Instructor: Katherine Perrotta, M.A., B.S.
Office: Social Sciences 402 Room 4005
Office Hours: Monday, Wednesday 2-3:15 and by appointment
Office Phone: 470-578-6294
Email address: Kperrot1@kennesaw.edu and D2L email

Electronic Communications:
My D2L email is the preferred course communication; however I check my KSU email frequently. All official course announcements and class emails sent via Desire2Learn. Please be mindful that emails sent to me after 5 PM between Monday-Thursday will be returned the next day. Emails received Friday-Sunday will be returned by Monday morning by 11 AM the latest. 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. Thank you!

Course Description:
HIST 2112 - United States History Since 1877
3 Class Hours 0 Laboratory Hours 3 Credit Hours
Prerequisite: Successful completion of all Learning Support English requirements, including ENGL 1101 if required. This course examines the major themes in the social, cultural, political, and economic history of the United States since 1877, the multicultural nature of contemporary U.S. civilization, and the nation’s role in the global arena. A more detailed description can be found at:
http://catalog.kennesaw.edu/content.php?catoid=24&navoid=2024

Learning Objectives:
HIST 2111/HIST 2112 satisfies one of Kennesaw State University’s general education program requirements. It addresses the U.S. PERSPECTIVES general education learning outcome(s). The learning outcome states: Students identify the historical, political, social, or institutional developments of the United States. You can access a comprehensive list of learning objectives with this link:
http://catalog.kennesaw.edu/preview_program.php?catoid=24&poid=2668

Required Reading:
ISBN: 9780393920314. We will also be using resources from the textbook’s website for class activities, as well as for individual projects and class presentations. http://www.wwnorton.com/college/history/give-me-liberty3-brief/welcome.aspx
Attendance Policy:
Students’ academic success is the major priority of the College. Because regular participation enhances the learning process, students are expected to adhere to the attendance policy set forth by the College and individual faculty members. Students are responsible for assignments and material covered during an absence. I take regular attendance every class, making notations if a student is absent, late, or leaves class early. Please notify me in reasonable advance if you are going to be absent, coming late, or have to leave early. If you leave class early or come late without informing the instructor, you will be marked absent for the whole class. After one unexcused absences, 1 (one) point will be deducted for each subsequent unexcused absence towards your class participation and preparedness portion of your grade. An excused absence is one in which a student has valid documentation for missing class (doctor’s note, medical emergency or death of a family member, child-related emergency, etc.). Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

Class Participation and Preparedness:
Students will bring to each class a writing utensil, a notebook or binder, and the required textbook. Students are expected to have read the assigned readings for each class. You don’t have to understand everything, but at least demonstrate some familiarity with the material! As a result, students will turn into the instructor at the beginning of designated class days as per the Tentative Course Schedule (IC#) a Student Inquiry Card written on a standard index card with their name and class date in which he/she writes one question with a cited page number from the textbook about the assigned reading. Each of these cards will be graded out of 10 points and count towards your class participation and preparedness grade. Students MUST submit 10 of these IC’s. Five (5) must be submitted by the midpoint of the term and five (5) must be submitted by the last date of scheduled IC’s are due. Additionally, I will sample some of these questions and include them on our course exams. To receive full credit, you MUST include the following (see my example in my Introduction Power Point posted on D2L as well as the posted grading rubric):

- An introduction sentence explaining what you understood in the chapter so far/what stood out as interesting, confusing, etc.
- A comprehensive question, NOT a “yes” or “no” question with a cited page # from the textbook
- A closing sentence explaining what you want to learn/get out of the chapter

This is an all or nothing assignment. You aren’t “graded” on your question and thoughts, but on the evidence you display that you read in the chapter. See grading rubric on D2L. If you are absent or are coming to class late, please notify me with regard to submitting your question in order to receive credit. You will need valid documentation for me to accept a late card.

Class preparedness and participation includes actively taking notes, engaging in discussion, asking/answering questions, etc. I do not recommend taking notes on a laptop. Please read this article from Scientific American about the benefits of taking notes by hand: [http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/](http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/)

Electronic Devices Policy:
Please refrain from texting in class, being active on social media, and using cellphones, computers, tablets, etc. for any purpose other than classwork. All sounds must be OFF on all devices while in class. Put on phones on silent or vibrate, and turn off the sounds on tablets and computers. If you MUST take a phone call or respond to a message, please step out of class and return with as little disruption as possible (do NOT slam doors). If I see a student texting or using the phone during class, I will only ask you once to put it away. If a student disregards my one and only warning, that student will be asked to leave and the matter may be taken up with the department chair and documentation with a disruptive student form. Moreover, students who do not comply with this policy will lose one letter grade on their class preparedness portion of their grade. Please see the student handbook and code of conduct with regard to the KSU electronic devices policy.

Makeup Exams and Late Assignments:
Tests will be delivered on D2L. Students will have 2 days (48 hours) to complete exams. Make-ups for tests are NOT permitted unless students provide valid documentation (doctor’s note, medical emergency or death of a family member, child-related emergency, etc.). If valid documentation is provided, the student will have exactly 1 week to make up the test during my office hours. All students MUST take the final exam- no exceptions! Under no circumstances may a student re-take an exam or quiz. Under no circumstances will the instructor accept late assignments, research papers, tests, or projects UNLESS a student can show evidence of valid documentation (doctor’s note, medical emergency or death of a family member, child-related emergency, etc.) in reasonable advance notice before the date an assignment is due. An extension may be granted to the student and/or a point reduction determined at the discretion of the instructor. I will NOT grant any extensions or accept late work if a student asks me the day something is due. The instructor will send out communication via Desire2Learn with instructions should there be an exam or assignment due on a day where there is inclement weather.

Note: The Department will host a day for makeup exams for students with excused absences at the end of each semester. Students will need to bring an ID to the makeup exam. This is not a required makeup solution. Department makeup day, location, and time will be announced during the semester in class and on D2L.

Course Assessments/Assignments:
- Students must have an active Desire2Learn account. Pertinent course materials and correspondence will be sent and posted on D2L on a regular basis. Please check D2L frequently throughout the week!
- There will be 3 tests administered on D2L based on class notes, class discussions, and appropriate chapter readings according to the tentative course schedule. Exam format is multiple-choice and short answer. Questions are randomized to prevent the temptation to cheat. There will be review sheets provided on D2L. All students MUST take exams! The Respondus Lockdown Monitor will be used for exam proctoring.
- Students will be required to turn in at the beginning of class one cited question about the textbook chapter readings on a Student Inquiry Card written on an index card (IC) as indicated on the Tentative Course Schedule. Please see the Class Participation and Preparedness section of the syllabus for more information.
- There will be one individual research project with an in-class team (group) presentation component that will be completed this semester. Please see the assignment directions and rubrics at the end of this syllabus as well as on D2L.
- There will be one final exam administered on D2L. A review sheet will be provided. All students must take the final exam during the designated dates and times- NO EXCEPTIONS! Please see the Course Schedule for the dates and times of the exam.

Grading Formula and Scale:
The total number of points a student can earn is 700 points for the semester. When you add up how many points you earned on the course assessments and assignments, divide that number by 700; the result is your overall semester grade.

| **Individual Research Paper and Team Presentation** | 110 points |
| **Audience Participation Rubric Worksheet** | 30 points x 3= 90 points |
| **3 D2L Tests** | 100 points x 3 for the semester= 300 points |
| **Final Exam D2L** | 100 points |
| **Index Cards (IC)** | 10 x 10 points each= 100 points |

For example, if you earned 600 points total on course assessments and assignments, divide that by 700. and you receive .8571. Move the decimal point two places to the right and you receive an 85.71 or a B for your semester grade. Your final grade is calculated by averaging how many points you have earned on all assignments, projects, and tests as stated in the Grading section of the syllabus. Students are evaluated on the following KSU grading scale:
<table>
<thead>
<tr>
<th>POINTS</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
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<tr>
<td>80 - 89</td>
<td>B</td>
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<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>BELOW 60</td>
<td>F</td>
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I—Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair’s office.

Extra Credit:
I do not drop the lowest grade, but extra credit opportunities are available throughout the semester. Detailed written evaluations of a historical site or museum with two proofs a student visited a place (one must be a time stamped and dated ticket AND a picture of the student at an identifiable marker at the site). Each report is graded out of 10 points. Directions and rubrics are located on Desire2Learn. If you are unable to visit a museum or historical site for extra credit, see me for alternative opportunities. I will accept extra credit assignments on a rolling basis in the dropbox up until one week before the final exam; no later, no exceptions. PLEASE NOTE THAT EXTRA CREDIT IS OFFERED AS A WAY TO EXPAND YOUR LEARNING BEYOND THE CLASSROOM. EXTRA CREDIT REPORTS ARE NOT INTENDED OR DESIGNED TO COMPENSATE FOR MISSING OR INCOMPLETE ASSIGNMENTS.

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.

***DO NOT copy and paste information straight from the internet for research papers or assignments of any kind. Be aware that in history courses, the accepted citation method is Chicago style. Additionally, plagiarism also includes copying off of another student’s work. With that said, be sure to cite all sources used when writing a research paper within the text of your paper with proper footnotes or endnotes, and in your bibliography. Use credible resources (No: Wikipedia, history.com, about.com, apnotes.com, etc.) for your research, and always give credit when it’s due if you used any information or quotes from an author or historical source. If you are not extremely careful and do not properly cite all information used from book, internet, newspaper, or any print or media resources, this is considered plagiarism and against the College’s policy of academic honesty.***

Examples of Plagiarism Avoidance websites:
http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html
Class Conduct:
It is the purpose of the institution to provide a campus environment, which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the University disciplinary process.

Professional Courtesy Statement:
"Doing history" often involves discussion, debate, and analysis of topics that people have strong feelings about, including, but not excluding, religion, race, gender, culture, sexuality, economics, geography, and politics. Part of a quality education and learning is to compose and respond to arguments in a logical, persuasive manner in order to understand views that are different from your own. Everyone in the class deserves respect and will be treated in that manner. Please inform me, in a calm manner, if one of your classmates or I make you feel uncomfortable. I always strive to create an inclusive classroom environment for all students. Keep in mind that it is human nature when presented with arguments that differ from deeply held personal beliefs you may have to react as if you are being attacked or to misconstrue what the other person has said. It is important as an educated person to recognize this, understand opinions different from your own, respond constructively to those opinions, and support your own beliefs. That said, disruptive and/or disrespectful behavior (verbally and non-verbally) will not be tolerated under any circumstances in this class. You are a professional student and will be treated as such. Therefore, I do not tolerate rude and disrespectful behavior towards other classmates or myself. For example, unacceptable classroom conduct includes:

• Talking to other classmates while the instructor or another classmate is speaking
• Cheating on tests, exams, projects, etc. You will face disciplinary action when caught.
• Coming to class unprepared without a writing utensil, notebook or binder, and course textbook
• Slamming the classroom door if you get up during class, leave class early, or arrive to class late.
• Texting and/or talking on the phone during class- do NOT charge your phone during class either
• Being on Facebook, playing games, or internet websites NOT relevant to the class
• Doing another course’s work during class time
• Cursing and/or using offensive language towards classmates and/or instructor
• Littering the classroom and/or eating/drinking during class in a loud, disruptive manner
• Intrusion of personal space
• Threatening the instructor and/or students verbally and/or physically in or out of class including email

I look forward to a fruitful semester full of historical inquiry and discussion!

Writing Center
The KSU Writing Center helps students in all majors improve their writing. Experienced, friendly writing assistants help with topic development, revision, research, documentation, grammar, and more. For more information or to make an appointment, visit writingcenter.kennesaw.edu or stop by English Building, Room 242 (Kennesaw campus) or Johnson Library, Room 121 (Marietta campus)." writingcenter@kennesaw.edu

Safety:
If you see or notice anything suspicious on or near campus, notify campus police x6666. Call 911 if there is an emergency.

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.

Tentative Course Schedule

Last Day to Withdraw without Academic Penalty: March 2, 2016

Final Exam: D2L; Wednesday May 4 @ 12AM- Saturday May 9 @ 11:59 PM

Please note that this is a tentative schedule, and that due dates, topics of class lectures, projects, etc. are subject to change at the instructor’s discretion. Any changes will be announced in class and on D2L. It is the student’s responsibility to be aware of any changes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 1/11</td>
<td>Introduction, Syllabus</td>
<td></td>
<td>Primary Source Scavenger Hunt</td>
</tr>
<tr>
<td>Wednesday 1/13</td>
<td>Reconstruction, 1865-1877</td>
<td>Chapter 15</td>
<td>Print, Return, and Sign Student Syllabus Receipt</td>
</tr>
<tr>
<td>Monday 1/18</td>
<td>No Class- MLK Jr. Holiday</td>
<td></td>
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<tr>
<td>Wednesday 1/20</td>
<td>Reconstruction, 1865-1877</td>
<td>Chapter 15</td>
<td>IC1</td>
</tr>
<tr>
<td>Monday 1/25</td>
<td>America’s Gilded Age, 1870-1890</td>
<td>Chapter 16</td>
<td>IC2</td>
</tr>
<tr>
<td>Wednesday 1/27</td>
<td>America’s Gilded Age, 1870-1890</td>
<td>Chapter 16</td>
<td>IC3</td>
</tr>
<tr>
<td>Monday 2/1</td>
<td>The Progressive Era, 1900-1916</td>
<td>Chapter 17 pp. 637-664</td>
<td>Teams #1 and 2 Check-In</td>
</tr>
<tr>
<td>Wednesday 2/3</td>
<td>The Progressive Era, 1900-1916</td>
<td>Chapter 18</td>
<td>IC4</td>
</tr>
<tr>
<td>Monday 2/8</td>
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<td></td>
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<tr>
<td>Wednesday 2/10</td>
<td>Freedom’s Boundaries at Home and Abroad, 1890-1900</td>
<td>Chapter 17 (pp. 664-678)</td>
<td>IC 5</td>
</tr>
<tr>
<td>Monday 2/15</td>
<td>The United States and World War I, 1916-1919</td>
<td>Chapter 19</td>
<td>IC6</td>
</tr>
<tr>
<td>Wednesday 2/17</td>
<td>The United States and World War I, 1916-1919</td>
<td>Chapter 19</td>
<td></td>
</tr>
<tr>
<td>Monday 2/22</td>
<td>From Business Culture to the Great Depression: The Twenties 1920-1932</td>
<td>Chapter 20</td>
<td>Team #3 and 4 Check In IC7</td>
</tr>
<tr>
<td>Wednesday 2/24</td>
<td>The New Deal, 1932-1940</td>
<td>Chapter 21</td>
<td>IC8 Guest Speaker- invited to 3:30 class</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Chapter</td>
<td>Notes</td>
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| Monday 2/29 | Team #3 and 4 Presentation  
Team #3 and 4 Individual Papers  
Due dropbox @ 3:15 PM  
Test #2 Chapters 17 pp. 664-678; 19-21 D2L 2/29 @ 5PM- 3/2 @3:15 PM |         |                                                                         |
| Wednesday 3/2 | World War II, 1941-1945  
Chapter 22  
Midpoint  
Last Day to Withdraw; IC9 |         |                                                                         |
| Monday 3/7  | World War II, 1941-1945  
Chapter 22 |         |                                                                         |
| Wednesday 3/9 | The United States and the Cold War, 1945-1953  
Chapter 23  
IC10 |         |                                                                         |
| Monday 3/14 | The United States and the Cold War, 1945-1953  
Chapter 23 |         |                                                                         |
| Wednesday 3/16 | An Affluent Society: 1953-1960  
Chapter 24  
Team #5 and 6 Check In  
IC 11 |         |                                                                         |
Chapter 24 |         |                                                                         |
| Wednesday 3/23 |  
Chapter 24  
Team #5 and 6 Presentation  
Team #5 and 6 Individual Papers  
due dropbox @ 3:15 PM  
Test #3 Chapters 22-24 D2L 3/23 @ 5 PM- 3/25 @11:59 PM |         |                                                                         |
Chapter 25  
IC 12 |         |                                                                         |
| Wednesday 3/30 | The Sixties, 1960-1968  
Chapter 25 |         |                                                                         |
| Monday 4/4- Wednesday 4/6 | Spring Break- NO CLASSES! |         |                                                                         |
Chapter 26  
No F2F meeting- online seminar |         |                                                                         |
Chapter 26  
IC 13  
Team #4 Check In |         |                                                                         |
Chapter 27  
IC 14 |         |                                                                         |
Chapter 27 |         |                                                                         |
| Monday 4/25 | A New Century and New Crises, 2001-Present  
Chapter 28  
IC 15 |         |                                                                         |
| Wednesday 4/27 | A New Century and New Crises, 2001-Present  
Chapter 28 |         |                                                                         |
| Monday 5/2  | Last Day of Classes! |         |                                                                         |
| Final Exam  
Wednesday 5/4-Saturday 5/9 | Chapters 25-28  
D2L  
5/4 midnight- 5/9 @ 11:59 PM |         |                                                                         |
Teams:
We have a full class this term! As a result, there will be four (8) teams in which students will work together on activities in class as well as on a presentation on course materials. Teams are designed to create a classroom community conducive for discussion, sharing ideas, and collaborating in “doing history.” Students will sign up for which team they would like to be on based on the paper and presentation topic assigned throughout the term. The sign up sheet will be available on the second day of class only! Students who do not sign up for a team will be assigned one by me. Once students sign up for their team, students will near each other in class in order to collaborate on in-class assignments, discussions, and to discuss strategy for presentation. You are encouraged to exchange email and contact information with your teammates asap!

Individual Paper and Team Presentation Research Topics:
We will see many recurring themes and topics this term with regard to socio-economic, cultural, and political turning points in the United States from 1865-2016. In particular, the author of our textbook Eric Foner, who is a notable historian and professor, highlights how certain turning points in our history impact the definition of freedom, liberty, and democracy for diverse people. Therefore, the individual paper and team presentation research topics are designed to engage you in thinking about what turning points are in history, and how these turning points impact definitions of freedom. The team topics and essential questions for individual research papers and in-class presentations are as follows:

Team 1, Chapters 15 and 16- Reconstruction & the Contested West: 1865-1890s
Essential Question: Identify at least one turning point in US history during the Reconstruction and Contested West Era. What people, places, and events made this event a turning point? What is the significance of this turning point in US history? How does this turning point still impact the US today?

Team 2, Chapters 17 (pp. 637-664), 18- Gilded Age, Progressive Era: 1870s-1890s
Essential Question: Identify at least one turning point in US history during the Gilded Age and Progressive Era. What people, places, and events made this event a turning point? What is the significance of this turning point in US history? How does this turning point still impact the US today?

Team 3, Chapter 17 (pp. 664-678), 19, 20- Imperialism, World War I: 1860s-1920
Essential Question: Identify at least one turning point in US history during the Age of Imperialism and World War I. What people, places, and events made this event a turning point? What is the significance of this turning point in US history? How does this turning point still impact the US today?

Team 4, Chapter 20 and 21- 1920s and Great Depression, New Deal: 1920-1939
Essential Question: Identify at least one turning point in US history during the 1920s and Great Depression. What people, places, and events made this event a turning point? What is the significance of this turning point in US history? How does this turning point still impact the US today?

Team 5- Chapter 22 and 23- World War II and the Origins of the Cold War: 1939-1952
Essential Question: Identify at least one turning point in US history during World War II and the beginnings of the Cold War. What people, places, and events made this event a turning point? What is the significance of this turning point in US history? How does this turning point still impact the US today?

Team 6- Chapter 24 and 25- The 1950s and 1960s
Essential Question: Identify at least one turning point in US history during the 1950s and 1960s. What people, places, and events made this event a turning point? What is the significance of this turning point in US history? How does this turning point still impact the US today?
Team 7- Chapter 26- The 1970s and 1980s
Essential Question: Identify at least one turning point in US history during the 1970s and 1980s. What people, places, and events made this event a turning point? What is the significance of this turning point in US history? How does this turning point still impact the US today?

Team 8- Chapters 27 and 28- the 1990s, 21st century: 1992-Present
Essential Question: Identify at least one turning point in US history since 1992. What people, places, and events made this event a turning point? What is the significance of this turning point in US history? How does this turning point still impact the US today?

Individual Papers Directions

1) Students will complete one individual paper using source evidence from secondary and primary sources to answer the essential question for their assigned Team and Unit. There is NO collaboration between teammates on individual papers.

2) Students will use information from one (1) primary source document from the textbook website (http://www.wwnorton.com/college/history/give-me-liberty3-brief/welcome.aspx), at least one (1) example from assigned chapters from the textbook *Give Me Liberty!* , one (1) book from the KSU Library (GIL-FIND), one (1) scholarly journal article from the KSU GALILEO database, and one (1) current events article from a credible news source (no Wikipedia, history.com, blogs- see internet resources for research list on D2L). You may also use examples from the Author Insight Videos and other resources on the textbook website as well to help support your paper thesis/main argument.

3) Examples from sources must be cited in Chicago footnote format. See D2L for citation formatting instructions.

4) Papers will be at least 4 pages in length, typed in New Times Roman size 12 font, standard 1 inch margins, page #s on the top right hand of page (except cover page), double-spaced. See D2L for essay formatting directions.

5) Include a cover page with your name, course and section #, due date, title, and a relevant picture (if you’d like!)

6) Include a bibliography at the end of your paper in Chicago format. See D2L for bibliography formatting instructions.

7) You will submit your paper to the corresponding dropbox on D2L by 3:15 PM on your paper’s due date. NO LATE PAPERS OR PAPERS SUBMITTED IN HARD COPY PLEASE!

8) Presentations will be screened via Turnitin through the dropbox. Please be mindful that you cite all sources. I will provide feedback on your paper in the dropbox and you will see your grade in the D2L grade book.

Team Presentation Directions:

1) Students will create AT LEAST one (1) Power Point slide each using both text and images to summarize the main points of their individual research paper.

2) Team members will collaborate by putting all individual slides together for one in-class presentation delivered in class.

3) Collaboration should include discussion of redundancy, making sure everyone’s slides are complete, and rehearsal for the delivery of the presentation.

4) Each individual team member should have a MINIMUM of one (1) minute presentation for their slide(s)

5) Presentations should have a cover slide with the Team #, Team Members’ names, a title, chapters, due date, and relevant picture. Please put classmates’ names on each slide he/she is presenting as well.

6) Please have one person from the team upload the group’s power point to the corresponding discussion
board on D2L BEFORE the presentation (Preferably by 3:15 PM) so that the instructor and classmates can reference it.

7) Students will receive an individual grade for their paper and their presentation. Please see the grading rubric below for grading criteria. Basically, a student who does not participate with the collaboration with their team, does not complete his/her paper, and/or is not prepared for the team presentation will not receive the same grade as a student who did collaborate, complete his/her paper, and was prepared for the team presentation.

8) Yes, presentations are scheduled the same day as in-class exams. These presentations will serve as a good review before everyone takes their test. Seriously, do not worry and put unnecessary pressure on yourselves!

All teams must “check in” with me one week before their individual papers and team presentations are due either during office hours or at the end of class! This will be the time for me to answer questions, provide assistance, and give feedback on paper drafts. See my FAQs for papers and presentations on D2L! Please consult the tentative course schedule and plan accordingly. Discuss with your teammates and email me on D2L to confirm your check in appointment.

### Individual Paper and Team Presentation Grading Rubric

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<tbody>
<tr>
<td>A: 90-100 points, Excellent</td>
<td>All elements present including original title, relevant picture, name, course and section #, due date</td>
<td>Adheres to proper grammar/spelling; proper essay format answering essential questions with introduction, body paragraphs, conclusion’ proper footnotes in Chicago format; clearly identifies and explains thesis statement with various primary and secondary sources, at least 4 pages</td>
<td>Properly cited footnotes in Chicago style of all direct quotes and paraphrased materials in written responses; bibliography is in alphabetical order, includes correct annotations, and is in proper Chicago style</td>
<td>Usage of several visuals and multimedia with presentation; makes eye contact, excellent articulation, clear delegation of group speaking and answering questions; creative and informative</td>
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<td>B: 80-89 points, Very Good</td>
<td>Missing 1 item from above from cover page</td>
<td>Minor errors in grammar/spelling; proper essay format; answering essential questions; thesis statement needs more clarification and/or primary and secondary sources, at least 4 pages</td>
<td>Cited footnotes and bibliography in Chicago format with few minor errors with annotations or format style</td>
<td>Adequate usage of visuals and multimedia sources in presentation, makes eye contact, good articulation and delegation of group speaking and answering questions</td>
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<tr>
<td>Grade</td>
<td>Description</td>
<td>Missing Items</td>
<td>Footnote Issues</td>
<td>Bibliography Issues</td>
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<td>C: 70-79 points, Satisfactory</td>
<td>Several errors in footnote format, grammar/spelling; essay format has some errors or does not clearly answer essential questions; thesis statement lacks clarification and/or primary and secondary sources, at least 4 pages</td>
<td>2 items from above from cover page</td>
<td>Cited footnotes and bibliography in Chicago format with several errors with annotations or format style</td>
<td>Some usage of visuals and multimedia with text in presentation, poor eye contact, unclear articulation, unclear delegation of group speaking and answering questions</td>
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<td>D: 60-69 points, Needs Improvement</td>
<td>Many errors in footnote format, grammar/spelling; essay format has several errors and vaguely answers essential questions; thesis statement is vague and needs major clarification and primary and secondary sources, less than 4 pages</td>
<td>3 items from above from cover page</td>
<td>Many errors in footnote citations, annotations and/or style of bibliography</td>
<td>Little usage of some visuals or multimedia in presentation, poor eye contact, unclear articulation, unclear delegation of group speaking and answering questions; unprepared</td>
</tr>
<tr>
<td>F: 59 points and below, Unsatisfactory</td>
<td>Does not follow directions and/or is incomplete</td>
<td>More than 3 items from above or missing from cover page</td>
<td>Many errors in footnote citations, annotations and/or style of bibliography citation or citations are completely missing=plagiarism</td>
<td>Totally unprepared, lacking of visuals and multimedia with presentation; lacking in group responsibilities, unable or unprepared to answer questions; incomplete or not done</td>
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**Audience Directions:**

1) Teams that are not scheduled to present will receive a participation worksheet to complete while the presenting team is delivering their presentation.
2) Students will print the worksheet from D2L and bring it to class to complete.
3) The worksheet will include items that must be completed by recording information from the presentations.
4) The worksheet will count towards class participation and will be graded out of 25.5 points. See grading rubric below.
5) You MUST be present for team presentations. If you are absent without a valid, documented excuse, you will receive a zero (0).

**Audience Participation Worksheet Grading Rubric**

27-30 POINTS: Excellent

- Rubric completed with detailed notes about the presentation
- Evidence of astute engagement during the presentation
- Writes comprehensive summary of the main points/ideas of presentation
- Asks in-depth questions about the presentation
- Provides excellent and helpful feedback
23-26 POINTS: Satisfactory

- Rubric completed with adequate notes about the presentation
- Evidence of engagement during the presentation
- Writes adequate summary of the main points/ideas of presentation
- Asks adequate questions about the presentation
- Provides adequate and helpful feedback

20-22 POINTS: Needs Improvement

- Rubric completed with general notes about the presentation
- Evidence vague engagement during the presentation
- Writes general summary of the main points/ideas of presentation
- Asks general questions about the presentation
- Provides general feedback

19 and below: Unsatisfactory

- Rubric incomplete or not completed
- Little to no engagement during the presentation
- Writes incomplete summary of the main points/ideas of presentation or not completed
- Asks vague or no questions about the presentation
- Provides vague or no feedback
Audience Participation Worksheet (Please Print from D2L and Bring to Class!)

Name: _________________________________ Course & Section #: __________ Date: ______________

Team # Presenting and Topic: _____________________________________________________

<table>
<thead>
<tr>
<th>Team Member Name</th>
<th>Main Points/Ideas</th>
<th>Presentation Delivery</th>
<th>Questions?</th>
<th>Overall Feedback/Comments</th>
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Kennesaw State University
Statement of Student Receipt of Syllabus and Acceptance of College, Departmental & Course Policies

Subject: _______
Number& Section: ______ - ______
Term & Year: ______________

I, ____________________________ (print name) have been notified that the course syllabus is on
Desire2Learn (D2L) and accept that it is my responsibility to locate, read, and follow that syllabus during this
course. I understand that any failure on my part to follow the syllabus as well as all other guidance material will
not be a valid excuse for special treatment.

I realize the schedule of topics to be covered in class is subject to change by the instructor and that it is my
responsibility to keep abreast to any changes posted periodically on D2L. It is my responsibility to download
all handouts, study guide sheets, and other materials posted in D2L and that I must check periodically to review
to any changes posted there. I understand that I will be responsible to obtain a copy of the textbook (hard copy
or e-textbook) and am responsible knowing its contents.

I am responsible to take the initiative on any graded project, and that the instructor will not be held responsible
for any failures on my part to complete any graded assignments or meet any deadlines. The instructor reserves
the right to utilize Turnitin.com for any or all written assignments. I am responsible to make any corrections
suggested by Turnitin.com and that any failure to do so may be considered as evidence of plagiarism according
to the Kennesaw State University (KSU) Student Guidebook. I understand the cheating, plagiarism, or any
form of violation of the KSU Student Handbook may result in my name being submitted to the College for
punitive action.

I understand that regular class attendance will not guarantee a higher grade but that the failure to attend class
could harm my performance on graded exercises. I agree that sleeping in class, talking off the subject,
computer gaming, texting, harassment and other forms of inattentiveness and rude behavior are not beneficial
to my academic development or the general atmosphere of learning desired in an academic setting.

I understand that KSU policy requires without exception that all persons must be treated with respect and
dignity and that any disruptive activity by any student toward another student or the instructor will not be
tolerated and may necessitate the removal of the student from class for Disruptive Behavior (See the KSU
Student Handbook).  

Finally, I understand that KSU and Departmental policy have precise procedures concerning student complaints
that begin with private meetings with the instructor. If the situation is not resolved at this level, the question
will be forwarded to the Department Chair and if necessary, followed by the Academic Dean for Social
Sciences and then the Vice President for Academic Affairs.

Student Signature: ______________________________
Date: __________________