critical Thinking)*
 - Analyze data, ideas, patterns, principles, and perspectives.
 - Employ the facts, formulas, and procedures of the discipline.
 - Integrate ideas and values from different disciplines.
 - Draw well-supported conclusions.
- Analyze multicultural perspectives.
 - Identify the biases and perspectives that influenced works of art/artifacts.
 - Examine the historical and cultural context of works of art/artifacts.
 - Synthesize issues, ideas, artifacts, or events across multiple time periods or modes of expression.
 - *General Education Outcome Indicators (Critical Thinking)*
 - Analyze an individual/event/work of art/literature in its historical, geographical, and/or cultural context.

COURSE TEXTBOOK:

Landmarks in Humanities: Special Edition for Valencia College

Author: Gloria K. Fiero

McGraw-Hill Companies

Students can purchase the textbook via the bookstore or use my free PDF copy in the Course Materials folder. We use the textbook as a research guide, not necessarily a homework/quiz location. The assignments, quizzes, and homework will not come from the textbook. Students can review the coursework and conduct independent research outside the textbook. However, the course topics flow with the textbook, and all research is nicely condensed into the textbook. If you buy an earlier or later book version, you must align the assigned chapters with your edition. **Student's are not required to purchase the book and we do not use it in class.**

COURSE MATERIALS OUTSIDE THE TEXTBOOK

You can access all materials via the Canvas course link 'Course Materials.' or on [my website](#) under Lectures, Videos, and Materials.

- Google Docs: Contains all the lectures used throughout the term
- Google Slides: Contains all the slides used throughout the term
- Google Handouts Folder: The Folder holds a collection of PDFs collected over the years concerning humanities
- A personal free copy of the textbook is in PDF form.



COURSE WORKLOAD:

An excessive workload can detract from the learning process, which we do not want! Therefore, I strive to promote a thoughtful and accurate workload to ensure the student's time is used purposefully and carefully. Many of you have sports, full-time jobs, and personal engagements all running simultaneously. However, the State Course Competencies require the student to dedicate five hours to their class studies as a requirement for the course. In addition, you will have multiple due dates throughout the week that require your due diligence. Time will be divided between reading the material, watching videos, and completing the assignments. ***If you cannot fulfill that time requirement, seeking a class with a lighter load might be wise.***

PROFESSOR INFORMATION

Kelly Perez (She/Her), [Professor Website](#)

This website contains links to course slides, examples, and lectures.



I will provide

- Direct instruction during in-class sessions. Online students can request video, messaging, or email direct instruction by messaging me at any time for an appointment.
- Assess student's coursework with detailed feedback.
- Provide information or respond to questions about course content via the instructions tab or upon request if more information is needed.
- I will facilitate a group discussion regarding course content and topics during in-class sessions.
- Regularly, individually, and proactively communicate with students throughout the term.
- Monitor the student's academic engagement and success to ensure successful course completion.

Online Help via: [WhatsApp](#)

EMAIL: KPEREZ108@VALENCIACOLLEGE.EDU

Qwickly Email: Please add noreply@mail.qwickly.tools to your Valencia contacts list. I occasionally send emails via the Canvas User Tool, Qwickly, but students have reported it goes to their junk mail. [Learn how to add contacts to your Outlook here.](#)

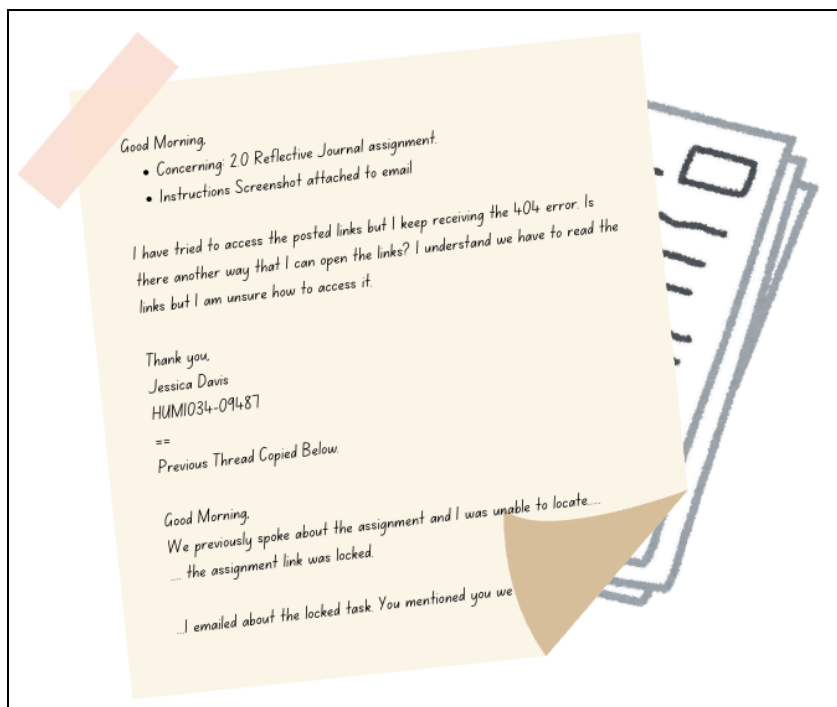
Required Email Template:

All emails must include your name with the course prefix and section number at the bottom. Also, a header with the assignment name under the Assignment Concerning, exact instructions, 'previous conversation copied into the email chain', and a clear description of what you understand and do not. If you do not, the email will not be returned.

- Assignment Concerning: (Insert the name of the assignment)
- Instructions Copied or Screenshot
- Body of the Message

Signed with Name

Course Prefix



WhatsApp Note: If you are messaging via WhatsApp, you only need your name and prefix during our first encounter, being it is a thread, not an email, and your information will always be there for me to scroll back up and see. But, in an email your information is lost and must be rewritten each time.

Canvas Direct Emailing Note: (if using Canvas as your email, provide any previous conversations attached. This option only applies to Canvas directly because it does not send previous threads. If you are emailing directly through your outlook or gmail, etc. A previous thread will follow and a previous thread is not needed.)

OFFICE HOURS:

Let's face it. I have had an in-person office for years, and students rarely see me for various reasons. Therefore, it makes more sense to meet with you at a coffee house, in your living room, or while driving to the gym - virtually.

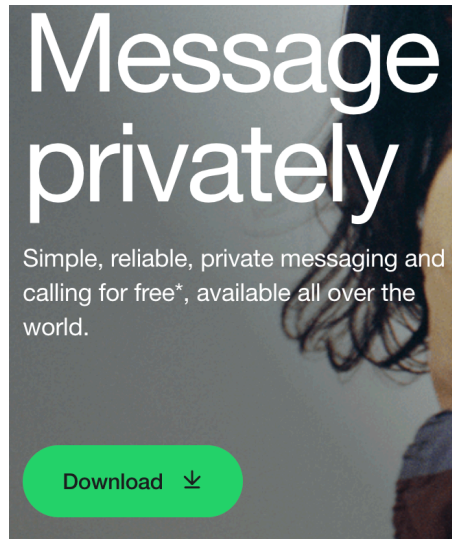
Therefore, we can use our time virtually. If you want to meet over text, email, or Zoom, **I'm available Monday through Friday, 8 a.m. to 4 p.m.** I'm off weekends because if Gen Z taught me anything, work is work, and off is off. If you have homework questions, contact me before Friday at 4pm

You can reach me via email or WhatsApp most days with a rapid turnaround. But [click here](#) or the graphic for exact office hours.

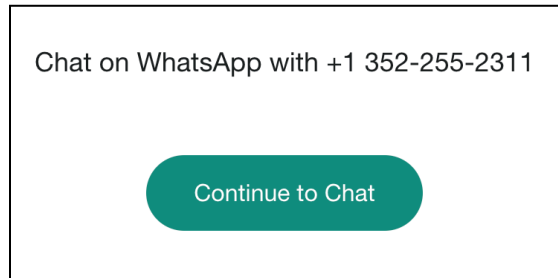


How to Use WhatsApp

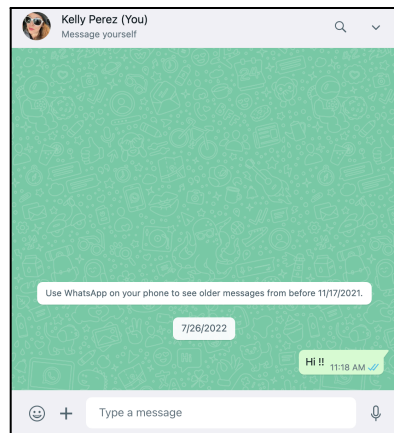
- Download the [free app](#) to your phone or computer
- Open a private account using your phone number



-
- Then, Click on my Link: [Professor's WhatsApp](#)
- Click the green button, 'Continue to Chat'



-
- Then, you can send me audio, text, or images. Be sure to state your full name and class to



[include CRN.](#)

REQUIRED ASSIGNMENTS LIST

[Valencia College Important Dates](#)

Type	%	Amount of tasks
Quiz	20	9
Discussions	40	7
Assignments	30	5
Project	10	1

Type	Category	Tasks	Due
Week 1 Jan 6 - 12th Module 1: Orientation & Introduction to Humanities, Culture, and Terminology	Independent Work: Introduction to the class Students will secure their place in class with a syllabus review quiz. Then, introduce themselves to the class and discuss their role in the humanities. Introduction Valencia College Core Competencies Students will review a module introducing them to the College Core Competencies for Cultural and Historical Context Research. They will complete a multiple-choice quiz to demonstrate their understanding of the module.		
	Quiz	1.1 Quiz: Orientation Module Quiz NO SHOW TASK Students will be dropped if this is not completed.	Sun, 1/12
	Assignment	1.2 Db: My Culture: Playlist Bio	Sun, 1/12
	Assignment	1.3 Quiz: What are the Humanities?	Sun, 1/12
	Quiz	1.4 Quiz: Test Your Understanding of Cultural and Historical Context	Sun, 1/12
Week 2 Jan 13 - 19 Module 2: Prehistory & Human Nature	Question: Are humans inherently good or bad? Students will review their personal definitions of Human Nature and Rights with a lecture response. Then, they will practically apply their ideas to different aspects of Prehistoric Cave Art and Street Art. Finally, we will quiz and assess your knowledge of the topic. Product: Art Analysis of Human Nature		
	Db	2.1 Discussion: Prehistoric Social Values	Fri, 1/17
	Quiz	2.2 Quiz: Primitive Art & Critical Reflection	Sun, 1/19
Week 3 Jan 20 - 26	Question: How does prayer impact faith?		

Type	Category	Tasks	Due
Module 3: Religions Experiences Location: Module 3	Students will review their definitions of prayer and faith in a lecture response, which they begin at home and bring to class. Then, we will explore different religious rituals in small groups. The following day, these groups will orally present their research via a student-created slide. For fun, we will also spend a day discussing our faiths one-on-one in a round-robin-style group setting. Finally, we will quiz and assess your knowledge of the topic. Product: Nature of a Religious Experience		
	Db	3.1 Db: Spiritual Practices from Around the World	<i>Fri, 1/24</i>
	Quiz	3.2 Attendance Quiz Check	<i>Sun, 1/26</i>
Week 4 Jan 27 - Feb 2	Class Break for professor grade review - No assignments accepted at this time. ALL weeks 1 - 3 assignments locked with no possibility to submit.		
Week 5 & 6 Feb 3 - 9 Feb 10 - 16 Module 4: Greco-Feudal Age	Question: How does perception impact the nature of knowledge? Students will review greco-era mob mentality in a lecture response that explores the nature of our intelligence and fear. Then, conclude with a pop quiz determining our ability to spot a fake argument! Product: Lecture Response on fear & democracy		
	Assignment	4.1 Assignment: Plato's Ship of Fools & Democracy in a Cave	<i>Sun, 2/9</i>
	Quiz	4.2 Pop Quiz: Deductive Skills & Plato's Ship	<i>Sun, 2/9</i>
	Db	4.3 Discussion Lecture Response: Fear, COVID and the Plague	<i>Fri, 2/14</i>
Week 7 Feb 17 - 23 Module 5: Renaissance & Mythical Ages	Question: What is the nature of want and desire and the need for a fairy tale ending? Students will begin with a lecture response that explores their role in mythical storytelling. Then, we will analyze a myth from our culture. Product: Analyzing a Myth		
	Db	5.1 Discussion Lecture Response: I need a hero	<i>Fri, 2/21</i>
	Quiz	5.2 Attendance Quiz Check	<i>Sun, 2/23</i>
Week 8: Feb 24 - Mar 2	Class Break for professor grade review - No assignments accepted at this time. ALL weeks 5 - 7 assignments locked with no possibility to submit.		
Week 9 & 10 Mar 3 - 9 Mar 10 - 16 Module 6: Age of Reason,	Question: What is the nature of Experience? Students will begin with a lecture response exploring their irrational versus rational sides. Then, they will explore human nature through the era. Finally, a pop quiz will be given to determine if they understand the skills necessary to form an argument. Product: Examining Our Inner Minds		

Type	Category	Tasks	Due
The Romantic Spirit and the Age of Revolution	Db	6.1 Discussion Lecture Response: Rationalism v Empiricism	<i>Fri, 3/07</i>
	Assignment	6.2 Assignment: The Renaissance's	<i>Sun, 3/16</i>
Week 11 Mar 17 - 23	Spring Break: No assignments accepted at this time		
Week 12 & 13 Mar 24 - 30 Mar 31 - Apr 6 Module 7: The Rise of Modernism	Question: Is it human nature to be forever mentally and physically chained? Students will explore a very somber topic of enslavement. Then, they will explore how the age of Modernism challenges gender and personhood norms. Finally, they will submit a project that explores this era through the lens of old newspapers. Product: Analysis of old News Papers		
	Db	7.1 Discussion Lecture Response: Breaking the Chains	<i>Fri, 3/28</i>
	Quiz	7.2 Pop Quiz: Synthesis of Ideas & The Rise of Modernism	<i>Sun, 3/30</i>
	Project	7.3 Project: Modern Printing Press	<i>Sun, 4/6</i>
	Quiz	7.4 Attendance Quiz Check	<i>Sun, 4/6</i>
Week 14 & 15 Apr 7 - 13 Apr 14 - 20 Module 8: Postmodern Deconstruction and the Global Citizen	Question: Can Human Nature break down ideas or are they forever brainwashed? Students will create a poster board of Post-it notes with ideas deconstructing large meta-narratives. They will also explore the impact of postmodern ideas on reality and gender norms through discussion and a lecture response. Finally, they will revisit their ideas on human nature in their last in-class written quiz. Product: Media Analysis		
	Db	8.1 Discussion Lecture Response: Surrealism & Shock Art: A New Reality	<i>Fri, Apr 11th</i>
	Quiz	8.2 Grades Review Quiz	<i>Fri, Apr 11th</i>
	Assignment	8.3 Assignment: Breaking Reality	<i>Sun, Apr 20th</i>
Week 16 Apr 21 - 27	Grades Review No assignments accepted after Sun, Apr 20th The professor is processing all grades at this time. No assignments accepted at this time. ALL assignments are locked with no possibility to submit.		

GRADED COMPONENTS & GRADING POLICY

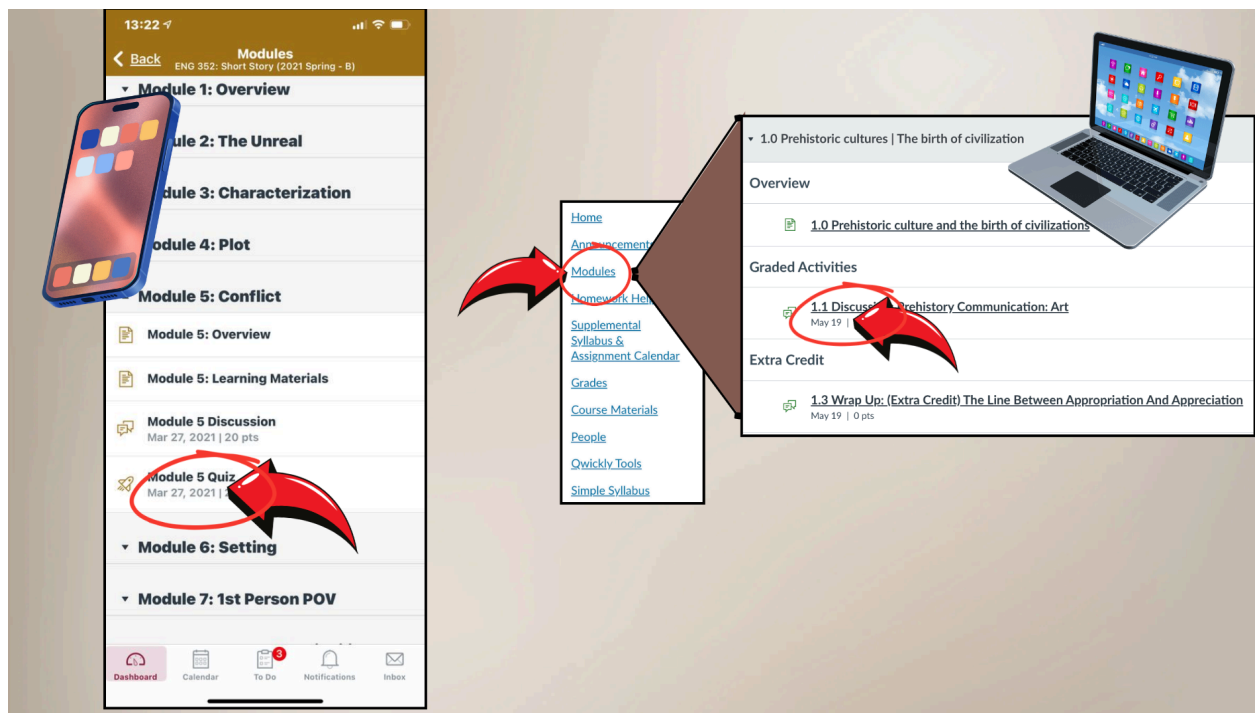
VERSION HISTORY

If requested, all submitted essays, responses, and original work must be confirmed with version histories. A version history is your work from start to finish. I suggest composing your work without edits, grammar replacements, or spelling checks. Label it: Discussion Board 1_Unedited VI (or whatever you like). Then, as you adjust your work, save a new one: Discussion Board 1_Unedited VII. Then, as you make your way to the final version,

label it *Discussion Board 1_Final Edit*. You do not need to send in all the versions, **but if requested**, you will be required to send all versions to confirm the work's authenticity. If, at any time, the instructor needs more clarification on your work, you might be required to defend it orally, in person, or via video chat. This protects you from plagiarism, and AI detective software reports that do not lean in your favor. Always protect yourself in this brave new world.

DUE DATES

All your assignments are in linear order under the MODULES tab. The Simple Syllabus contains a basic overview of the course. >>>> However, to find your Grading Policies, Assignment Due Dates, and Procedures, please download the Syllabus & Course Calendar for personal use and the syllabus quiz.



OVERALL GRADE DISPUTES

If students have a grievance towards the instructor or the final grade, here are the steps to ensure resolution. Grade Grievances must be submitted within 60 days of the day the grade was posted by the instructor.

- 1) First, [check to see](#) if your grievance qualifies as a dispute.
- 2) Then, contact the professor. The department will ask students, “Did you reach out to the professor?” Be sure to always message the professor as the first step to resolutions. Sometimes, it is an easy fix. Instructors must respond to your emails within 24-48 hours).
- 3) If the student and instructor cannot resolve the issue, the student can contact [Professor Jed Broitman](#), the grievance point. He will work with the student, Dean, and Professor to resolve the issue promptly. They can then decide if an informal or formal step must be taken.

SATISFACTORY ACADEMIC PROGRESS

All students receiving any form of financial aid must meet the standards of progress outlined below. The requirements for these standards are set by federal regulations (34CFR Section 668.19). Please utilize the [Valencia College Satisfactory Academic Progress](#) website for the most current information.

Letter Grade	Percentage
A	90 - 100%
B	80 - 89.9%
C	70 - 79.9%
D	60 - 69.9%
FAILING	59.9% and below

FINAL GRADES: VALENCIA GRADED COMPONENTS GRADING SCHEME

The last day for acceptable submissions is Sunday, Apr 20, 2025.

This time frame allows the instructor to grade and record all assignments. Students will be awarded an A - F letter grade based on their overall performance in the class. An Incomplete might be granted if the student needs a few more days to complete one assignment. An incomplete is not awarded if the student has been absent from class for more than 50% of the term and wants to make up several weeks' worth of work past the term end date.

Please review the [Incomplete Grades Policy](#) on the Valencia College website.

Please review the [grading policy](#) on the Valencia College website.

TYPE OF ASSIGNMENTS

Note about individual specific learning needs:

Academic fields, in contrast to more hands-on technical trades or fields, require students to read complex ideas frequently in 1000-year-old manuscripts in font six and PDFs that are upside down!

I'm always here to support my students with compassion. I will never ask you if you have academic challenges or a person with autism or ADHD. I will always respect your right to privacy. That being the case, I will *assume* you can master the challenges associated with higher-level academic pursuits - *unless told otherwise*.

If you ever feel that you may benefit from additional assistance or resources due to your unique learning style or specific needs, ***please don't hesitate to contact me***. I'm committed to creating an inclusive and nurturing environment for all my students, and I'm more than willing to explore any accommodations or individualized support that can help you excel.

Your well-being is important to me, and I'm here to listen and provide guidance whenever you need it. If you have any concerns or questions, please feel free to discuss them with me, and I'll do my best to assist you.

That being said...Let me briefly explain the tasks.

Discussion Board

Estimated completion time: 1 - 4 hours. [See an example here.](#)

These boards require students to watch a video or read course material and then reflect on it. Students will be graded on their ability to thoroughly analyze an individual, an event, a work of art, or literature in its historical, geographical, and/or cultural context.

Course Comp Covered: (1) Articulate connections between humanities and life. (2) Interpret a work of art, literature, philosophy, or religion. (3) Show sensitivity toward different cultural perspectives. (4) Articulate connections between humanities and life.

- The student will reflect upon personal views and convictions in light of their humanities study.
- The student must be able to communicate the course's effect on their personal view of the liberal arts.

Corresponding Evidence of Learning:

- 2 - 3 paragraphs communicating the student's personal views intersecting the weekly liberal arts topics into their response.
- Discussion posts should 'articulate connections between humanities and life.' These are not conversations at a coffee house but well-thought-out critical responses that clearly express the students' logical progression from A to Z.
- The reply should educate each other. We all 'agree' and don't want to argue, but is there a way we can educate each other? I would love to head in that direction for replies.
- If you link a Google Doc, please ensure it is [accessible for viewing](#).
- Replies points are only awarded in the week of discussion.

Assignments

Estimated completion time: 2 - 3 hours.

Course Comp Covered: (1) Interpret a work of art, literature, philosophy, or religion

- Students will examine the cultural and biographical context of the work.
- Students must apply a variety of [critical and analytical methods](#) to the work.
- The student must integrate their personal view with the views of scholars and experts, either in support or in contrast.

Corresponding Evidence of Learning:

- Assignment types vary depending on the topic. Students may make a Google Slides/PPT/Canva presentation, a video-from essay, or a simple written essay.
- These are usually by midnight on **Sunday night**. Double-check the course calendar to be sure.
- If you link a Google Doc/Slide, please ensure it is [accessible for viewing](#).
- **Note:** If you have assignment anxiety and want to discuss the assignment via video chat, you can arrange a session with me via Zoom or WhatsApp. We will informally discuss the assignment. You are free to use your notes during this session. (I'll have mine, too!)

Pop Quiz

Option A: Quizzes are timed and must be completed once they begin. Students will know the 'question spectrum' ahead of time. I do not want you to fail -- I want you to succeed. If you fail the quiz, you can redo it with my help, so email me.

Option B: If you have test anxiety and want to discuss the quiz questions and responses via video chat, you can arrange to take your quiz with me via Zoom or WhatsApp. We will discuss the quiz questions and have an informal discussion about your knowledge of them. You are free to use your notes during this session. (I'll have mine, too!)

ORIENTATION MODULE QUIZ:

Students must complete the quiz by midnight of the due date. The examination covers questions concerning course policies and procedures. Students must complete this quiz before any other work in the class will be graded. Additionally, this quiz acts as a No-Show assignment. All professors must report students as a no-show if they do not check into the class by the end of the first week.

Final Project (Research heavy project)

Estimated completion time: one to two weeks. [See the example here.](#)

During the last module of the course, students will survey old newspapers to learn more about a topic of their choice. After researching the topic, grabbing JPEGs, and deducing the mood of the topic, you will submit a visual presentation discussing the topic with me. Students can submit a video presentation of 4 - 5 minutes, an essay of 5 - 7 paragraphs, or a visual presentation of 5 - 7 slides. The presentation will discuss, at a minimum:

- Describe why you picked your topic.
- Explain the process of your research.
- What was the historical context of the time (through what lens should we view this topic)
- Explain the information you found.
- What is your opinion of the information you found?
- Do you think our topic was impacted by its current cultural climate?
- What's the takeaway from this research?

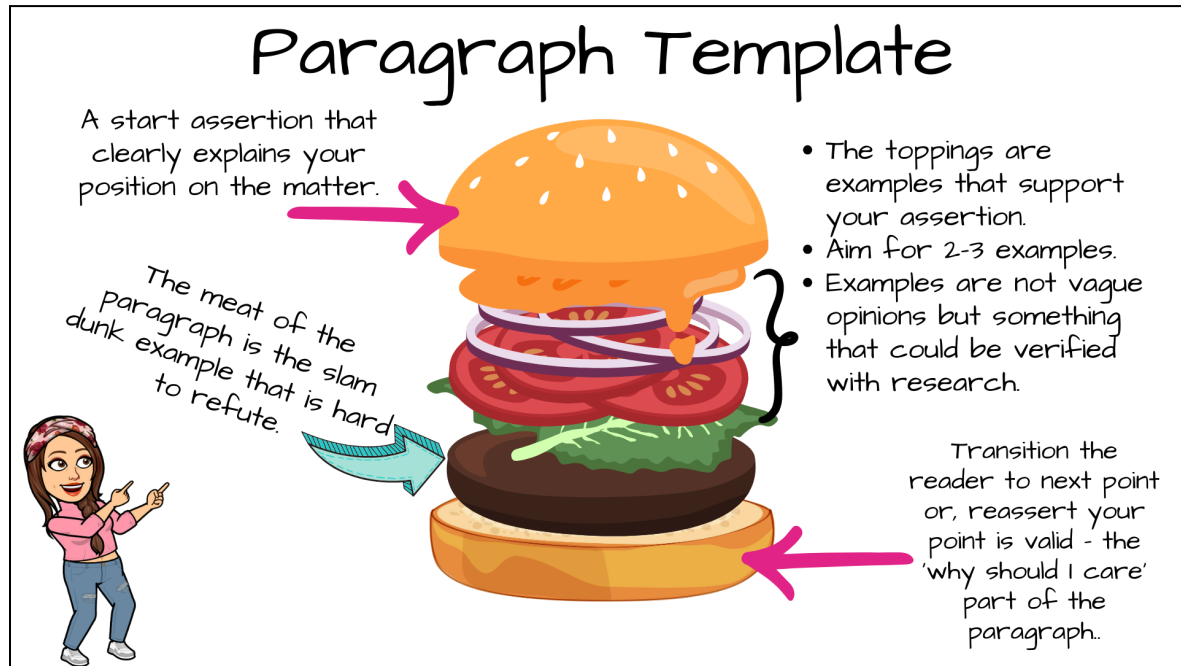
Rubrics: How do we write a paragraph?

We all come from different backgrounds. Not to mention, we have the honor of hosting many international students. Expressing yourself in the written word might put us on different wavelengths, and some of us are used to text-talking and orally communicating. (*I know I'm used to that !!*) But I need to dig into your mind and read your thoughts in the written word. This video [teaches](#) us the basics of written communication and paragraph structure. I'm not saying you must follow it strictly, but please try to get close. I recommend using Grammarly.com (or the like) to help finalize your thoughts and grammar. You can also watch my how-to Analyze video.

The assignments are graded on a 4-point scale:

- (4) 100%: **One Post with two replies.** The student completed the required response at a college level (template below). Students thoroughly analyzed an individual, an event, or a work of art or literature in their historical, geographical, and/or cultural context. In addition, analyze a work of art or artistic expression and connect personal perspectives to the broader themes of the course.
- (3.5 - 3.9) 89 - 94%: **One Post with one reply or One Post with two replies.** Some ideas required more explanation and detail, but the main ideas were present. Points may have been deducted for spelling and grammar. The assignment is eligible for a redo.
- (3) 79%: **One Post: no reply** More of a Socratic conversation with the post leaning heavily on opinion with no sources and little effort displayed past a sentence or two for each header.

Students are advised to review the objectives and feedback from the professor. The assignment is eligible for a redo.



Rubrics: How to write a reply

All replies usually have the following attached because it's college, and that's how it goes, right?

"WOW ___insert name___ I like your post, and it is obvious that you have read and researched the topic at hand. I can understand why you believe that! I completely agree with the reasoning behind your points and all of the points you have made in response to this topic. Your answers are amazing. You really went deep with a lot of information. I loved your response. I absolutely agree with you. I also found it interesting! You were so wise and insightful. Once again, I completely agree with your thoughts and reasoning. Good job!!"

But please look at this reply template and do your best to be creative.

Reply Paragraph Template

Specifically point out one thing that stood out to you by 'quoting their work'

1

How did that one 'thing' relate to your life?
Did they educate you, have you been in that spot before,
are you a stranger to it? Why do you care about it?

2

Explain if their post was more analytical, narrative
storytelling, or too vague.

3

How could that 'thing' upset someone who would read their
comment? Or would that one 'thing' cause celebration.
Explain your reasoning.

4

Explain how we can take their 'one thing' a step further.
How do we make it stronger, do we add links, pictures, or
evidence?

GRADING RESPONSE TIME:

I host weekly in-class sessions to research material and plan future classes. If you submit an assignment late, I will not grade it until I finish grading assignments from students who submitted them on time or grade it on any other day stated above. ***I strive to have all items graded within 48 - 72 hours. See my grading schedule for the exact times.***

ASSIGNMENT SUBMISSION REQUIREMENTS

In addition to the instructions, students must follow the following guidelines, even when not instructed on the assignment.

- All tasks (discussions, papers, etc.) should have a header as seen in most academic settings: Name, Date, Assignment in the upper right-hand corner.
- Uploaded documents must have the student's name and assignment (See below).
- All assignments must be submitted on Canvas and will not be accepted via email (unless otherwise noted by the professor).
- All work must have your name, date, assignment name, and course listed on the top.
- All work must be original to the student (see plagiarism policy)
- All work must include citations to other people's work, either APA or MLA (your choice).
- All work must be at a college level, i.e., well-rounded, thoughtful, and comprehensive, using APA or MLA as a foundation base.
- If the professor is confused by your work or suspects plagiarism, students will be asked to defend your work orally.

FILE FORMAT

Students must upload documents or links that are readable by Canvas. All unreadable documents will not be graded, and late points will accumulate. Please reach out to Canvas Help for all tech problems. Due to the size of PPTs, they must be submitted via the Sharepoint Cloud or readable in the Blackboard portal when using the Discussion feature. PPTs that must be downloaded to a computer will not be opened. This does not apply to Assignments. ([What's the difference between a discussion and assignment?](#))

UPLOADED DOCUMENTS: FILENAME

If a student chooses to upload attachments, they must have the following name format, or they won't be graded: Assignment Name. Student Name. Class.Section Number
For example,

Essay1_JaneDoe_HUM1020-23455

COURSE POLICIES

Attendance Policy: (online students)

In addition to the [policies set by Valencia College](#), the following adhere to our specific course.

If you see TBD on the “type” section of your course schedule, you are strictly online, with no required dates to be online or in the classroom. Submitted assignments count as weekly attendance; logging into the course does not constitute attendance. If you fail to submit assignments on time, you are subject to failing the course. The instructor will not withdraw a student for failure to submit, and an F will be awarded if the student falls below 59.4%.

As there are no in-class meetings for this course, attendance is measured by your timely submission of homework, completion of exams, and participation in discussion boards. ***Any student who fails to submit three consecutive assignments cannot submit any forthcoming assignments, and they will receive the grade they earned at that time.*** It is the student's responsibility to keep track of their submitted assignments. Reminders to submit are not the professor's responsibility, nor will they warn you of deadlines to submit or possibly fail the class. Please see the professor if you are in the military, have occupation training or conferences, or have ADA, hospitalization, or mobility challenges.

What if...Your house was hit by a wild storm that destroyed your internet and laptop. Then, en route to get a new laptop and find wifi, you lose your entire family to multiple deaths in another storm. Then, you realize a few weeks later you still need to submit assignments, and life is just getting in the way.

Let's be honest here.

Just like 'life and family emergencies' are out of your hands, so is 'letting you submit assignments that are massively late and pass the class' out of my hands. If you fail to attend or submit assignments, I am bound to give you the grade you earn. It is what it is.

Here are your options:

Being you will be getting an unavoidable failing grade,

- 1) First, check the [Student-Initiated Withdrawal Date](#). If you can drop the course. If you can, drop and try again later.
- 2) If you are past that date, I would [speak to your advisor](#) about taking the class at a later date.

LATE, MISSING, LOW-SCORING ASSIGNMENTS AND EXTENSIONS

Late Work & Low-Scoring Work

Please understand that I grade 100+ weekly submissions across all seven courses.

Therefore, I need to manage my time to ensure quality grading. **All** submitted assignments can be resubmitted at any time for a higher grade.

Students **can submit a late assignment up to 2 days** after the due date without deducting it from their overall grade.

Common Questions:

I thought I would have more time, but I ended up starting the assignment on the last day it was due, but my internet went out.

See the Late Policy.

I'm sorry I ghosted this class, but life & work got the best of me. Can I make up the work? Can I submit a closed assignment?

No, sadly, that is not feasible and does not benefit the learning process - nor my grading time. Please speak to the advisor about dropping the course and signing back up when you can focus your attention or [do a self-drop in the portal](#). You can submit any open assignment; that is it.

Can I do anything to raise my grade?

Yes, redo any submitted assignment that scored less than 100%. Use my feedback to help you score higher. Then, resubmit it. But, I would also refer you back to the Ghosted question above for non-submitted assignments.

I have a medical condition that prevents me from doing my work. Can I have an extension?

This falls under the ADA policy.

I don't have my book yet; can I have an extension?

All courses have video lectures and written lectures to supplement the book. You don't necessarily need the book.

Special Circumstances

ADA Exceptions:

- ADA guidelines can only be implemented once the paperwork is submitted to the instructor; however, you can email me your situation so we can work on it together.

Extensions, Illness, or Work

- Extensions are usually processed forward, not backward
 - If you need an extension, documentation/discussion must be given to the instructor ***before the due date***. Contacting the professor two months later, saying you were sick or had work conflicts, is not keeping your professor in the loop, and the extension might be denied.
- Military/JROTC/VA: If you have a military related situation that interferes with the course, please see me.
- ER/Medical Extensions Valencia College requires documentation. That being said, nobody likes to be sick, and nobody can predict when they will be sick. In this case, please message the professor ASAP to make arrangements.
- Campus or Work issues: Individuals with scheduling conflicts must discuss alternative due dates with the professor.

CLASSROOM ETIQUETTE:

Humanities challenge core beliefs that usually lead to heated debates. Students must be respectful and tolerant of all beliefs—even ideas they disagree with. This policy applies to all forums where the discussion is written and verbal, i.e., in-class or online. Read more about the [student code of conduct](#) on the official Valencia College website.

BASIC COMPUTER AND WRITING SKILLS REQUIRED:

To succeed in this course, students should be proficient in using the Internet, web chatting, and email and have basic word processing skills. You may also seek help at the Valencia Writing Center. The Writing Center is a free service available to all students. Students can receive assistance with all writing assignments. More information is on the [Valencia Writing Center](#) website.

SOFTWARE REQUIRED FOR CLASS:

- Word processing suites such as Microsoft Office Suite or Google Docs/Slides
- PDF Viewer of any kind, Webcam for Virtual Lectures and Assignments
- Media Player capable of viewing internet videos
- Computer to access the internet

INCLUSIVE WELCOME STATEMENT

In this course, each voice in the classroom has something of value to contribute. Therefore, please respect the different experiences, beliefs, and values of students and staff involved in this course. This class offers a safe space that lends support to diversity and welcomes individuals of all ages, backgrounds, citizenships, disabilities, sexes, education levels, ethnicities, family statuses, genders, gender identities, geographical locations, languages,

military experiences, political views, races, religions, sexual orientations, socioeconomic classes, and work experiences.

VIDEO AND AUDIO RECORDING POLICY:

There is an expectation of privacy inside our classroom. This is not a public space. However, students may record videos and/or audio of the professor only for their personal use. Recordings may be a valuable tool to support your learning and provide a resource for review. But, it is essential to respect your peers' rights to privacy; with that in mind, *please refrain from recording your peers during lectures*. You may not record class discussions, student presentations, labs, group work, and private conversations without the permission of other students. Further, you may not publish or share recordings without written consent nor provide recordings to classmates as a substitute for class participation and attendance. If necessary, violations of this section will be sent to the College's Student Code of Conduct office.

VALENCIA POLICIES:

DISCLAIMER:

Assignment instructions and/or due dates are subject to change as needed; changes will be announced promptly in class and via email and Canvas notification when necessary. However, Course Policies or extensive Syllabus changes will only occur in the next term. Your continued participation in this course after the drop-add deadline period constitutes an agreement with and acceptance of the conditions presented in this syllabus.

SUPPORT TUTORIALS

[Click here](#) to access tutorials to help you navigate your time at Valencia.

IMPORTANT SCHOOL DATES

[Click here](#) to access important dates influencing refund dates, graduation, and end term.

HB233 SENSITIVE TOPICS AND RECORDINGS

The classroom should be where everyone feels comfortable expressing themselves. To that end, any attempt to belittle or ridicule others' views or beliefs violates the classroom behavior policies. Abusive language should never be necessary and will not be accepted. Discussion, disagreement, and even challenging each other's views are fine as it promote an informed, respectful, and creative exchange of ideas. Still, students should always conduct themselves in a professional, scholarly manner. Humanities deal with mature themes such as gender, race, sex, sexual orientation, class, religion, politics, profanity, and violence. Students must display rational maturity. You are welcome to discuss any discomfort with course material with me outside class.

Florida House Bill 233 adds that students may record video or audio of class lectures for personal, educational use. A class lecture is a planned presentation by a college faculty member or instructor during a scheduled class, delivered to transmit knowledge or information reasonably related to the pedagogical objective of the course in which the student is enrolled. Recording class activities other than class lectures, including but not limited to class discussions, student presentations, labs, academic exercises involving student participation, and private conversations, is prohibited and requires the consent of all present. Recordings may not include the image or voice of other students in the class (as this violates their right to privacy, may not be used as a substitute for class participation and class attendance, and may not be published or shared without the written consent of the faculty member as this violates intellectual property law. Failure to adhere to these requirements may violate the College's Student Code of Conduct or Florida State Law. Please note that these laws pertain to phone calls/virtual meetings as well-- this also requires the consent of anyone in an online meeting or on a phone call. You can find more clarification here: <https://www.dmlp.org/legal-guide/florida-recording-law>

NO-SHOW ASSIGNMENT WITHDRAWAL POLICY

Students who fail to check into the course are subject to withdrawal at the start of the no-show period. After the Student Self-Withdrawal period, students are responsible for all assignments and will not be dropped by the instructor.

Online Students:

During the first week of class, it is important to check into the course by completing all the No-Show Assignments by the due date as designed in the Orientation Module.

ACADEMIC HONESTY (Plagiarism & AI)

Do you understand how to check your work for citations? ([Click here for Citation Error Channel](#)). All submissions are checked for Plagiarism and Artificial Intelligence. Suspected submitted assignments are subject to an ***in-person/video chat oral defense of the material***.

Instructor Policy:

It is unrealistic to check hundreds of assignments for plagiarism and AI usage weekly. Therefore, plagiarism and AI detection software occasionally check students' work randomly throughout the term. I will only check some assignments because I focus more on giving the student the benefit of the doubt, but sometimes, I pull the work randomly to verify.

I want to ensure that the work is primarily the student's opinion and not that of others. AI can be used to establish an outline of information, allowing the student to

springboard to their original thought. However, students should always keep their original work before it is sifted through any enhancing software to back up the authenticity of their work.

If the detection software confirms that a randomly pulled assignment is plagiarised or uses AI heavily (50% or more), all other assignments will also be checked. All assignments previously given a letter grade will be retrofitted with a zero.

1st found plagiarized assignment: Zero grade was placed on the assignment until the matter could be resolved. To resolve the matter, it's simple: provide the instructor with a history of the work (as discussed in graded components.).

2nd found plagiarized assignment: Zero on the assignment, and the instructor will accept no further assignments from the student. All remaining assignments will receive a zero. The student will fail the course.

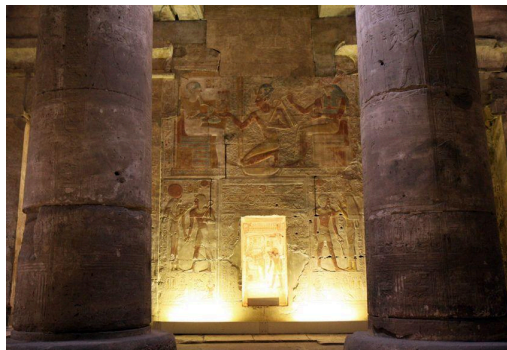
Student Rebuttal: Upon the instructor's submission of the accusation, students have 48 hours to defend their work as original by explaining to the instructor how/why the material does not fall into the category of Plagiarized Material described in the [Handout: Avoiding Plagiarism](#). After such time, the assignment stands as is.

How to protect yourself from AI suspicion?

I advocate for the 'older' version of Grammarly, but I agree that it is becoming a little too helpful and, consequently, removing my students' voices from the responses.

Example:

I was comparing religious altars and musing over their similarities. So, I put my thoughts into Grammarly. (two of the 15 pics we had on hand so you can see)



Original Message off the top of my head: (Take notice of the first two sentences I separated for you)

In my opinion, which might differ from yours, I saw the light, nature, symbols, deities, and plants/flowers. I see the light and symbols as the overall center of the altar that connects the follower with their gods.

I question how many different and diverse religions can have similar altarpieces. This directs us to dive deeper into the meaning of shared culture, shared symbology, and shared experiences.

Before the modern mind knew what a candle was, they knew fire. Fire from the sky was a gift from the heavens. It was sacred, powerful, and divine. Most, if not all, altars, lights, and candles are part of the holy religious experience. Light removes darkness in the same way that deities can remove pain, hurt, or suffering. The light is a visual reminder of the sanctity of their deity and an essential part of worship that extends beyond culture, eras, and religious authority. This altar shows no religion owns candles, lights, flowers, or symbols. But what is universal is the need for a visual representation that pays homage to their gods.

I put that text into my A.I Detector after I had Grammarly 'clean up spelling and punctuation only.' You can see I was good to go at 0%.

In my opinion, which might be different than yours, I saw the light, nature, symbols, deities, and plants/flowers. I see light and symbols as the overall center of the altar that connects the follower with their gods.

I question how so many different and diverse religions can have such similar altarpieces. This directs us to dive deeper into the meaning of shared culture, shared symbology, and shared experiences.

Before the modern mind knew what a candle was, they knew fire. Fire from the sky was a gift from the heavens. It was sacred, powerful, and divine. Most, if not all, altars, lights, and candles are part of the holy religious experience. Light removes darkness in the same way that deities can remove pain, hurt, or suffering. The light is a visual reminder of the sanctity of their deity and an essential part of worship that extends beyond culture, eras, and religious authority. This alter shows that no religion owns candles, lights, flowers, or symbols. But what is universal is the need for a visual representation that pays homage to their gods.

0%

of text is likely AI-generated

AI-generated	0%
AI-generated & paraphrased	0%
Human-written & paraphrased	0%
Human-written	100%

Back in Grammarly, I noticed the green highlight over the second sentence (I didn't screenshot the first sentence, but it offered there too). The green highlight is the new Engagement Feature that amps it to 100 on the polish meter.

The new suggestion, based on my thoughts, has been rewritten to sound much more polished.

In my opinion, which might be different than yours, I saw the light, nature, symbols, deities, and plants/flowers. I see light and symbols as the overall center of the altar that connects the follower with their gods.

I question how so many different and diverse religions can have such similar altarpieces. This directs us to dive deeper into the meaning of shared culture, shared symbology, and shared experiences.

Before the modern mind knew what a candle was, they knew fire. Fire from the sky was a gift from the heavens. It was sacred, powerful, and divine. Most, if not all, altars, lights, and candles are part of the holy religious experience. Light removes darkness in the same way that deities can remove pain, hurt, or suffering. The light is a visual reminder of the sanctity of their deity and an essential part of worship that extends beyond culture, eras, and religious authority. This alter shows that no religion owns candles, lights, flowers, or symbols. But what is universal is the need for a visual representation that pays homage to their gods.

Review suggestions 4

Correctness

Clarity

Engagement

Delivery

Highlight the universality of the altar's symbolism to make the audience feel connected to the topic

It's fascinating to ponder how diverse religions can share such similar altarpieces. This invites us to delve into the universal meaning of shared culture, symbology, and experiences, fostering a sense of connection and shared humanity.

Accept

Dismiss

Remove the phrase that no

Use our best version

In my opinion, which might be different than yours,...

Correct your spelling

alter

I accepted the changes, and now we have a new text for the A.I Detector. As you can see, everything it suggested pinged A.I Detectors. While it is my thoughts, it is NOT my voice or personality.

From my unique perspective, which may differ from yours, I perceive the light, nature, symbols, deities, and plants/flowers in altarpieces. I view light and symbols as the central elements of the altar, respecting and considering the diverse interpretations that may exist.

It's fascinating to ponder how diverse religions can share such similar altarpieces. This invites us to delve into the universal meaning of shared culture, symbology, and experiences, fostering a sense of connection and shared humanity.

Before the modern mind knew what a candle was, they knew fire. Fire from the sky was a gift from the heavens. It was sacred, powerful, and divine. Most, if not all, altars, lights, and candles are part of the holy religious experience. Light removes darkness in the same way that deities can remove pain, hurt, or suffering. The light is a visual reminder of the sanctity of their deity and an essential part of worship that extends beyond culture, eras, and religious authority. This alter shows that no religion owns candles, lights, flowers, or symbols. But what is universal is the need for a visual representation that pays homage to their gods.

47%

of text is likely AI-generated

AI-generated ⓘ

47%

AI-generated & paraphrased ⓘ

0%

Human-written & paraphrased ⓘ

0%

Human-written ⓘ

53%

This feature was offered to me as part of my premium package. I do not know if the free service has fewer features, but some professors consider that academic dishonesty. I prefer your voice instead of polished sentences any day.

Valencia College Official Policy on Academic Dishonesty:
All forms of academic dishonesty are prohibited at Valencia College. Academic dishonesty includes but is not limited to acts or attempted acts of plagiarism,

cheating, furnishing false information, A.I., forgery, alteration or misuse of documents, misconduct during a testing situation, facilitating academic dishonesty, and abuse of identification with intent to defraud or deceive. Suppose a faculty member concludes a student in their class has violated this policy. In that case, the faculty member can choose to assign academic penalties that include, without limitation, one ***or more*** of the following (but not limited to):

- **Loss of credit for the assessment**
- **Plus, a *reduction in the course's final grade***
- **plus, a grade of “F” is the final grade in the course**

The faculty member may also refer to the violation for action per Policy 6Hx28:8-03, Student Code of Conduct.

AI-generated responses and essays are strictly prohibited in this course unless otherwise explicitly approved by your instructor. AI includes “any kind of artificial computational system that employs complex behavior...used to satisfy the Learning Outcomes of a course or lesson” (Vincent C. Muller). ChatGPT, for instance, is an A.I. (but not limited to). Any assignment violating this policy will receive the punishments specified in the Academic Dishonesty/Plagiarism policy.

Each student is required to follow Valencia's policy regarding academic honesty. All work submitted by students is expected to result from the student's thoughts, research, and self-expression unless the assignment specifically states “group project.” Any act of academic dishonesty will be handled per Valencia policy as outlined in the Student Handbook and Catalog. VCC Expected student conduct: 10-03 Student Code of Conduct_Specific Authority: 1006.60, FS. Law Implemented: 1006.60, FS. Valencia College is dedicated to advancing knowledge and learning and developing responsible personal and social conduct.

Exams and homework are considered individual efforts; any submissions too similar for coincidence will receive no credit unless otherwise stated by the instructor. Students may collaborate in group assignments. Collaboration should be used to edit or clarify doubts. If anyone is involved in incidents of cheating, a zero will be given. Each student is expected to comply completely with the college policy on Academic Honesty as outlined in the admissions catalog and the student handbook. Any student(s) cheating on an exam will receive a zero on the exam. This cannot be replaced with the final score, and the professor, at their discretion, can withdraw you from the class.

STUDENT CONDUCT

Valencia is dedicated not only to the advancement of knowledge and learning but also to the development of responsible personal and social conduct. As a registered student, you assume the responsibility for conducting yourself in a manner that contributes positively to Valencia's learning community and that does not impair, interfere with, or obstruct the orderly conduct, processes, and functions of the college as described in the [Student Code of Conduct](#) (College Policy: 6Hx28: 8-03).

If the instructor feels a disturbance in the class, they will ask the student(s) to collect their belongings and step outside. If the student refuses, security will be called without warning. Such students may be subject to other disciplinary action, including a warning, withdrawal from class, probation, suspension, or expulsion from the college. Please read the Student Code of Conduct in the current Valencia Student Handbook.

DUAL ENROLLMENT STUDENTS

The Dual Enrollment Program enables qualified public, private, and home education students to participate in an academic acceleration program. Dual Enrollment allows students to pursue an advanced curriculum that earns them both high school and college credit. If you are a Dual Enrollment student, please understand that while you might be a minor, i.e., 14 - 17 years old, you are an adult in the classroom.

- This class will have sensitive, mature topics at times, which can sometimes be hard to take in at a young age. What we discuss differs from what you are used to in a high school course. I'm not saying that high school sugarcoats it, but sometimes, information is reserved for deep exploration during the college years. Being a college student, I'm fully prepared to treat you like an adult ready for those topics. If, at times, the topics are off to you, or you need to talk about it more, please reach out to me. I expect objectiveness, compassion, reason, and a critical mind from all my students, which I offer you in return.
- Parents/Guardians are not allowed in the classroom.
- When you are on campus, you are an adult under your supervision. Therefore, Parents/Guardians are not privy to your status in the class, grades in the class, or topics you discuss in our class.

For more information, [click here](#).

WITHDRAWAL POLICY:

Students may withdraw for a W until the withdrawal deadline. After the withdrawal deadline each semester, students can no longer withdraw themselves. Faculty and Staff CANNOT withdraw a student for any reason. If a student requests a medical withdrawal, they must initiate that request with the Student Affairs department.

Medical Withdraw Eligibility:

- The death of a member of the student's immediate family.
- Medical emergency resulted in medical confinement or incapacitation for a substantial portion of the course (at least 25%). Medical confinement or incapacitation need not be consecutive; intermittent medical confinement or incapacitation may be counted as cumulative, provided all are caused by the same medical condition.
- Students who are recalled to military active duty.

Click the link for detailed information about maintaining [Satisfactory Academic Progress \(SAP\)](#). Please click the link for a complete policy and procedure overview of [Valencia Policy 4-07](#).

Student Behavioral Withdrawal: Student behavior or speech that disrupts the instructional setting or disrespects the Professor or fellow students will not be tolerated. Inappropriate behavior will result in disenrollment from the course.

SECURITY STATEMENT:

*We want to reassure you that our security officers are here around the clock to ensure the safety and security of the campus community. It's important to remain alert and aware of your surroundings, especially during the early morning or evening hours. Call security for an escort if you feel uncomfortable walking alone on campus. White security phones can also be found in many of our buildings; simply pick up the phone, and security will answer. Finally, report any suspicious persons to West Campus Security at **407-582-1000 or 407-582-1030** (after-hours number) or use the yellow emergency call boxes on light poles in the parking lots and along walkways. If you see something, say something.*

VALENCIA COLLEGE STRATEGIC PLAN

[Valencia College Strategic Planning](#) puts learning at the foundation of everything we do. As an open-access college, we open our doors to everyone – and Valencia is a college where first-generation students, students from every economic background, and students who've stumbled at other institutions can find a home. Building on the college's previous successes, this strategic impact plan establishes ambitious goals for the next five years – goals designed to advance equity for students of every race and ethnicity while improving the educational and economic outlook of the Central Florida community.

- #1: College Access
- #2: Graduation
- #3: Transfer Success
- #4: Career Credentials

DISTANCE TUTORING & TECHNOLOGY SUPPORT AT VALENCIA:

You can easily access Valencia's *free* distance tutoring and tech support from a computer, laptop, or mobile device. Distance tutoring services are provided fully online via Zoom. You will receive real-time assistance from a Valencia tutor. Online tutoring is offered in mathematics, sciences, accounting & economics, computer programming, EAP and foreign languages, and writing. Online Learning Technology Support services are also available. Students can receive assistance with navigating Canvas, OneDrive, Zoom, YouTube, and Microsoft Office (Word, Excel, & PowerPoint). Support is also provided for video editing (via iMovie and MovieMaker) and converting documents from a Mac to a PC. Tech support is available live (on-demand) via Zoom, appointment, or email. Students are encouraged to use the 24/7 Canvas Help inside Canvas by clicking the "Help" icon.

To get started using the Distance Tutoring and Learning Technology Support services, please visit www.valenciacollege.edu/tutoring. Through this site, you can view the schedule of tutors/tech support assistants, find available times, learn more about the services, and access a collection of supplemental resources available 24/7.

Hours of Operation:

Monday-Friday: 8 am – 10 pm.

Saturday & Sunday: 9 am – 7 pm.

MEDICAL AILMENTS

BAYCARE BEHAVIORAL HEALTH'S STUDENT ASSISTANCE PROGRAM:

Valencia is committed to ensuring all our students have a rewarding and successful college experience. To that purpose, Valencia students can get immediate help that may assist them with psychological issues dealing with stress, anxiety, depression, adjustment difficulties, substance abuse, time management, and relationship problems dealing with school, home, or work. Students have 24-hour unlimited access to Baycare Behavioral Health's confidential student assistance program phone counseling services by calling (800) 878-5470. Three free, confidential face-to-face counseling sessions are also available to students."

ADA: OFFICE OF STUDENTS WITH DISABILITIES

School policy: Students who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first week of class. The Office for Students with Disabilities (West-SSB 102) determines accommodations based on appropriate documentation of disabilities. The goal at the OSD is to open doors, remove barriers, and assist you in any way they can. The key to success is matching your needs to the services provided. Please contact this office to discuss your individual needs. The link is [to Valencia's OSD website](#). Children are not permitted in the Testing Center – The Testing Center does not provide sitting services during your test. Valencia General Education Student Learning Outcomes.