

Layers of Rome: Special Projects and Media Production

Syllabus

HUMN 4390 / COMM 4350 / ART 3390

Instructor: John De Frank - [profile](#)

Conference hours: TR 3:00– 4:00 PM Mountain Time or by appointment

Office Phone: 747-5835

Blackboard support: 747-4357

Email: jdefrank@utep.edu

Humanities Website: utep.edu/liberalarts/humanities

Course description: This course counts as a Humanities, Art or Communication credit. The course is a PBL (Project-Based Learning) design, in that its main function is to develop lesson plans, exhibits, presentations, media components and other educational tools for the Layers of Rome educational website. The second objective of the course is to give students a background in Roman History in its overall timeline of the empire as well as explore more detailed factors of Roman history and culture by way of monuments, sites and practices. The course aims at developing the educational resource website while giving students the opportunity to learn new software, strategies in marketing, media production and curriculum development skills that can be applied to any career path as well as aid in the portfolio and resume building.

Course Objectives:

Students will gain an understanding of Roman History while also learning to develop online curriculum, media components, presentations and exhibits utilizing open-source and media software.

Students will learn to research and decipher through different materials, roman History and in specific to the theme content per project as to be publish on the Layers of Rome website.

Students will engage in discussion of ideas and actions in how to address these issues and recommend solutions or methods of change through critical thinking and shared dialog.

Students through materials, readings, videos, and discussions will learn about the history of the Roman Empire through project-base learning.

Through the process of their assignments and course project, students will learn and utilize different software and online tools to develop media content for our educational resource website.

Course readings/videos: This course will consist of required readings in which you are responsible for reading on your own time as well as other required research pertaining to your assignments and projects. Some readings & videos will be subject to change but an email notice will be given.

Readings will consist of web links that will be sent to you via Blackboard Announcements

****The Layers of Rome: Special Projects & Media Production syllabus in terms of schedule, dates, readings and video are subject to change upon timely notice.***

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. Academic dishonesty includes, but is not limited to, not doing one's own work, plagiarism, and unacceptable collusion. Not doing one's own work may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators but also for the entire community. It is expected that UTEP students will

Understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.

ADA statement

As per Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Office of Disabled Student Services located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to CASS. Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the Center for Accommodations and Support Services (CASS) in order to meet any accommodations the student may need.

Monday thru Friday 8:00a.m.-5:00p.m.

Phone: (915) 747-5148

Union Building East Room 106

cass@utep.edu

Technology Checklist

As you prepare to take an online course at UTEP, we want to share with you some basic information about technology to make this a successful experience. Having your computer requirements checked and all software up to date is essential to access course content. Please take some time to read through this page and ensure you have the information you need to get successfully started.

Supported Browsers

For a PC: FireFox, Internet Explorer (Do NOT use IE7), and Chrome

For a Mac: Safari, Firefox, and Chrome

Browser performance hints include:

Clear browser cache

Allow pop-ups

Check Your Java

1. Go to <http://java.com>
2. Click on "Do I Have Java?"
3. Click on "Verify Java Version."
4. Update Java if needed.

In addition to having your web browser tested. You may also need additional browser plug-ins to view some content that your instructor may share on the learning management system.

Common plug-ins include:

Adobe Reader, Flash Player, Windows Media Player, QuickTime

Additional Software

When creating documents, slide presentations, spreadsheets, etc., you must use Microsoft Office or a compatible program (see 10 Free MS Word Alternatives). The UTEP Technology Support Services (3rd floor, UTEP Library) can also provide you with any applications, compatibility packs, patches, and updates you may need.

Statement of (N)etiquette

When communicating electronically, many of the feelings or impressions that are transmitted via body language in face-to-face communications are lost. Consequently, interpreting emotions and innuendos is much more difficult. Only what is written, or drawn, carries the message. Often, excitement can be misinterpreted as anger or insult. It is important that we all keep this in mind as we communicate. Words in print may seem harmless, but they could emotionally injure us when working at a distance. Hence, it is vitally important that we are conscious of how we communicate while working at a distance.

For example, avoid the use of caps in your electronic messages, as wording in caps comes across as shouting. The standard practice ("Netiquette") for participation in networked discussion requires that all participation be focused on the topic at hand, not become personalized, and be substantive in nature. (Translation: you may certainly disagree with others, but you must do so respectfully; you may express strong beliefs or emotions, but you may not get so carried away that you lose all perspective on the course itself.)

Please observe the following:

- You are required to check the Blackboard course shell daily for messages, updates and assignments.
- Respect and courtesy must be provided to fellow classmates and the instructor at all times, in all contexts. No harassment or inappropriate postings will be tolerated.
- Be professional and careful in what you say about others.
- When reacting to someone else's message, address and focus on the ideas, not the person who posted them.

- Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.

Online Communication Expectations and Discussion Board Tips

Communication Expectations

Learning online is not a spectator sport. It is everyone's responsibility to participate as fully as they can so everyone can get the most from the experience. Here are some simple tips to follow to ensure your participation and engagement in the learning process:

Ask questions: If you don't know the answer, someone else will. The discussion board is the area for asking questions related to content OR any problems, related to the class, you are having. Make sure that you have clearly indicated the subject of your message.

Reach out to others: Offer a fact, article, link or other item that can help others learn something you can share.

Be appropriate: The online classroom is not the place for insulting or insensitive comments, attacks, or venting. Inappropriate behavior will usually subject to disciplinary action, as well.

Be diplomatic: When sending messages on emotionally charged topics, make sure you write the message and then walk away for at least an hour before rereading the message and then sending it. Re-reading emotionally charged messages ensures that they are constructive instead of destructive. Think of the person at the other end.

Stay focused: Stay on topic to increase the efficiency of your learning.

COURSE WORK & GRADING

Students Responsibility for Assignments: As part of their grade, students are required to complete readings, conduct research, participate in online discussions posts or blogs, and submit on time.

Course Readings & Materials: All readings will be made available through Blackboard Announcements

Grade percentage breakdown:

Quiz points: 2 X 5 points each = 10 points

Assignments (projects) = 30 points

Participation = 15 points

Attendance = 45 points

Total percentage earned: 100 points

ATTENDANCE

Attendance (45% of grade): Because this is a hybrid class and meets Face-to-Face once a week and the rest of the work is online or on your own time, it is mandatory that students (staff) attend our Wednesday meetings at the scheduled class time, 4:30 PM – 5:50 PM.

QUIZZES

2 Quizzes (10% of grade): There will be two quizzes (each 10% of the grade) on readings, videos, films and online lectures, materials and discussions provided by the instructor. Quiz dates are marked on the calendar and in the syllabus.

There are NO make-up quizzes: My only concern is this class, not your personal life, job schedule or other classes, therefore there will be no make-up quizzes. You have the dates ahead of time and you should plan accordingly.

PARTICIPATION

Participation/Discussion Posts (15% of grade): Participation will be based on student's ability to partake in discussions by offering insight on the subject matter including research information, asking questions, reiterating or disputing another student's view with sufficient backing and sourcing. Participation will also be based on overall attendance, quiz scores, correspondence and progress on projects.

ASSIGNMENTS

Assignments (30% of grade): Your assignments will vary depending on each student and each student will have their own project and deadlines (due dates). The assignments will be graded on three factors:

- On-time submission of drafts. Most projects will have a 1st, 2nd and 3rd (final) draft. Some projects or students may require more drafts and that will be determined by the instructor and student.
- Progress of work from draft to draft on projects/assignments. Have you made significant progress each week while working on the project/assignment.
- Quality of final draft and over-all publishing standards of the project. Does the work meet the requirements to be published on the educational resource website.

Grading scale:

90% - 100% = A

80%-89% = B

70 % - 79% = C

60% - 69% = D

59 – 0 % = F

SEMESTER SCHEDULE

1st week (8.27 – 9.2): Introduction to Course

Introduction to class: Review post/announcement provided by instructor about the course. Review instructor's [bio](#). Review syllabus and course rules and tips.

2nd week (9.3 – 9.9): Reviewing Roman History – the rise and fall of an empire.

Review readings and other materials: Roots of Western Civilization – read chapters 11 & 12

Review Layers of Rome website: layersofrome.utep.edu

3rd week (9.10 – 9.16): Reviewing Roman History – the rise and fall of an empire.

Review readings and other materials: Roots of Western Civilization – read chapters 13, 14 & 15

Review Layers of Rome website: layersofrome.utep.edu

Quiz 1: On assigned readings in Roots of Western Civilization.

4th week (9.17 – 9.23): Preserving Identities

Review readings and other materials: Read through Preserving Identities monuments – Colosseum and Mausoleum of Santa Costanza

5th week (9.24 – 9.30): Centennial Museum / Quiz on Preserving Identities

Review readings and other materials: Posted in Weekly Folder (modules)

Quiz 2: Quiz over Preserving Identities Exhibit

6th week (10.1 – 10.7): 1 on 1 appointment meetings

7th week (10.8 – 10.14): LAB WEEK

8th week (10.15 – 10.21): Staff Meeting (meet in class)

9th week (10.22 – 10.28): 1 on 1 appointment meetings

10th week (10.29 – 11.4): LAB WEEK

11th week (11.5 – 11.11): Staff Meeting (meet in class)

12th week (11.12 – 11.18): LAB WEEK

13th week (11.19 – 11.25): TBA (Thanksgiving)

14th week (11.26 – 12.2): LAB WEEK

16th week (12.10 – 12.14): Final Week of Class

Final Draft due Friday, Dec. 14