



Temple University
Intellectual Heritage Program
Mosaic: Humanities Seminar 1
IH 851 -174
Fall 2012
Place: Engineering 719
Class time: T/R 3:30-4:50 pm

Instructor: Toni Calvello
tcalvello@comcast.net

Office: Anderson Hall 942
Office hours: T/R 2:00-3:00
by appointment

"As part of this course, your classroom will be extended into the community. You will be involved in an individual or group project that necessitates you walking or taking public transportation into the local Temple neighborhoods or other Philadelphia neighborhoods. If you are uncomfortable with this aspect of the course, this may not be the right course for you."

For this semester, you will be volunteering at Philabundance

October 6–12;30-3:30

November 3 –12:30 -3:30

This link will provide additional volunteer opportunities. If you cannot volunteer at Philabundance on the dates above, you can find additional sites here.

<http://www.philabundance.org/take-action/volunteer/>

Course Description

Mosaic I is the first half of an interdisciplinary humanities seminar required for all Temple undergraduates. We will engage in “close reading” of a variety of highly-regarded texts that cross disciplinary boundaries, cultures and worldviews, and vast periods of time. Each text in this course provides intellectual challenges.

The course is divided into four broad themes that will inform our conversations and will also highlight connections between the books:

- ❖ *Journeys*
- ❖ *Self & Other*
- ❖ *Community*
- ❖ *Ways of Knowing*

In-class time will focus on discussion of the readings and on film and electronic media to accompany the texts. You are expected to complete the readings before coming to class, and to bring your text.

Learning goals:

This course is intended to build upon to your abilities to read critically and write analytically. You should emerge from the course with the confidence that you can read, understand, and contextualize challenging books of all sorts.

As writers, you will be able to create meaningful college-level prose that engages with and/or questions these source texts. I hope for you to realize this development for yourselves.

I will take the following abilities and skills into consideration while grading your papers:

1. Your ability to write a cohesive, coherent, well organized paper.
2. Your ability to incorporate and quote from the text.
3. Your ability to write college level prose, to comply with the conventions of the English language, and to adhere to the conventional mechanics for academic papers.
4. Your ability to relate to the themes and ideas in the readings while incorporating those ideas into the community based projects and actives you will be involved in throughout the semester.

Expectations:

1. ***You must take responsibility for your own learning.***
All assignments will be posted on Blackboard throughout the semester. This includes paper prompts, in class assignments and any changes in the syllabus. You are encouraged to ask questions in class and through email about your assignments, however, I will not answer the same questions over and over due to poor attendance, an inability to listen attentively while the assignment is being explained, or your unwillingness to go to Blackboard to find and read the assignments. Finding and carrying out the assignments in this class are your responsibility.
2. You must make good use of time in class.
3. You should approach each topic with an open mind and respect differences in experiences and ideas
4. You are expected to contribute to the learning environment in every class
5. I cannot give each student undivided attention. I will meet with you after class if you have any questions about your work. If you are having difficulty with the assignments, Mosaic tutoring is available for your individual issues.

6. I will set up study groups and you are expected to consult your peers if you have questions about your work. By learning to work with a team, you will be able to gain further understanding about the assignments throughout the semester.
7. **This class has numerous assignments to be completed on the internet that will require a fast connection** (working with internet based video and audio-files). These assignments can be completed in any campus computer lab and on any computer in a networked dormitory, but they cannot be completed on computers with a dial-up modem connection.

Required texts:

All texts are available through the main campus bookstore. If you are purchasing them elsewhere, be sure to obtain these particular editions/translations. You must bring hard copies of the texts with you to class.

Unit One: Travels

Epic of Gilgamesh. Trans. Andrew George. Penguin Classics, 2003.

Unit Two: Self and Others

Freud, Sigmund. *Introductory Lectures on Psycho-Analysis: Standard Edition*. Ed. and trans. James Strachey. WW Norton, 1966.

Unit Three: Community

Plato. *Trial and Death of Socrates*, 3rd edition. Trans. G.M.A. Grube, revised by John M. Cooper. Hackett Publishing, 2000.
and
A Thousand Splendid Suns-Khaled Hosseini

Unit Four: Ways of Knowing

Holy Bible, New Revised Standard Version

and

Koran

The texts can also be purchased online through Amazon, half.com, and other sites. Copies of the texts are also on reserve in Paley. With the exception of the Bible, please use the specific editions chosen for this course. Be sure to bring the texts to our class meetings because these will serve as tools for our discussions.

Grading:

Papers	40%
Blog	15%
Class participation/Attendance/ Outside activities	30%
Portfolio (3 papers w/revisions, printed blog entries, a mid-term reflection, and a final reflection)	15%

Please note that a student must receive a grade of C- or higher to receive Gen Ed (Core) credit for this course.

The percentages above serve as my guide for determining the final grade. As much as possible, I try to take into account your progress, your effort, and, most importantly, your attitude. At any point should you have any questions about your work in the course, please feel free to meet with me.

Papers: There will be three short essays (3 – 5 pages each). Each essay will receive a letter grade. Topics and guidelines will be distributed a few weeks before each essay is due. I encourage you to discuss your papers with me as you work on them (share your prospective ideas). Heed deadlines: I reserve the right to not accept written work more than one week late.

Papers must always be submitted in two formats: a hard copy turned in to me in class on the due date, and an electronic copy submitted through Blackboard. Every paper must be 3-5 pages in length with proper citations and a Works Cited sheet.

Revisions: Writing is a process: we do not write simply to demonstrate our knowledge, but more often we write to discover that knowledge and we make that discovery by returning to and reconsidering our ideas. You will have an opportunity to revise your papers and include them in your final portfolio.

Blackboard: Expect to visit the Blackboard site weekly. You can access the site at: <http://tuportal.temple.edu>.

Blog: Students are required to maintain a blog on our Blackboard site and post at least one original entry per week; the suggested length for each entry is 150 – 250 words. There may not

be specific prompts for each assignment. Use the blog as a reading journal and explore your reactions to readings, class discussions, or any ideas raised by the course. At the end of the semester, you will be asked to develop 3 of your original blog entries.

Portfolio project: You will construct a portfolio at the end of the semester which will include all of your blog postings throughout the semester, i.e., approximately 15-one for each week, your 3 expanded blog entries, your 3 essays and revisions of these 3 essays.

This portfolio will take the place of a final exam.

Midterm reports and midterm conferences: In Mosaic, instructors are required to submit midterm reports for all enrolled students (usually around the 6th week). These inform your advisor as to whether your performance is satisfactory or unsatisfactory, and reflect not only your written work but also your attendance and class participation. In addition, I will hold mandatory midterm conferences, scheduled for the 8th week of classes. This will give each of you a chance to reflect on your work and, if need be, determine ways to better succeed. You will write a mid-term reflection in the blog section.

Seminar skills (attendance and class participation): Because Mosaic is a seminar, its success depends upon your regular and active participation. Attendance is mandatory; punctuality is expected. I take this very, very seriously. Be aware that your attendance will affect your final grade: six or more absences (the equivalent of two weeks of class) will lead to an automatic failing grade for the seminar skills component of the final grade. Generally, I do not make a distinction between excused and unexcused absences. Illnesses and emergencies do happen; reserve absences for serious conflicts. Student athletes or others with schedule requirements that conflict with attendance in Mosaic (away games, practices, field trips) must notify me as soon as possible.

Come to each class prepared. Complete the readings ahead of time. Make notes. Gather your questions and responses. Bring your text(s) to class. If, however, you occasionally find yourself behind in an assignment, you should attend class anyway (you will still learn something!) but also inform me that you are lagging in your work.

Controversial Subject Matter: In this class we will be discussing subject matter that some students may consider controversial. Some students may find some of the readings and/or comments in class (or in discussion conducted through a Blackboard forum) very challenging. Our purpose in this class is to explore this subject matter deeply and consider multiple perspectives and arguments. Students are expected to listen to the instructor and to one another respectfully, but of course are free to disagree, respectfully, with views expressed in class, in electronic discussions through Blackboard, or in readings.

Academic honesty: Any instance of plagiarism or cheating will cause you to receive an automatic "F" for the entire course. Please speak with me if you feel uncertain about what counts as plagiarism and/or cheating. The University's Policy on Academic Honesty is available online:

http://www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm#hone

Temple University believes strongly in academic honesty and integrity. Plagiarism and academic cheating are, therefore, prohibited. Essential to intellectual growth is the development of independent thought and a respect for the thoughts of others. The prohibition against plagiarism and cheating is intended to foster this independence and respect.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media -- these resources must be cited in a manner appropriate to the course. It is the instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism.

Academic cheating is, generally, the thwarting or breaking of the general rules of academic work or the specific rules of the individual courses. It includes falsifying data; submitting, without the instructor's approval, work in one course which was done for another; helping others to plagiarize or cheat from one's own or another's work; or actually doing the work of another person.

Additional help:

The Temple University Writing Center is located on the 2nd floor of Tuttleman Hall. You can drop in or make appointments to consult with a tutor about paper writing. Tutors assist students of all levels of writing ability and with all parts of the writing process in an effort to help you improve your overall writing skills.

If you need assistance understanding the content of our readings, peer tutors for Mosaic are available for drop-in consultations in the lounge of the Intellectual Heritage Program (Anderson Hall, 2nd floor). Check the IH website or visit the IH office for the tutoring hours.

Disability resources: Temple University strives to make itself accessible to all students. Any student who needs accommodations because of a documented disability should meet with me privately to discuss the situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

Course Outline

Schedule: Below is a sketch of the course calendar. The specific reading assignments (chapters, page numbers, etc.) will be announced in class and posted on Blackboard. Remember that the readings must be completed before class so that you will be prepared for discussions. The 10 hours of community outreach will be worked into the course outline as well. We will be working on different schedules most of the time, however, all readings and papers are due to be read and turned in on the dates noted.

I have built extra time into the syllabus as we will need some flexibility. As always, the syllabus is subject to change and all changes will be posted on Blackboard.

Week 1

What is Mosaic?

Introductions. Review course goals and syllabus
Begin *Gilgamesh*
Blog re: readings

Week 2

Journeys

Introduction to the Journeys unit
Read: *Epic of Gilgamesh*
Film – Joseph Campbell “Hero’s Journey”

Week 3

Journeys

continue with *Gilgamesh*
Blog

- Warm up assignment –Written in class/due on Thursday

Week 4

Self and Other

Hero’s Journey steps

<http://www.mcli.dist.maricopa.edu/smc/journey/ref/summary.html>

Gilgamesh Blog re: readings

- **Paper 1-Proposal due on BB**

Week 5

Self and Others

Freud: Introductory Lectures
Blog re: readings

- **Paper 1-peer review**

Week 6 **Self and Other**
continue with Freud—film
Blog re: readings

Philabundance October 6

- **Paper 1 due on to me**
Long blog entry TBA

Week 7 **Community**
Introduction to the Community unit
Socrates
Blog re: readings

Week 8 **Conferences**

- **Mid-term reflection in Blog section**
- **Paper 2 proposal Community on BB**

Week 9 **Community**
Socrates
Blog re: readings

- **Paper #2 Peer review**

Week 10 **Community**
continue with Plato
Blog re: readings

- **Paper 2 due**
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Philabundance November 3

Week 11 **Ways of Knowing**
Read: Koran and Bible

- **Proposal #3**

Week 12 continue with the Bible and Koran

- **Peer review #3**

Week 13 **Ways of Knowing**
continue Bible/Koran

- **Paper #3 due**

Writing assignment TBA long blog entry

Week 14 Portfolio conferences

- **Final Reflection**

Week 15

- **Portfolio to me for final grade**

ALL VOLUNTEERS MUST WEAR SNEAKERS TO WORK IN THE WAREHOUSE

Jan Barnett

Volunteer Program Coordinator

(p) 215-339-0900 x310. (f) 215-739-3050 . www.philabundance.org

3616 S. Galloway Street . Philadelphia, PA 19148

3616 SOUTH GALLOWAY STREET / PHILADELPHIA, PENNSYLVANIA 19148 /

1115 W Berks St, Philadelphia 19122

[8th St + Berks St - FS](#)

[8th St + Berks St - FS](#)

[Oregon Av + 7th St](#)

[Oregon Av + 7th St](#)

[Pattison Av + Galloway St - FS](#)

[Pattison Av + Galloway St - FS](#)

3616 S Galloway St, Philadelphia 19148

 Walk 6 min.

 Bus 47 Bus Direction: Whitman Plaza

 Bus G Bus Direction: Columbus Commons

 Walk 2 min.

Duration: 0:49; runs Sa

Fare information: Adult total fare: \$3.00 (or 1 token + \$1.00) → [Show fare details](#)

[WWW.PHILABUNDANCE.ORG](http://www.philabundance.org)

<http://www.philabundance.org/contact/locations/>