**Syllabus / Course Outline Template**

*This template has been made in keeping with the HEC and FCC policies and incorporates the options for remote instruction. This will help you in* [*organizing your course plan*](https://docs.google.com/document/d/1aSAgK-1a4kfXB3HjAQKrC-TtKoUiYqXCJnNQNvXShyU/edit)*/ outline.*

***NOTE****: This template is meant to provide an exhaustive framework for developing a syllabus that you can share with students; different faculty may opt to focus on (or remove) different sections in this template.*

*Please feel free to modify it for your own use.*

***Instructions:***:

*Pl download this template as a Word doc or copy-paste it into your google drive for your use. This is a master copy and can be edited only by CLT.*

***A link to this word doc is also posted on the top bar of your Moodle account***

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| **Course Name:   Survey of Western Civilization -** |
| **Course Code: Hist. 102** | **Course Type (elective, major) Elective** | **Course Credits: 3**  |
| **MWF****Class Timings: 03: 00 – 03: 50 pm****E - 101** | **Section: A**  | **Student Meeting Hours/ Office Hours: MWF, 10:00 – 11:30 am** |
| **Instructor Name: Dr. Farzand Masih** |
| **A Note from the Instructor:****-** *Include a note about your course’s* ***blended learning*** *model, so they are aware of what is expected.***-** *You can also include a brief bio/background/introduction and/or information on your teaching philosophy (e.g., why you are teaching, why are you teaching this course, how you define successful learning, what students can expect from you and from this course, etc.)** I love to help and cooperate with my students.
* I encourage my students to be regular and punctual.
* Class participation is one of the traits, I wish to see in my students.
* I enjoy meeting and discussions with the students outside the classroom on topics that are usually not part of the syllabus.
* I always welcome my students in my office.
* I provide every opportunity to my students for obtaining the better grade.
* I enjoy teaching and enjoy seeing my students’ making efforts for learning.
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| **Instructor Contact Details**Email: farzandmasih@fccollege.edu.pk[Optional] Mobile WhatsApp: 03214535383 Other: Ext. 636 |
| **TA Name and Contact Details (if applicable):**Name:                                                               Email: Other:                                                               Office Hours:Guidelines for contacting TA/s:  |
| **Course Description**:The Western Civilization refers to the history, way of life, body of knowledge, and political theory that begins with the ancient Greeks. They were the first Europeans to begin writing about philosophy, law, and politics. The Romans put their spin on it and spread it far and wide. The other thing that went along with this was the supremacy of Catholic Christianity throughout Europe. This was upset by the emergence of Protestantism, and the Catholic Church no longer has the power it once did. The Western civilization also includes economic development, from feudalism to capitalism to limited Socialism and eventually social democracy. Along with this came advancements in science, technology, and the arts. In the last 500 years, Western civilization has seen an explosion of innovation in all areas. It tolerates pluralism and diversity well because it values the rights of individuals over social conformity. The basic aim of this course is to familiarize students with the broad period and themes from Ancient Greece and Rome to the French Revolution in 1789. |
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| **Lab Resources (if relevant):** |
| **[OPTIONAL]:  Program Objectives Addressed** (which goals of the academic program/department does this course address?)AB.C.D. |
| **Course Objectives or** [**Student Learning Outcomes**](https://docs.google.com/document/d/1me9vpl8iKR_zNX9gIODm7gkVFY9VkuSKpUJe1VyI57M/edit) **(SLOs)***What will your students be able to do as a result of this course that they could not do (or do as well) before? What purpose does this course and its material serve? Are there discipline-specific objectives, larger metacognitive goals, or both?*1. To study the enlightenment and development pattern of European Civilization starting from Greeks and Roman through Middle Ages up to the middle of the seventeenth century.
2. Enabling students to understand the contributions of Greece, Roman, and European regions in the field of Art, Culture, Philosophy, literature, Religion, Science, and Technology.
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**Course Content, Learning Material & Activities Schedule**

(Please modify as needed)

The schedule is tentative because it is not possible to anticipate exactly how much time each topic will require. Pl, check out the online resources and alternate options for instructional tasks as linked below.

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| **Some important links to review for Instruction in Spring 2023:*** Please use this [Worksheet](https://docs.google.com/document/d/1zob-b2znX568oIEPMeKb-mIKddlbrLc6SeC_d1_KSco/edit) for clarity about your instructional tasks to include the three categories of students (in-class, simultaneously online, and asynchronous learners) for the fall semester. This will make the following table easy to fill
* You can review this [Guide for Preparing your Blended Course](https://docs.google.com/document/d/1rV-VJO1dkTIn7uVmHENsJJz_LQjzR0aKFLHQ022XCRs/edit) to understand the process of developing and implementing a blended course
* Review Instructional Resources [(OERs)](https://docs.google.com/document/d/1Q39AquqpDVjsrUYiy_iuTZ_I3bo6_crOTVS8-pLQU3U/edit) [&](https://docs.google.com/document/d/1x4tgPQAqun7cS2MEA9mAoy3pQf36WUbPHWCy_BdhPQE/edit) Relevant [Technology](https://docs.google.com/document/d/1x4tgPQAqun7cS2MEA9mAoy3pQf36WUbPHWCy_BdhPQE/edit) resources for your use
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| **Week** | **Topic/ Title** | [**Teaching-Learning Activities: Replacing Traditional Modalities With Remote Options**](https://docs.google.com/document/d/1jY2UWb3QuOogkiSMdPvZd33eKe2kRpfzsTm2LSrnLko/edit#heading=h.4dy4q49omahn) | [**Assessment**](https://docs.google.com/document/d/1Z4W_utaHpwMJP6B2jJlb9ofxFHmcagrWWOT5cUM9lj4/edit?usp=sharing)**&** [**Rubrics**](https://docs.google.com/document/d/1IdFfZ8WRSRKSceBYC4jfAyKEYdb1M6Z4GSSLueP8HD0/edit)(with the due date) |
| **Synchronous****(Simultaneously conducted)***Presentation / Lecture**Live Video-Audio**Small-Group Discussion/ Breakout Rooms**In-class quiz**Q&A/ Live Chat* | **Asynchronous**(postal/ Moodle/ email)*Discussion blogs**WhatsApp**Readings**Moodle Quizzes**Assignment Submission**Online Content/ Recordings**Lecture notes/ Annotated PPT**Experiential learning* |
| In-Person | Online | Off-campus and offline |
| 1 | Introduction of Course | Lecture |  |  | 13-02-2023 |
| Introduction of Ancient Civilizations: Mesopotamia, Egypt, Indus Valley Civilization | Lecture/PPT |  |  | 15-03-2023 |
| Continued | Lecture/PPT |  |  | 17-02-2023 |
| 2 | History of Ancient Greece | Lecture/PPT |  |  | 20-02-2023 |
| Greek Science and Philosophy | Lecture/PPT |  |  | 22-02-2023 |
| Continued | Lecture/PPT |  |  | 24-02-2023 |
| 3 | Hellenistic Age  | Lecture/PPT |  |  | 27-02-2023 |
| Alexander the Great | Lecture/PPT |  |  | 01-03-2023 |
| Assignment 1 | - |  |  | 03-03-2023 |
| 4 | The rise of Roman Empire | Lecture/PPT |  |  | 06-03-2023 |
| Imperial Dynasties | Lecture/PPT |  |  | 08-03-2023 |
| Continued | Lecture/PPT |  |  | 10-03-2023 |
| 5 | Roman Societies | Lecture/PPT |  |  | 13-03-2023 |
| Fall of Roman Empire | Lecture/PPT |  |  | 15-03-2023 |
| Continued | Lecture/PPT |  |  | 17-03-2023 |
| 6 | Greeco – Roman cultures | Lecture/PPT |  |  | 20-03-2023 |
| Continued | Lecture/PPT |  |  | 22-03-2023 |
| Continued | Lecture/PPT |  |  | 24-03-2023 |
| 7 | Students’ presentations in groups | Lecture/PPT |  |  | 27-03-2023 |
| Continued | Lecture/PPT |  |  | 29-03-2023 |
| Continued | Lecture/PPT |  |  | 31-03-2023 |
| 8 | Midterm | - |  |  | 03-04-2023 |
| Presentation 1 | - |  |  | 05-04-2023 |
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| 9 | The Dark Ages | Lecture/PPT |  |  | 12-04-2023 |  |
| Continued | Lecture/PPT |  |  | 14-04-2023 |  |
| 10 | The Renaissance | Lecture/PPT |  |  | 17-04-2023 |  |
| Continued | Lecture/PPT |  |  | 19-04-2023 |  |
| 11 | The Reformation | Lecture/PPT |  |  | 28-04-2023 |  |
| 12 | Scientific Revolution | Lecture/PPT |  |  | 03-05-2023 |  |
| Assignment 2 | - |  |  | 05-05-2023 |  |
| 13 | The French Revolution | Lecture/PPT |  |  | 08-05-2023 |  |
| Continued | Lecture/PPT |  |  | 10-05-2023 |  |
| Continued | Lecture/PPT |  |  | 12-05-2023 |  |
| 14 | Students’ presentations in groups | - |  |  | 15-05-2023 |  |
| Continued | - |  |  | 17-05-2023 |  |
| Continued | - |  |  | 19-05-2023 |
| 15 | Final Exam | - |  |  | 22-05-2023 |  |
| Presentation 2 | - |  |  | 24-05-2023 |
| Continued | - |  |  | 26-05-2023 |  |

**‘Out-of-class’ Study Required (across all 3 categories of students -- those attending in-person, online, or asynchronously)**

*- Describe what students will be required to do to prepare for class and/or complete weekly homework. Include information here about “best practices” for maximizing their learning (e.g. Attending study sessions, taking good notes). Include a number of hours you expect students to study for the course*

**Textbooks, Materials, Supplies, and other Resources**

- *List of required and non-required texts including title, author, ISBN #, edition, and where each text can be purchased, borrowed from, or found (e.g. Moodle course page).*

*- List all required materials or equipment (e.g. lab notebooks, specific calculators, safety equipment, supplies) and where to find these items.*

*- Include any Instructional Resources*[***(OERs)***](https://docs.google.com/document/d/1Q39AquqpDVjsrUYiy_iuTZ_I3bo6_crOTVS8-pLQU3U/edit)[*&*](https://docs.google.com/document/d/1x4tgPQAqun7cS2MEA9mAoy3pQf36WUbPHWCy_BdhPQE/edit) *Relevant* [***Technology***](https://docs.google.com/document/d/1x4tgPQAqun7cS2MEA9mAoy3pQf36WUbPHWCy_BdhPQE/edit) *that you want your students to use.*

*- Include information about any required field trips or class events that have an additional cost or that will occur outside of regular class time.*

*-Consider a statement indicating free or reduced-cost options that exist for obtaining course materials. Further, encourage students to speak with you if they experience logistical challenges in obtaining materials or participating in required experiences such as field trips or off-campus meetings.*

Book Recommended

1. Christopher Brook. Western Civilization: A Concise History, Vol. 1 & 2. Portland Community College, 2021.

**Course Requirements:**

The breakup is as follows:

**Class Participation: 15%**

**Assignment 1: 10%**

**Assignment 2: 10%**

**Presentation 1: 10%**

**Presentation 2: 10%**

**Midterm: 20%**

**Final: 25%**

**Classroom Participation:**

Your participation is welcome and rewarded in this course. I will regularly ask for your opinions, ideas, and experiences. I ask because what you think is important and because hearing what others think can be a way for you to learn. If you regularly volunteer and contribute something when you’re called on, 10% will be added to your grades total in the class. The grades are awarded for your willingness to speak. Grades are not taken off if your answer is incorrect or if you disagree with something in the text or something I or someone else said in class. Please keep in mind that we all need to speak to each other respectfully, even when disagreeing.

**Grade Determination & Course Assessment as per FCC Policy:**

*-.* *Late work can be submitted up until the final summative assessment for any given unit. Once*

*a unit is complete, late work is not accepted unless the late work in question happens to be*

*part or all of the final summative assessment, such as a project or a presentation.*

**Grading Legend**

Below is the grading legend of FCCU (published in all catalogues and available on the FCCU website) as approved by the Academic Council and applies for Fall as well

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| **Grade** | **Point Value** | **Numerical Value** | **Meaning** |
| A | 4.00 | 93-100 | Superior |
| A- | 3.70 | 90-92 |
| B+ | 3.30 | 87-89 | Good |
| B | 3.00 | 83-86 |
| B- | 2.70 | 80-82 |
| C+ | 2.30 | 77-79 | Satisfactory |
| C | 2.00 | 73-76 |
| C- | 1.70 | 70-72 |
| D+ | 1.30 | 67-69 | Passing |
| D | 1.00 | 60-66 |
| F | 0.00 | 59 or below | Failing |