### Course Syllabus

**Course Title:** Perspectives in the Humanities  
**Department:** Academic Strategies  
**Curriculum:** English/Reading

| **Course Code:** | ENG*173  
**Course Type:** | L  
**Course Descriptors:** Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.  
**Credit Hours:** 3  
**Corequisites:** None  
**Contact Hours:**  
- Lecture: 3  
- Clinical: 0  
- Lab: 0  
- Studio: 0  
- Other: 0  
- TOTAL: 3  
**Elective Type:** E/G/HU/LAS  
**Elective Type:** S  
**Elective Type:** E  
**Elective Type:** G  
**Elective Type:** HU  
**Elective Type:** LAS  
**Elective Type:** General  
**Elective Type:** English  
**Elective Type:** Fine Arts  
**Elective Type:** Foreign Language  
**Elective Type:** History  
**Elective Type:** Humanities  
**Elective Type:** Liberal Arts & Sciences  
**Elective Type:** Math  
**Elective Type:** Science  
**Elective Type:** Social Science  
**Developmental:** (yes/no)  
- Lecture: Yes  
- Clinical: No  
- Lab: No  
- Studio: No  
- Other: No  
**Corequisites:** None  
**Other Requirements:** None  
**Semesters Offered:** F/S/Su  
**Semester Maximum:** 25  
**Other Requirements:** (AAC: 14-22)

**Prerequisites:**  
- C- or better in Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162), or placement into Composition (ENG*101) [including embedded ENG*101E] OR placement test into Perspectives in the Humanities (ENG*173); OR permission of Department Chair.

**Catalog Course Description:** Students utilize a variety of thinking and reading strategies to explore literature, philosophy, history, social sciences, and fine arts. Through an integration of readings, discussions, and a writing component involving analysis, synthesis, and evaluation, students study the history of ideas and universal themes in the humanities. This course is an English elective.

**Topical Outline:** List course content in outline format.

1. Extending Literal Comprehension of College-Level Reading  
   A. Pre-reading Strategies  
   1. Application of Related Prior Knowledge  
   2. Application of the Reader’s Experience Base  
   B. Extension of Academic Vocabulary  
   1. Within a Reading Context  
   2. Within a Writing Context
C. Application of Conventions of Academic Discourse
   1. Logical Reasoning
   2. Clarity
   3. Validity
   4. Reliability
   5. Creativity

D. Responses to Texts
   1. Annotating Texts to Improve Comprehension, Engagement, and Retention
   2. Developing Written Responses to Readings
   3. Participation in Discussion to Clarify Ideas in Context

E. Establishing Dialogue Between Reader and Writer
   2. Inferential Comprehension
      A. Establishing Latitudes and Limits in Interpretation
      B. Exploring Paradoxes and Ambiguities
      C. Creating Meaning
      D. Developing an Informed, Evolving Perspective

3. Evaluative Comprehension
   A. Exploring the Qualities of Enduring Ideas in Literature, Philosophy, Social Science, History, and Fine Arts
   B. Examining the Effectiveness of Ideas
   C. Using Critical Thinking to Evaluate Ideas
   D. Exploring the Historical and Cultural Contexts of Ideas

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Upon successful completion of this course, the student will be able to do the following:

COURSE:
1. interpret complex texts in the Humanities
2. demonstrate a process of critical inquiry
3. write essays that articulate convincing arguments supported by appropriate textual evidence
4. demonstrate an understanding of the themes that link Humanities

PROGRAM: (Numbering reflects Program Outcomes as they appear in the college catalog)

GENERAL EDUCATION: (Numbering reflects General Education Outcomes as they appear in the college catalog)

2. Critical Analysis/Logical Thinking - Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

   Demonstrates: Identifies the issue(s); formulates an argument; explains and analyzes relationships clearly; draws reasonable inferences and conclusions that are logical and defensible; provides support by evaluating credible sources of evidence necessary to justify conclusions.

   Does Not Demonstrate: Identifies few or no issues; formulates an argument without significant focus; provides an unclear explanation of analysis and relationships; drawing few reasonable inferences and conclusions that are illogical and indefensible; provides little to no support using credible sources of evidence necessary to justify conclusions.

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Evaluation:
List how the above outcomes will be assessed.

Assessment will be based on the following criteria:
1. three (3) major writing assignments, at least one of which demonstrates the mastery of all four course objectives
2. each major writing assignment will be no less than two pages word-processed or typewritten, double-spaced pages, in 10- to 12-point font in a standard documentation style (MLA or APA)
3. major writing assignments will go beyond mere summary to analyze, synthesize, and evaluate
readings using relevant textual material to support the discussion

4. final assessment of satisfactory achievement will utilize departmental standards and will be based on the evaluation of individual writing assignments, a portfolio, and/or tests

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<th>Instructional Resources:</th>
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<tr>
<td><strong>Required:</strong> Students will use existing library holdings. The library maintains suitable reference and market materials, such as literary and mass-market periodicals that contain reading material relevant to the course.</td>
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<td><strong>Desired:</strong> Instructors may wish to use the English Writing Lab for in-class writing assignments and to search for material on the Internet.</td>
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<td>No special facilities are required.</td>
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<th>Textbook(s)</th>
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<td>Refer to current academic year printout.</td>
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