

VALENCIA COLLEGE

This course meets the requirements for level AAA ADA Compliant.

Completed: July 23rd / Updated Jan 2025

[SHORTCUT TO COURSE CLASS CALENDAR](#)

[SHORTCUT TO REQUIRED ASSIGNMENTS BY MODULE](#)



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

Course Syllabus: HUM2250 20th & 21st Century Humanities

CRN (Course Reference Number): FULL TERM 22367 & 27621

CREDIT HOURS: 3 credit hours

Mode: IN-CLASS SESSIONS: Check the [Student Detail Schedule](#) for the exact day, room, and time.

TERM: Spring 2025 (Jan - Apr)

PREREQUISITE: None

PROFESSOR: Kelly Perez (she/her)

Email: kperez108@valenciacollege.edu

Professor Website: ExperiencePhilosophy.com

PREREQUISITE: Minimum grade of C in ENC 1101 or 1101H or IDH 1110

[Valencia College Important Dates](#)

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COURSE OVERVIEW

COURSE DESCRIPTION:

Why do we study the human experience in the 20th century?

To answer this question, you would explore five main areas of interest: **advances in Science and Technology, Modernity/Postmodernism, the Impact of War, cultural/Individual Identity**, and **Globalization**. Together, these themes illustrate contemporary society's complexities, highlighting how advancements, conflicts, and cultural dynamics shape individual and collective identities in a globalized world. They underscore the interplay between technology, culture, and the historical context of human experience.

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!

Valencia College students must demonstrate college-level writing skills in this Gordon Rule course through multiple writing assignments. To satisfy the Gordon Rule, a minimum grade of C is required.

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.

- o 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.
 - o Analyze literary texts as reflections of social values of the period.
 - o 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.
 - o 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.
 - o Each student will be able to apply academic paradigms to current events.
 - o 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
 - o Each student will explore a different cultural perspective than they possessed when they enrolled in the course.
 - o Each student will demonstrate an understanding of the diverse conditions in which art is created.
- Demonstrate college-level writing
 - o 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.

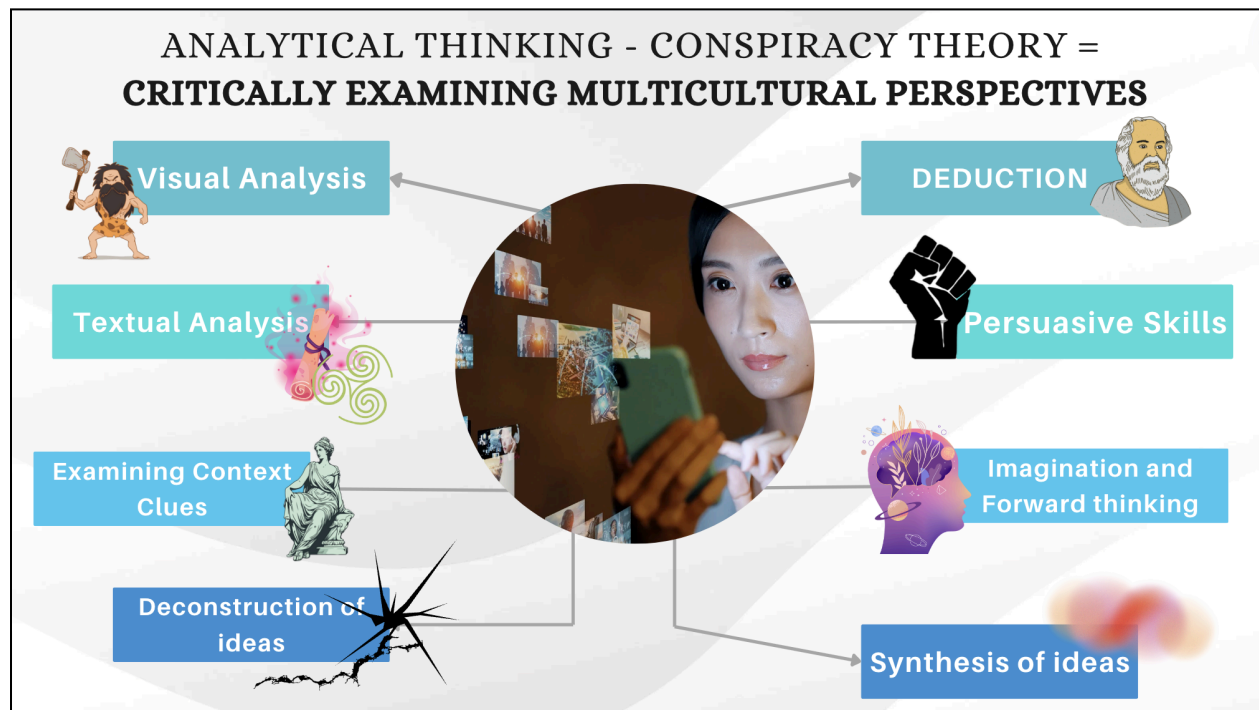
COURSE SUBJECT MATTER:

- ***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

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.

MAJOR 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. ***It is the student's prerogative to purchase the book or not based on their financial budget.***

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





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.

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

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.

[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.](#)

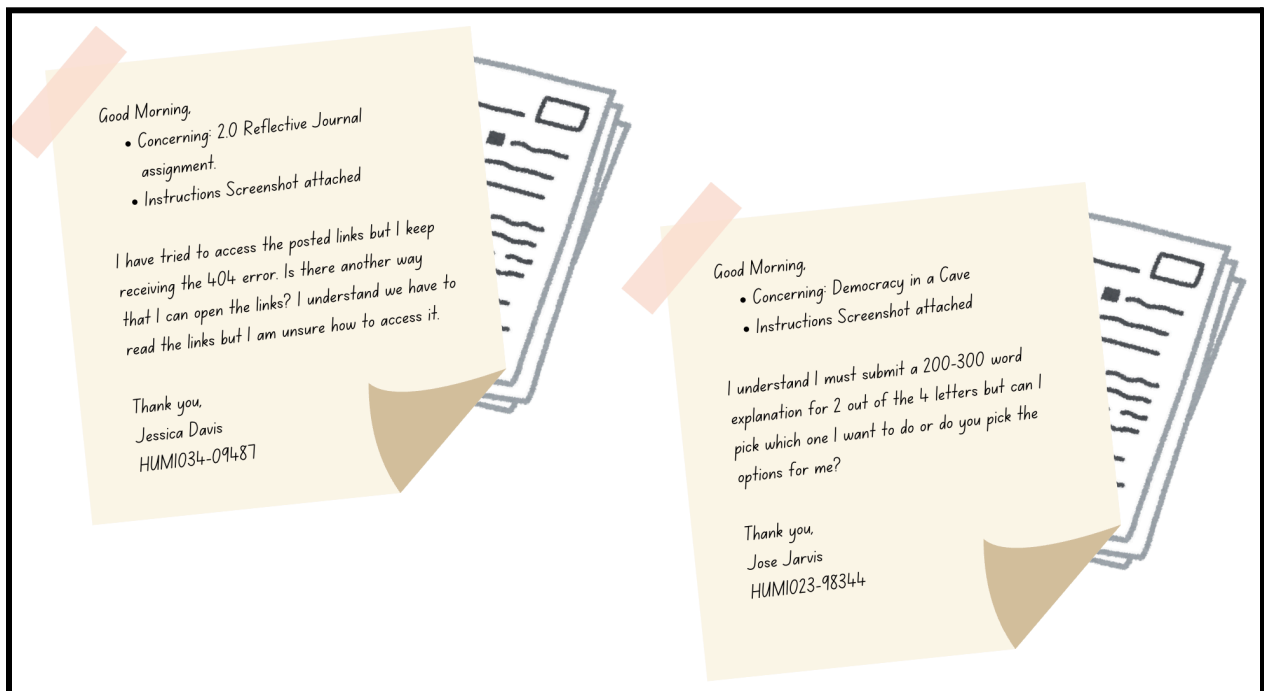
Required Email Template:

All emails must include your name, the course prefix and section number (e.g., Johnson PHUM1020, the assignment name, exact instructions, and a clear description of what you understand and do not. If you do not, the email will not be returned.

- Assignment Concerning
- Instructions Copied or Screenshot
- Body of the Message

Signed with Name

Course Prefix



Note: If you are messaging via Google Phone Text or 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.

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.

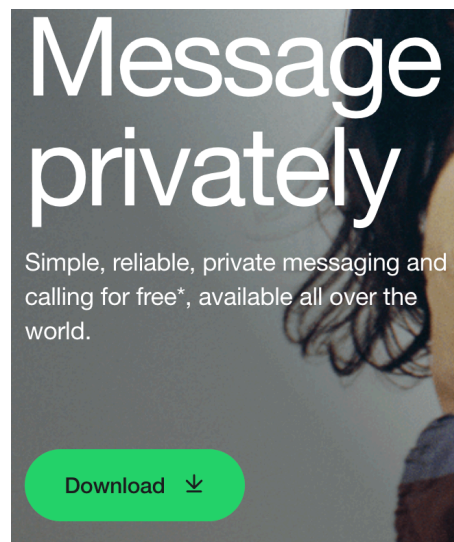
Therefore, we can more effectively use our time virtually. If you want to meet over text, email, or Zoom, ***I'm available Monday through Friday, 8 a.m. to 4 p.m.*** I'm off weekends because if Gen Z taught me anything, work is work, and off is off. If you have homework questions, contact me before Friday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

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

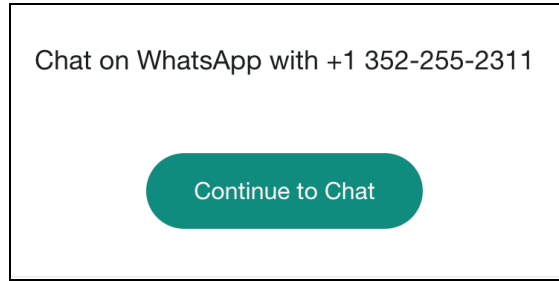


How to Use WhatsApp

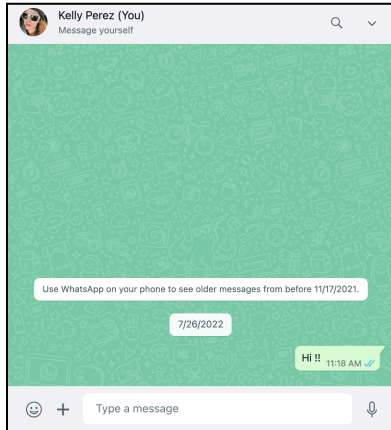
- Download the [free app](#) to your phone or computer
- Open a private account using your phone number



- 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](#).



DUE DATES & REQUIRED ASSIGNMENTS LIST

Type	%	Tasks	Submission Location	Due
Attendance	10	See Attendance policy for specifics.		
Getting Started: Orientation Module 1a	10	Independent Work: Introduction to the class <i>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. Finally, they will complete a survey of their learning style.</i> Product: Metacognition Journal and Humanities Exploration		
		1.1 Quiz: Syllabus (Part I)	In class	Tues, 1/7
		1.2 Assignment: My Cultural Home	Canvas	Wed, 1/8
		1.3 Lecture Response (due on Canvas)	Canvas	Sun 1/12
		1.4 Quiz: Syllabus (Part II)	Canvas	Sun 1/12
Project Tasks	20	All Project Task are due on Canvas	Submission Location	Date
		Project (A): Topic Selection	Module 7	Sun, 02/02
		Project (B): Project Rough Draft	Module 7	Sun, 02/23
		Project (C): Project Final Draft		Sun, 03/09
		Project (D): Presenting: Session I	Submitted in person	Varies by person 04/15 or 04/17
		Project (E): Presenting: Session II		Varies by person 04/15 or 04/17
Supporting Modules	60	The bulk of the class consists of five explorations into the human experience, which ask the question, "How do multinational events interconnect communities, redefine cultural & individual identities, change belief perspectives, and influence global narratives?"		
Globalism & Impact of World Wars		Group Research Study: Is Peace Possible Through War & Globalism, and how will it impact humanity?		

Type	%	Tasks	Submission Location	Due
Location: Module 2		<p><i>Students will review their definitions of globalism and nationalism with a written lecture response. Then, they will group up to practically apply their ideas by researching an assigned conflict to discuss in class. Then, we will debate the ethical implications of warfare from a humanitarian/Einstein and Machiavellian/Kissinger perspective. Finally, we will quiz and assess your knowledge of the topic.</i></p> <p>Product: Historical Case Studies Demonstration</p>		
		2.1: In-Class Group Task: Ethics of War	Module 2: Canvas	Fri, 1/17
		2.2: Lecture Response: War and Peace	In Class & Canvas	Mon, 1/20
		2.3: Pop Quiz: Global v Nationalism	In class	Thurs, 1/23
Postmodernism Location: Module 3		<p>Group Literature Review: How did the world at war redefine the postmodern identity, religion, and reality?</p> <p><i>Through group activity, students will review Postmodernism and consumer Advertising and how they impacted our American dream and social Life. Then, they will review how Existential ideology changed gender norms through a solitary reflection paper. Then, in another group activity, students will review how postmodernism caused chaos in religious thinking. Finally, we will have a group Kahoot quiz to assess your topic knowledge.</i></p> <p>Product: Group Quiz</p>		
		3.1 In-Class Activity: The American Dream & Consumerism (Time Traveler)	In Class & Canvas	Thur, 2/1 Fri, 2/2
		3.2 Assignment: Who am I? (Individual Life)	Canvas	Fri, 1/31
		3.3 Group: Christian V Christian (Religious Life)	In Class & Canvas	Tues, 2/4
		3.4 Kahoot Quiz and Discussion	In class	Thur, 2/6
Cultural and individual identity (Global Civil Rights Movements) Module 4		<p>Case Study: How did Modernism & Postmodernism influence and change the perspectives on civil rights and individual liberties & beliefs?</p> <p><i>Students will explore how disillusionment with governments leads to a hysteria of cults and conspiracy theories that challenge social norms. Then, as a group, they will research Countercultures, such as the 1960s Hippies and the 1990s Rap/Metal Musical Censorship era. As a follow-up, groups will present their findings to the class. Finally, we will do a video quiz to assess your topic knowledge.</i></p> <p>Product: Case Study</p>		

Type	%	Tasks	Submission Location	Due
		<i>4.1 In-Class Activity: Too Liberated?</i>	<i>In Class & Canvas</i>	<i>Thur, 2/20</i>
		<i>4.2: Assignment: Lecture Response: What does it mean to be Free in the 1960s?</i>	<i>Canvas</i>	<i>Mon, 2/24</i>
		<i>4.3 Civil Rights & Modernism Video Quiz</i>	<i>In class</i>	<i>Thur, 2/27</i>
Emerging Science and Technological Advances Module 5		Group Brainstorming: "How do technology, culture, and history influence & shape the human experience?" <i>Students will analyze how Emerging Scientific and Technological Advances influence our lives, changing the spectrum of Medical and personhood Rights. Then, as a group, they construct a Bill of Rights to determine the limits of technology's influence on human liberties. Finally, as a group, they will design a future nation that implies the Bill of Rights that will be assessed during our module out-quiz.</i> Product: Designing Future Nations		
		<i>5.1 Lecture Response: Assignment: Medical Access in the 21st Century</i>	<i>Canvas</i>	<i>Wed, Mar 5th</i>
		<i>5.2 Group Activity: Medical Rights Legislation</i>	<i>Canvas & In class</i>	<i>Thurs, Mar 6th</i>
		<i>5.3 Group Quiz Assessment: Designing Future Nations</i>	<i>In class</i>	<i>Thur, Mar 13th</i>
Globalism Module 6		Group Brainstorming: "How do hostile multinational events interconnect communities and influence global narratives?" <i>Students will review how national identity has shifted over the last hundred years by examining the generation divided between Boomers, Genx, and Gen Z. Then, they will explore how global migration and diaspora have influenced Global Governance dominations, leading to misinformation and hatred between nations. Together, as a group, they will review case studies that include the Red Scare, the Space Race, and the War on Terror through the eyes of American Exceptionalism.</i> Product: Global Narratives Presentation		
		<i>6.1 In-Class Group Activity: New World Order (Time Traveler)</i>	<i>In Class & Canvas</i>	<i>Mon, Mar 31st</i>
		<i>6.2 Lecture Response: American Exceptionalism</i>	<i>Canvas</i>	<i>Mon, Mar 31st</i>
		<i>6.3 War on Terror & Globalism Quiz</i>	<i>In Class</i>	<i>Thur, Apr 3rd</i>
	100			

COURSE ASSIGNMENT CALENDAR

Week	Tasks before Tuesday's Class due on Canvas	Tuesday In-class Lecture	Tasks before Thursday's Class due on Canvas	Thursday In-class Lecture	Sunday Assignment due on Canvas
Module 1: Welcome and What is the 20th Human Experience?					
Week 1 Jan 6 - 12 Orientation week	**All of the Orientation Module **Read the Syllabus	(7th) In-class Quiz and Welcome Tour 1.1 In-class Task: Syllabus Quiz (Part I) (due in class) <i>Students who do not attend this session will be dropped from the course.</i>	Read: Lecture: Birds Eye View Watch Media Alert 1.2 My Cultural Home	(9th) In-class Lecture: Cultural and Historical Studies In Class Group Activity: Critical Response (<i>precursor to 1.3 due this weekend</i>) <i>Slides: 1. Cultural & Historical Context</i>	1.3 Lecture Response: My Impression of the 1900s 1.4 In-class Task: Syllabus Quiz (Part II)

Week	Tasks before Tuesday's Class due on Canvas	Tuesday In-class Lecture	Tasks before Thursday's Class due on Canvas	Thursday In-class Lecture	Sunday Assignment due on Canvas
<i>The bulk of the class consists of five explorations into the human experience, which ask the question, "How do multinational events interconnect communities, redefine cultural & individual identities, change belief perspectives, and influence global narratives?"</i>					
Module 2: Impact of World Wars					
Week 2 Jan 13 - 19	<i>Pre-Read: At Home:</i> <ul style="list-style-type: none"> NISEI (Video 20 mins) My Life Inside A Neo-Nazi Group (Video 29mins) 	Rise of Fascism & Genocide Animated short "Paths of Hate" *Discussing Neo-Nazi Video	None	Propaganda in Film & Art 2.1: In-Class Group Task: Ethics of War (Due Friday night) Watch in class "Duck and Cover"	Replies 2.1: In-Class Group Task: Ethics of War
Week 3 Jan 20 - 26	2.2: Lecture Response: War, Refuges, and Internment Camps	Discussion: War, Refuges, and Internment Camps Guest Speaker 1943 U.S. government-produced film "Japanese Relocation" addresses relocation	None	2.3: Video Quiz: War Narratives <i>Laptops or Phones needed for the quiz.</i> Virtual Chat: (optional) What are Topic Presentations? Friday at 10am, 2pm, and 7pm	<i>Last day to submit late module tasks. No module 1 & 2 tasks will be accepted after this date.</i>

Week	Tasks before Tuesday's Class due on Canvas	Tuesday In-class Lecture	Tasks before Thursday's Class due on Canvas	Thursday In-class Lecture	Sunday Assignment due on Canvas
Module 3: Postmodernism & Nature of Reality					
Week 4 Jan 27 - Feb 2		<i>Postmodernism: Consumer Advertising & American Dream</i> <i>3.1 Group: The American Dream (Social Life) Due Friday by Midnight</i>		<i>Existentialism</i> (Individual Life) <i>3.2 Assignment: Who am I? (Due Friday)</i>	<i>(A) Submit Topic to Teach</i> <i>Replies: 3.1 Group: The American Dream (Social Life)</i>
Week 5 Feb 3 - 9		<i>Postmodernism & Religion In America</i> (Religious Life) <i>3.3 Group: Christian V Christian</i>		<i>3.4 Kahoot Quiz and Discussion</i> <i>Laptops or Phones needed for the quiz.</i>	<i>Last day to submit late module tasks. No module 3 tasks will be accepted after this date.</i>
Week 6 Feb 10 - 16	<i>Class Break; no assignments due; no in class sessions. The instructor is processing previous modules' grades at this time.</i>				

Week	Tasks before Tuesday's Class due on Canvas	Tuesday In-class Lecture	Tasks before Thursday's Class due on Canvas	Thursday In-class Lecture	Sunday Assignment due on Canvas
Module 4: Modernism: Cultural and individual identity (Global Civil Rights Movements)					
Week 7 Feb 17 - 23		<i>Modernism gives Rise to Conspiracy Theories & Cults</i>	Read: Case Studies from the lectures	<i>Modernism: Civil Rights: Woman & Dr. MLK/ Malcom X</i> <i>4.1 Group Task: Too Liberated?</i>	<i>Topic Rough Drafts</i>
Week 8: Feb 24 - Mar 2	<i>4.2: Lecture Response: What does it mean to be Free in the 1960s? (due on Canvas)</i>	<i>Countercultures: Hippies and Rap Music Censorship</i>		<i>4.3 Modernism Video Clip Quiz</i>	<i>Last day to submit late module tasks. No module 4 tasks will be accepted after this date.</i>
Module 5: Emerging Science and Technological Advances					
Week 9 Mar 3 - 9		<i>Medical Access: AIDS</i>	<i>5.1 Assignment: Medical Access in the 21st Century (Canvas)</i>	<i>Medical Revolution & the Future of Medicine</i> <i>5.2 Group Activity: Medical Rights Legislation</i>	<i>Project (C): Final Draft Due</i>

Week	Tasks before Tuesday's Class due on Canvas	Tuesday In-class Lecture	Tasks before Thursday's Class due on Canvas	Thursday In-class Lecture	Sunday Assignment due on Canvas
Week 10 Mar 10 - 16		<i>Artificial Intelligence: Coding, Art, and Movies</i>		<i>5.3 Group Quiz Assessment: Designing Future Nations (no make ups)</i>	<i>Last day to submit late module tasks. No module 5 tasks will be accepted after this date.</i>
Week 11 Mar 17 - 23	Spring Break: no assignments due; no in class sessions.				
Module 6: Globalism & American Exceptionalism					
Week 12 Mar 24 - 30		<i>National Identity & the Generational Divide</i>	<i><u>**Handout: History of U. S.- Soviet Cooperation in Space</u></i> <i><u>**Handout: Arms Race, Space Race By Bennett Sherry</u></i> <i><u>**Handout: Cold war & Space Race Timeline</u></i>	<i>The Space Race, the CIA, and KGB</i> <i>6.1 Group Activity: New World Order (part I)</i>	

Week	Tasks before Tuesday's Class due on Canvas	Tuesday In-class Lecture	Tasks before Thursday's Class due on Canvas	Thursday In-class Lecture	Sunday Assignment due on Canvas
Week 13 Mar 31 - Apr 6	6.2 Lecture <i>Response: American Exceptionalism</i>	Global Governance Presentations 6.1 Group Activity: New World Order (part II)		Quiz: 6.3 Hearing my Arab & Globalism	<i>Last day to submit late module tasks. No module 6 tasks will be accepted after this date.</i>
Week 14 Apr 7 - 13	<i>Class Break; no assignments due; no in class sessions. The instructor is processing previous modules' grades at this time.</i>				
Module 7: Self-Reflection Topical Presentations					
Week 15 Apr 14 - 20	<i>We will meet on the 2nd floor of the cafeteria</i>	Self-Reflections Topics Session I		Self-Reflections Topics Session II	
Grades Review Week					
Week 16 Apr 21 - 27		Reviewing Grades and Assessing Final Grades - no in class session		Reviewing Grades and Assessing Final Grades – no in class session	

GRADED COMPONENTS & GRADING POLICY

Module Overview: Agenda, Readings, and Due Dates

Each module contains an overview of the weekly agenda, prereading requirements, course slides and lectures, and due dates. This is located on the first page of each module.

Home
Assignments
Modules
Announcements
Course Materials
Grades
Homework Help
Supplemental
Collaborative

Module 2: Visual Analysis & Prehistory (Week 2)

Overview & Agenda

Prehistory Overview and Assignment Schedule

Week 2 Readings and Assignments

To achieve these learning outcomes, please complete the following:

Monday Session: In-class Lecture: Prehistory Communication

- Read at home before Monday's class (30 mins)
 - Prehistory Lecture (Google Doc)
 - Section: Cave Art Tells A Story (including pictures) Note: Upcoming Pop Quiz questions require students to know what led prehistoric beings into the next phase of humanity.
- 2.1a graded task to be completed at home (20 mins)
 - At-home Task: Handprint (10 pts): Submit handprint to **Padlet Board & Canvas** before Monday's class.
- 2.1b ungraded in-class activity: Study my handprint
 - Students will compare and discuss how social values are reflected in visual images from the prehistoric culture listed in the lecture. Students will be given a piece of art or handprint to analyze and submit to the instructor in class. Note: Upcoming Pop Quiz questions require students to use context clues to understand art.

Wednesday Session:

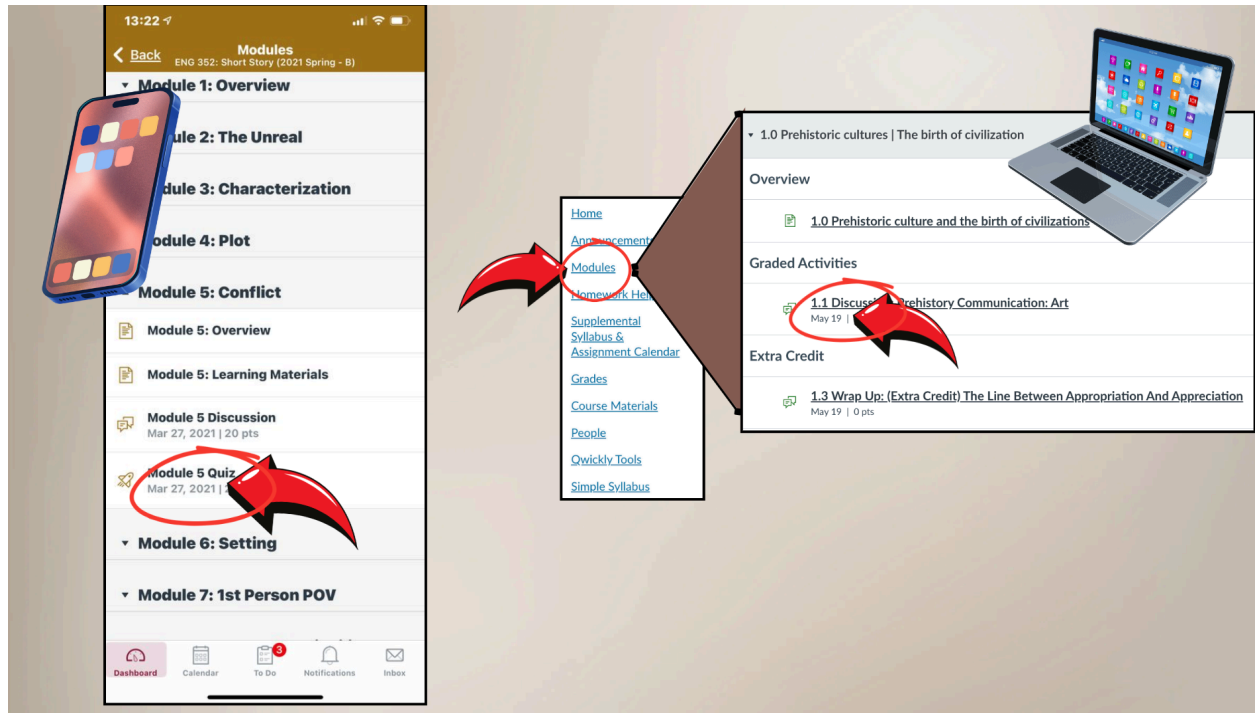
- Read at home before Wednesday's class (30 mins)
 - Prehistory Lecture (Google Doc)
 - Section: Paleolithic Transforms Into The Neolithic & Birth of the "Races" Note: Upcoming Pop Quiz questions require students to discuss how society evolved into warring neighbors.
- 2.2a At Home Task: Nation Building (30 mins)
 - Submit to Canvas at home before Wednesday's class
- 2.2b In-class Discussion and Graded Activity: Nation Building. (30 mins)
- 2.3 In-class Pop Quiz: Prehistory

Weekly Agenda

Week	Tasks before Monday's Class	Session I: Monday In-class Lecture	Tasks before Wednesday's Class	Session II: Wednesday In-class Lecture	Sunday Assignment due on Canvas
Week 2 Aug 26 - Sept 1	2.1a At-home Task: Handprint (10 pts) Submit to Canvas and Padlet	In-class Lecture: Prehistory Communication	2.2a At-home Task: Nation Building (10 pts) Submit to Canvas	In-class Lecture: Nation Building 2.2b In-class Activity: Nation Building (10pts) 2.3 In-class Pop Quiz: Prehistory (10 pts) Submit on paper in class	Extra Credit: The Line Between Appropriation and Appreciation Submit to Canvas

Assignment Location

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 always to 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 Tuesday, Apr 15th, 2024.

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.

(1) Topic Project

Estimated completion time: One to Two Months

Students will research a topic of their choice and teach it to the class using a visual presentation. Students will design a set of slides or posters that includes the subject's basis, key players within the topic, visual aids, and pertinent information the student deems necessary to present. Multiple Rough drafts will be due throughout the class and must include key elements required by the instructor. Projects must be submitted online but presented in class. See Canvas for full details.

(2) Graded Supportive Assignments & (3) Ungraded Activities Discussed In Class

In class, students will discuss the readings they were assigned to do at home and the lecture slides. Activities that align with the material will help students better understand it. The information from these activities might be important for quizzes or journal assignments.

- ***Graded Supportive Padlet*** tasks require students to watch a video or read course material. 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. These tasks are required to be completed at the start of the class. Each task

is worth 10 points. Due to the nature of these tasks, they are generally only accepted on time.

- **Critical Thinking Notations** take place on select Wednesday sessions. Students will create a critical question sheet during six designated lectures while listening to the presentation. Due to the nature of these tasks, they are only accepted on time. The total task is worth 100 points.

(4) Pop Quizzes

This class does not have midterms, finals, or massive essay papers. Instead, formative assessments are in the guise of very specific 'know it or you don't' quizzes and discussions in class. Students will have the questions before the quiz and directed to remember items for pop quiz questions throughout the lectures. The Age of Reason pop quiz is the only quiz in which the questions are not given to you ahead of time. Quizzes will have two questions each, with the student given one question on the day of the quiz. Students will not know which question will be on the quiz until moments before the quiz. Study both questions. Quizzes have a five-minute time limit that begins and ends on the instructor's command. **You may only take the quiz if you are on time for the class.** The door is closed during the quiz. If you are late, do not open the door. Wait until you are let in. If a student is unavailable on testing day, they must arrange to take the quiz **after** class before the next session begins. The questions will be on the overhead when the test starts. The instructor will give the students paper for the quiz, but they must also have a pencil or pen. If you have ADA Accommodation requesting extended test taking time. You will not be granted that accommodation in this class. All the questions are given to students beforehand via the module overview, allowing unlimited at-home time to study and pick your answer.

(5) Critical Thinking Notion

While the instructor takes attendance, students will receive a picture to examine critically. They should transcribe their thoughts on the provided paper. As the lecture progresses, students should listen for topics that require deeper thinking or raise further questions for exploration. Students will place their completed papers on the back desk for the instructor's assessment at the end of class. Papers will be returned in the next class with a letter grade. This task will have no makeup assignments due to its nature. The letter grade on the paper is a guide to help students increase their critical thinking. At the end of the term, students will receive an average overall grade of all combined grades.

Extra Credit

If you want to score one extra point on your assignment, show evidence of the Valencia College Librarian helping you. You have many options to help you research a topic, check your comprehension, or help you format your paper. Resources: [Learning Support Faculty Handbook](#)

How to Get Extra Credit

- Visit the [Valencia College Learning Support Center](#) in person or online.
- Then, show them your rough draft and ask how to make it smoother or how to gather your thoughts on paper.
- To show evidence of support, add the name of the person who helped you and their email address to the header.

Orientation Module Syllabus quiz:

Students must complete the quiz during day one of the course or they are dropped from the course. NO EXCEPTIONS.

The examination covers questions concerning course policies and procedures. Students must complete this quiz before any other work in the class is graded. Additionally, this quiz acts as a No-Show assignment via this quiz..

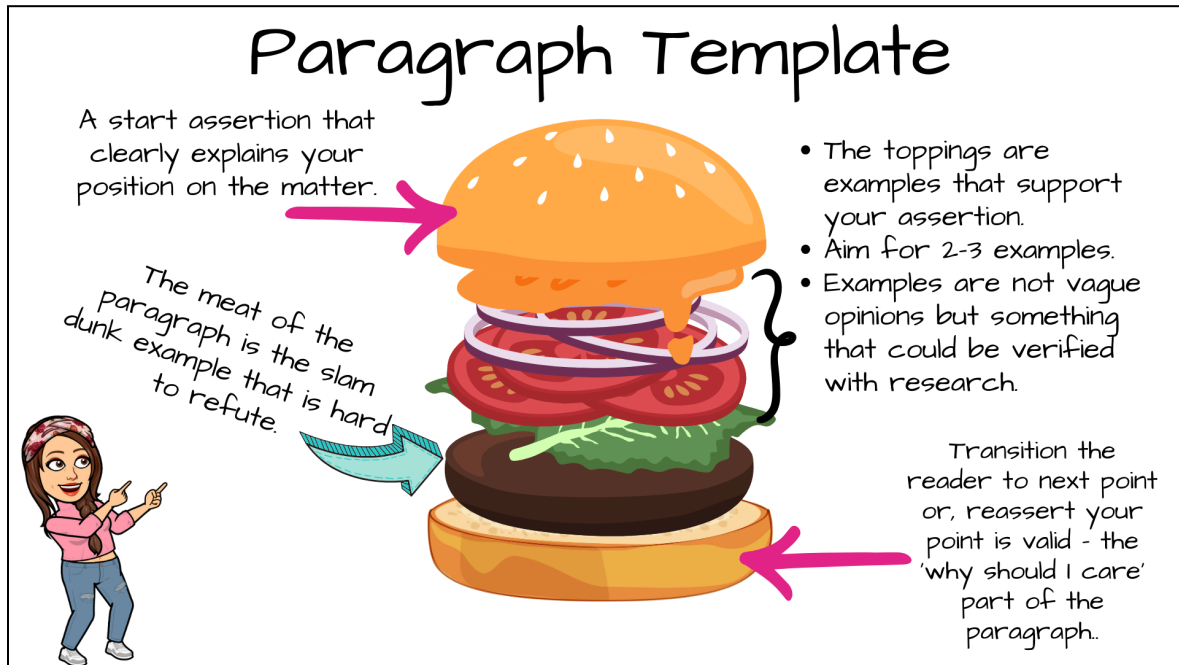
Rubrics: How do we write a paragraph?

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 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.



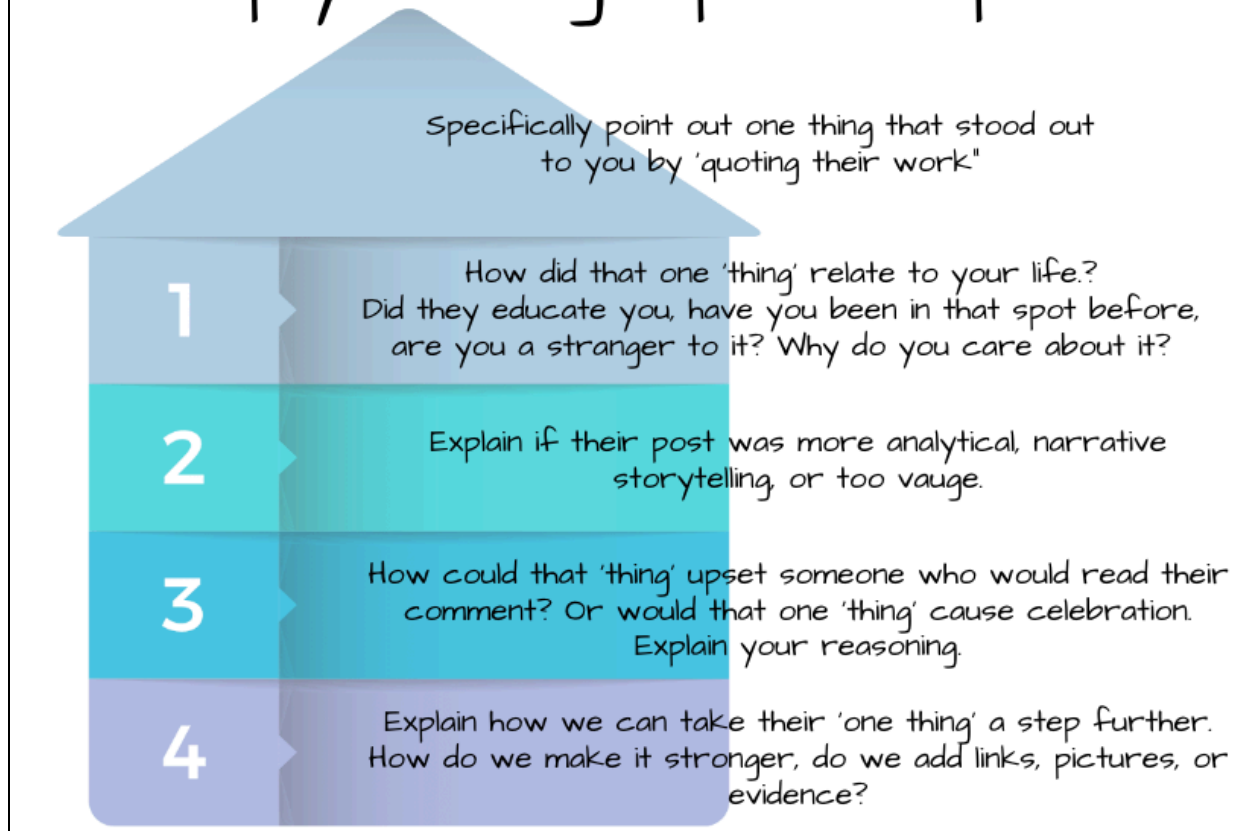
Rubrics: How to write a reply

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



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.

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.

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 an 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

ELECTRONIC DEVICES INSIDE THE PHYSICAL CLASSROOM

Students should bring laptops, tablets, phones, or writing paper to each class for activity purposes. When an electronic device is used (either for personal or school), please keep devices on silent for the courtesy of those around you. In addition, please keep your surroundings in mind and use your best judgment when displaying any material on laptop lids and screens. For the safety of others, laptops, phones, or tablets are not allowed to be plugged into the wall if the cord stretches across an open walkway. If you need to charge your devices, please sit in a position that bears the safety of your fellow students. If you cannot find a spot to plug in without causing a tripping hazard, you must use a cord concealer on the floor, which you must provide.

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. 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 No-Show period, students are responsible for all assignments and will not be dropped by the instructor.

In-person Students:

Before the no-show period, students must attend all in-person classes **and** complete all the No-Show Assignments as designed by their instructor. Students who fail to do so are subject to drop without warning during the No-Show Period.

LATE, MISSING, LOW-SCORING ASSIGNMENTS AND EXTENSIONS

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 scoring 89% or below can be resubmitted at any time for a higher grade.

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.

Late Policy:

- All submitted assignments scoring 89% or below can be resubmitted at any time for a higher grade.
- Students may submit late work during the module session. However, no further assignments from that module will be accepted once the module session ends. For example, if we are in module one, which has four weeks of assignments, you can submit "late week one" during week three with a minor penalty (3%), but once we move on to module two, I will no longer accept module one work.

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
 - o 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.

ATTENDANCE, TARDY, & WITHDRAWAL POLICY

(Updated as of Jan 06, 2025)(subject to change with 24-hour notice in the announcements area)

As of Fall 2024, attendance counts for 10% of the overall grade. At the start time of the class, the door closes, and students are marked absent who are not present after ten minutes. Students who are more than 10 minutes late can stay but are still absent. Students are considered tardy after 5 minutes which is a 3% deduction in attendance points for the day. If you have mobility issues or concerns about cross-campus class structure, please see the professor. Please see the professor if you are military, have work training, or have ADA/hospitalization challenges. But Why? Valencia College Humanities courses are in high demand due to State regulations requiring Gateway Courses for all students. Therefore, students who fail to attend in-person classes have violated their agreement with the school.

In-Class Students Attendance Policy: Attendance is measured by your timely submission of homework, completion of exams, and participation in class sessions. Students will receive an "F" when (1) of the following happens:

- Not Showing Up: Students who fail to attend four consecutive sessions cannot attend any more classes, cannot submit any forthcoming assignments, and will receive the grade they earned at that time.
- Not Submitting Work: Students who do not submit four consecutive assignments cannot submit any forthcoming assignments, cannot attend class, and will receive the grade they earned at that time.

The instructor will not warn students of impending failure. Students are responsible for keeping track of their attendance records and submitted assignments. Students must sign at the start of class BEFORE the roster is removed. If the roster is no longer present, the students are considered absent (and no, you cannot sign in later). The professor will not 'check to see if you submitted an assignment.' If you are unsure if you submitted a task, check My Grades to confirm your submission.

Please read the attendance [policies set by Valencia College](#) in full, but here are a few points that warrant your attention now:

- *"Regular class attendance is a student obligation and a student is responsible for all the work in all courses and class meetings."*

- *"Students enrolled in courses at Valencia shall not incur academic or financial penalties by virtue of performing military service on behalf of the United States."*
- *"Students are expected to attend all classes for which they are registered. Students are responsible for satisfying all academic objectives as defined by the professor. The college expects students to take full responsibility for their academic work and academic progress."*
- *"Absences count from the first class meeting. Professors have the right to request documented verification for all excused absences."*
- *"The instructor is not permitted to withdraw a student for failure to attend for any reason; instead, the student will receive a failing grade for the course."*
- *"Absences from class for religious observances, jury duty, participation in extracurricular activities in which students are official representatives of the college, and active military obligations are recognized as excused absences and must be excused."*
- *"In accordance with College Policy 02-08 Accommodation of Religious Observances by Students, a student shall, upon notifying their professor, be excused from class without penalty to observe a religious holy day of the student's religious faith. Notification must be made no later than one week before the holy day or as prescribed by the professor at the beginning of the Session."*
- *"Professors are also required to excuse a student's absence due to pregnancy or related conditions, including recovery from childbirth for as long as the student's doctor documents the absences to be necessary."*
- *"A student is permitted to withdraw from a class on or before the withdrawal deadline of approximately mid-term, as published in the College calendar. A student cannot withdraw from a class after the withdrawal deadline."*

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 Overly-Processed responses, Plagiarism, and Artificial Intelligence. Suspected submitted assignments are subject to an *in-person/video chat oral defense of the material*.

Instructor Policy:

Valencia College has Plagiarism and AI Detectors for each assignment. However, it is unrealistic to manually check hundreds of assignments for plagiarism and AI usage weekly. Therefore, plagiarism and AI detection software occasionally check students' work randomly throughout the term. They 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 appears heavily processed (40% or more), all previous assignments will also be checked. All assignments previously given a letter grade will be retrofitted with a zero. Valencia College has a Zero Tolerance policy in place - you will fail the assignment unless you can prove the work is your intellectual property and not overall processed by editing software..

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, and triggering A.I Plagiarism Reports.

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 (and purple)** is the new Engagement Feature that amps it to 100 on the polish meter and **triggers AI Detectors**.

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
<p>Highlight the universality of the altar's symbolism to make the audience feel connected to the topic</p> <p>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.</p> <p>Accept Dismiss ...</p>			
<p>Remove the phrase that no</p>			
<p>Use our best version In my opinion, which might be different than yours,...</p>			
<p>Correct your spelling alter</p>			

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 altar 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.

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 altar 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%
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Review suggestions

- Highlight the universality of the altar's symbolism to make 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

47%

of text is likely AI-generated

AI-generated	47%
AI-generated & paraphrased	0%
Human-written & paraphrased	0%
Human-written	53%

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:

Student last day to Withdraw

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 after the No-Show period. 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 emergencies 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.