

Syllabus for  
**HUM 350—Area Studies**  
3.0 Credit Hours  
Summer 2015

I. COURSE DESCRIPTION

A survey of the culture of a specific world region. Examples are “Islamic Culture, A.D. 600 to present”; “Latin America, Civilization and Culture”; “Africa, Pre-colonial Civilizations to Modern Nationhood.” (Honors sections are available)

II. COURSE GOALS

This course is designed to enable the student to do the following:

- A. Develop a meaningful, relevant, and not usually covered course of study that has significance for the degree for which the student is studying.
- B. Study an area of the world (which may include history, biography, philosophy, literature, theology, art, architecture, music history) in more depth than is usual.
- C. Enhance classroom experience through direct experience and/or through interaction by direct immersion into the culture under study. This is part of the University’s vision to “go into every person’s world” by developing an understanding of appropriate situational behaviors, of local cultures, and to acquire a burden for the natives of other regions.
- D. Gain an appreciation for how other peoples--both Christian and non-Christian—live, work and interact socially. In order to accomplish this, each student is expected to enter into the experience by participating in all activities arranged.
- E. Develop a relevant synthesis of an area of the world that will add to the student’s overall education and which pertains to civilization and the nature of the human experience.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- 1. Discuss orally or in writing a relevant synthesis of an area of the world that has added to the student’s overall education and which pertains to civilization and the nature of the human experience. This will involve interacting with assigned text.
- 2. Demonstrate a working knowledge of area specifics by writing a 3-4 page report over a specific topic or place visited on trip.
- 3. Keep a daily journal of cultural/ spiritual insights.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Textbooks
  - 1. The professor, in consultation with the student, will decide any other books which will be required or made optional. Resources may include books, videos, journal articles, document collections, and art book collections.

2. None
- B. Optional Materials
1. atlas
  2. brochures

## V. POLICIES AND PROCEDURES

- A. University Policies and Procedures
1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
  2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
  3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
    - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
    - b. Failing to meet group assignment or project requirements while claiming to have done so;
    - c. Failing to cite sources used in a paper;
    - d. Creating results for experiments, observations, interviews, or projects that were not done;
    - e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
  4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
  5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
    - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
    - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. Department Policies and Procedures
1. **Tardies**—Tardies are an inconvenience to the other class members and the pro-

fessor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.

2. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the History/Humanities/Government Department. Very few incompletes are granted.

3. **Late Work**

- a. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. Any test taken late incurs a \$15 late-test fee. These responsibilities assist the student in professional development.
- b. Each instructor has his or her own late-work policy that is given to students at the beginning of a course. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where these absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence. In unanticipated absences, such as sickness or family crises, the instructor should be notified as soon as possible and agreement reached on due dates and possible penalties.

4. **Attendance**—Because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for absences such as illness, personal business, and emergency. The student may consider this "sick leave." If a student has absences in excess of this number, the earned grade for the course may be affected. A student who leaves class before dismissal may be marked absent. Extended illnesses are handled on an individual basis and require verification from a doctor.

5. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:

- a. Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
- b. Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
- c. Obtain information covered during an absence. All work must be completed as scheduled.

- d. Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
  - 6. **Extra Credit**—Students should not expect extra credit to help raise a grade.
  - 7. **Plagiarism** – Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Photocopies of sources must be turned in with research papers. Flagrant cheating results in an F for the course.
  - 8. **Whole Person Assessment**
    - a. Compliance - To be listed as “compliant” the student must correctly submit electronically the artifact for assessment. “Noncompliant” means the student has either not submitted or incorrectly submitted the artifact electronically. It is the student’s responsibility to ensure that he or she is in compliance. Compliance is verified by checking for the assessment results in the student’s ePortfolio. If there is a problem, the student may receive notification by the professor/assessor through the student’s ORU email address.
    - b. Requirements - The WPA requirements for this class are listed in the General Education Whole Person Assessment Handbook.
- C. Course Policies and Procedures
  - 1. Evaluation Procedures:  
The professor will determine how the student(s) will be evaluated. The professor may use objective exams, written essays, book reports, term papers, outlines, or oral exams to determine grades. Generally, the grade for this course will be determined through successful completion of four book reports of approximately five pages each. Writing assignments may be supplemented by journals documenting course appropriate travel.
  - 2. Whole Person Assessment:  
There are no specified ePortfolio requirements for the course; however, students participating in the system may upload their travel journals and/or papers as evidence of mastery of course content.
  - 3. Students are responsible for reading the textbook and supplementary volumes systematically according to assignment sequence.
  - 4. Students also are expected to take and review their notes systematically – at least once each week.
  - 5. Students are responsible for additional assignments as made in class.
  - 6. Students are evaluated on each examination for their knowledge of class lectures, the assigned readings, independent thought, and writing skills. There may be one final comprehensive examination at the end of the course.

## VI. COURSE CALENDAR

A typical course calendar is as follows:

- Assignment 1      Pre-travel: read *Culture Shock!* or *Culture Smart!* text and complete the written assignment which includes chapter summaries and a 20 point list of the most helpful and interesting bits of information you found in the book.
- Assignment 2      Keep a detailed daily cultural journal during travel. The journal may be kept in a notebook, a bound journal, or electronically. Every entry should include the date as the title. The journal is due with the other post-travel assignments.
- Assignment 3      Post-travel: complete a 1000 word written summary based on the journal entries or produce a twenty-five slide PowerPoint presentation using trip pictures with captions and turn in with journal.
- Assignment 4      Post-travel: complete required readings and answer accompanying essay questions from seven chapters in the *Western Heritage* text and summarize four original source documents on the CD-ROM that accompanies the textbook.

The chapter readings should correspond to the readings completed in one of the following humanities courses:

HUM 111 – Chapters 1-7  
HUM 112 – Chapters 8-14  
HUM 213 – Chapters 15-21  
HUM 214 – Chapters 22-28

**Course Inventory for ORU's Student Learning Outcomes**  
**Area Studies: Independent Study-HUM 350**  
**Summer 2015**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability			X	
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity	X			