



HUMN 1301: INTRODUCTION TO HUMANITIES

Fall 2017

TTh 11:30 AM-12:50 PM Room B1211

Professor Mary Margaret Lobb

University of Houston-Clear Lake

BB Suite 2233

Email: UHCL Blackboard

*“Learning should be a joy and full of excitement.
It is life’s greatest adventure; it is an illustrated excursion
into the minds of the noble and the learned.”*

Taylor Caldwell

*The only capacity we can use to learn is human thinking.
If we think well while learning, we learn well.
If we think poorly while learning, we learn poorly.* Drs. Richard Paul and Linda Elder

Applied Critical Thinking Statement

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course, which means in addition to learning specific course content, students will engage with some or all of the *Elements of Thought* and *Universal Intellectual Standards* of critical thinking. The objective of an ACT course is to develop the student’s ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student’s personal life). Based on the Foundation for Critical Thinking ([http:// www.criticalthinking.org](http://www.criticalthinking.org)), critical thinking involves thinking for a *purpose*, asking questions, using *information*, applying *concepts*, drawing *inferences* and *conclusions*, anticipating *implications* and *consequences*, and recognizing different points of view. The *Universal Intellectual Standards* are applied to *Elements of Thought* in order to develop *Intellectual Traits* including *clarity, accuracy, precision, relevance, depth, breadth, logic, significance* and *fairness*.

Course Description

HUMN 1301 is an interdisciplinary course formed upon the principles described above that will introduce students to different ways of thinking and writing about thought. Students will learn how to assess and analyze cultural, political, philosophical, and aesthetic underpinnings of “Values” impacting individuals and society, including the students themselves. Students will learn to distinguish between criticism and critique, and why that distinction is crucial. Through the engagement with works of recognized thinkers, teachers, poets, writers, artists, films

and scriptures, students will utilize critical thinking and critical writing the creation of unique academic scholarship.

Themes framing the course include:

1. Identity and self-knowledge;
2. Responsibility, personal and social;
3. Locality and globality;
4. Empathy across cultures, borders, and beliefs.

Central Questions:

1. How do I understand my world and why?
2. How does the study of Humanities expand my understanding of the world and my own personal truth?

Primary Focus: **Connections**, Communication, Curiosity, and Creativity

Critical thinking is thinking about what you think and why you think it. In this course, you will utilize critical thinking to think about what you think about the material presented in this course. The expression of one's findings - one's ideas, thoughts and judgments about the disciplines and themes studied in the humanities - is **critical writing**. Critical thinking is the bedrock of the humanities. It is the force that keeps pulling stable definitions and "timeless truths" back into the vortex of contestation and change. Critical thinking compels us to recognize our positions when we speak, so the depth and breadth of personal/individual viewpoint is enhanced by multiple points of view. It enables a more informed approach to the complexity of the world. It unpacks "common sense" assumptions that structure our everyday lives. We aim instead for greater clarity and sophistication in our understanding of experience and consciousness.

You will explore the **connections** in the scriptures, poetry, literature, art, and films presented in the material using reflection to compare these connections with your own human experience. You will **communicate your critical thinking** with regard to these connections in class discussion and through your **critical writing**.

Students will read, write, and think critically about thematic work in the humanities that enable the relation of "class reading" to their personal and professional lives, and widely debated "issues of the day" in contemporary public sphere. The course readings focus on practical wisdom imparted by both ancient and contemporary writers, thinkers and academics that emphasize the integral function of active critical thinking as an agent of healthy living. **Students will explore the questions and issues presented in the readings, explore personal and collective assumptions, examine the points of view of the teachers and writers, and develop conclusions through critical thinking and critical writing.** These analyses must be responsive to the readings and to global histories of intellectual thought on the value of "values."

When kids get out of school, they need the ability to think critically, problem solve and write coherently. That's what employers are looking for.

*Scott McClelland, President H-E-B Houston
Former Head of Education Policy for the Greater Houston Partnership*

Student Learning Objectives (SLO)

1. Investigate and explain how inherent personal and collective beliefs and assumptions are shaped through personal experience and environment. Explore how ideas/teachings of humans outside one's personal sphere or culture can broaden understanding of personal truths and deconstruct biases. **Clearly** define these beliefs and **assumptions**. Support your argument with **accurate** and **precise** quotes and citations.
2. Demonstrate **relevance** to personal experience and **logical** connections to collective beliefs and assumptions.
3. Investigate and explain **significant** and **relevant** questions and issues.
4. **Fairly** and **accurately** articulate various **points of view** in the readings.
5. Define the broad and **relevant** purposes of a liberal arts education.
6. Interpret readings, films, poetry, and art and **clearly** share critically inflected analysis that is **logical** and **relevant**.

Fundamental and Powerful Concepts

To achieve course objectives, stay tethered to the 3 core de-limiting concepts recurring through the duration of this course:

Identity - Going beyond "who am I/who I am" to thinking of identity as negotiated, negotiable;

Empathy - Going beyond "doing something about it" to thinking better about it;

Pedagogy - Going beyond "student learning knowledge" to student actively constructing it.

In other words, not simply regurgitating what you have read but thinking about it and constructing your own thoughts, ideas and opinions.

Elements of Thought (Appendix 1)

During this course we will read, discuss and write on various types of texts that range from literary, philosophical, and poetic texts within the wide-ranging discipline of humanities. As we do so, we will exercise the circle of elements to practice the art of critical thinking. These are:

Purpose

Question at issue

Point of View
 Assumptions
 Implications and Consequences
 Information
 Concepts
 Conclusions and Interpretations

Intellectual Standards (See Appendix 2):

The Elements of Thought are enhanced by the effective comprehension and application of intellectual standards. These are:

Clarity
 Accuracy
 Precision
 Relevance
 Depth
 Breadth
 Logic
 Significance
 Fairness

Course Format:

The course will consist of f2f lectures, discussions, small group work f2f and online, group presentations, films, and regular online communication.

Required Material:

- a. Notebook for taking notes.
- b. Pen or pencil for writing notes and highlighter of marking important ideas.
- c. A binder or folder for organizing handouts and other material (suggested)

Required Texts:

- a. Paolo Coelho, *The Alchemist* (NY: HarperOne)
- b. Kahlil Gibran, *The Prophet* (NY: Alfred A Knopf)

Note: Print version available in bookstore. Audio version available at link below:
https://archive.org/stream/TheProphetByKhalilGibran/The_Prophet_by_Khalil_Gibrann#page/n0/mode/2up (computer audio with text)
- c. David Foster Wallace, *This is Water: Some Thoughts, Delivered on a Significant Occasion, about Living a Compassionate Life* (NY: Little, Brown, and Co., 2009)
- d. George Saunders, *Congratulations, by the Way: Some thoughts on Kindness* (NY: Random House, 2014)

Recommended Text: a. bel hooks, *Teaching Critical Thinking*,

NOTE: Additional required readings will be provided through the Blackboard website.

Course Communication

Blackboard Website:

All materials will be available through Blackboard. Students can keep abreast of the syllabus, class presentations, course assignments, class progress, announcements, etc., online. . **It is your responsibility to check Blackboard regularly, including email, for correspondence from the class and me.** Students should ask questions and continue in-class discussions virtually via Blackboard. I will monitor but rarely intervene since the idea is for you to have a chance to engage in a free intellectual forum.

Email:

The best way to communicate is through **email via Blackboard** because I reserve it for student communication. Please identify the matter of your correspondence in the subject box. I will do my best to reply within a day, and thus, always err on the *side* of patience when awaiting a reply. You may also make an appointment with me during office hours, via Blackboard email.

Course Requirements:

2 short written response papers (SLOs 1, 3 and 6)	20 % (10% each)
1. Short response paper identifying Texas Senator, Representative, and votes on bills: SLO 3.	
2. Short ART PAPER: SLO 1 and 6	
2 papers (SLOs 1, 2, 3, 4 and 6)	35% (15%, 20%)
Paper 1: Cave, Shadows, Shackles, Enlightenment: SLO 1, 2, 4 and 6	
Paper 2: Journeys in Search of Meaning of Life: SLO 1,2,3, 4 and 6	
Final Paper (SLOs 1, 2, 3, 4, 5, 6)	25%
Attendance and Participation	20%

This course strives for applied and reflective learning, emphasizing discussion and reflective writing. You do not adequately understand something you cannot explain. You cannot explain things for which you only repeat.

To that end, throughout the course you will be asked to engage with the course material **using your own mind** to explain or describe the ideas in the readings **in your own words, using your own voice** (e.g., not simply repeating the texts). In this way **you will be creating your own**

original scholarship. Your work will be assessed both for its originality (e.g., that it is in fact your own work) and the extent it meets the intellectual standards of clarity, accuracy, precision, fairness, relevance, and significance. Excessive quotation (or close imitation) of source material, even if it is appropriately quoted and cited, will not receive significant credit on course assignments.

I know what the readings say. I need to know what you think about (and how you think about) what the readings say and how you would apply this information to the central questions in the course.

Letter Grades:

A: 100-94; A-: 93-90; B+: 89-87; B: 86-84; B-: 83-80; C+: 79-77; C: 76-74; C-: 73-70; D+: 69-67; D: 66-64; D-: 63-60; F: below 60.

Writing Assignments: Specific instructions for the written assignments will be posted under the “Writing Assignments” tab in Blackboard. Instructions will be reviewed in class prior to the due date. Due dates and formatting instructions are included in the instructions for each paper. Students are required to submit written papers in two places: you must bring a hard copy to class and submit the electronic file of your paper through the **Safe Assign** drop box located at the bottom of the paper instructions page.

Your writing assignments will be original work comparing and contrasting what **you** think about the ideas contained in the readings, films, and art. No outside research or internet searches are allowed or required. The purpose of the assignments is to demonstrate your knowledge of the material through critical thinking and critical writing.

Grades are non-negotiable unless there has been a clerical error. I do not post grades or send them via email. The grade for each writing assignment will be posted on the last page of the returned hard copy submission along with my comments on your work. Final grades will be available through UHCL website.

Class Participation (20% of Final Grade)

This is not a lecture intensive course – it is an experiential one. Experiential courses focus on engaged class discussion, application, and practice. Our class meetings will reflect this with both individual and group activities. Your participation grade will be reflective of your on-time attendance and your preparation for class as evidenced by your contributions to both the group and class discussions. Therefore, it is possible to earn an “A” for 20% of your grade by simply showing up for class on time and being prepared to contribute your insights from the readings to the group and class discussions

Be PRESENT and ON TIME! The class presentations and discussions are where the work gets done and ideas are discussed. Add to class conversation by speaking up at least once during each class meeting. You can speak up by asking a question, sharing a comment, or answering a

question posed by the instructor or a peer. Be prepared with the reading and writing assignment and be ready to speak if I call upon you.

As topics in this class may lead to controversial discussions on the expression/interpretation of various cultural, religious, beliefs, etc., it is highly important that you treat your classmates and their beliefs/opinions with respect, however contrary they are to your own. As Confucius says, "Do not do unto others as you would not have them do unto you."

Do not talk over your classmates and do not interrupt them. If you have something to say, raise your hand. Take notes and highlight areas in the text that you find compelling during the class discussion.

Turn off all cell phones, alerts, laptops, and all electronic devices.

Golden Rules of Good Discussion (Bartlett 1999)

1. No hogging the floor.
2. No blaming or shaming.
3. No personal attacks.
4. Always respect the confidentiality of the classroom (Like Las Vegas, what happens in the classroom stays in the classroom.)

FOOD WARNING: YOUR INSTRUCTOR IS ALLERGIC TO ALL NUTS!!!

PLEASE AVOID BRINGING NUTS INTO THE CLASS – ESPECIALLY PEANUTS!
Any unsealed nuts brought into the classroom by accident must be immediately disposed of outside the classroom.

Class Preparation

Expect to spend three to four hours (or more, depending on your reading speed) hours of outside time preparing for each class meeting. This is an intensive course. Participate without hesitation and expect to be called upon at any time with questions based upon the readings of the day. On occasion, there will be in-class written work that should demonstrate your reading comprehension. It is a good practice to take notes, write down questions, and mark or highlight the reading material as you read so you can easily refer to areas where you have questions, that you found interesting and may wish to discuss in class as well as areas you may wish to quote in your papers. You will be required to quote from the material in all of your written assignments so it will save you time if you have highlighted or marked those areas prior to beginning your paper.

Attendance Policy:

You are expected to attend all lectures and make informed contributions to the class discussions. If you miss a class, it is your responsibility to attain the missed notes from a peer. Because attendance and class participation are 20% of your overall grade, unexcused absences will impact your final grade.

If you are chronically late, consult me. Two late classes constitute an absence and if you incur more than four absences, you should meet with me regarding how this impacts your overall grade and progress.

Late Policy

Dates are not subject to change – turn in papers on time on the dates given in the Course Schedule. If due to some circumstance you have an emergency, let me know via Blackboard email or phone and stay in touch. If you submit late work, the penalty is half a grade drop per class.

Academic Honesty Policy:

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. UHCL Academic Honesty Policy in UHCL Catalogue

Academic dishonesty in any form will not be tolerated in this class. Specific policies are clearly outlined in your student catalog, and will not be reproduced here. Please note that I consider any type of academic dishonesty a very serious offense, and will follow the university disciplinary procedures for any violation encountered. Plagiarism of any type may result in an F in the course, or a zero for a paper, regardless of how much coursework has been completed up to that point. Copying the work of another or paraphrasing another person without proper citation is plagiarism. All UHCL students are responsible for knowing the standards of academic honesty. Please refer to the UHCL catalog and the Student Life Handbook for the University Academic Honesty Policy.

Because honesty and integrity are such important factors in the professional community, you should be aware that failure to perform within the bounds of these ethical standards is sufficient grounds to receive a grade of “0” on the assignment that contains the infraction. The score may not be dropped. Further, in addition to the undroppable “0,” the student will receive a one-letter grade reduction in the final grade. Additionally, paperwork documenting the infraction will be forwarded to the Dean of Students in accordance with UHCL Academic Honesty Policy.

The Honesty Code of UHCL states, ***“I will be honest in all my academic activities and will not tolerate dishonesty.”*** This means that work submitted by you, for credit, should always be of

your own creation, written in your own words, and representing your own thoughts. **No outside sources are required in the creation of your papers, only the reading material from the course.** The provision to “*not tolerate dishonesty*” means that you are expected to hold others to these standards as well. If you are aware of another student, or students, committing infractions you should forward that information to your instructor. Each student’s grade at UHCL should reflect on their direct efforts; you would not want another student to graduate with academic honors they did not earn, nor should they want that of you.

Plagiarism is a serious offense. It is literally stealing someone else's words. This is not merely against class or University policy. **It is against the law and is considered an affront to academic and moral integrity. "Cheating" or copying from another student or out of the book is a form of plagiarism and will be treated as such.** A grade of “F” is better than a “0” since you still earn points for trying. Do not be tempted.

All students are required to demonstrate awareness of the academic honesty policies. Students are required to view a video lecture related to plagiarism and take a plagiarism awareness quiz (The Academic Honesty Quiz) located under the “Assignments” tab in Blackboard. You are also required to submit a signed “Academic Integrity Pledge” during the first week of the course. You must take the quiz as many times as necessary to achieve 100%. Students must take the quiz and review their results in order to progress in the course. **This quiz is NOT part of the course grade**, however fulfillment of all requirements is necessary as a gate to student participation in graded content.

Students will not be allowed to submit written, graded work (writing assignments of final paper) until these requirements are met – any deadlines missed will result in the student receiving zero credit for potential submissions.

Online Caution:

No online surfing or research is required for this course with the exception of Response 1 with regard to researching your Texas representatives. **Do not use any outside sources (internet or other sources) for your papers.** The purpose of the course is to develop your critical thinking skills, writing about what **you** think. Penalties for using outside sources are described under the “Academic Honesty Policy” above.

Disabilities:

If you believe you have a disability requiring an accommodation, contact [Disability Services](#) at 281-283-2648 or disability@uhcl.edu as soon as possible and complete the registration process. To ensure your accommodations are in place for the entire semester, please request your accommodations letters from Disability Services and provide them to me at the beginning of the semester. The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the system strives to provide

reasonable academic adjustments/auxiliary aids to students who request and require them.

Incompletes:

A student can be given an 'I' only in cases of documented emergency that occurs late in the semester, provided they have been consistent and sincere in their work ethic throughout the semester. To receive an "I," the student will have to adhere to stipulated criteria and complete a grade contract.

A grade of Incomplete ("I") may be given at the discretion of the instructor to students who are making satisfactory progress in a course. Incompletes are typically given for emergency situations which occur after the withdrawal date but prior to the end of the semester, and which prevent the student from completing the course requirements. When assigning the grade of 'I,' instructors provide students with an Incomplete Grade Contract that outlines the work to be accomplished before the 'I' can be converted to a final grade and specifies a deadline date. **University Policy**

Withdrawal:

The final drop date is **November 13, 2017**. This is the last day to withdraw without a grade penalty.

Six Drop Rule: Texas State's New drop rule: Any undergraduate who enrolls in a Texas college or university starting Fall 2007 will be limited to a total of six dropped courses during his/her entire undergraduate career. Once these six drops have been used, the student must remain enrolled in his/her classes unless h/she withdraws from all classes. A student may drop one or more classes during the drop/add period without it counting toward the student's six drops. The drop/add period ends.

Changes in Syllabus: The instructor reserves the right to make appropriate changes in the syllabus. **It is the student's responsibility to keep updated on course information if he or she is absent.**

Course Schedule: HUMN 1301: Introduction to the Humanities

FALL 2017

Week	Class Date	Topic/Reading	Assignment Due
1	T August 29	Introduction, Syllabus, Civic Responsibility Thomas Jefferson, <i>Declaration of Independence</i> hooks, Teaching 2 "Democratic Education," 13-18	
1	Th August 31	2017 Texas Legislature Bills passed and not passed 2017 Texas Legislation and Legislators FIND YOUR TEXAS SENATOR AND REPRESENTATIVE http://www.fyi.legis.state.tx.us/Home.aspx	
2	T September 5	Art and Assumptions in Humanities Art presentation in UHCL Gallery 75th Anniversary American Abstract Artists Print Portfolio Reading: bel hooks, Teaching 11, "Imagination," 59-62.	Response 1 (Texas) DUE
2	Th September 7	Jeffrey Bowen lecture on 75th Anniversary American Abstract Artists Print Portfolio How to write about Art	
3	T September 12	Identity: Who Am I/Who I Am M. Scott Peck, "Choosing a Life Philosophy" (BB) bel hooks, Teaching 1 "Critical Thinking," 7-11. Teaching 21: "Self-Esteem," 121-126.	Response 2 (Art) Due
W September 13 LAST DAY TO DROP –no six drop penalty			
3	TH September 14	Plato, "Allegory of the Cave" (BB "Readings") hooks, Teaching 3 "Engaged Pedagogy," 19-22. Teaching 8 "Conversation," 43-47.	

Week	Class Date	Topic/Reading	Assignment Due
4	T September 19	Film Viewing	
4	Th September 21	Malcolm X, "Coming to an Awareness of Language" Langston Hughes, "Salvation." Gloria Anzaldua, "How to Tame a Wild Tongue." Teaching 10, "Sharing the Story," 55-58. Teaching 29 "Moving Past Race and Gender," 169-176.	
5	Tu September 26	The Search for Meaning The Life of the Buddha (Readings tab) hooks, Teaching 25, "Spirituality," 147-151. Hooks, Teaching 9, "Telling the Story," 49-53.	PAPER 1 DUE: Life Philosophy, Caves, Shadows, Shackles
5	Th September 28	Film: The Buddha	
6	Tu October 3	Selections from the Buddhist Scriptures <ul style="list-style-type: none"> - "A Lesson from a Ghost" - "Why the Buddha had good digestion." - "Nuns Triumph Over Evil" 	
6	Th October 5	Pema Chodron, "Abandon any hope of Fruition"	
7	T October 10	Book of <i>Ecclesiastes</i> , Chapters 1-4. (BB Readings)	
7	Th October 12	Book of <i>Ecclesiastes</i> , Chapters 5-9 (BB Readings)	
8	T October 17	Book of <i>Ecclesiastes</i> , Chapters 10-12 (BB Readings)	
8	Th October 19	Film	
9	T October 24	<i>The Alchemist</i> pages 1-50 (Prologue, Part 1)	PAPER 2 DUE: <i>Buddha, Ecclesiastes, Alchemist</i>
9	Th October 26	<i>The Alchemist</i> pages 53-90	
10	T October 31	<i>The Alchemist</i> pages 90-143	

Week	Class Date	Topic/Reading	Assignment Due
10	Th November 2	<i>The Alchemist</i> pages 143-171 (end)	
11	T November 7	Gibran, <i>The Prophet</i> : "The Ship," "Love," "Marriage," "Children," "Giving"	
11	Th November 9	The Prophet: "Joy," "Houses," "Clothes," "Buying," "Crime & Punishment," "Laws," "Freedom," "Reason and Passion"	
	M November 13	LAST DAY TO WITHDRAW FROM CLASS	
12	T November 14	<i>The Prophet</i> : "Pain," "Self Knowledge," "Teaching," "Friendship," "Talking," "Good & Evil," "Prayer;"	
12	Th November 16	<i>The Prophet</i> : Pleasure, Beauty, Religion, Death, Farewell. Hooks, Teaching 22 "The Joy of Reading," 127-133. MUSIC WEEK SIGN-UP	
13	T November 21	TBD	
13	Th November 23	THANKSGIVING HOLIDAY	
14	T November 28	David Foster Wallace, <i>This is Water</i> .	
14	Th November 30	George Saunders, <i>Congratulations by the Way</i> hooks, Teaching 32, "Practical Wisdom," 185-8.	
15	T December 5	Music Presentations	FINAL EXAM DUE
	Th December 7	Music Presentations and closing discussions	

University Resources (included in your tuition and fees)

Humanities Capstone

If you are a humanities student, choose to enroll in the humanities capstone course before you graduate. We launched this course in Spring 2011 and Dr. Subramanian has been teaching this first-ever course. It will be a way for humanities students to have a culminating scholarly experience and involves extensive work on producing a research level paper before earning their degree.

Women's Studies

If you choose to enroll in any course that is offered through the WMST or cross-listed with WMST, you should think seriously about graduating with a WMST certificate. For this certificate, you have to enroll in three WMST courses before you graduate and some of these courses can be "Introduction to WMST," "WMST Seminar," "Women of Color," "Violence Against Women," "Women in Literature," etc.

Neumann Library

The Neumann Library located on the second floor of the Bayou Building is an excellent source for all students needs. The Reference Librarians are awesome. Computers are available as well as laptops for checking out from the circulation desk. Reserve materials are located at the circulation desk. There are many places to hide away to study, including a "Quiet" area located on the second floor.

Computer Labs and Computer Check Out

Open computer labs are available in Bayou 3608 and SSCB 2201. Use of the computers and printers are included in your student fees. Laptops are available for checkout in these locations as well as the UCT Support Center located in Bayou 2300. Phone: 281-283-2828.

Writing Center

The majority of your grade in this class depends on your ability to write critically in your response essays. The Writing Center offers tutoring services to all University students on any type of writing project. You may come for a tutoring session during any stage of the writing process, whether you need help brainstorming, narrowing a topic, clarifying a thesis, organizing your thoughts, documenting your sources, or improving the flow of your language. All of the tutors are trained to give you thoughtful feedback and advice on a variety of writing concerns. Additional help and training is available for ESL students. In addition to traditional face-to-face tutoring, the Writing Center offers online tutoring for students who cannot come to campus. Through the Center for Online Tutoring (COLT), the Writing Center will respond to students' submissions using email, instant message chat, or phone chat. They guarantee a 72-hour turn-around for online submissions (excluding weekends).

Student Success Center

The Student Success Center is a comprehensive academic support resource for the UHCL student community. The Center's services are free of charge and include tutoring for courses in all four schools, supplemental instruction, study skill development and peer mentoring programs. Students can visit the Student Success Center webpage at www.uhcl.edu/studentsuccesscenter or call 281-283-2643 to preview our services and set appointments.

Mentorship Program

UHCL has launched a *Total Success Mentorship* program, offered through the Intercultural and International Student Services Office. It is a great program where you are paired with a faculty member in your school with whom you can meet, ask questions, and have a sense of comfort in learning how to navigate through university life. Contact Susan Hernandez at the IISS office if you are interested in participating in this program.

Career Office

There are experts on campus who host job fairs and help you navigate through the steps as you approach graduation and think of translating your well-earned degree into valuable job prospects. The Career Office has counselors who can meet with you about determining your career path as well as aiding in the development of resumes and preparation for job interviews. In addition, the Career Office posts ads from employers on their website. The Career Office is located on the third floor of the SSCB Room 3109. Phone 281-283-2590.
www.uhcl.edu/careerservices. www.uhcl.edu/jobfairs

Counseling Center

If you feel lost, overwhelmed, depressed, or isolated, please realize you are not alone. Much of our lives intersect across our many functions as members of family, communities, work organizations, and the larger society that place a great number of duties upon our shoulders. The Counseling Center offers individual and group sessions for people seeking advice, counseling, and a sense of stability and self-affirmation. The Counseling Center services are included in your student fees so take advantage of this free resource. SSCB 3103. Phone: 281.283.2580.

www.uhcl.edu/counselingservices

Student Health Center

All students are eligible for treatment in the Health Center located in the SSCB on the first floor, room 1.301. A wide range of medical services are available. **Phone:** 281.283.2626,
www.uhcl.edu/health

Fitness Center

All students have free access to the awesome **Fitness Zone** located in SSB 2.103

Meditation Room and Meditation Sessions

The non-denominational Meditation Room is located in Bayou 1219. Please make use of this peaceful facility to take a break from chaotic schedules and be still in the quiet.

On Campus Events

It is a great idea to take advantage the many events, films, and free fairs that take place on our campus. Check the Student News tab under the UHCL homepage "Students" tab.

-- **Open Mic Poetry Readings:** Whether you are an aspiring poet seeking a supportive environment to read your work or a person who is interested in poetry as an alternate form of expression and would like to hear work from students, faculty, and members of the community, please join the crowd on the first Wednesday of each month at 5:00 pm. Look on the *Campus Events* calendar for the location.

--**Catch a film** with the in-house speaker series at with either free or reduced rate tickets for students. Posters showing upcoming films are posted all over campus.

University Police: 281-283-2222. Call police if you have any problems on campus, including car problems. They can help.

Emergency Hotline Number for University Closures: 281-283-2222.

Appendix 1 - Elements of Thought

Purpose - All meaningful thinking has a purpose or central reason (similar to the central question of this course). By focusing on the purpose, we avoid becoming sidetracked into trivial and insignificant topics and we provide means to focus on relevant information. Focusing on the purpose often helps us to evaluate the significance of ideas.

Questions and Issues - All meaningful thinking can be sorted into meaningful issues or topics. Addressing the most significant questions can often identify these topics. Exploring questions and issues helps us make sure that we know "what we need to know" and tasks us to see whether we have gone far enough in our study. Understanding questions and issues helps us to see the relevance of ideas.

Concepts - Any area of thinking has its set of appropriate theories, tools, methodologies, systems, and vocabulary. Theories are representations of the causal order of action between objects or events (in other words, "this caused that"). Theories tell us not just what to expect, but also why we should expect what we expect. While the names and labels within a theory are important, the predictive relationships are ultimately far more important to your success as in your career. In defining these ideas, theories, or models think about how they relate to a course central question or fundamental concept. This should include definitions and terms for major ideas that are not likely to be common language. Understanding concepts should help us improve our clarity and precision.

Assumptions - related to the concepts, how do things fit together and why do we think they work the way they do. We often sort things into bins that are alike or assume patterns of relationships or trends. These are our assumptions about the concepts within a phenomenon (it's like this, it's different from that, it's used for this, or it's best applied to that). For example, it's not enough to explain "increasing Job Satisfaction improves Job Performance." We need to have a logical explanation of WHY we think that happens. In this way, assumptions are the explanatory logic of a theory. It can be the case, that checking our assumptions thoroughly may help us differentiate between evidence based beliefs we should adhere to and unsupported biases that we should abandon. Our recognition of the underlying assumptions of concepts helps us to see the logic of how things fit together.

Points of View - Our backgrounds, experiences, and even our genetics affect how we perceive things, how we evaluate things, and even shape our judgment. No two people see things the same way, although there are reasons why groups of people see things similarly. Getting everyone on the same page is a central task in any career. You can't do this (well) if you can't describe the different pages people might fairly and logically be on. Points of view engages you to think through different starting points. The ability to discern diverging points of view provides insight into all human relationships.

Information - what are the pieces of data, clues, or evidence you would expect to find using your eyes and ears in the workplace? Information is where we move from abstract concepts to data, facts, observations, and examples. Evidence based management suggests that we should be guided by the facts - to do this, we have to know what facts we have, what facts we can discover, and what standards we should judge facts against. Information is where our concepts and assumptions about those concepts turn into measurable and predictable observations. Access to information drives our understanding of accuracy and informs logic.

Conclusions - What should you do and what are your reasons for doing so? Conclusions often (but not always) bring us to the end of our critical thinking. They help us identify the right course (or courses) of action as well as the reasons for choosing to follow some paths and ignore other paths of thought. Conclusions generally lead us to a specific set of actionable behaviors. Your conclusions should incorporate ideas from the readings and identify specific ways you could use them (either today or in the near future). As you read the text, try to be specific and think about examples and situations where this knowledge would be useful. Your conclusion should also flow logically from - or relate to - the ideas developed in your in your paper.

Appendix 2- Standards of Intellect

My feedback will often invoke one or more of the following standards of intellect. I may only note a single letter (e.g. "C") on your paper. When this happens, I am referencing a specific standard of intellect. Check the standard, look at what it addresses and see how you might apply that standard to the flagged written response. Critical thinking is purposeful, deliberate, measured, and rigorous thinking. We have to hold ourselves to measures and rigor, and that requires standards of intellect. The Foundation for Critical Thinking advances nine standards of intellect. These standards represent ways to evaluate and judge the quality of our own thoughts, or of the communication of a thought. As with the elements of thought, standards of intellect can be expressed through questions that you can ask of others, or of yourself. The topics you address and the time and space allotted to address those topics will often determine which standards are most important. Further, some of these standards presume adherence to other standards. It's hard to imagine being logical without being clear and precise, for instance. Developing your skill as a critical thinker and a more effective communicator necessitates asking the questions associated with the elements of thought and assessing the answers to those elements through the questions associated with the standards of intellect.

Clarity [C] - Clarity references the ease of understandability of a thought or communication. Clear expressions use simple statements. They strike a balance between too little, and too much, communication. They are generally free of jargon or, when jargon is necessary, they explain the jargon in straightforward terms. When you think about clarity, you should ask several questions. Is this easy to understand? Could you provide more explanation? Could you offer an example?

Accuracy [A] - Accuracy speaks to the rightness or ability to provide evidence for an idea. Accuracy might also be thought of the due diligence with which we evaluate our standards of evidence. This includes the facts themselves as well as the quality of sources that we use to support our arguments. With accuracy we are constantly asking ourselves how, or whether, we can check on the statements we make. How might we prove, or verify, if a thought or communication is true? "What would constitute evidence and where might it be found?"

Precision [P] - It is not helpful to be clear and accurate if, in doing so, we are so vague as to be making statements that might be made about any number of subjects. With precision we demand of ourselves, and others, that our thoughts and communications remain focused on the matters at hand. Further, we require of that we address the distinctive and specific points regarding our topics. We are in search of specifics, details, and exactness when we focus on precision. Could you be more precise? Could you offer more details?

Relevant [R] - Similar to precision, relevance tasks us to make certain our thoughts and communication stay on target. Where precision concerns itself with the unique and distinctive qualities of our topic, relevance demands that we do not become sidetracked to unrelated - or barely related - ideas. Questions of relevance pull us back towards the elements of thought. How does that relate to our problem, or the issues surrounding our problem? How does thinking about this help us answer the question? How are the implications of this thought related to the problem we are working on?

Significance [S] - Even when we stay on topic, it is often easy for our thoughts to become derailed by trivia, frivolity, or details of lesser importance. Holding ourselves, and others, to standards of significance helps us hone into the most crucial aspects of our elements of thought. Questions related to the standard of significance pressure us to use our judgment to weigh the consequences of one thought on a topic relative to 25 other thoughts on the topic. How significant is this to our problem? Are there other aspects of more importance? How do we communicate the importance of this idea?

Logic [L] - The elements of thought demonstrate that complex thoughts are comprised of various parts, or elements. When we think, or communicate, we must link these elements together in a way that makes sense, is consistent with existing knowledge, and progresses in a fitting manner. When we judge the logic of a thought, we are examining its adherence to theory and evidence, its fit with established models, and the sensibility of its internal arguments. Logical questions speak to the coherence of the thought or argument. Does this make sense together? Does this connect to the points you are making? Mat rules or theory suggest that this issue? What must be included to make this work or make sense?

Fairness [F] - Often, when thinking or discussing something of merit, we will come across ideas or perspectives that are foreign and potentially disagreeable with our own perspectives. Critical thinking demands that we treat such diverging perspectives with fairness. Fairness demands that we reasonably represent the divergent and counter-arguments we face. It requires that we recognize the strengths of opposing positions and the weaknesses of our own positions. It tasks us to try to understand the point of view of others and to see the rightness of their perspective as they see it. Questions of fairness ask us to assess our biases and the impact of those biases on our judgment. What is my interest here? What are my biases? How are these biases affecting my perception? Am I being fairly empathetic of this divergent position?

Depth [D] - Outside of natural and mechanically occurring phenomenon, nearly all phenomenon have complex and nuanced relationships. That is to say that with social phenomenon there are very few universally right answers, or statements that are true in all times, in all places. The standard of depth, though, demands that we go beyond simply shrugging complexity off with an "it depends." Depth requires us to recognize the specific contingencies that may complicate or even contradict the general relationships we expect to observe. Depth moves us away from the slippery slope of relativism and

towards discourse grounded in appropriate nuance and context. Questions of depth task us to disaggregate and segment our tendency for general or relative responses. What factors complicate, or change, this response? What special issues within this topic deserve unique treatment? What things make this difficult or complex, to think about or discuss?

Breadth [B] - The nature of human bias often predisposes us to consider things in an overly simplistic manner. Our judgment tends to be based in rules and perspectives learned over the course of our experiences. This in turn tends to make us judge something as "right" when what we really mean is that it is "consistent" with our past experiences. The standard of breadth demands that we incorporate more than one perspective, or that we consider a phenomenon from more than our egocentric perspective. Questions related to breadth take us 'outside ourselves' and ask us to consider the same facts from a diverging orientation. What other perspectives might be useful to apply here? How might someone in a different position than me consider this? How would someone who disagrees with me come to that conclusion?

Appendix 3: SEE-I Writing Technique

An SEE-I is a writing technique designed to help you communicate ideas clearly and precisely. In order to prepare an effective SEE-I, you should first engage the Elements of Thought (Appendix 1) grounded in the Standards of Intellect (Appendix 2). Then, guided by your need, your topic, and your audience, you should organize your thoughts around the SEE-I structure.

In general, you should practice writing an SEE-I from the point of view of a scholar, teacher, or professional explaining the idea to a student, an employee or as an article for an academic journal. You should assume your reader does not have a deep knowledge of the material, so you need to explain ideas fully and simply in a common voice. You should practice writing your SEE-I in a manner consistent with something you actually might say – it needs to come from your own individual professional voice. Practicing writing in your own professional voice is a key component of developing both your intellectual and professional perspective.

Components of an SEE-I

- **Statement:** two or three sentences that clearly set up a definition for the main idea and helps your reader identify its importance and major components. While any of the elements might inform this statement, often the Purpose, Questions/Issues, and Concepts provide useful components.
- **Explanation:** four to eight sentences that expand on and clarify those major components. Any of the elements you introduced in the Statement should be fully explained in this section. This is where detail should be developed. Ideas related to the statement with regard to examples from the readings and explanation of the examples in your own words should be detailed in the explanation. You should not be introducing new material unless it is directly related to the idea (s) introduced in your Statement. This section is the body of your SEE-I – most of your writing should be done in this section.
- **Example:** two to six sentences showing examples either taken from the readings as quotes with their citations and explained fully in your own words as well as examples from your own personal experience that relate to and or support your Statement. It is tempting to make this the longest section of your SEE-I. However, it is important to remember that your example should be something that you have already explained and are using as evidence to support your argument. Learn to describe an idea (explanation) apart from exemplifying the idea. People learn and understand different ideas in different ways and your ability to describe the idea in two different ways improves your ability to make sense of ideas. While any elements may be relative to your example, information, points of view, and implications are important here.

- **Illustration:** two to four sentences that illustrate the idea you are presenting. This could involve an analogy, metaphor, image, or model for the central idea along with a sentence or two that clearly tie the illustration back to the statement and explanation. As with your example, the idea you illustrate should have already been described in your Explanation and should relate back to the idea present in your Statement.

Closing Thoughts on SEE-I

Ultimately, your illustration and explanation should be of something detailed in your explanation. Your explanation should in turn detail your statement. Your statement should establish the degree to which one successfully and completely links aspects of an idea together. This is also true with the linkage between each component of the SEE-I.

In the descriptions above, various elements of thought were included into the SEE-I. You need not try to work every element into an SEE-I and you may find working with one or two elements throughout the entire SEE-I is useful at times. The important point is that at least SOME of your elements should be visibly present in your SEE-I and that Ideas from the reading should inform your choice of elements. Use good judgment on deciding on which and how many to incorporate.

Appendix 4: Academic Honesty – Additional info and resources

The UHCL Library also has helping information on avoiding plagiarism. The UHCL Writing Center also has a statement on plagiarism (see link below). Another wonderful source is www.plagiarism.org. Did you know you can be guilty of plagiarism without knowing it? Improper citation of sources or too much paraphrasing is plagiarism, even if you do not intend to plagiarize. Unintentional plagiarism is still plagiarism. So the "I didn't know" defense will not work. In addition, plagiarism can occur in the draft form of a paper as well. Plagiarism is the use of the work of others without giving credit. For the purpose of this class, direct plagiarism will be defined as four or more consecutive words taken directly from a source without being placed in quotation marks or without citing the source. In addition, taking a sentence from another source and changing a few words is still plagiarism. This is not equivalent to putting ideas into your own words. It only shows a student can use a thesaurus to alter a few words. This is stated more generally in the University Catalog under the Academic Honesty Policy. It would be very appropriate for you to read this entire policy for your information and for your understanding of the rights of both instructors and students. The two most significant reasons academic dishonesty is dealt with strongly are as follows:

- The original intent of educational institutions is to provide a learning environment. You do not learn by copying others. If you cannot discuss or write something in your own words (with the exception of technical phrases, definitions, conceptual labels, etc.), you do not understand it.
- You are not only unfair to yourself, but to others. You are using their hard work, their efforts, as your own. If plagiarism or cheating is found in your work, you may earn a zero for that assignment. Further punishment will be relative to the amount of plagiarism and whether or not it is found in your other assignments. You may also receive a zero for the course, depending on the violation.

Writing Center Statement and Solutions to Avoid Plagiarism

<https://www.uhcl.edu/writing-center/documents/tip-sheets/plagiarismstatement.pdf>