



## On-Campus Course Syllabus

HUM 220

Topics in Humanities: Monstrous Humanity

Spring 2024

### Class Information

Day and Time: M/W 1:45 PM

Room Number: 325

### Contact Information

Instructor Name: Dr. Spring

Instructor Email: [sspring@criswell.edu](mailto:sspring@criswell.edu)

Instructor Phone: 214.818.1346

Instructor Office Hours: [M/W 11-12, T 3:30-4:30, W 9:30-11 and by appointment](#)

### Course Description and Prerequisites

A detailed study of the developments within a specific area of Humanities (philosophy, art, music, literature, or rhetoric). (Course may be repeated for credit when the topic of study differs.)

This class is a research and writing course which equips students to explore the questions and ideas of the classical and Christian liberal arts tradition and shape students into persons who flourish in whichever vocational context to which they may be called. Building on a core of courses in history, biblical studies, theology, and the great ideas of Western thought, students are going to read several novels to discuss the effect of the Enlightenment on the literature and understand how authors used fiction to challenge their society—ultimately identifying and analyzing each novel's questions about humanity and the human experience.

### Course Objectives

- a. Enhance ability to
  - i. Write efficient, well-developed outlines, body paragraphs, and sentences
  - ii. Find appropriate secondary, scholarly sources
  - iii. Analyze and critique scholars, peers, and texts
  - iv. Synthesize research into categories in order to evaluate and critique their findings
  - v. Utilize sources in appropriate manual style
- b. Engage with readings actively and efficiently
- c. Use proper diction in formal essays
- d. Write a well-researched position paper
- e. Understand how to write a clear and logical essay, with an introduction, topic sentences, concrete details, commentaries, and conclusions
- f. Know how to edit and critique essays
- g. Encourage close reading of primary texts to analyze literary/rhetorical devices

## Required Textbooks

*Gothic Horror Classics Collection*, public domain ISBN 9798646727962

Or, your own copies of our novels.

## Recommended Reading

We will be reading PDFs of chapters from secondary sources like Thomas Foster and Karen Swallow Prior. I encourage you to find sources that help you read more deeply and critically.

## Course Requirements and Assignments

- A. *Reading Journal, 20%*. Students are expected to complete a reading journal for each day of assigned reading (due by 1:45 PM), approx. 250-300 words that engages with the text in a deep and meaningful way.  
Extra Credit: watch a movie that is based on one of our stories and evaluate how well the movie/director/screenwriter handles the original material. Worth 2 reading journals.
- B. *Student-Led Discussion, 20%*. Students will prepare and deliver (not read) two 10-minute presentations on the required reading for that day. Students must prepare a printed outline for the professor and their peers. Students who miss their scheduled presentation will not be allowed to make up this assignment. Presentations should include the following elements:
  - *Theme*: central claim, major theme, point made, or purpose of the work being read (not a summary of the content), along with a brief/general statement of the way that the author promotes the idea, argues the case, makes this point, or fulfills the purpose that you have identified.
  - *Connections*: ways in which the reading connects to other ideas encountered in our class.
  - *Criticism*: evaluation of something in the reading, by finding a scholarly source that discusses it.
  - *Questions*: at least one substantial question designed to initiate class discussion.
- C. *Modern Monster Story, 30%* Using the elements of Gothic literature, find a modern example of our monster stories. You will present this story to the class, explaining why it fits within the genre and how you see this work as a continuation of our class discussions (with quotes from the story and at least one scholarly source). 10 mins.
- D. *Final Paper, 30%*. This final paper can be on a single text or a combination of texts from the syllabus. In other words, explore and research a question you are interested in from class discussion, take a position, and support it in a well-argued paper. 4-5 pages, at least 3 sources.

## Course/Classroom Policies and Information

- Technology is welcome in the classroom – unless it becomes a distraction.
- Daily work such as reading journals must be completed by the start of each class period; no late work will be accepted.
- The final research essay is due by 11:59 PM on the scheduled day: submission after this deadline is subject to a late penalty of 10 points per day.
- Professors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

## Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

**NOTE:** Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

**NOTE:** A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Students can miss four class periods, but on the fifth absence, the student's grade may be affected.

## Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

## Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

A	93-100	4.0 grade points per semester hour
A-	90-92	3.7 grade points per semester hour
B+	87-89	3.3 grade points per semester hour
B	83-86	3.0 grade points per semester hour
B-	80-82	2.7 grade points per semester hour
C+	77-79	2.3 grade points per semester hour
C	73-76	2.0 grade points per semester hour
C-	70-72	1.7 grade points per semester hour
D+	67-69	1.3 grade points per semester hour
D	63-66	1.0 grade point per semester hour
D-	60-62	0.7 grade points per semester hour
F	0-59	0.0 grade points per semester hour

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

## Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu).

## Course Outline/Calendar

<b>W</b>	<b>Jan 17</b>		<b>Course Introduction</b>
<b>M</b>	<b>Jan 22</b>	How to Read Literature	Intro chapters, Prior and Foster

W	Jan 24	Gothic Literature Begins	Section of Castle of Otranto
M	Jan 29		Section of Mysteries of Udolpho
W	Jan 31	<i>Frankenstein</i>	Chapters 1-13
M	Feb 5		
W	Feb 7		Chapters 14-end
M	Feb 12		
W	Feb 14		
M	Feb 19	Polidori's <i>The Vampyre</i>	<b>Zoom Class</b>
W	Feb 21	Poe	
M	Feb 26		
W	Feb 28	<i>Jekyll &amp; Hyde</i>	
M	Mar 4		
W	Mar 6		<b>Zoom Class: Brainstorming Final Paper Topics</b>
M	Mar 11		<b>SPRING BREAK</b>
W	Mar 13		<b>SPRING BREAK</b>
M	Mar 18	<i>Dorian Gray</i>	Chapters 1-6
W	Mar 20		
M	Mar 25		Chapters 7-13
W	Mar 27		
M	Apr 1		Chapters 14-end
W	Apr 3		<b>Zoom class: Modern Monster presentations</b>
M	Apr 8	<i>Dracula</i>	Chapters 1-8
W	Apr 10		
M	Apr 15		Chapters 9-14
W	Apr 17		
M	Apr 22		Chapters 15-21
W	Apr 24		
M	Apr 29		Chapters 22-end
W	May 1		Course Wrap-up <b>Final Paper Due</b>