

**METHODIST COLLEGE**  
***Official Liberal Arts & Sciences Course Syllabus***

**Course**  
HUM301

**Course Title**  
Beware! Monsters Inside

**Course Description**

HUM301 is an advanced humanities course in Methodist College's general education program. This course examines a culturally influential focal narrative that has monsters, monstrosity, and otherness as core elements, the focal narrative's ancestors (what influenced it: art, religion, history, politics, science, culture), and the focal narrative's offspring (what it influenced: art, religion, politics, science, culture) through the use of theme, theory, and research. The course will employ literary and cultural theories related to monstrosity and to develop an in-depth analysis of the focal narrative and its interrelatedness to various aspects of the humanities, cultural texts, and current culture. Additionally, the course focuses on how the focal narrative, theories, and cultural texts have influenced and affected each student's views, ideas, and beliefs. The course includes several projects and writings.

**Course Prerequisites**  
ENG101

**Course/Clinical/Lab Credit Hours**

3 credits theory (One credit hour includes a minimum of 50 minutes of instruction each week and one to two hours of work outside class for the equivalent of 15 weeks)

| Course Objective                                                                                                                                      | Undergraduate Student Learning Outcome |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| 1. Identify major themes in cultural texts.                                                                                                           | Inquiry & Analysis                     |
| 2. Compare and contrast a focal narrative and the subsequent works of art and adaptations—offspring—it inspires.                                      | Inquiry & Analysis                     |
| 3. Identify and analyze how monsters and monstrosity have been used historically and are still used today to other and un-other specific populations. | Integrative Learning                   |
| 4. Analyze a focal narrative to find what historical, scientific, cultural, political, and personal influences—ancestors—helped to create it.         | Inquiry & Analysis                     |

|                                                                                                                                                                                                                                                                            |                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 5. Employ a literary or cultural theory related to monstrosity and otherness to aid in a more comprehensive understanding and analysis of a focal narrative and its offspring with a focus on how the cultural texts either monstrify or de-monstrify othered populations. | Inquiry & Analysis   |
| 6. Analyze how cultural texts affect and shape our current culture.                                                                                                                                                                                                        | Integrative Learning |

### **Undergraduate Student Learning Outcomes**

COMMUNICATION: Engages students in the development and expression of ideas through iterative experiences across the curricula.

CIVIC ENGAGEMENT: Involves students working to make a difference in the civic life of the local and/or global community through development of knowledge, skills, values, and motivation to make a difference.

INQUIRY AND ANALYSIS: Reflects a systematic process of exploring issues, objects, or works through the collection and analysis of evidence that results in informed conclusions or judgments.

INTEGRATIVE LEARNING: Fosters students' abilities to integrate learning across courses, over time, and between campus and community life. Integrative learning goes across disciplinary lines, incorporating real world experiences toward growth as a lifelong learner.

### **Course Lessons or Modules**

Available in *Class Syllabus*

### **Learning Activities**

Available in *Class Syllabus*

### **Evaluation Methods**

Available in *Class Syllabus*

### **Grading Scale**

|         |   |
|---------|---|
| 90-100% | A |
| 80-89%  | B |
| 70-79%  | C |
| 60-69%  | D |
| 0-59%   | F |

### **Student Grades & Materials**

Desire2Learn/Brightspace® course materials will be closed to student view following completion of course. Students are responsible for retrieving all information from the course prior to final grade posting.

### **Books and Resources**

HUM301: Beware! Monsters Inside

Available in *Class Syllabus*

### **Academic Honesty**

As a community of students and professionals, the College strives to set and maintain the highest standards of integrity. Any dishonesty related to academic work in the classroom or clinical area will constitute misconduct and, as such, is incompatible with the standards of this College and subject to investigation and disciplinary action. Students are expected to read the policy in their handbook/catalog concerning academic conduct. Recording of a quiz or exam will be considered an attempt to give unauthorized aide and/or to obtain improper acquisition of a copy of a quiz or exam and considered to constitute academic misconduct.

Plagiarism is the representation of someone else's intellectual property (e.g. original research, ideas, writings, calculations, video material, etc.) as the student's original work. To discourage plagiarism, students are advised the College may submit written work to an online detection service for evaluation of originality and proper use and attribution of sources. Turnitin® is available to students through the Learning Management System D2L Brightspace®.

### **Student Responsibility Statement**

It is the student's responsibility to engage in professional and ethical behavior and to know the requirements to complete his or her degree, including—but not limited to—required courses, prerequisites courses, policies, procedures, payment and payment arrangements, awarding of financial aid, and catalog and handbook requirements. Methodist College faculty and staff will partner with students to support their success and their efforts to complete their degrees in a timely manner. All policies and procedures can be found in the student handbook or college catalog available on the Methodist College website.

**Please note:** In alignment with college policy (Policy # A-90), there are no children allowed in the classroom during a class period.

### **Disability Statement**

Methodist College complies with the Americans with Disabilities Act of 1990, Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination in Employment Act of 1967.

Section 504 of the Rehabilitation Act of 1973 as amended states in part under section 7(20) that “no qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity that receives Federal financial assistance.” A disability is defined as a “physical or mental impairment that substantially limits one or more major life activities.”

Reasonable accommodations will be made for qualified students with disabilities unless they impose an undue hardship on the College. Accommodation requests can be made by completing the Request for Accommodations form which can be accessed via the Methodist College website at <http://www.methodistcol.edu/disability-services.aspx>. Paper copies are available in the office of the Director of the OASIS (W160).

Methodist College encourages students to access all resources available for consistent support and access to programs and is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical).

To ensure access to this class and program, please contact the Director of the OASIS for a confidential conversation about the process for requesting accommodations in classroom and/or clinical settings.

Director of the OASIS Office: W160 | Phone: 309-282-8451

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## **Client Confidentiality Policy**

Through the various educational experiences, nursing students are privileged to confidential information. As pre-professional nurses, students must adhere to the professional behaviors as directed by the American Nurses Association Code of Ethics for Nurses with Interpretive Statements which includes maintenance of confidentiality and requirements documented in the Health Insurance Portability and Accountability Act of 1996 (HIPAA). MC students may not disclose any information regarding clients, their families or information pertaining to clinical agencies outside of that specific care giving experience.

Every MC student will be required to sign the “Student Confidentiality Form” at the beginning of the first clinical course. The Confidentiality policy will be re-emphasized in each subsequent clinical course. The signed “Student Confidentiality Form” will be kept on file in the office of the Registrar.

## **Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children’s education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.”

- Parents or eligible students have the right to inspect and review the student’s education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student’s education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service.

Or you may contact us at the following address:

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Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-8520