Online
COURSE SYLLABUS

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL Program office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in the courses build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount your time outside the course to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend nine-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:
1. Participate in and complete the online orientation prior to your first online course.
2. Obtain the required course materials prior to the course start date.
3. Login and participate in your course a minimum of three times per week.
4. Complete all assignments to the best of your ability.
5. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.
6. If you have any technical difficulties, you must contact the Office of Distance Education immediately at ubonline@bridgeport.edu.

If you cannot perform these six expectations, it is recommended that you drop the course. We look forward to your academic success in each course and the ultimate completion of your degree.
CAMILLE A. KRAMER MISSION STATEMENT:
As an educator, writer, and business professional, it is my personal goal to spark in my students the love of learning and discovery as a lifelong passion and to empower and facilitate their journey. To this end, I am committed to a student-centered environment of helping my students achieve their own personal educational goals and encouraging them to enlarge their vision about what is possible for them.

COURSE DESCRIPTION:
Topics and themes important to the understanding of the origin and development of modern Western society and culture. Subjects such as industrialism, the growth of the city, class conflict, the emergence of new values and expectations, the importance of war, and the role of minorities are explored in a variety of literary and historical texts.

REQUIRED TEXT:
To order textbooks, go to the bookstore website at http://bridgeport.textbooktech.com/
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

REQUIRED ARTICLES AND PRIMARY SOURCES:
Provided within the Syllabus

COURSE GOAL:
To address and fulfill the unique needs of the adult returning student, the overarching goal of this class is the encouragement and enhancement of these three vital areas: critical thinking, writing, and communication skills. These form the foundation for success and solid intellectual achievement that will serve the students in all areas of their lives.

STUDENT LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:

- Achieve a broad overview of modern Western society and culture especially as manifested in the United States.
- Appreciate the merits of primary documents, original materials from the period, in gaining a personal understanding of historical events.
- Attain a level of comfort expressing informed opinions on issues, both in online discussions with classmates and in formal paper writing, by supporting arguments with textual and factual references.
- Contribute to the collaborative learning experience of the class by sharing their work and ideas in online discussion.
- Gain additional experience in writing and researching and perfect the use of MLA or APA style.
- Greatly enhance Critical Thinking skills.
CHECKING EMAILS:
It is the students’ responsibility to access UB e-mail account on a daily basis as per the University’s policy of sending written information only to the UB account. Technology Help Desk: (203-576-4606) Email: helpdesk@bridgeport.edu http://www.bridgeport.edu/myub/

COURSE REQUIREMENTS:
This ONLINE class is conducted on CANVAS. There will be weekly readings, weekly writing assignments to be posted on Discussions, four Reaction/Response papers, and one Research paper. MLA or APA Style required for all papers. Students must use Canvas to access all class related materials and to submit assignments.
Canvas Support: https://bridgeport.instructure.com/courses/829447/
UB tech support: 203-576-4606 Email: helpdesk@bridgeport.edu

ASSIGNMENT LATENESS:
One day late reduces grade by 10%, two days late by 20%, after two days late grade is zero.

GRADING AND EVALUATION
Grading System:
Four Reaction/Response Papers: 30%  
Eighteen Discussions 54%  
Research Paper Topic: 2%  
One Research Paper: 14%  

<table>
<thead>
<tr>
<th>% of Points Earned</th>
<th>Letter Grade</th>
<th>% of Points Earned</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
<td>C</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
<td>73-70</td>
<td>C-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
<td>66-64</td>
<td>D</td>
</tr>
<tr>
<td>83-80</td>
<td>B-</td>
<td>63-60</td>
<td>D-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

GRADING RUBRICS: See below after all assignments.

Letter Grading Scale:

See below: SESSION 1: First written assignment due First Night of Class: Monday June 29 by midnight

CLASS SCHEDULE, ASSIGNMENTS, CLASS AGENDA:

SESSION 1: MONDAY JUNE 29, 2015

Note: ALL assignments can be found on both the Syllabus and on Canvas: Under Assignments
Refer to Grading Rubric for more assignment details: On Syllabus and Canvas - Modules
➢ Reviewing Assignment: Review at home and make sure you know how to navigate Canvas.
Canvas Student Tutorial https://bridgeport.instructure.com/courses/985903
Viewing Assignment: Decide whether you will do your papers in APA Style OR MLA Style. Whichever you choose, watch the appropriate “refresher” video below: (select one)
APA Format Citations-Sixth (6th) Edition http://www.youtube.com/watch?v=9pbUoNa5tvY
MLA Style Essay Format - Word Tutorial http://www.youtube.com/watch?v=22CPQoLE4U0
Note: MLA and APA Style Paper Quick References: Posted on Canvas - Modules

Writing Assignment #1: Discussions (General - Introduction/Expectations):
Due: Monday June 29 by midnight
Post to Canvas, Discussions:
1. Tell the class a little bit about yourself. What are you doing in addition to going to school? How did you come to be here at University of Bridgeport? How far along are you in the IDEAL program? Is this your first online class? What are your hopes and aspirations once you earn your undergraduate degree? What are the challenges you face returning to school as an adult? Why did you select this US History class? What are your hopes for achievement? (250 word minimum)
2. Comment on postings of two other students (more if you like). (100 word minimum each)

Reading Assignment:
Due: Tuesday June 30 by midnight
o Text Chapter 1: “Columbus, The Indians, and Human Progress”
o Contrasting Article: “Elite Revisionists and Popular Beliefs Christopher Columbus, Hero or Villain?” Howard Schuman, Barry Schwartz, Hannah D’Arcy
   http://barryschwartzonline.com/16406461.PDF
o Primary Source: “The Doctrine of Discovery, 1493” Pope Alexander VI
   https://www.gilderlehrman.org/history-by-era/imperial-rivalries/resources/doctrine-discovery-1493

Writing Assignment #2: Discussions (Chapter 1 Readings):
Due: Wednesday July 1 by midnight
Post to Canvas, Discussions:
1. Five Paragraphs to the Discussion:
   Paragraph 1: Summarize the main ideas in the text reading
   Paragraph 2: Summarize the main ideas in the contrasting article
   Paragraph 3: Summarize the main ideas in the primary source
   Paragraph 4: What is your “take” on the text and article? Do you agree more with one than the other? Explain.
   Paragraph 5: How does the Primary Source (written at the time of the events) add to your understanding of the historical period or event?
2. Comment on postings of two other students (more if you like). (100 word minimum each)
   Must address classmates by name.

Writing Assignment #3: Discussions (Your Own Article):
Due: Friday July 3 by midnight
Post to Canvas, Discussions:
1. Find your own online article about this week’s topic. Give the Article Name, Author, and URL link. Then explain what you found interesting about this article. (250 word minimum)
2. Comment on postings of two other students (more if you like). (100 word minimum each)
   Must address classmates by name.
3. Practice Exercise: Find a primary source online based on this week’s topic. Give Source Name, Author, Date. Nothing further needs to be done (note: this is just for practice since you will need to include primary sources in Research Paper. Tip on how to find: Go to Google, Type in: Primary Source + Topic)
Note: ALL assignments can be found on both the Syllabus and on Canvas: Under Assignments
Refer to Grading Rubric for more assignment details: On Syllabus and Canvas - Modules

➢ Reading Assignment:
Due: Monday July 6 by midnight
  o Text Chapter 4: “Tyranny Is Tyranny”
  o Contrasting Article: “Thomas Jefferson And The Problem of Slavery,” William Cohen
  o Primary Source: “The Declaration of Independence: A Transcription” IN CONGRESS, July 4, 1776.
    http://www.archives.gov/exhibits/charters/print_friendly.html?page=declaration_transcript_content.html&title=NARA%20%7C%20The%20Declaration%20of%20Independence%20-%2CTranscription
  o Primary Source: “The Deleted Passage of the Declaration of Independence (1776)” Thomas Jefferson
    http://www.blackpast.org/primary/declaration-independence-and-debate-over-slavery#sthash.rB5PiZRs.dpuf

➢ Writing Assignment #1: Discussions (Chapter 4 Readings):
Due: Tuesday July 7 by midnight
Post to Canvas, Discussions:
  4. Five Paragraphs to the Discussion:
    Paragraph 1: Summarize the main ideas in the text reading
    Paragraph 2: Summarize the main ideas in the contrasting article
    Paragraph 3: Summarize the main ideas in the primary source
    Paragraph 4: What is your “take” on the text and article? Do you agree more with one than the other? Explain. If you disagree with both, then explain.
    Paragraph 5: How does the Primary Source (written at the time of the events) add to your understanding of the historical period or event?
  5. Comment on postings of two other students (more if you like). (100 word minimum each)
    Must address classmates by name.

➢ Writing Assignment #2: Discussions (Your Own Article):
Due: Wednesday July 8 by midnight
Post to Canvas, Discussions:
  1. Find your own online article about this week’s topic. Give the Article Name, Author, and URL link. Then explain what you found interesting about this article. (250 word minimum)
  2. Comment on postings of two other students (more if you like). (100 word minimum each)
    Must address classmates by name.
  3. Practice Exercise: Find a primary source online based on this week’s topic. Give Source Name, Author, Date. Nothing further needs to be done (note: this is just for practice since you will need to include primary sources in Research Paper. Tip on how to find: Go to Google, Type in: Primary Source + Topic)

➢ Writing Assignment #3: Response/Reaction Paper:
Due: Friday July 10 by midnight
Submit by uploading to Canvas link under Assignments
Write a two page Response/Reaction Paper in MLA or APA Style based on this week’s assigned chapter, the contrasting article, and the primary source.
(NOTE: you can use the ideas you presented in this week’s Chapter Discussion BUT this is a formal paper and requirements of a Reaction/Response Paper apply)
SESSION 3: MONDAY JULY 13, 2015

Note: ALL assignments can be found on both the Syllabus and on Canvas: Under Assignments
Refer to Grading Rubric for more assignment details: On Syllabus and Canvas - Modules

➢ Reading Assignment:
  Due: Monday July 13 by midnight
  o Text Chapter 5: “A Kind of Revolution”
  o Contrasting Article: “10 Amazing Women Of The Revolutionary” Pamela Murrow
     http://allthingsliberty.com/2013/10/10-amazing-women-revolutionary-war/
  o Primary Source: “The Constitution of the United States”
     http://www.archives.gov/exhibits/charters/constitution_transcript.html

➢ Writing Assignment #1: Discussions (Chapter 5 Readings):
  Due: Tuesday July 14 by midnight
  Post to Canvas, Discussions:
  1. Five Paragraphs to the Discussion:
     Paragraph 1: Summarize the main ideas in the text reading
     Paragraph 2: Summarize the main ideas in the contrasting article
     Paragraph 3: Summarize the main ideas in the primary source
     Paragraph 4: What is your “take” on the text and article? Do you agree more with one than the other? Explain.
     Paragraph 5: How does the Primary Source (written at the time of the events) add to your understanding of the historical period or event?
  2. Comment on postings of two other students (more if you like). (100 word minimum each)
     Must address classmates by name.

➢ Writing Assignment #2: Discussions (Your Own Article):
  Due: Wednesday July 15 by midnight
  Post to Canvas, Discussions:
  1. Find your own online article about this week’s topic. Give the Article Name, Author, and URL link. Then explain what you found interesting about this article. (250 word minimum)
  2. Comment on postings of two other students (more if you like). (100 word minimum each)
     Must address classmates by name.
  3. Practice Exercise: Find a primary source online based on this week’s topic. Give Source Name, Author, Date. Nothing further needs to be done (note: this is just for practice since you will need to include primary sources in Research Paper. Tip on how to find: Go to Google, Type in: Primary Source + Topic)

➢ Writing Assignment #3: Response/Reaction Paper:
  Due: Friday July 17 by midnight
  Submit by uploading to Canvas link under Assignments
  Write a two page Response/Reaction Paper in MLA or APA Style based on this week’s assigned chapter, the contrasting article, and the primary source.
  (NOTE: you can use the ideas you presented in this week’s Chapter Discussion BUT this is a formal paper and requirements of a Reaction/Response Paper apply)

SESSION 4: MONDAY JULY 20, 2015

Note: ALL assignments can be found on both the Syllabus and on Canvas: Under Assignments
Refer to Grading Rubric for more assignment details: On Syllabus and Canvas - Modules
Reading Assignment:
Due: Monday July 20 by midnight
- Text Chapter 9: “Slavery Without Submission, Emancipation Without Freedom”
- Primary Source: “13th Amendment to the U.S. Constitution: Abolition of Slavery” [https://www.law.cornell.edu/constitution/amendmentxiii](https://www.law.cornell.edu/constitution/amendmentxiii)

Writing Assignment #1: Discussions (Chapter 9 Readings):
Due: Tuesday July 21 by midnight
Post to Canvas, Discussions:
1. Five Paragraphs to the Discussion:
   - Paragraph 1: Summarize the main ideas in the text reading
   - Paragraph 2: Summarize the main ideas in the contrasting article
   - Paragraph 3: Summarize the main ideas in the primary source
   - Paragraph 4: What is your “take” on the text and article? Do you agree more with one than the other? Explain.
   - Paragraph 5: How does the Primary Source (written at the time of the events) add to your understanding of the historical period or event?
2. Comment on postings of two other students (more if you like). (100 word minimum each)
   Must address classmates by name.

Writing Assignment #2: Discussions (Your Own Article):
Due: Wednesday July 22 by midnight
Post to Canvas, Discussions:
1. Find your own online article about this week’s topic. Give the Article Name, Author, and URL link. Then explain what you found interesting about this article. (250 word minimum)
2. Comment on postings of two other students (more if you like). (100 word minimum each)
   Must address classmates by name.
3. Practice Exercise: Find a primary source online based on this week’s topic. Give Source Name, Author, Date. Nothing further needs to be done (note: this is just for practice since you will need to include primary sources in Research Paper. Tip on how to find: Go to Google, Type in: Primary Source + Topic)

Writing Assignment #3: Response/Reaction Paper:
Due: Friday July 24 by midnight
Submit by uploading to Canvas link under Assignments
Write a two page Response/Reaction Paper in MLA or APA Style based on this week’s assigned chapter, the contrasting article, and the primary source.
(NOTE: you can use the ideas you presented in this week’s Chapter Discussion BUT this is a formal paper and requirements of a Reaction/Response Paper apply)

SESSION 5: MONDAY JULY 27, 2015

Note: ALL assignments can be found on both the Syllabus and on Canvas: Under Assignments
Refer to Grading Rubric for more assignment details: On Syllabus and Canvas - Modules
Reading Assignment:
Due: Monday July 27 by midnight
Chapter 15

"Self-help in Hard Times"

Contrasting Article: “Seven Black World War II Heroes Receive Medals of Honor” American Forces Press Service

Primary Source: “Rugged Individualism” Herbert Hoover, Campaign Speech 1928”
http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&psid=1334

Primary Source: VIDEO “Franklin D. Roosevelt - Inaugural ‘The Only Thing We Have to Fear is Fear Itself’ Speech 1933” (4:55 min)
https://www.youtube.com/watch?v=rIKMbma6_dc

Writing Assignment #1: Research Paper Topic:
Due: Tuesday July 28 by midnight
Submit word document by uploading to Canvas link under Assignments
Topic for Research Paper, as well as statement explaining why this topic was chosen. (2 elements needed)
Topic may be chosen from any area covered in the text (even chapters not assigned)

Note: No Paper due this week. Start working on research for your Research Paper

Writing Assignment #2: Discussions (Chapter 15 Readings):
Due: Wednesday July 29 by midnight
Post to Canvas, Discussions:
1. Five Paragraphs to the Discussion:
   Paragraph 1: Summarize the main ideas in the text reading
   Paragraph 2: Summarize the main ideas in the contrasting article
   Paragraph 3: Summarize the main ideas in the primary source
   Paragraph 4: What is your “take” on the text and article? Do you agree more with one than the other? Explain.
   Paragraph 5: How does the Primary Source (written at the time of the events) add to your understanding of the historical period or event?
2. Comment on postings of two other students (more if you like). (100 word minimum each)
   Must address classmates by name.

Writing Assignment #3: Discussions (Your Own Article):
Due: Friday July 31 by midnight
Post to Canvas, Discussions:
1. Find your own online article about this week’s topic. Give the Article Name, Author, and URL link. Then explain what you found interesting about this article. (250 word minimum)
2. Comment on postings of two other students (more if you like). (100 word minimum each)
   Must address classmates by name.
3. Practice Exercise: Find a primary source online based on this week’s topic. Give Source Name, Author, Date. Nothing further needs to be done (note: this is just for practice since you will need to include primary sources in Research Paper. Tip on how to find: Go to Google, Type in: Primary Source + Topic)

WEEK 6: MONDAY AUGUST 3, 2015

Note: ALL assignments can be found on both the Syllabus and on Canvas: Under Assignments
Refer to Grading Rubric for more assignment details: On Syllabus and Canvas - Modules

Reading Assignment:
Due: Monday August 3 by midnight
  o Text Chapter 25 “The 2000 Election and the "War on Terrorism”
  o Contrasting Article: “Americans have yet to grasp the horrific magnitude of the ‘war on terror’”
    Lauren Carasik

Primary Source: “Osama bin Laden’s Declaration of Jihad against Americans”
http://www.911memorial.org/sites/all/files/Osama%20bin%20Laden%27s%201996%20Fatwa%20against%20United%20States.pdf

Primary Source: VIDEO “Sept. 20, 2001 - Bush Declares War on Terror” (7:58 min)
https://www.youtube.com/watch?v=_CSPbzitPL8

➢ Writing Assignment #1: Discussions (Chapter 25 Readings):
Due: Tuesday August 4 by midnight
Post to Canvas, Discussions:
1. Five Paragraphs to the Discussion:
   Paragraph 1: Summarize the main ideas in the text reading
   Paragraph 2: Summarize the main ideas in the contrasting article
   Paragraph 3: Summarize the main ideas in the primary source
   Paragraph 4: What is your “take” on the text and article? Do you agree more with one than the other? Explain.
   Paragraph 5: How does the Primary Source (written at the time of the events) add to your understanding of the historical period or event?
2. Comment on postings of two other students (more if you like). (100 word minimum each)
   Must address classmates by name.

➢ Writing Assignment #2: Discussions (Your Own Article):
Due: Wednesday August 5 by midnight
Post to Canvas, Discussions:
1. Find your own online article about this week’s topic. Give the Article Name, Author, and URL link. Then explain what you found interesting about this article. (250 word minimum)
2. Comment on postings of two other students (more if you like). (100 word minimum each)
   Must address classmates by name.
3. Practice Exercise: Find a primary source online based on this week’s topic. Give Source Name, Author, Date. Nothing further needs to be done (note: this is just for practice since you will need to include primary sources in Research Paper. Tip on how to find: Go to Google, Type in: Primary Source + Topic)

➢ Writing Assignment #3: Response/Reaction Paper:
Due: Friday August 7 by midnight
Submit by uploading to Canvas link under Assignments
Write a two page Response/Reaction Paper in MLA or APA Style based on this week’s assigned chapter, the contrasting article, and the primary source.
(NOTE: you can use the ideas you presented in this week’s Chapter Discussion BUT this is a formal paper and requirements of a Reaction/Response Paper apply)

SESSION 7: MONDAY AUGUST 10, 2015

Note: ALL assignments can be found on both the Syllabus and on Canvas: Under Assignments
Refer to Grading Rubric for more assignment details: On Syllabus and Canvas - Modules

➢ Reading Assignment:
Due: Monday August 10 by midnight
This week’s reading assignment will really call upon your critical thinking in evaluating Howard Zinn as an historian. Below are three “Pro” articles supporting Howard Zinn and his rendition of history
and three “Con” articles criticizing Howard Zinn and his rendition of history. They are in positive-negative, positive-negative order so that you can read one pro, then a con and so forth.

- **Pro:**
  “Mitch Daniels, Howard Zinn, and the Politics of History” Joseph A. Palermo
  07/30/2013 The Huffington Post

- **Con:**
  “Zinn's influential history textbook has problems, says Stanford education expert” David Plotnikoff Stanford Report, December 20, 2012

- **Pro:**
  “Howard Zinn at 90: Defending the People’s Historian” Timothy Patrick McCarthy
  08.27.121:14 The Daily Beast

- **Con:**
  “Undue Certainty: Where Howard Zinn's A People's History” Sam Wineburg American Educator, 2013 - ERIC
  [https://www.aft.org/sites/default/files/periodicals/Wineburg.pdf](https://www.aft.org/sites/default/files/periodicals/Wineburg.pdf)

- **Pro:**
  “Losing Our Favorite Teacher” Bill Bigelow
  Spring 2010
  [http://www.rethinkingschools.org/archive/24_03/24_03_zinn.shtml](http://www.rethinkingschools.org/archive/24_03/24_03_zinn.shtml)

- **Con:**
  “Howard Zinn’s History Lessons” Michael Kazin
  Spring 2004 Dissent Magazine

- **Pro:**
  “Bashing Howard Zinn: A Critical Look at One of the Critics” Alison Kysia
  November 18, 2013

- **Con:**
  “Howard Zinn's Biased History” Daniel J. Flynn
  6-9-03 History News Network (HNN)
  [http://historynewsnetwork.org/article/1493](http://historynewsnetwork.org/article/1493)

**Note:** This week will have no papers. You should be working on your Research Papers. There will be one discussion where you can share whatever you would like to share with your classmates about the Research Paper process.

**Writing Assignment #1: Discussions (General - Relating to Research Paper):**
Due: Tuesday August 11 by midnight
Post to Canvas, Discussions:
1. Post comments about anything relating to your Research Paper. Examples: How is it going? Do you have research ideas to share? Do you want suggestions for your own paper? Anything related to the Research Paper is appropriate. (250 word minimum)
2. Comment on postings of two other students (more if you like). (100 word minimum each) Must address classmates by name.

**Writing Assignment #2: Discussions (Article Readings):**
Due: Wednesday August 12 by midnight
Post to Canvas, Discussions:
1. Five Paragraphs to the Discussion:
   - Paragraph 1: Summarize the main ideas in the pro articles
   - Paragraph 2: Summarize the main ideas in the con articles
   - Paragraph 3: What evidence did you find particularly strong in either criticizing or praising Zinn? Or both?
Paragraph 4: How do you personally critique Howard Zinn?

Paragraph 5: What do you think about this text in general. Should it be used? Should it not be used? Why?

2. Comment on postings of two other students (more if you like). (100 word minimum each)
   Must address classmates by name.

➢ Writing Assignment #3: Discussions (Your Own Article):
   Due: Friday August 14 by midnight
   Post to Canvas, Discussions:
   1. Find your own online article about this week’s topic. Give the Article Name, Author, and URL link. Then explain what you found interesting about this article. (250 word minimum)
   2. Comment on postings of two other students (more if you like). (100 word minimum each)
      Must address classmates by name.
   3. Practice Exercise: Find a primary source online based on this week’s topic. Give Source Name, Author, Date. Nothing further needs to be done (note: this is just for practice since you will need to include primary sources in Research Paper. Tip on how to find: Go to Google. Type in: Primary Source + Topic)

WEEK 8: MONDAY AUGUST 17, 2015

Note: ALL assignments can be found on both the Syllabus and on Canvas: Under Assignments
Refer to Grading Rubric for more assignment details: On Syllabus and Canvas - Modules

➢ Reading Assignment: NONE
   Note: This week will have no readings. Put finishing touches on Research Papers.

➢ Writing Assignment #1: Research Paper:
   Due: Tuesday August 18 by midnight
   Submit by uploading to Canvas link under Assignments
   Write a three page Research Paper in MLA or APA Style based on a topic of YOUR CHOICE covered within the ENTIRE TEXT. (does not have to be a chapter covered in class)

➢ Writing Assignment #2: Discussions (General - Research Paper):
   Due: Wednesday August 19 by midnight
   Post to Canvas, Discussions:
   1. Discuss your Research Paper. Examples: why did you pick this topic? What did you find particularly interesting? What did you learn that you didn’t know before? (250 word minimum)
   2. Comment on postings of two other students (more if you like). (100 word minimum each)
      Must address classmates by name.

➢ Writing Assignment #3: Discussions (General - Evaluation):
   Due: Friday August 21 by midnight
   Post to Canvas, Discussions:
   The learning outcome goals for this class as stated on the Syllabus were:
   Upon successful completion of this course, students will be able to:
   • Achieve a broad overview of modern Western society and culture especially as manifested in the United States.
   • Appreciate the merits of primary documents, original materials from the period, in gaining a personal understanding of historical events.
   • Attain a level of comfort expressing informed opinions on issues, both in online discussions with classmates and in formal paper writing, by supporting arguments with textual and factual references.
• Contribute to the collaborative learning experience of the class by sharing their work and ideas in online discussion.
• Gain additional experience in writing and researching and perfect the use of MLA or APA style.
  1. Please post comments about how your own personal outcomes reflected the goals. (250 word minimum)
  2. Comment on postings of two other students (more if you like). (100 word minimum each)
     Must address classmates by name.

**SPECIFIC GRADING RUBRICS FOR THIS COURSE:** (Also On Canvas: Under Modules – Grading Rubrics)

<table>
<thead>
<tr>
<th>GRADING RUBRIC I: Reaction/Response Papers:</th>
<th>X/7.5 Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Reaction/Response Papers: 30%</td>
<td>(7.5 points x 4 = 30 points)</td>
<td></td>
</tr>
<tr>
<td>Total Value per assignment: 7.5% of final grade (total of 7.5 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Value for entire course: 30% of final grade (30 points) (4 @ 7.5 pts =30 pts)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Content and Development**

All key elements of the assignment are covered in a substantive way:

- MLA or APA Style used (See MLA OR APA Style Quick Reference Posted on Canvas: Under Modules – Quick Reference) 1.25
- Two pages (in addition to the Abstract if use APA Style) 1.25
- Abstract is included if use APA Style .5
- Key elements of Reaction/Response Paper presented (See Reaction/Response Paper Quick Reference Posted on Canvas: Under Modules – Quick Reference) .25
- The names of the reading and the author for all material discussed must be clearly stated. (E.g. Text + Author, Article + Author, Primary Source + Author) Note: For the Text should also indicate the date it was published. 1.25
- References Page or Works Cited included on separate last page (Not required but good practice since will be required on Research Paper)
- In-text citation used (or footnotes) (Not required but good practice since will be required on Research Paper)
- Major points are supported by specific details, examples, or analysis; .75
- There is a clear conclusion (wrap up) to the paper. .75

**Note:** In separate assignment you will share comments with class via discussion

**Readability, Style, and Mechanics**

All key elements of good writing are present:

- The tone is appropriate to the content and assignment .25
- Sentences are complete, clear, and concise .5
- Sentences are well constructed, strong, and varied .5
- Sentence transitions are present and maintain the flow of thought .25
- Rules of grammar, usage, spelling, and punctuation are followed .5

**Total Points: (Out of Possible 7.5 Points)** 7.5

<table>
<thead>
<tr>
<th>GRADING RUBRIC II: Research Paper topic:</th>
<th>X/2 Pts</th>
<th>Earned Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper Topic: 2%</td>
<td>(2 points x 1 = 2 points)</td>
<td></td>
</tr>
</tbody>
</table>

HIST 233 DL2: Roots of Modern Culture Camille A. Kramer June 29 – August 22, 2015 Page 12 of 18
<table>
<thead>
<tr>
<th><strong>Total Value for entire class: 2% of final grade (2 points) (1 @ 2 pts = 2 pts)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic for Research Paper Submitted</td>
</tr>
<tr>
<td>Statement explaining why this topic was chosen</td>
</tr>
<tr>
<td><strong>Total Points: (Out of Possible 2 Points)</strong></td>
</tr>
</tbody>
</table>

| **GRADING RUBRIC III: Research Paper** |
| One Research Paper: 14% (14 points x 1 = 14 points) | (14 points) (1 @ 14 pts = 14 pts) |
| **Total Value for entire course: 14% of final grade (14 points) (1 @ 14 pts = 14 pts)** | X/14Pts | Earned Pts |

| **Content and Development** |
| All key elements of the assignment are covered in a substantive way: |
| • MLA or APA Style used (See MLA OR APA Style Quick Reference Posted on Canvas: Under Modules – Quick Reference) | 1.5 |
| • Three pages (in addition to the Abstract if use APA Style) | 1.5 |
| • Abstract is included if use APA Style | 1 |
| • At least one primary source used | 1 |
| • At least two secondary sources used | 1 |
| • References Page or Works Cited included on separate last page | 1.25 |
| • In-text citation used (or footnotes) | 1.25 |
| • Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically | 1 |
| • The introduction provides sufficient background on the topic and previews major points. | .5 |
| • The conclusion is logical, flows from the body of the paper, and reviews the major points. | .5 |

**Note:** In separate assignment you will share comments with class via discussion

| **Readability, Style, and Mechanics** |
| All key elements of good writing are present: |
| • Sentences are complete, clear, and concise | 1 |
| • Sentences are well constructed, strong, and varied | 1 |
| • Sentence transitions are present and maintain the flow of thought | .5 |
| • Rules of grammar, usage, spelling, and punctuation are followed | 1 |
| **Total Points: (Out of Possible 14 Points)** | 14 |

| **GRADING RUBRIC IV: Online Discussion General** |
| Eighteen Discussions altogether (3 types): 54% (3 points x 18 = 54 points) |
| **Total Value per assignment: 3% of final grade (total of 3 points)** | X/3 Pts | Earned Pts |
| **Total Value for entire course: 54% of final grade (54 points) (18 @ 3 pts = 54 pts)** |  |  |

*Please keep in mind that these discussions should not be considered “chats” with friends. Use the same type of writing that you would in a paper which would be more formal and free of colloquial expressions, no typos, and grammatically correct. Even responses to classmates follow this lead*
Comply with all requested items of the assignment including 250 word minimum

- Comment on postings of two other students (more if you like)
- Must address classmates by name.
- First two have 100 word minimum –after that no word requirement)

Total Points: (Out of Possible 3 Points)

GRADING RUBRIC V: Online Discussion on Chapter or Article Readings:
Eighteen Discussions altogether (3 types): 54% (3 points x 18 = 54 points)
Total Value per assignment: 3% of final grade (total of 3 points)
Total Value for entire course: 54% of final grade (54 points) (18 @ 3 pts =54 pts)

Please keep in mind that these discussions should not be considered “chats” with friends. Use the same type of writing that you would in a paper which would be more formal and free of colloquial expressions, no typos, and grammatically correct. Even responses to classmates follow this lead.

All Five required Paragraphs written
- Comment on postings of two other students (more if you like)
- Must address classmates by name.
- First two have 100 word minimum –after that no word requirement)

Total Points: (Out of Possible 3 Points)

GRADING RUBRIC VI: Online Discussion on Your Own Article:
Eighteen Discussions altogether (3 types): 54% (3 points x 18 = 54 points)
Total Value per assignment: 3% of final grade (total of 3 points)
Total Value for entire course: 54% of final grade (54 points) (18 @ 3 pts =54 pts)

Please keep in mind that these discussions should not be considered “chats” with friends. Use the same type of writing that you would in a paper which would be more formal and free of colloquial expressions, no typos, and grammatically correct. Even responses to classmates follow this lead.

- Provide your own online article about this week’s topic.
- Give the Article Name, Author, and URL link.
- Then explain what you found interesting about this article.
- (250 word minimum)

- Comment on postings of two other students (more if you like)
- Must address classmates by name.
- First two have 100 word minimum –after that no word requirement)

Practice Exercise: Find a primary source online based on this week’s topic. Give Source Name, Author, Date. Nothing further needs to be done (note: this is just for practice since you will need to include primary sources in Research Paper. Tip on how to find: Go to Google, Type in: Primary Source + Topic)

Total Points: (Out of Possible 3 Points)
ACADEMIC POLICIES

Attendance Policy
Course attendance via online participation is an integral part of the online academic experience; therefore, students are expected to be participative in all course activities and discussions. If an absence is unavoidable, the student should communicate with the instructor. Arrangements should be made at that time for submission of any missed assignments.

IMPORTANT:
- An absence (lack of participation) in any week of the course, will drop the final grade by one letter grade (for example if a student earns a grade of “B” in the course, the final grade would be a “C”).
- An absence of two or more weeks will be cause for a failing grade.

Drop Procedures
To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the IDEAL Course Schedule webpage:

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the drop fees and tuition refunds at the Academic Calendar; accessed at the IDEAL Course Schedule webpage (same link above).

Cell Phones
Cell phones must be turned off (or placed on “vibrate”) while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty
The IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory psychology course. He has co-workers who have taken the same course. As the end of the course approaches, he wonders how he will find the time to get the research paper finished, and asks one of his co-workers for help. His co-worker hands him a research paper that he submitted in a similar course. The student makes minor modifications to the paper, and submits it under his own name.

Case #2: A student enrolled in a humanities course is unsure about how to structure an essay. She is doing research on the World Wide Web, and comes across an essay written by a student from another university. Using her computer mouse, she copies and pastes the essay into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.
Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own courses; generally, however, such acts will result in a failing grade for the assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site: http://www.indiana.edu/~istd/plagiarism_test.html

Ethics Statement of Confidentiality
An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: http://www.bridgeport.edu/pages/2209.asp The Center is located on the 5th Floor of the Wahlstrom Library. Make an appointment or walk-in: Telephone: 203-576-4290. Online Tutoring is available at: www.etutoring.org. To use this free service you must have a UBNet account.

Obtaining a UBNet Account
Every registered student should obtain a UBNet Account. The account allows you to access MyUB; the portal for grades, library services, Canvas online learning system. Also, the account allows you access to computers in the Library and computer labs, and provides an email account in which the University sends out information. Go to: http://www.bridgeport.edu/ubnet - Click on “New UBNet Account” and follow the instructions.
The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your bridgeport.edu email forwarded to any other private email account you use. Following the activation of your UBNet account (takes 24 hours), login at: http://www.bridgeport.edu/email and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Learning Management System (LMS) - Canvas
For all courses that use Canvas, you can access Canvas through the portal by using the myUB link. Faculty post class documents on Canvas e.g. syllabus, power points, discussion questions, case studies, current event articles, papers, reports etc. (save some trees). All students have access, and can download and copy the documents.

Canvas Tutorial For Students:  https://bridgeport.instructure.com/courses/985903
For assistance contact the UB Help Desk at 203-576-4606 or email helpdesk@bridgeport.edu https://bridgeport.instructure.com/courses/829447/

Accessing Your Grades & Schedule Online
The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. To access WebAdvisor, login in to MyUB and follow the WebAdvisor menu on the right. If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library
Access to the Digital Library is through MyUB. On the MyUB home, in the central column, click on “myEureka Digital Library.” Research tools available:

- Search for books held at the library.

- Search the online databases for your academic field; business, counseling, human services, psychology, etc.

- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

Using Computers
Open access computer labs are available at three locations:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: http://www.bridgeport.edu/library.

- Stamford – Room D; Check open hours at: http://www.bridgeport.edu/stamford

- Waterbury – Computer Lab; Check open hours at: http://www.bridgeport.edu/waterbury

Course Cancellations
Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

IMPORTANT CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport Campus Security</td>
<td>(203) 576-4911</td>
<td><a href="mailto:ubsecurity@bridgeport.edu">ubsecurity@bridgeport.edu</a></td>
</tr>
<tr>
<td>Bursar</td>
<td>(203) 576-4692</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Cashier</td>
<td>(203) 576-4682</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Financial Aid</td>
<td>(203) 576-4568</td>
<td><a href="mailto:sfs@bridgeport.edu">sfs@bridgeport.edu</a></td>
</tr>
<tr>
<td>Registrar</td>
<td>(203) 576-4635</td>
<td><a href="mailto:registrar@bridgeport.edu">registrar@bridgeport.edu</a></td>
</tr>
<tr>
<td>Emergency Notification Phone</td>
<td>(203) 576-4159</td>
<td></td>
</tr>
<tr>
<td>IDEAL Office</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
</tbody>
</table>

CAMPUS CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Campus</th>
<th>Address</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgeport</td>
<td>126 Park Avenue Bridgeport, CT 06604</td>
<td>(203) 576-4800</td>
<td><a href="mailto:idealinfo@bridgeport.edu">idealinfo@bridgeport.edu</a></td>
</tr>
<tr>
<td>Stamford</td>
<td>5 Riverbend Drive Stamford, CT 06750</td>
<td>(203) 358-0700</td>
<td><a href="mailto:ubstamford@bridgeport.edu">ubstamford@bridgeport.edu</a></td>
</tr>
<tr>
<td>Waterbury</td>
<td>84 Progress Lane Waterbury, CT 06705</td>
<td>(203) 573-8501</td>
<td><a href="mailto:ubwaterbury@bridgeport.edu">ubwaterbury@bridgeport.edu</a></td>
</tr>
</tbody>
</table>

Directions to IDEAL Campus locations [http://www.bridgeport.edu/pages/2260.asp]

To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is 001416. Federal Student Aid Information: 1-800-433-3243.