VALENCIACOLLEGE

This course meets the requirements for level AAA ADA Compliant.

Updated Dec 2024

[SHORTCUT TO ASSIGNMENT CALENDAR](#)

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

Course Syllabus: HUM2250: Introduction to Humanities: 20th and 21st Century
CLASS CRN: 27637
CREDIT HOURS: 3 credit hours
REQUIRED IN-CLASS HOURS: (0) Zero* *See Attendance Policy*
COURSE SETTING: ONLINE
TERM: Spring 2025 (Jan 6 - Apr 20th)
PREREQUISITE: Minimum grade of C in ENC 1101 or 1101H or IDH 1110

COURSE OVERVIEW

COURSE DESCRIPTION:

Through discussion, essay writing, or answering exam questions, each student will demonstrate their understanding of literal and contextual interpretations of significant ideas of the 20th Century and their graduation into the 21st Century. Students will learn to examine how their historical and cultural events have shaped individual works of the humanities and, in reverse, how historical and cultural events shaped the humanities. Students will analyze how the values, beliefs, institutions, and actions influence humanity's structure, as seen through the humanities.

A basic introduction to humanities focuses on central concepts, historical development, and the fundamental nature of philosophy, architecture, music, religion, and art. Concepts from such disciplines are integrated with contemporary American culture. Keep in mind the following: Who am I? What am I going to do with this information? You can make it in the world, and here's how. This course is a beginning to answering some of the most important questions in your life: yes, the Humanities, yes, you!

In this Gordon Rule course, the student must demonstrate college-level writing skills through multiple writing assignments. A minimum grade of C is required to satisfy the Gordon Rule.

COURSE SUBJECT MATTER:

(but not limited to)

- ***The Freudian Revolution and the Discovery of the Unconscious Mind***
    - Surrealism and Art Theory
    - Factors Leading to Modernism
- ***The Advent of Modernism***
    - The Modern Gender Identity Revolution
    - Grandma, Archived Newspapers, & Table of Dates
- ***The impact of the two World Wars on artistic expression and the development of ideas.***
    - WWI & WWII: Race to Kill Humanity
        - War and Propaganda
        - Rise of Fascism
    - Civil Rights Movement & Separate but Equal
    - Counterculture Hippies, Beatniks, and Disco
- ***The recognition of cultural and individual identity in the Modern and Postmodern World.***
    - The Postmodern Identity
    - Rise of Horror & Conspiracy Theories

- - Iranian Revolution in 1979 & Hearing my Arab Voice after 9/11
  - ***Globalization and technology's impact on world cultures.***
    - Space Race & Cold War: Ronald Reagan, Margaret Thatcher, and Russia
    - AIDS Global Epidemic
    - Global Medical Advancements
    - Birth, Evolution, and Death of the Internet
    - The Rise of Populism, Nationalism, and Multiculturalism: Good or Bad?
    - Recreating Humanity through AI

DEPARTMENT POINT OF CONTACT INFORMATION:

This is not the professor's contact information

Humanities Dean Office Location: West Campus Building 5, Room 137

Humanities Dean Phone: 407-582-1300

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.
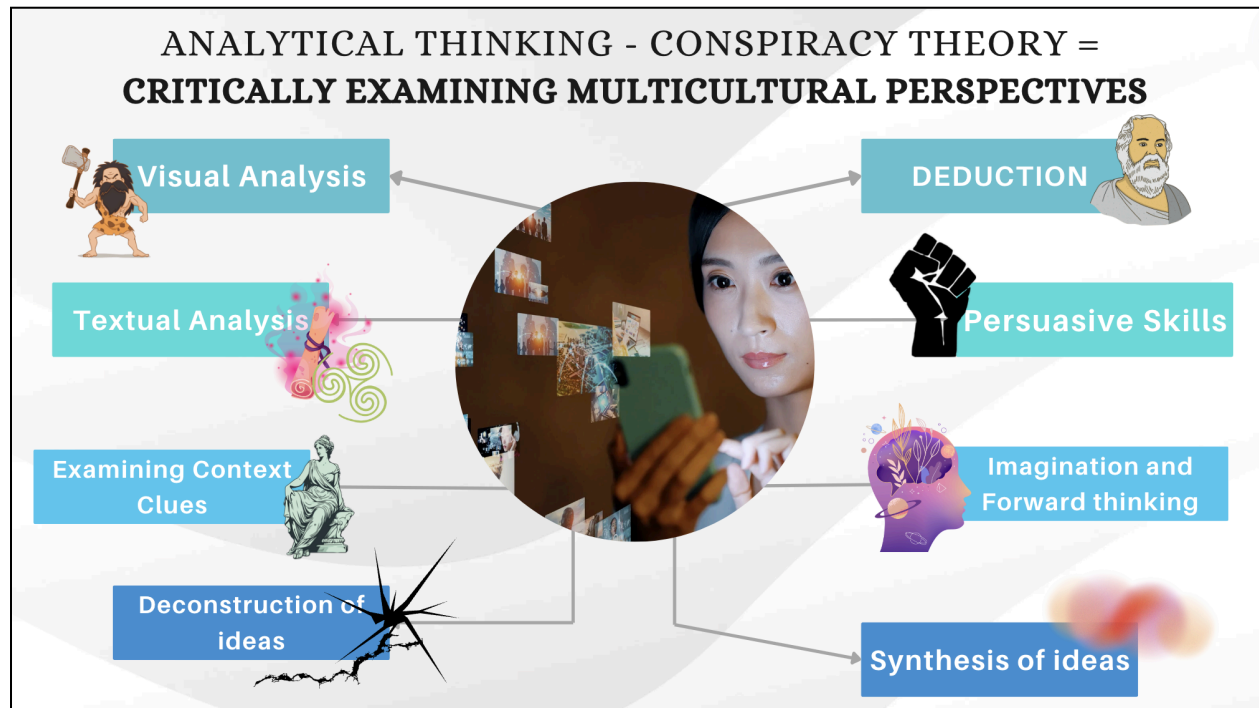
STUDENT ROLE IN CLASS:
Throughout this class, you will learn paramount skills to enhance your critical thinking skills via the philosophical method. Students are expected to complete the assignments weekly. After completing this course, you will scrub off bad habits and change your thoughts and research. 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

At a minimum:

- A minimum grade of C in ENC 1101 or 1101H or IDH 1110
- 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.

COURSE COMPETENCIES:

We are trying to understand how the ideas of the 1900s impact our modern age.

- Analyze how industrial, identity, equality, moral, and nationalistic ideas expressed in literary texts reflected social values of the 20th Century and how they have evolved throughout the century and into the next.
  - Through discussion, essay writing, or answering exam questions, each student will demonstrate an understanding of the period's literary and philosophical interpretations of significant texts.
  - Analyze literary texts as reflections of social values of the period
  - Students will communicate the impact of modern and postmodern writings on the worldview of the period.
- Understand the factors and forces that shaped the Modern and Postmodern culture.

- Through class discussion, essay writing, and exam responses, each student will articulate an understanding of the nature of the events that directed the development of Modern and Postmodern culture.
- Evaluate the continuing historical significance of the Modern and Postmodern eras.
    - Each student will be able to apply academic paradigms to current events
    - Each student will be able to identify the connection between his/her everyday experience and his/her academic understanding of course content
- Appreciate the diverse achievements and traditions of global civilizations
    - Each student will explore a different cultural perspective than they possessed when they enrolled in the course
    - Each student will demonstrate an understanding of the diverse conditions in which art is created
- Demonstrate college-level writing
    - Students will, through various types of formal and informal written assignments, demonstrate effective college-level writing skills in the areas of meaning and development, organization, language, and conventions.

STUDENT LEARNING OUTCOMES

By the end of the course, the students should be able to:
- Describe and distinguish key historical concepts in a 750-1250-word college-level essay
- Read and comprehend primary source texts, both classical and contemporary.
- Compare and comprehend different cultural ideas and beliefs
- Write clear and concise explanations and arguments
- Identify and distinguish the main historical traditions in the Humanities
- Identify and explain key concepts as they arise in the different historical periods
- Write clearly and cogently on a variety of topics in the humanities
- Demonstrate basic critical thinking skills concerning ideas of historical significance

COURSE TEXTBOOK

It is the student's prerogative to purchase the book ***or not*** based on their financial budget. If you are looking for a book, then contact the Valencia Bookstore. The assignments, quizzes, and homework ***will not*** come directly from the textbook. The student can review the coursework and conduct independent research outside the textbook. However, the professor does not use the book.

COURSE MATERIALS OUTSIDE THE TEXTBOOK

You can access all materials via the Canvas course link 'Course Materials.' or [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 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. *Students should plan 3- 5 hours per week.* Time will be divided between reading the material, watching videos, and completing the assignments. A typical week includes spending a few hours reading the lectures (ranging between 10 - 20 pages) and watching the videos (approximately 10-30 minutes long). Then, factor in a few additional hours, perhaps typing your responses in the evening. During quizzes, students can expect no more than five poignant questions, with all the questions revealed beforehand to ensure proper research time.

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

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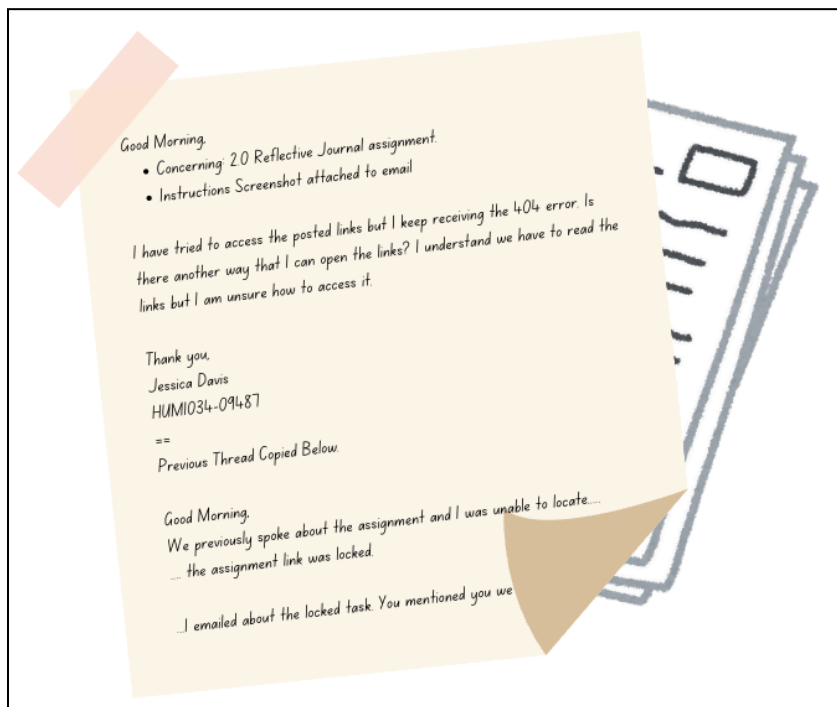
WhatsApp Note: If you are messaging via WhatsApp, you only need your name and prefix during our first encounter, being it is a thread, not an email, and your information will always be there for me to scroll back up and see. But, in an email your information is lost and must be rewritten each time.

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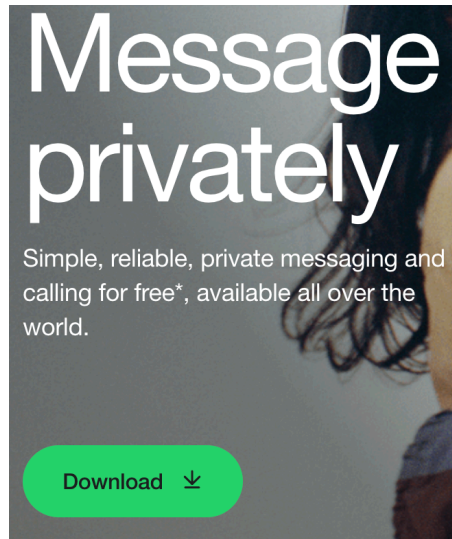
- Then, Click on my Link: [Professor's WhatsApp](#)
- Click the green button, 'Continue to Chat'

Chat on WhatsApp with +1 352-255-2311

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

Type	%	Amount of tasks
Quiz	20	5
Discussions	30	11
Assignments	50	7

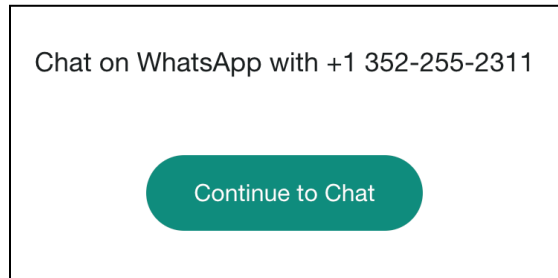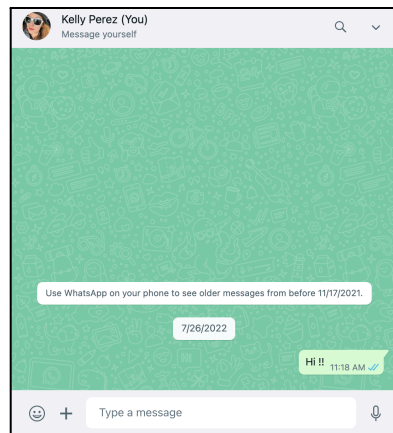| Type	Category	Tasks	Due
Week 1 **Jan 6 - 12th** Module 1: Orientation & Introduction to Humanities, Culture, and Terminology		**Independent Work: Introduction to the class** Students will secure their place in class with a syllabus review quiz. Then, introduce themselves to the class and discuss their role in the humanities. Introduction Valencia College Core Competencies.	
	Quiz	0.1 Quiz: Orientation Module Quiz - NO SHOW TASK	Thur, 1/9
	Discussion	0.2 Warm Up: Icebreaker	Thur, 1/9
Week 2 & 3 **Jan 13 - 19** **Jan 20 - 26** Module 1: Advent of Modernity		**Research Study: How did the 1900s influence your family's ancestral line?** We will examine how industrial, identity, equality, moral, and nationalistic themes in 20th-century literature reflect social values and their evolution into the 21st century. Then, we will review the Factors Leading to Modernism that influenced their ancestry through a lecture response essay. We will then research our ancestral cultural line and family tree. Finally, we will quiz you and assess your knowledge of the topic. **Product: Family Research Project.**	
	Assignment	1.1 Assignment: Factors Leading to Modernism	Thur, *1/16*
	Discussion	1.2 Db: My 1900s Culture	Thur, *1/23*
	Quiz	1.3 Pop Quiz: Advent of Modernity	Thur, *1/23*
Week 4 **Jan 27 - Feb 2** Module Two: Nations at War		**Question: Are humans capable of peace?** Students will review the historical context of Fascism and propaganda. Then, we will explore how these ideas were applied during the 1900s compared to the modern era. Finally, research how Fascism and propaganda have led to the negative influence and genocide of millions of people. **Product: Video Exploration & Assignment**	
	Discussion	2.1 Warm-up: Rise of Fascism	*Thur, 1/23*
	Assignment	2.2 Assignment:War and Propaganda	*Thur, 1/23*

Type	Category	Tasks	Due
Week 5 & 6 **Feb 3 - 9** **Feb 10 - 16** **Module 3:** Surrealism and Existentialism	**Question: Can Modernistic concepts change human gender?** Students will explore how the ideas of Modernism changed the ideas of Science and Social Norms. Then, they will survey how two world wars influenced media and film to the point of personal extinction. Finally, students will take a quiz to assess their knowledge. **Product: Art Analysis**		
	Discussion	3.1 Warm Up: Scream!!	*Thur, 2/6*
	Assignment	3.2 Assignment: The Angst-Ridden Self	*Thur, 2/6*
	Discussion	3.3 Db: Surrealism and Art Theory	*Thur, 2/13*
	Quiz	3.4 Pop Quiz: Modernism	*Thur, 2/13*
Week 7 Feb 17 - 23	3.5 Attendance Quiz Check Class Break for professor grade review - No assignments accepted at this time. ALL weeks 1 - 6 assignments locked with no possibility to submit.		Thur, 2/20
Week 8 Feb 24 - Mar 2 Module 4: Postmodernism	**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**		
	Discussion	4.1 Warm-Up: Behind the Image	*Thur, 2/27*
	Assignment	4.2 Rise of Postmodernism	*Thur, 2/27*
	Quiz	4.3 Pop Quiz: Postmodernism	*Thur, 2/27*
Week 9, 10, 11 Mar 3 - 9 Mar 10 - 16 Mar 17 - 23 **Module 5:** CounterCulture Revolution	**Question: Is it human nature to be forever mentally and physically chained?** Students will explore a very somber topic of enslavement and apartheid states. Finally, they will submit a project that explores this era through the lens of the counterculture movements. **Product: Media Analysis**		
	Discussion	5.1 Warm-Up Separate but Equal	*Thur, 3/6*
	Assignment	5.2 Assignment: Countercultures	*Thur, 3/6*
	Discussion	5.3 Db: Civil Rights Movement	*Thur, 3/13*
	Quiz	5.4 Attendance Quiz Check	*Thur, 3/13*
	Spring Break | Mar 17 - 23		
Week 12 - 15 Mar 24 - 30	**Question: Can Human Nature break down ideas or are they forever brainwashed?** Students will explore the impact of postmodern ideas on reality through discussion and a		

| Type	Category	Tasks	Due
Mar 31 - Apr 6 Apr 7 - 13 Apr 14 - 20 **Module 6:** Globalism		lecture response comparing Globalism to American Exceptionalism. **Product: Political President and Global Analysis**	
	Discussion	6.1 Warm Up: Hearing my Arab voice after 9/11	*Thur, 3/27*
	Discussion	6.2 Db Conspiracy Theories	*Thur, 3/27*
	Assignment	6.3 Assignment: Global Medical Advancements	*Thur, 4/03*
	Discussion	6.4 Discussion: Globalism and Multiculturalism	*Thur, 4/10*
	Assignment	6.5 Comparing American Exceptionalism and Globalism	*Thur, 4/17*
	Quiz	6.6 Attendance Quiz Check	*Thur, 4/17*
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_Uneditted VI (or whatever you like). Then, as you adjust your work, save a new one: Discussion Board 1_Uneditted 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.
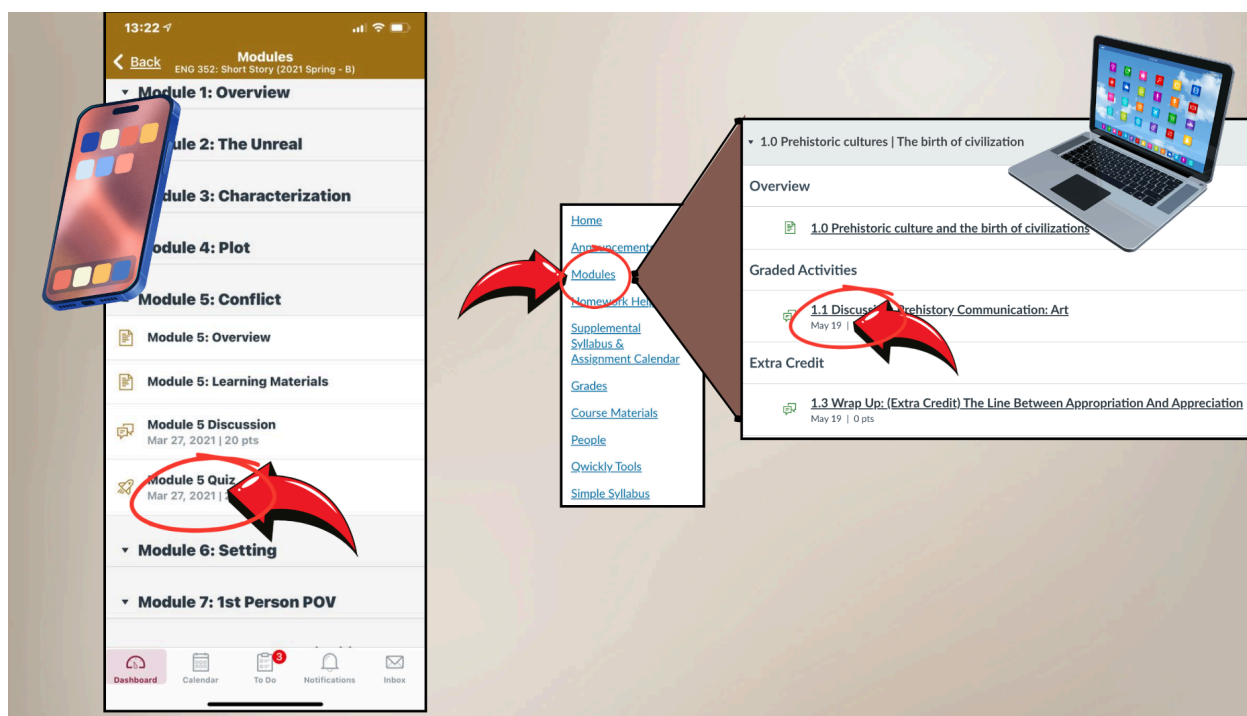
OVERALL GRADE DISPUTES

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 stop 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
<mark>The last day for acceptable submissions is Sunday, Apr 20, 2025.</mark>

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.

Extra Credit Optional Video Chats: Learning Lounge

Students can earn extra credit points by participating in a Lunch Virtual Chat session with the professor. These sessions, called [Learning Lounge sessions](#), last for 90 minutes and involve the professor using slide sets, facilitating discussions, and organizing virtual games to explore the course material. Each session attended is worth two points. To participate, students are expected to have their cameras turned on and actively engage in the activities during the session. Students can indicate their intention to attend by submitting a mandatory RSVP, and upon doing so, they will receive the Zoom login details and a detailed agenda for the session. The RSVP link can be found in the Assignment section of Canvas or under the Modules. See the [Course Assignment Calendar](#) for dates.

TYPE OF ASSIGNMENTS

Students generally have only one or two weekly tasks: (1) a Warm-Up and (1) an Assignment OR a Discussion Board style. Generally, it will give students a solid day of reading and researching.

Warm-Up Discussion Board
- One paragraph of thought that clearly helped the professor understand the student's viewpoint.
- The student used examples and their own life in the paragraph, inspiring me to learn more.
- The reply was inspired and feisty, making the student and professor do a double take.
- Replies points are only awarded in the week of discussion.

At the **start of each module**, students have one warm-up discussion board. These boards require students to watch a video or read a short story or narrative. Then, students will offer a brief reflection on the material. No formal study is required for these boards. These boards should take no more than 30 minutes and should be a solid paragraph. The Warm-Ups are the discussion-based portion of the class. By the end of the week, students are **expected to return to the boards to comment** on one to two peers' posts with a reflective remark (when instructed to do so; however, there are weeks the instructor is the only one commenting).

and...

Assignment
- The student typically completed the required length of response at a college level. 2 - 3 paragraphs, depending on the topic.

- The student thoroughly analyzed an individual, an event, or a work of art or literature in its 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.
- Students can submit a video, audio, or textual item.
- These are usually on **Sunday**. Double-check the course calendar to be sure
- If you link a Google Doc, please ensure it is [accessible for viewing](#).

or…

Discussion with peers
- The initial assignment will be in the Dialectical Method conversation tone.
- A required response length at a college level - typically 2 - 3 paragraphs, depending on the topic.
- The student thoroughly analyzed an individual, an event, or a work of art or literature in its 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.
- During the discussion, the student added additional examples to further the debate and left a lasting impression on the professor and the students.
- These are usually on **Thursday.** Double-check the course calendar to be sure
- Replies points are only awarded in the week of discussion

Extra Credit
- Students are awarded a max of two points for weekly eligible assignments.
- The points will be *spread out* over the weekly assignments to boost the work as much as possible.
- If extra points are not needed due to maxing out the assignments, the extra credit points could be held in reserve for emergency assistance later in the term.
- Extra Credit points are not added to assignments with a zero.
- Students *who do not submit* the extra credit might see a read 'missing' label on the assignment, but that is just how Canvas operates. Do not worry; it will not count against you.
-

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.
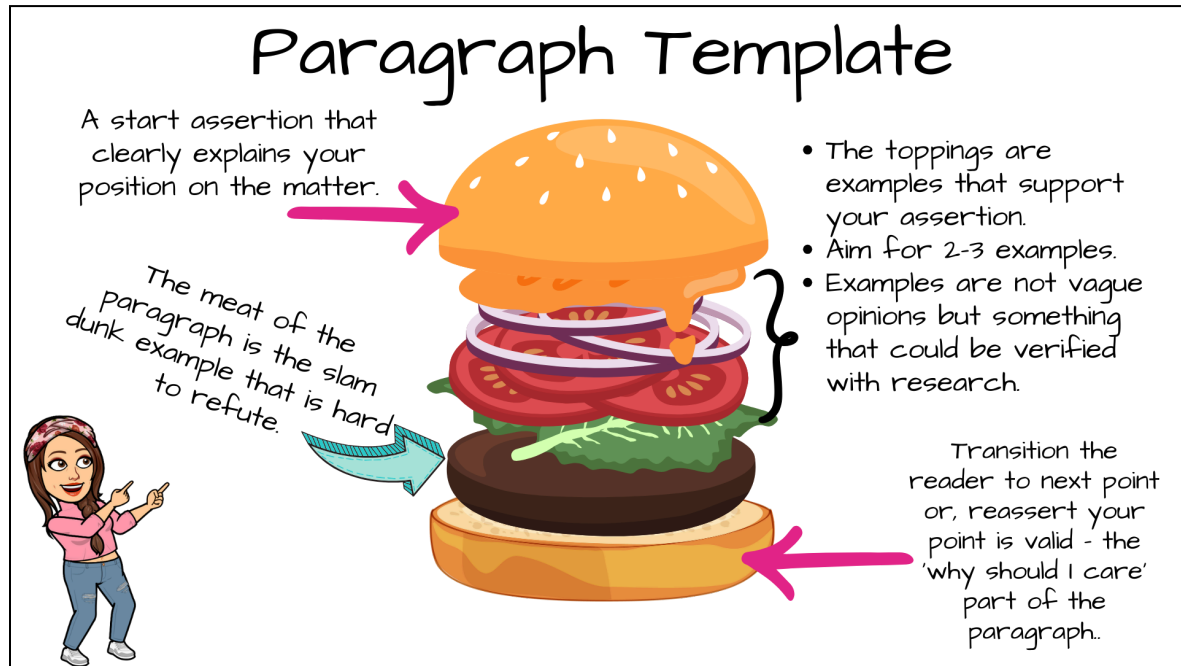
Rubrics: How do we write a paragraph?

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 Grammerly.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 conversion 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.

Paragraph Template

A start assertion that clearly explains your position on the matter.

The meat of the Paragraph is the slam dunk example that is hard to refute.

- The toppings are examples that support your assertion.
- Aim for 2-3 examples.
- Examples are not vague opinions but something that could be verified with research.

Transition the reader to next point or, reassert your point is valid - the 'why should I care' part of the paragraph..

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 vauge.

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?

WEEKLY ASSIGNMENT SUBMISSION REQUIREMENTS

In addition to the instructions on the assignment, students must follow the following guidelines.

- The Course Calendar will provide required readings, assignments, and other activities.
- All online assignments are submitted on Canvas and will not be accepted via email (unless otherwise noted).
- Each assignment requires the student to review the reading and video material in the Lesson Summary.
- 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 be at a college level, i.e., well-rounded, thoughtful, and comprehensive.
- All work must include citations to other people's work, either APA or MLA (your choice).
- If the professor is confused by your work or suspects plagiarism, students will be asked to defend your work orally.

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 <u>Student-Initiated Withdrawal Date</u>. If you can drop the course. If you can, drop and try again later.
2) If you are past that date, I would <u>speak to your advisor</u> 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 <u>do a self-drop in the portal</u>. 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.

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**.
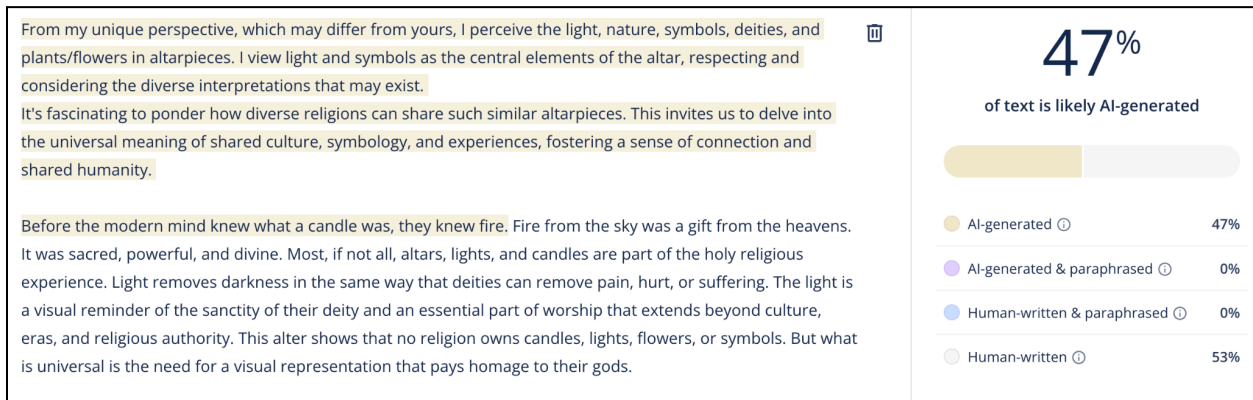
Accept Dismiss ···

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.

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.