A Sense of Humour

Applied Science and Environmental Technology

Course Description

Humour is a universal tool of communication and social influence. Learners survey the development, use, and value of humour in Canadian visual and creative arts. Varieties of humour, such as irony, satire and farce are positioned in the context of Canadian culture to enhance the learner’s appreciation of humour and self-awareness.

General Education Theme Area(s)

This is a General Education course that supports learning in the following theme area(s): Arts in Society

Relationship to Essential Employability Skills

This course contributes to your program by helping you achieve the following Essential Employability Skills:

<table>
<thead>
<tr>
<th>EES 1</th>
<th>Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EES 2</td>
<td>Respond to written, spoken or visual messages in a manner that ensures effective communication. (A)</td>
</tr>
<tr>
<td>EES 6</td>
<td>Locate, select, organize and document information using appropriate technology and information systems. (T,A)</td>
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<tr>
<td>EES 7</td>
<td>Analyze, evaluate and apply relevant information from a variety of sources. (T,A)</td>
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<tr>
<td>EES 8</td>
<td>Show respect for diverse opinions, values, belief systems and contributions of others. (T,A)</td>
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</tbody>
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Course Learning Requirements/Embedded Knowledge and Skills

When you have earned credit for this course, you will have demonstrated the ability to:

1.) Outline the varieties of humour found in visual and creative arts.
   - list the varieties and tools of humour (e.g. irony, satire, farce, slapstick, pun) found in visual and creative arts
   - evaluate the effect of the use of tools used to create various types of humour
   - provide examples of these varieties of humour in Canadian visual and creative arts
2.) Describe the occurrences and varieties of humour in Canadian visual and creative arts in terms of their linguistic, regional, and social characteristics.
   - examine occurrences of humour in Canadian visual and creative arts
   - classify occurrences of humour into patterns and categories
   - relate the patterns and categories of humour in Canadian visual and creative arts to various Canadian social characteristics (e.g. linguistic, regional)

3.) Discuss the roles of decorum, taste, values, and societal norms and their impacts on the creation and reception of humour.
   - explain the roles and responsibilities of an artist in creating humour
   - define decorum and taste in the reception of humour by an audience
   - explore societal and artistic values and norms in relation to the subject matter of humour

4.) Analyze historical and contemporary patterns of humour in the broader Canadian cultural context.
   - examine the patterns and categories of humour in Canadian visual and creative arts across time
   - relate the patterns and categories of humour in Canadian visual and creative arts to Canadian cultural events and development

### Evaluation/Earning Credit

The following list provides evidence of this course’s learning achievements and the outcomes they validate:

<table>
<thead>
<tr>
<th>Quiz(zes)/Test(s) (23%)</th>
<th>Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, EES 2, EES 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment(s) (40%)</td>
<td>Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, EES 2, EES 6, EES 7</td>
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<tr>
<td>Evaluation Assignment(s) (15%)</td>
<td>Validates Outcomes: CLR 1, CLR 2, CLR 3, CLR 4, EES 2, EES 6, EES 7</td>
</tr>
<tr>
<td>Discussion Board (22%)</td>
<td>Validates Outcomes: CLR 1, CLR 2, CLR 4, EES 1, EES 2, EES 6, EES 7, EES 8</td>
</tr>
</tbody>
</table>

### Learning Resources

No textbook is required for this course.

The following online resources will be used:
- visual and creative examples of Canadian art (clips, segments)
- reference sources such as www.canadianencyclopedia.ca (The Canadian Encyclopedia) and http://www.iep.utm.edu/humor/ (The Internet Encyclopedia of Philosophy)

### Learning Activities

- An initial meeting of students and faculty
Prior Learning Assessment and Recognition

Students who wish to apply for prior learning assessment and recognition (PLAR) need to demonstrate competency at a post-secondary level in all of the course learning requirements outlined above. Evidence of learning achievement for PLAR candidates includes:

- Project/Assignment

Grade Scheme

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Mark Equivalent</th>
<th>Numeric Value</th>
<th>Final Grade</th>
<th>Mark Equivalent</th>
<th>Numeric Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90% - 100%</td>
<td>4.0</td>
<td>A</td>
<td>85% - 89%</td>
<td>3.8</td>
</tr>
<tr>
<td>A-</td>
<td>80% - 84%</td>
<td>3.6</td>
<td>B+</td>
<td>77% - 79%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>73% - 76%</td>
<td>3.0</td>
<td>B-</td>
<td>70% - 72%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>67% - 69%</td>
<td>2.3</td>
<td>C</td>
<td>63% - 66%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>60% - 62%</td>
<td>1.7</td>
<td>D+</td>
<td>57% - 59%</td>
<td>1.4</td>
</tr>
<tr>
<td>D</td>
<td>53% - 56%</td>
<td>1.2</td>
<td>D-</td>
<td>50% - 52%</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0% - 49%</td>
<td>0</td>
<td>FSP</td>
<td>0</td>
<td>0</td>
</tr>
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Course Related Information

Student Academic Responsibilities

Each student is responsible for the following:

- Knowing the due dates for marked out-of-class quizzes, discussion board postings and responses, and assignments
- Maintaining a folder of all work done in the course during the semester for validation claims in cases of disagreement with faculty
- Keeping both paper and electronic copies of all assignments, marked and unmarked, in case assignments are lost or go missing
- Checking the Blackboard course shell for announcements, as well as one’s Algonquin email account, for messages from both professor and college administration
- Participating in online quizzes and in discussion boards (both posting and responding) as required
- Retaining course outlines for possible future use to support applications for transfer of credit to other educational institutions

Exemptions

You may be exempted from a General Education elective course. There are two ways to receive an exemption:

1. You may have taken a course that is very similar to one of the General Education elective courses in your program of studies.
2. You may have taken a General Education course that is not similar to Algonquin’s electives, but which clearly addresses one of the General Education theme areas. For further information, visit the “General Education: How can I be exempted?” site at http://elearning.algonquincollege.com/gened/exemptions.htm.

Withdrawal From the Course
The last date for withdrawing from courses without academic penalty is printed on your timetable. You are responsible for notifying the professor and for completing the appropriate form for withdrawal with the Registrar.

Confidentiality
Students are required to respect the confidentiality of employer, client and/or patient information, interactions, and practices that occur either on Algonquin College premises, or at an affiliated clinical/field/co-op placement site. Concerns regarding clients, patients, and/or employer practices are to be brought to the attention of the program coordinator, or designated field/clinical/co-op placement supervisor so that they may be resolved collaboratively. Such concerns are not to be raised publically either verbally, in writing, or in electronic forums. These matters are to be addressed through established program communication pathways.

College Related Information

Email
Algonquin College provides all full-time students with an e-mail account. This is the address that will be used when the College, your professors, or your fellow students communicate important information about your program or course events. It is your responsibility to ensure that you know how to send and receive e-mail using your Algonquin account and to check it regularly.

Students with Disabilities
If you are a student with a disability, it is strongly recommended that you identify your needs to your professor and the Centre for Students with Disabilities (CSD) or Student Services, by the end of the first month of the semester in order that necessary accommodations or support services can be arranged for you.

Academic Integrity & Plagiarism
Adherence to acceptable standards of academic honesty is an important aspect of the learning process at Algonquin College. Academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. For further details consult Algonquin College Policies AA18: Academic Dishonesty and Discipline and AA20: Plagiarism

Student Course Feedback
It is Algonquin College’s policy to give students the opportunity share their course experience by completing a student course feedback survey for each course they take. For further details consult Algonquin College Policy AA25: Student Course Feedback

Use of Electronic Devices in Class
With the proliferation of small, personal electronic devices used for communications and data storage, Algonquin College believes there is a need to address their use during classes and examinations. During classes, the use of such devices is disruptive and disrespectful to others. During examinations, the use of such devices may facilitate cheating. For further details consult Algonquin College Policy AA32: Use of Electronic Devices in Class

Transfer of Credit
It is the student's responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.
Legend

Terms
- ALO: Aboriginal Learning Outcome
- Apprenticeship LO: Apprenticeship Learning Outcome
- CLR: Course Learning Requirement
- DPLO: Degree Program Learning Outcome
- EES: Essential Employability Skill
- EOP: Element of Performance
- GELO: General Education Learning Outcome
- LO: Learning Outcome
- PC: Program Competency
- PLA: Prior Learning Assessment
- PLAR: Prior Learning Assessment and Recognition
- VLO: Vocational Learning Outcome

Assessment Levels
- T: Taught
- A: Assessed
- CP: Culminating Performance