HIST 2112
AMERICA SINCE 1877
Summer 2018

CRN: 50616	**Meeting Time:** ONLINE (May 30-July 26) 8wk
Course Section: ONLINE	**Location:** ONLINE
Instructor: Seneca Vaught, Ph.D.	**E-mail:** svaught3@kennesaw.edu
Office Hours: online or phone via appointment	Please use D2L messaging system
Office Location : Social Sciences Bldg 4085	**Syllabus Version**: 1.0

Course Description

Examines the major themes of American history since 1890, the multicultural nature of contemporary U.S. civilization, and the nation's role in the global arena.

As a part of the General Education Program at Kennesaw State University, the aim of this course is to strengthen your understanding of the past and how it influences present U.S. society. We will look at the history of the United States and its role in world affairs from the turn of the twentieth century to the present. This survey will help the student develop an appreciation of the multicultural nature of American society, and give a better understanding of how the United States emerged as world power. There are no prerequisites for this course.

HIST 2112 satisfies one of Kennesaw State University's general education program requirements. It addresses the US Perspectives learning outcome. The learning outcome states: Students identify the historical, political, social, or institutional developments of the United States. For more information about KSU's General Education program requirements and associated learning outcomes, please visit:
http://catalog.kennesaw.edu/preview_program.php?catoid=10&poid=704

This course addresses four central questions over the semester:
1. **What historical lessons and skills can we learn from the study of the past?**
2. **How and why do historians draw different conclusions and interpretations from the same facts?**

3. **How have paradoxes shaped the United States and its role in the world?**
4. **What parallels and themes from the past can we apply to contemporary issues and real-world projects today?**

Hyperlinks and content in this syllabus is updated regularly. Please check back often to ensure that you have access to the most recent version.

Course Communication – Please contact me using the D2L Brightspace internal course email system instead my Kennesaw State University email address.

Electronic Communications. The University provides all KSU students with an "official" email account with the address "students.kennesaw.edu." As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials.**

Method and Philosophy of Teaching

I believe in a co-intentional education as defined by Paulo Freire, "Teachers and students (leadership and people), co-intent on reality, are both Subjects, not only in the task of unveiling that reality, and thereby coming to know it critically, but in the task of re-creating that knowledge. As they attain this knowledge of reality through common reflection and action, they discover themselves as its permanent re-creators."[1]

I do not believe in nor do I offer extra credit. In this regard, I emphasize the importance of each student charting out their own goals and completing each assignment to the best of their ability.

In order to address the four major course questions we will focus on the following historical problems: use of evidence, popular misconceptions, and parallels in the present. Each class period focuses on an aspect of American history using documentary evidence and how these documents have been interpreted in the past. We will examine the deep historical causes and effects of contemporary problems in American society and its relevance to the present.

The course lectures integrate major issues from the assigned primary source documents, textbook readings, and module discussions into stories about people, problems, and policies in the American past. These stories illustrate the complexity of American history in its regional, national and international context.   The relevance of these stories will only make sense in the context of the readings and broader questions posed throughout the class so it is critical that students complete every reading assignment and frequently consult the syllabus. Through this course, it is my desire that you are able to think historically and appreciate history as a method of intellectual inquiry.

Course Goals and Student Learning Objectives

Upon successful completion of this course, it is my intention that students will develop proficiency in course content areas evidenced through my evaluation of the following goals:

1. Students will be able to identify selected people, developments, and themes of American history in regional, national, and international contexts. (Knowledge)
2. Students will be able to demonstrate "historical thinking" by questioning assumptions and debunking popular misconceptions about the past. (Skills)
3. Students will be able to discuss meanings of "engaged citizenship" in a multicultural society and the nation's role in the global arena. (Skills)
4. Students will be able to analyze primary and secondary sources using methods of historical inquiry. (Skills)
5. Students will apply course content to contemporary problems and personal experiences. (Attitude)
6. Students will be able to identify some of the different ways of thinking historically, globally, and critically about engaged citizenship.
7. Students will be able identify some significant developments, people, and geographic regions in American history.
8. Students will be to able distinguish analytical thinking about primary and secondary sources from in American history from popular misconceptions.
9. Students will be to able identify the significance of selected people and ideas in the development of American society.
10. Students will be able to critically and creatively assess history through collaborative projects that connect course content to real-world experiences and contemporary media.
11. Students will be able to comprehend historical writing at the appropriate level.
12. Students will be able to critically and creatively assess history through print and contemporary media
13. Students will be able to critically and creatively assess history through historically-informed writing

Assessment

Each of the above corresponding student learning objectives will be assessed through the following:
1. Pre-Test Entrance Exam (not calculated as part of final grade)
2. Periodically scheduled objective content discussions
3. Periodically scheduled discussions and voluntary self-assessments
4. Applied Historical Research Project
5. Post-Test Exit exam (not calculated as part of final grade)

Course Requirements, Textbooks, and Materials

This course content is delivered on-line. For this course, it is necessary to have adequate computer skills and access to a reliable computer and high-speed internet connection.

Make sure when you enter Desire2Learn (D2L) that you run the "Browser Check" (if prompted), which you can begin by pressing the gray "Check Browser" button beside the login square.

Pay attention as the browser check runs. Make sure you address any problems, such as pop up blockers that are on. In addition, you may be asked whether or not you want to accept unsecure information or items.

Software and Digital: Online access to Desire2Learn (http://d2l.kennesaw.edu/). Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, Windows Movie Maker (or iMovie, or another comparable video editing software program) and Flash. You can download a free clone version of MS Office at http://www.openoffice.org

Other Skills
You will need basic computer skills. Can you find a web site if you are given a web address? Can you send and receive an email? Can you attach files and open attachments? If you can, then you will probably have few problems with the technology in this course. You will also need regular access to a computer and Internet service. You can use the labs on campus if you buy a set of headphones. Consider backup places that you will go if your preferred computer access point fails. For example, if you try to get on the internet and you find your home access won't work, where will you go? Then, if during the class you have trouble, you can go to your backup place. Can you go to the local library? To the local community college? To your Aunt's house? If you have no backup places, you probably don't need to take this course. In other words, if your internet fails, it may severely hinder your progress in this class. You will need an email account that you check every day, and your instructor needs that account address.

Required Textbook(s) and Course Materials:

REQUIRED:
The primary textbook is free online and is continuously updated:

Locke, Joseph, and Ben Wright. *The American Yawp: A Free and Online, Collaboratively Built American History Textbook*. 2014. <http://www.americanyawp.com/> .

You should purchase any **one** of the other following texts of your choice based on your interest. You will also discuss what you have learned from these books into a micro-discussion session. **Before purchasing your book, click on the the project sign-up sheet in the course outline to go the detailed instructions and due dates for the project**:

1. **FitzGerald, Frances. *The Evangelicals: The Struggle to Shape America*. New York: Simon & Schuster Paperbacks, 2018.**
2. **K'Meyer, Tracy Elaine. *Interracialism and Christian Community in the Postwar South: The Story of Koinonia Farm*. Charlottesville: University Press of Virginia, 2000.**
3. **McRae, Elizabeth Gillespie. *Mothers of Massive Resistance: White Women and the Politics of White Supremacy*. 2018.**
4. **Anderson, Carol. *White Rage: The Unspoken Truth of Our Racial Divide*. 2017.**

How the Course Works: An Overview

HIST 2112 is a survey course of the long twentieth century. The course is divided into 16 online modules that run on a bi-weekly schedule. Access to course content in the module folders will be available for two weeks in advance. Once the deadline for one module has passed, the next module will be opened following the course schedule. All the materials from past modules are available for access in the module folders.

Steps to Complete Each Module

1. **Complete the Assigned Reading** – Check the syllabus for the assigned chapters to read for each module. The readings usually can be found in the assigned course textbook(s) but sometimes may include links to audiovisual materials on the Internet. The readings can also be found in the course textbook*s* or hyperlinks to websites in the syllabus and modules. In this class everyone is reading the same primary textbook (Locke and Wright) but you are comparing what you read in Locke and Wright against the interpretation in one of your other selected texts. The purpose of this is to give you a broader understanding the role of different perspectives and biases in historical interpretation. As you read, you should take notes of differences you come across. Focus on the question posted for the discussion.   You may choose to check off the boxes next to the optional reading for each week in the syllabus that you chose for that particular module.

2. **Post to the Discussion Board** – Post your response to the selected questions in the appropriate online discussion board. Every discussion board posts a question that will focus on a major theme from the reading. **Usually, each discussion board post should be made before midnight on the day the module is scheduled to close.** Post a brief but detailed response to the question that you think <u>reflects historical thinking</u> about the subject.   Be sure to

provide the page numbers from the course texts for reference. This is especially important in this section of the course because we are comparing different interpretations and perspectives on the same event using different texts and you will need to refer back to these later in the course. Finally, take some time to read through what your classmates are posting. The discussion posts are graded based on how well you integrate course themes, your acknowledgement of themes in the discussion, and depth of thought. Half of the grade reflects the quality of your post; the other half evaluates the quality of your response. You should think of the discussion board posts as the equivalent of attending class—sort of like proof of your attendance. You can work ahead on these if you want but don't work further than two weeks out because some of them change to reflect contemporary issues or new scholarship.

3. **No Need to Listen to a Lecture** – I have found that most students prefer to read the materials at their own pace instead of listening to lectures. Nevertheless, I have provided past lectures in the "For Further Reading" folder of each module in case you want to consult them. I do not require you to listen to the lectures to progress through the course. Please rely on the readings and the discussion board for coverage of the course content and refer to the lectures as a supplement to the readings and the discussions if you want more detail.

4. **Work Ahead** – You will be working towards the completion of a semester long project that requires you to apply the content you are learning weekly. There are two components to this project that are usually integrated in a two-part post on the discussion boards. You want to make sure you are looking toward future assignments and that you are planning enough time to complete them. To be successful on this project you will have to build upon the previous steps, using what you have learned and the feedback from your classmates and the instructor to complete the next task. Each project has two major milestones that you can think of as the midterm and the final exam. As you are working through the course in reading the materials, you want to constantly be thinking about how what you are learning can be applied toward this project.

After you complete the module, you should proceed to prepare for the next one, repeating the steps listed above for each subsequent module. As the class proceeds it is important that you keep good notes on previous modules, and discussions to be adequately prepared for the future assignments.

 All assignments build upon past discussions and readings from previous modules encouraging you to consider connections from one module to another. At the end of the semester, I will drop the **four lowest scores** out of the fourteen discussions taken toward your final grade. Discussions cannot be made up. **Students who miss a discussion due to unforeseen events, emergencies, computer malfunctions, etc. will use their allotted drops to cover these situations.** I suggest completing all of the discussions as a preventative measure for the unexpected.

As stated above, each week you will also progress towards the completion of a selected project. Every person will select one of the ancillary readings on the course reading list to read over the semester. (An ancillary reading is a supplementary book that is designed to augment the course.) This book will be a major component of a semester-long final project that will evaluate your understanding of the course goals and objectives. I will assist you in developing your project over the semester through check-ins during the weekly discussions and self-assessments that connect content from each module to your final exam project.

Preparation for this course should take you about 2-3 hours per module. It is advisable to plan in advance for possible breaks, interruptions, and technical difficulties. Be careful to set aside regular time for this class, waiting until the last possible moment to access the material will negatively impact your performance. If you foresee possible scheduling conflicts for a certain week, it is advisable that you work ahead on the next module's material.

Outline of Course Schedule

Topics & In-Class Assignments	Readings & Assignments Due
Orientation: The Historians § What is the study of history and how do you use it in the 'real' world? § Autobiographies § The 'Thesis' of U.S. History	❏ Syllabus & Orientation Folder ❏ Why Study History? ❏ **Choose Your Semester Project** ❏ **Find Microdiscussion Due Dates** ❏ **Start Project Step 1** ❏ **Discussion Board Post Due By: 6/1**
Unit I	
The Peacemakers § Was Reconstruction a success or a failure? Why? § Discussion Skills Workshop § Understanding the Implied Question § Eric Foner (1990) *Reconstruction*	❏ How to Read a History Assignment ❏ **Locke and Wright, Chapter 15** ❏ **Project Step 1** ❏ **Discussion Board Post Due By: 6/4**
The Indigenous § What popular misconceptions do people have about the 'conquering' of the West? § Documents as Evidence § Opinion v. Interpretation § Brown (1970) Bury *My Heart at Wounded Knee*	❏ **Locke and Wright, Chapter 17** ❏ **Project Step 2** ❏ **Discussion Board Post Due By: 6/7**
The Titans § Did big business at the turn of the century crush workers or provide them with better opportunities? § How Documents Support Theses § Chernow (1998) *Titan*	❏ **Locke and Wright, Chapter 18** ❏ **Project Step 3** ❏ **Discussion Board Post Due By: 6/11**

The Immigrants § How did old and new arrivals to the city cope with conditions of industrialization at the turn of the century? § Understanding Parallels with the Present § Gerstle (2001) *American Crucible*	❏ **Locke and Wright, [Chapter 16](#)** ❏ **Project Step 4** ❏ **Discussion Board Post Due By: 6/14**
The Imperialists § How did so many Americans justify expansion during the Spanish American War and why did others oppose it? § Impact of Historical Thinking and Close Readings § Silbey (2007) *A War of Frontier and Empire*	❏ **Locke and Wright, [Chapter 19](#)** ❏ **Discussion Board Post Due By: 6/18**
Unit II	
The Progressives § What was Progressivism--a reform movement led by middle and upper class elites or a radical plot to bring about the revolt of the masses? § Empathy § Debunking Popular Misconceptions § McGerr (2003) *A Fierce Discontent*	❏ **Locke and Wright, [Chapter 20](#)** ❏ **Project Step 5** ❏ **Discussion Board Post Due By: 6/21**
LAST DAY TO WITHDRAW WITH A W	**6/22**
The Warriors § What was the impact of World War I and why did life following the Great War fail to return to 'normalcy'? § The Power of the Paradox § Tuchman (1962) *Guns of August*	❏ **Reading** ❏ **Locke and Wright, [Ch 21](#) or [Ch 22](#)** ❏ 📖 ***Mothers of Massive Microdiscussion (M1)*** ❏ **Discussion Board Post Due By: 6/25**
MIDTERM MILESTONE	❏ **[Complete Biography Case Study](#)** ❏ **Project Step 6 (M2)** ❏ **Due By: 6/28**
The Unfortunate § Was FDR a man of the people or a ruthless opportunist? § Smith (2008) *FDR*	❏ **Locke and Wright, [Chapter 23](#)** ❏ **Discussion Board Post Due By: 7/2**
The Patriots § How did World War II transform the nation and the world? § Takaki (2001) *Double Victory*	❏ **Locke and Wright, [Chapter 24](#)** ❏ **Discussion Board Post Due By: 7/5**

The Affluent § Were the 1950s as happy as they are remembered? § History versus Memory § Halberstam (1994) *The Fifties*	❑ **Locke and Wright, [Chapter 26](#)** ❑ 📖 *Interracialism* **Microdiscussion (M1)** ❑ **Discussion Board Post Due By: 7/9**
Unit III	
The Ideologues § Who is to blame for causing the Cold War? § History as Propaganda § Borstelmann (2001) *The Cold War and the Color Line*	❑ **Locke and Wright, [Chapter 25](#)** ❑ **Project Step 7** ❑ **Discussion Board Post Due By: 7/12**
The Discontents § What was more important in bringing about fundamental changes during the 1960s: leadership, the radical left and right, or the new world role for the United States? § Anderson (1995) *Movement and the Sixties*	❑ **Locke and Wright, [Chapter 27](#)** ❑ 📖 *White Rage* **Microdiscussion (M1)** ❑ **Discussion Board Post Due By: 7/16**
Unit IV	
The Conservatives § Why did the New Right become more appealing to the nation's electorate following the Vietnam era? § Determining Significance § Critchlow (2009) *The Conservative Ascendancy*	❑ **Locke and Wright, [Ch.28](#) and [Ch.29](#)** ❑ 📖 *The Evangelicals* **Microdiscussion (M1)** ❑ **Project Step 8** ❑ **Discussion Board Post Due By: 7/19**
The Cosmopolitans § How has globalization and themes of the recent past transformed American society? § History and the Future § Kessler (2005) *How We Got Here*	❑ **Locke and Wright, [Chapter 30](#)** ❑ **Project Step 9** ❑ **Discussion Board Post Due By: 7/23**
Unit V	
FINAL MILESTONE	❑ **Project Step 10** ❑ **Due 7/26 Before 5pm**

Other Required Course Materials

Software and Digital:

Online access to Desire2Learn (http://d2l.kennesaw.edu/).
A computer with high-speed, dependable Internet access.
Microsoft Office Suite including Microsoft Word, Microsoft Explorer, PowerPoint, and Flash.
You can download a free clone version of MS Office at http://www.openoffice.org
If you have Windows XP, make sure Windows Media Player is NOT set as the default wmv and mp4 player. There is a conflict with GAView/Vista, and the file won't run. RealPlayer (http://www.realplayer.com) and iTunes will work fine. You can learn to change your default settings from this quick video.
You will also need Adobe's Flash Player and Adobe reader, both available free from http://www.adobe.com/

Major Assignments

Discussions with Embedded Project Steps and Microdiscussions (Best 10 out of 14 for 1000 points at 100 points each)

Fourteen reading discussions will be administered online over the semester. Content discussions are document- and evidence-based, periodic evaluations of course content that are administered online. Content discussions require you to engage aspects of the course readings derived from the course questions. **The readings can be found in the course texts, hyperlinks to websites, or primary sources in the module folders**. Your understanding of the content covered in these discussions also provides the basis for our activities in class and for the course project (see below), so preparing for them is very important. Many of the project components are embedded into the reading discussions and are graded as part of the discussion grade.

This means that when a project step is due, you will post it to the discussion board and comment on the posts other classmates who are working on the same project. Since you are discussing the project with your classmates, I consider the project steps to be part of the discussion grade. Discussions with project steps are graded out of 100 points with 50 points associated with your response to the posted discussion questions for that module (see rubric) and 50 points associated with the project steps (see rubric).

You will also be asked to discuss or critique a response to one of the books from the course reading list once during the semester. This assignment is called a microdiscussion. When you

have a microdiscussion scheduled, it takes the place of the module discussion but is posted on the same discussion board. Your discussion of the book will help your classmates to better understand the textbook-based discussion in the module for that unit and the final project.

The remaining content discussions do not include embedded project steps or microdiscussions and are based solely on your response to the posted discussion questions. These content discussions are worth 100 points each. To calculate this, I double the value of the discussion rubric base.

Each discussion board is accessible for a window determined by the due date in the course calendar. There are usually two parts to each discussion post. One part requires you to respond to something that you read in the course texts and the other part usually requires you to apply it in a contemporary context or to your selected course project to develop the historical skills emphasized in the module. You should definitely use your books and reading notes to complete the discussion. You want to get into the habit of taking notes and highlighting as you read because you will be required to provide page numbers from the readings to get the full credit for your discussion post. When there are posts that require you to consult sources outside of the course text, you should include those references and a brief bibliography. If there are references from the Internet, you should include a clickable hyperlink within the citation.

I will always drop the four lowest discussion grades (with embedded project steps or not) taken toward your final grade but missed discussions cannot be made-up under any circumstance. The grading system will automatically drop all of your discussions until you have taken at least five and then it will begin to reassign 'dropped' status to the lowest scores. **Again, students who miss a discussion or are locked out due to unforeseen events, emergencies, computer malfunctions, D2L errors, computer glitches**, *et cetera,* **will use allotted drops to cover these situations.** I suggest attempting all of the content discussions as a preventative measure for the unexpected.

I will review your posts to the discussion board (e.g., answers to discussion questions, ratings and responses to posts by your classmates, etc.) and determine a grade based on your overall contribution to that thread. I award points based on the quality and consistency of your submissions listed in the rubric criteria. I am particularly interested in your demonstration of the ability to think historically about the readings, engaging parallels in the present, paradoxes, and popular misconceptions. I am interested in seeing how you are able to learn to post *better* answers and questions over the semester. All the discussions are designed to evaluate how well you understand the major questions and learning outcomes of the course as listed in the syllabus and how you are developing the skills of historical thinking.

Project Milestone Assignments
(1000 points each for 3000 points)

The purpose of the course project is to apply skills of historical interpretation. The final project has three elements:

1. an *activity* component that gives you a chance to "do history" and see how a knowledge of history is relevant to the present
2. a *written* component that allows you to summarize your ideas and to analyze what you have learned about how a topic changed over time
3. a *reflective* component that allows you to evaluate one of your peer's projects and a self-assessment to summarize what you have learned

Every student in the class will select a semester-long project to complete from the list on the course project sheet. Each project is based on a close reading of a particular book as listed in the sign-up sheet with a short summary of each project.

Every project has ten steps including 3 milestones (a microdicussion, the midterm, and the final). The project steps and milestone assignments require you to gather and apply what you have learned in previous modules. Eight of the project steps are embedded throughout the module discussions and are calculated as part of the discussion grade.

As you progress through the semester, hyperlinks for the project steps will appear under the column "Overview of Project Steps" advancing you to the next level. The instructions for each step are accessible through these links. Since the requirements for each project step may vary, you need to refer to the specific instructions included in the link for each step of your project.

These milestone discussions are worth 1000 points each. The milestone assignments require you to gather and apply what you have learned in previous modules. As mentioned above, each project has 10 steps and 3 milestones. Eight of the project steps are embedded throughout the module discussions and are calculated as part of the discussion grade. I take the top 10 of all your graded discussions and drop the others regardless of whether they include project steps or not. The project milestones are calculated separately. One of the project milestones is near the middle point of the course and the second milestone is due during the time of the final exam. Both are identified by an asterisk on the final exam overview sheet. You can think of the project milestones as the equivalent to a midterm and final examination. Please refer to the handout distributed in class or the appropriate module folder for further directions.

Point Breakdown

Best 10 Content Discussions with Embedded Project Steps at 100pts each	1000pts
Milestone Assignment 1 (Microdiscussion)	1000pts
Milestone Assignment 2 (Midterm)	1000pts
Milestone Assignment 3 (Final Project)	1000pts

Attendance Policy

While attendance is not tabulated into the final grade for online courses, you should understand that missing modules and/or failure to schedule time to regularly complete the readings and assignments will negatively impact your grade. The information in this course is sequentially organized and will help you to complete later assignments and content discussions often emphasize major points and themes from the readings. You are responsible for all information disseminated in the course.

If one of the required assignments is due on a day that you cannot attend due to some event (athletic engagement, ROTC, etc), you should make arrangements to submit your assignment <u>before</u> the due date.

There are <u>no make-up discussions whatsoever, whether the absence is excused or unexcused.</u> If you miss an exam or a course milestone due to illness or a family emergency, you must provide proper documentation before a make-up is scheduled.

I will not tolerate rudeness, harassment of any kind, threats towards other students and any other behavior that disrupts the class or violates the university standard of ethical behavior.

Grading Policies and Procedures

In accordance with the Kennesaw State University's grading scale, please consider the following:

Letter	Percentage	Designation
A	100-90	Superior
B	89-80	Good
C	79-70	Average
D	69-60	Passable
F	59 and below	Failure

Strive to complete each assignment to the best of your ability because **there is no extra credit**. Your participation in this course is based entirely upon the goals and expectations you set for yourself.

I return assignments within one week of receiving them with 2-3 a week turnaround for larger milestone assignment and/or exams.

Reading is an important part of this course. Much of your grade in this class is dependent on how effectively and efficiently you read and engage course material.   It is not possible for you to critically engage concepts in this class unless you complete and contemplate the reading assignments. You may find this particularly challenging but this is one of the most important attributes of this course. Learning to read efficiently and critically is an important part of your academic experience.

Being honest with yourself includes setting goals that you can reach. If you desire to achieve a certain grade in this course, set goals and work toward that objective. You cannot learn the course material if you do not take time to read *and* study. Research tells us that the most of learning occurs outside of the classroom and that reading directly and positively affects grades. I strongly suggest consulting "How to Read a History Assignment" as a starting point on managing and understanding the reading.

All work must be submitted on time. Discussions cannot be made up and make-up milestones/exams will not be offered without a proper documentation (e.g., doctor's note). A copy of all your assignments should be kept for the duration of the semester and any concerns about your grade should be addressed as they develop.

Please practice courtesy in contacting me. As a rule of thumb, **ask three of your classmates your question before asking me.** I have created numerous methods of communicating with your classmates and me via d2L. If your question requires more than a paragraph of a response, you should schedule a consultation during online office hours.

Grade Challenges

All grade challenges should be submitted **in writing** within 48 hours of the assignment being returned. Students seeking to challenge the grade must clearly explain the issue in question and provide evidence (i.e, specific examples from the assignment in question and evidence) that warrants the change.   The steps for this process appear below:

1. Read through the assignment and make note of any comments in the paper.
2. Next read the rubric for the assignment in the syllabus (if applicable) and compare your assignment against the criteria marks you received in the rubric
3. If there are segments or aspects of a question where you think you deserve higher marks, then provide evidence that supports your assertion for the points in question---if from a course text, provide page numbers.
4. Explain how and why this evidence warrants a change in the grade. Again, you **<u>must</u>** give specific examples that support your assertion before you explain why you feel you deserve a higher mark.
5. Type your concerns in a formal email and submit it to me within 48 hours of having the assignment in question returned. I will review what you have written and schedule a meeting to discuss my final decision or return my response via email.

Students must address any discrepancies in their grades (errors in grading, mistakes by the instructor, etc.) within a reasonable time. A reasonable time means any mistakes in assignments completed before the midterm should be addressed before the midterm exam is taken.

Academic Honesty

Academic Integrity Statement □- Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See also
https://web.kennesaw.edu/scai/content/ksu-student-code-conduct.

Students caught cheating will be given a grade of F for the assignment.

Websites designed to help students avoid plagiarism:
http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

Electronic Devices Policy

Electronic devices such as cell phones, iPads, etc. may be used as long as they are used in accordance with university policy and with the consent of the instructor. Students may not record or redistribute course materials including the instructor or any guests of this class without the express written permission of the instructor.

Privacy Policy for External Tools

This course makes use of external tools. Please familiarize yourself with the privacy policies and EULA for these tools. If you have a problem complying with the EULA for the free use of these tools, please contact the professor regarding your concern a minimum of two weeks before the assignment is due to arrange for an alternative.

SoundCloud
Vimeo
YouTube

ADA Compliance

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require "reasonable accommodation(s)" to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University's Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at www.kennesaw.edu/stu_dev/sds for more information, or call the office at 470-578-6443.

Software Accessibility Statements

D2L: http://www.brightspace.com/about/accessibility/standards/
VoiceThread: http://voicethread.com/about/features/accessibility/
Panopto: http://support.panopto.com/documentation/viewing/accessibility-features
Kaltura:
http://corp.kaltura.com/sites/default/files/Datasheets/Kaltura%20Accessibility%20Datasheet.pdf
SoftChalk: http://softchalk.com/products/softchalk/accessibility
MS Office:http://www.microsoft.com/enable/products/office2013/default.aspx
YouTube: http://www.google.com/accessibility/all-products-features.html

Counseling Services and Academic Support

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. Counseling and Psychological Services is staffed by psychologists and licensed professional counselors who provide treatment for personal, interpersonal, and vocational issues. To make an appointment, come by the front desk in Kennesaw Hall Room 2401, or call 770-423-6600.

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[1] Paulo Friere, *Pedagogy of the Oppressed, 30th Anniversary Edition* (New York: Continuum International Publishing Group, 2000), 69.