HHUM206: Keystone Project

Lead Instructors:

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Section Instructors:

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Course Description

This course implements the ideas and practices explored in HHUM105 and HHUM106 by guiding students as they design, complete, and present individual projects that are grounded in the tenets and methodologies of the arts and humanities. Students will learn and practice the principles and processes associated with creating such a project in a collaborative environment. Students will also learn and practice how to effectively communicate their project in written, oral, and visual modes.

Course Objectives

1. Demonstrate an ability to select, critically evaluate, and apply relevant areas of arts and humanities scholarship and practice.
2. Demonstrate an ability to critique existing applications of scholarship and artistic practice.
3. Articulate and participate in the processes required to bring about a successful project from planning, researching, and prototyping, to critiquing models, communicating objectives, and revising.
4. Demonstrate an ability to collaborate to create, critique, and revise projects.
5. Produce an original analysis, project, creative work, performance, or other work that is grounded in the tenets and methodologies of the arts and humanities.
6. Show a commitment to and awareness of the ethical and social responsibilities of the material studied and produced.
7. Effectively communicate the project through written, oral, and visual modes.

Assignments

Discussion Boards (5%)

There will be several discussion boards throughout the semester. Please submit your work and your reflections and responses to your peers' work to each discussion board by midnight before class.

Work Diary (10%)

Students will complete weekly progress reports, in which they will describe the work they completed, reflect on whether they met their goals, and set new goals for the next week. With each report, students must submit examples (screen shots, photos, file uploads, etc.) of the work they have completed since their last report.

Project Proposal (10%)

Students will submit a revised project proposal that describes the project's purpose, audiences, methodologies, and media. Students will also explain why they selected this project and how it specifically engages the tenets and methodologies of the arts and humanities.

Workshop Prototype (5%)

Students will present a prototype of their project for review by a peer group and instructor. Peer groups and the instructor will review the student's work and, in class, offer critiques and ideas for moving forward in a workshop setting. The student's grade includes completing and submitting materials and engaging in a workshop critique of their work.

Mentorship Reflection (5%)

Students will submit a reflection on the discussions they have had with their mentor. These should cover such topics as the advice the mentor has provided, the resources the mentor has suggested, why they chose this mentor, how they hope to maintain the mentoring relationship moving forward, etc.

Symposium presentation (15%)

> Students will effectively present their project to the Honors Humanities community during Symposium, integrating revision feedback.

Final project reflection essay (10%)

> Students will compose a 3-5 page reflection paper that addresses 1) how their projects engaged the tenets and methods of the arts and humanities; 2) what the project's purpose is; 3) how the project successfully achieves that purpose; 4) who its audience is; and 5) how the project effectively engages that audience.

Final project (40%)

> Students will submit an original project that is grounded in the tenets and methodologies of the arts and humanities. This project's execution will demonstrate significant planning and revision throughout the course of the semester.

Course Policies

University Course Policies. Please review the [Course Related Policies site](#) hosted by the Office of Undergraduate Studies: ugst.umd.edu/courserelatedpolicies. It is your responsibility to understand their rights and responsibilities as expressed in these policies. Students will also find on this page information about valuable resources to support academic success in this course, as well as overall health and well-being.

Technology. Make sure to **silence all cell phones** prior to coming to class. Your section instructor will determine the technology policies for your section.

Email and Office Hours Policies. During the week, we will respond to your emails within 48 hours. After 4 p.m. on Fridays, we may not respond until Monday morning. Please ensure that you do not email your instructor or TA with questions that can be addressed by referring to the syllabus. Please note you must **wait 24 hours** to contact your section instructor about a grade you have received. We **do not discuss grades via email** and grades are not negotiable. Students are welcome to email their

section instructor after 24 hours have passed to set up an appointment to discuss grading expectations and/or come to office hours to discuss advice for future assignments in person. We strongly encourage you to make use of our office hours to discuss our assignments and course materials.

Workshops. Attendance is required for workshops. Workshops enable you to develop two major skills that are integral to this course: 1) learning to be a critic of your own work and the work of others, and 2) learning how to revise your work given comments and questions from your peers. Your work will improve by having others read and respond to it.

Submitting work. All work for this course should be submitted **through ELMS** unless you are otherwise instructed. Formal essays must use correct MLA or Chicago format (1-inch margins, 12 point Times New Roman font, page numbers, title, etc.). **All documents are due at the time listed on ELMS.** Please note that technology failure is not an acceptable excuse for late work; make sure to save your drafts frequently and back up your work. Unless alternate arrangements are made with me before the due date, late papers will lose one grade increment (ex. A to A-, C+ to C) per day. In the event of a missed deadline, students are expected to contact their instructor immediately via email to make arrangements for the late submission of the assignment.

Additional Resources. For assistance with your writing assignments in this class – and in your other classes – we suggest visiting the Writing Center in 1205 Tawes Hall. You can make an appointment online at www.english.umd.edu/writingcenter and receive help with anything from brainstorming to final polishing.

Course Climate and Student Success

Classroom Conduct. Be respectful of everyone's voice, presence, and person in this course. A primary purpose of our discussions is to give students the opportunity to practice developing interpretations of the materials and issues we discuss. You are encouraged to offer differing interpretations, and you should do so in a thoughtful manner.

Accessibility and Disability. Your success in the class is important to me. If there are circumstances that may affect your performance in this class, whether they are officially registered with the university or not, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

In order to receive official university accommodations, you will need to register and request accommodations through the Office of Accessibility and Disability Service. ADS provides services for students with physical and emotional disabilities and is located in 0106 Shoemaker on the

University of Maryland campus. Information about Disability Support Service can be found at www.counseling.umd.edu/ads. You can also reach ADS by phone at 301-314-7682.

Statement on Diversity and Inclusion. Honors Humanities considers the diversity of its students, faculty, and staff to be critical to its educational mission and expects every member of the community to contribute to an inclusive and respectful culture in the classroom and at campus events. It is my intent that students from diverse backgrounds, perspectives, and learning needs be well served by this course and that the diversity students bring to class be viewed as a resource and strength. Dimensions of diversity include intersections of sex, race, age, national origin, ethnicity, gender identity or expression, sexual orientation, intellectual and physical ability, primary language, faith and non-faith perspectives, income, political affiliation, marital or family status, education, and any other legally protected class. I endeavor to present materials and activities that foster a positive learning environment based on open communication, mutual respect, and non-discrimination. I value your feedback and suggestions. Please let me know of ways to improve the effectiveness of the course for you personally or other students or student groups.

Pronouns. Honors Humanities values equity, inclusion, and diversity as central tenets of our mission as an Honors Living-Learning Program. Further these values are central to who we are as educators and learners in our community and on campus. Similarly, the University of Maryland Non-Discrimination Policy and Procedures (2018) emphasize inclusion. You are strongly encouraged to familiarize yourself further with this policy: https://president.umd.edu/administration/policies/section-vi-general-administration/vi-100b.

In addition, class rosters and University data systems are provided to instructors with students' legal names and gender identifications. However, knowing that not all students use their legal names or sex/gender assigned at birth, we are happy to use the name and/or pronouns you use. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use. Additionally, if these change at any point during the semester, please let us know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

Course Schedule

A detailed course schedule, including all assignments, can be viewed at the course's ELMS Modules page. Please review each week's module before class on Mondays. A broad overview of the course schedule is provided below.

Week One: Keystones as Humanistic

Week Two: Writing a Proposal

Week Three: Creativity and Work Plans

Week Four: Finding Models

Week Five: Prototypes

Week Six: Mentors and Resources

Week Seven: Individual Instructor Meetings

SPRING BREAK

Week Eight: Workshopping

Week Nine: Presentation Skills

Week Ten: Practice Presentations I

Week Eleven: Practice Presentations II

SYMPOSIUM: April 18th

Week Twelve: Strategies for Revision and Completion

Week Thirteen: Workshopping II

Week Fourteen: Individual Instructor Meetings

Week Fifteen: Keystone Reflections