

This is your rule-book, your player's guide and your syllabus. I recommend that you print a copy to keep handy throughout the semester. You can also always find it on our D2L site in multiple places especially in Content, Syllabus and Meta-data: Syllabus and at Content OVERVIEW.

Your Own Arthurian Adventure

King Arthur in the Cultural & Artistic Traditions of Europe (and the US)

We begin in summer. Everything is lush and blooming. Plants, animals and even your grumpiest servant seems to be basking in the joy of the sun. But wait...

You need to know what this is all about:

- What is the point of this class?
- What am I supposed to learn?
- How am I supposed to learn it?
- What do I have to do to get a 4.0 in this course?

The [START HERE](#) document, in conjunction with this syllabus should provide you with the answers you need to confidently begin your journey through this course. The START HERE document answers them explicitly, this syllabus takes a different approach.

Your guide on this adventure is:

Office Hours:

Tuesdays and Thursdays from 1:30 pm - 2:30 pm
either:

- 1) Face-to-face in Wells Hall C-623, or,
- 2) using the [Zoom](#) video conference tool.

She is always available by email at

vallesm@msu.edu.

You can also reach her by using the email option on our D2L site.

If you are interested in learning more about how to be in contact with Dr. V and how she may contact you, check out the [CONNECTING WITH DR. V](#) file on D2L.

If you want to learn more about Dr. V, you can
visit her website here:

Dr. Margot B. Valles



vallesm.msu.domains/

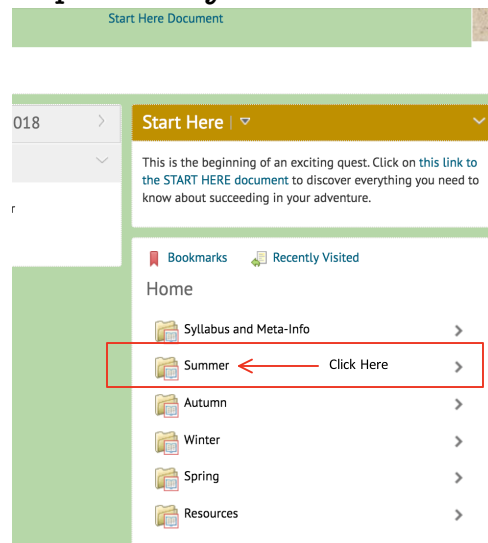
REQUIRED MATERIALS:

This course is conducted 100% **ONLINE**. You must have regular access to a computer and a healthy internet connection to succeed in this course.

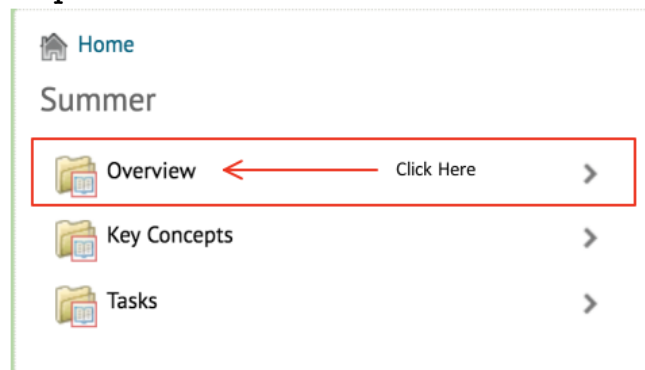
You must purchase a copy of the course pack or find versions of the readings included therein. Instructions on purchasing the course pack will be provided via our D2L site. In the "Syllabus and Meta-Info" section of Content. The file is called, "IAH 241c Course Pack Ordering Instructions."

COURSE ORGANIZATION:

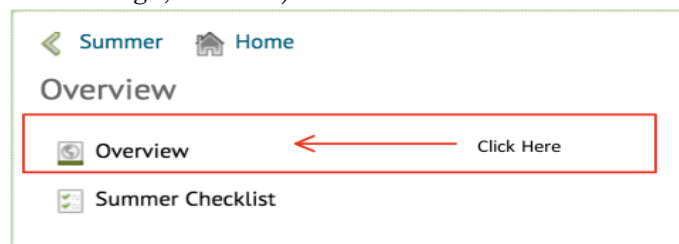
This course is organized by seasons, which function like Units. The semester will cover a little more than a solar year with Summer, Fall, Winter, Spring and Summer 2. Each season is subdivided by “Key Concepts” that serve to create modules within Summer, Fall, Winter, and Spring. A new season will only open at the end of the previous season. For every Season, there will be an Overview page, that will guide you through the entire unit. Every time you go onto D2L within a given season, review the Overview sheet for that season. The same material that is in the Overview page is also included as the description for the season itself. Here is a pictorial account of how you access the Overview of a given season:

Step 1: Select your Season

From the Course home page, select SUMMER from the Content Browser below the START HERE widget.

Step 2 and 3: Click Overview x2

Click the “Overview Folder”. (Note that you can also check out Key Concepts for the Season as well as specific information about the season from the Home Page, as well.)

**Step 4: You're there! Now, read!**

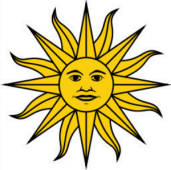
You'll know you've arrived because the Navigation will show Table of Contents > Summer > Overview > Overview.

Following this page should provide all the guidance you need to complete the summer smoothly.

Table of Contents > Summer > Overview > Overview

Overview

Summer is the season of abundance and fulfillment.



In summer, the trees bloom, fruit ripens, and the warmth of the [sun](#) brings joy into the hearts of everyone in our community.

Our story begins here, with a gloriously happy kingdom, but with an aging ruler, and evil forces watching us enviously.

This season also marks the birth of your character, your character's development into a strong, able, youth and your character's first major expedition.

COURSE ASSIGNMENTS AND ASSESSMENT

There are two types of assignments you will be asked to do in this class. You will be in charge of creating and regularly updating a character who will go on an Arthurian adventure across the semester. You will also be asked to do more traditional course assignments.

Character Activities:

There will be tasks for your character to do that will impact his/her standing in the Fictional World in which we will operate. You can find an Interactive World Map (with information about each of the regions and their peoples) in the Resources folder on D2L.



Your character's success or failure will not impact your grade, but could very well impact your character's **STATS** (Statistics). You will receive points only for

completion of the activity. In other words, these tasks are simply pass/fail: Pass for completion; Fail for failure to complete within the allotted time.

Generally, once per season, you will be asked to participate in a group activity in character. These are the aspects of the course that will impact other student and therefore require timely participation for credit.

Reflective Activities

The rest of the course assignments and activities are more reflective of a traditional course. I will be asking you to read brief passages from a range of Arthurian texts, watch snippets from Arthurian television shows and movies, and to explore other forms of Arthurian media. These will all be provided within the season itself.

I invite you to think about these course materials in conjunction with the Key Concepts with which they are aligned, as well as your character's navigation through similar episodes.

For each Key Concept, you will be charged with posting an example in our Forums space that is different from everyone else's, that exemplifies the course concept. You will be evaluated on how well you demonstrate having read/watched and

thought about the course materials and the relevance of your example. Creativity of presentation and example may help you earn additional points/badges.

Finally, at the end of every season, I will be asking you to write a couple of short (1-2 page) reflective essays that demonstrate how you are connecting our course materials, your character's adventures and "the real world"/your real life. These essays will be evaluated according to how well you demonstrate learning. A complete rubric for this and other assignments are provided in the associated Dropboxes on D2L.

Finally, during the final unit of the semester (Summer 2), you will be asked to retell the story of your hero and his/her adventure in a creative way. The complete instructions and assessment criteria are provided with the associated Dropbox on D2L. In general, however, your project will be evaluated according to how well you integrate the key concepts into the development of your character and adapt Arthurian tropes to work for your own story. Projects that demonstrate exceptional creativity and thoughtfulness may be featured in future publications/on my website and may earn extra credit/badges.

Some potential modes for presenting your story include making a/an:

- movie
- epic/romance poem
- children's book
- novella
- operetta
- social networking page (with posts describing the adventures)
- blog
- vlog
- music album
- puppet show
- comic book
- animated video
- claymation video
- storyboard
- but... don't let this list inhibit your creativity—you can do whatever works best for you and your story/character.

GRADING

Points will be awarded for completion of all assignments in accordance with specific guidelines provided on D2L. You may also be awarded a badge for exceptional participation or completion of a particular activity (both character activities or reflective assignments). The top 5 members of the badge-related course leader board will receive a small boost to their course grade.

Grades	Assignments	# of Assignment/Semester	Total Points
4.0 = 90-100 pts	Character Related Activities (Varied)		49 pts (all pass/fail)
3.5 = 85-89 pts	Key Concept Examples	7x	21 pts (3 pts/ex)
3.0 = 80-84 pts			
2.5 = 75-79 pts	Season End Reflective Essays	4x	20 pts (5pts/season)
2.0 = 70-74 pts			
1.5 = 65-69 pts	Final Project	1	10pts
1.0 = 60-64 pts			
0 = <60 pts			

LEARNING GOALS:

The activities in this course are designed to align with MSU's Undergraduate Learning Goals (<http://undergrad.msu.edu/programs/learninggoals>) and the Center for Integrative Studies in Arts and Letters (<http://cisah.msu.edu/>). Wherever possible, I will try to provide an account of how the course activities align with these goals in their descriptions on D2L.

MSU's Undergraduate Learning Goals

Michigan State University has outlined a set of undergraduate learning goals. An integrated arts and science foundation enhances the potential that MSU graduates will be outstanding leaders and life-long learners. These are they, slightly modified, as they relate to our class.

- **Analytical Thinking**
You will use ways of knowing from the disciplines within the arts and humanities to access information and critically analyzes complex material in order to evaluate evidence, construct reasoned arguments, and communicate inferences and conclusions. You will...
 - acquire, analyze, and evaluate information from multiple sources.
 - synthesize and apply information within and across disciplines.
 - identify the credibility, use and misuse of humanistic and artistic methods.
- **Cultural Understanding**
You will think about global and cultural diversity within historical, artistic, and societal contexts. You will...
 - reflect on experiences with diversity to demonstrate knowledge and sensitivity.
 - Demonstrate awareness of how diversity emerges within and across cultures.
- **Effective Citizenship**
You will participate in a Fictional World modelled on those in the larger, real, interconnected current world. You will...
 - apply knowledge and abilities to solve societal problems in ethical ways.
- **Effective Communication**
You will use a variety of media to communicate effectively with your peers and your instructor.
 - identify and consider how contexts affect communication strategies and practices.
 - engage in effective communication practices in a variety of situations and with a variety of media.
- **Integrated Reasoning**
You will integrate cross-disciplinary knowledge to make informed decisions that reflect humane social, ethical, and aesthetic values. You will...
 - critically apply disciplinary knowledge in a liberal arts context.
 - use a variety of inquiry strategies incorporating multiple views to make value judgments, solve problems, answer questions, and generate new understandings.

Integrative Studies in the Arts and Humanities Mission and Learning Goals

The mission of Integrative Studies in the Arts and Humanities is to help students to become more familiar with ways of knowing in the arts and humanities and to be more knowledgeable and capable in a range of intellectual and expressive abilities. IAH courses encourage students to engage critically with their own society, history, and culture(s); they also encourage students to learn more about the history and culture of other societies. Our courses focus on key ideas and issues in human experience; encourage appreciation of the roles of knowledge and values in shaping and understanding human behavior; emphasize

the responsibilities and opportunities of democratic citizenship; highlight the value of the creative arts of literature, theater, music, and arts; and alert us to important issues that occur among peoples in an increasingly interconnected, interdependent world.

The goals of IAH courses are to assist students to

- Cultivate habits of inquiry and develop investigative strategies from arts and humanities perspectives;
- Explore social, cultural, and artistic expressions and contexts;
- Act as culturally aware and ethically responsible citizens in local and global communities;
- Critically assess, produce, and communicate knowledge in a variety of media for a range of audiences; and
- Recognize and understand the value of diversity and the significance of interconnectedness in the classroom and beyond.

POLICIES:

My job is to facilitate your learning to the best of my ability. The policies in this course are to support my obligation and goal to create a universal, safe, accessible and meaningful learning environment. Feel free to read through all the policies, or you can cut to the chase with the following messages:

Bottom Line: Accessibility, Accommodations, and Course Design

If there is ever anything I can do to better facilitate your learning, do not hesitate to reach out. I will use university policies, best practices and my best judgment to create the kind of learning environment described above. However, I am only human and may make mistakes, have an oversight, etc.

Bottom Line: Academic Integrity and Citizenship

I expect you to demonstrate honesty, mutual respect, and integrity. The best learning happens when you try your best, take risks and value learning for its own sake. I will do my best to create spaces where you can do that without risk to your grade. I expect you to show respect to me and your peers in the tone of your exchanges with us as well as in the quality and originality of your assignments.

ONLINE SIRS

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction and has implemented the Student Instructional Rating System (SIRS) to gather student feedback (<https://sirsonline.msu.edu>). This course utilizes the online SIRS system, and you will receive an e-mail during the last two weeks of class asking you to fill out the SIRS web form at your convenience. In addition, participation in the online SIRS system involves grade sequestration, which means that the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been completed. Alternatively, you have the option on the SIRS website to decline to participate in the evaluation of the course. We hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. If you access the online SIRS website and complete the online SIRS form or decline to participate, you will receive the final grade in this course as usual once final grades are submitted.

ACADEMIC INTEGRITY:

As Spartans, we have made the following pledge:

“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan

State University, continuing the endeavor to build personal integrity in all that I do.” I
If you’d like to know more about Spartan Honor Code, check out this link:

<https://honorcode.msu.edu/>

Article 2.III.B.2 of Student Rights and Responsibilities states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the Center for Integrative Studies in the Arts and Humanities adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use www.allmsu.com or other social media websites to complete any course work in this course. Students who violate MSU regulations on Protection of Scholarship and Grades will receive a failing grade in the course or on the assignment.

Faculty are required to report all instances in which a penalty grade is given for academic dishonesty. Students reported for academic dishonesty are required to take an online course about the integrity of scholarship and grades. A hold will be placed on the student's account until such time as the student completes the course. This course is overseen by the Associate Provost for Undergraduate Education.

Please see <https://www.msu.edu/~ombud/academic-integrity/index.html> for further information regarding academic integrity at MSU and the academic dishonesty reporting system

TURNITIN ORIGINALITY CHECK ON D2L

Consistent with MSU’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool in D2L called Turnitin OriginalityCheck to compare a student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a “similarity score.” The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool. Students should submit assignments to be screened by OriginalityCheck without identifying information included in the assignment (e.g., the student’s name, PID, or NetID); the system will automatically show identifying information to the course faculty when viewing the submissions, but this information will not be retained by Turnitin.

ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation

has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

OTHER STUDENT RESOURCES

In addition to the RCPD, you may wish to visit or consult the following services provided to you by MSU:

- The Writing Center offers students an opportunity to meet with one-on-one with a consultant while they are engaged in the process of writing class papers and other documents. It also offers consulting on digital writing projects and a Grammar Hotline. The Writing Center is located in 300 Bessey Hall. For information about appointments and satellite locations, see <http://writing.msu.edu/>.
- The ESL Writing Lab will assist international students with all aspects of their work in IAH courses, including understanding of course readings to be used in writing papers, planning and revising papers, and proofreading. See <http://elc.msu.edu/esl-lab/> for more information and instructions on making appointments.
- The Learning Resource Center, located in 202 Bessey Hall, offers academic support seminars and workshops, consults with students about study and learning styles and time management, and provides one-on-one tutoring in such areas as critical reading. For a more detailed description of LRC services and hour, see <http://lrc.msu.edu/>.

Thanks for taking the time to read through this! I put a lot of thought and time into this and I hope it'll prove to be a valuable resource for you throughout the semester.