HIST 2112 Section 18, CRN 11716
US History Since 1877
Spring 2017
Location: Social Sciences Building Room 3023
Meeting Time: Monday, Wednesday 11:00AM-12:15 PM

Instructor: Katherine Perrotta, Ph.D.
Office: Social Sciences 402 Room 4005
Office Hours: Monday, Wednesday 12:30-1:30 PM 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.wwnton.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 2 unexcused absences, 1 (one) point will be deducted for each subsequent unexcused absence towards your final grade. An excused absence is one in which a student has valid documentation (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. 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/

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 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 4 tests (including the final exam) 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!

There will be one individual research project submitted to the D2L dropbox and presentation that will be completed this semester. Presentations will be done in a curated “conference” format. Please see the assignment directions and rubrics at the end of this syllabus as well as on D2L.

Students will complete three peer review assignments based on classmates’ research presentations. Please see the assignment directions and rubric at the end of this syllabus as well as on D2.

**Grading Formula and Scale:**
The total number of points a student can earn is 600 points for the semester. When you add up how many points you earned on the course assessments and assignments, divide that number by 600; the result is your overall semester grade.

- Signed Syllabus Receipt= 25 points
- Individual Research Paper= 75 points
- Individual Curated Conference Presentation= 25 points
- Audience Participation Worksheet: 25 points x 3= 75
- D2L Tests: 100 points x 4 for the semester= 400 points

For example, if you earned 500 points total on course assessments and assignments, divide that by 600. and you receive .8333. Move the decimal point two places to the right and you receive an 83.33 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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<td>80 - 89</td>
<td>B</td>
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<td>70 - 79</td>
<td>C</td>
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<tr>
<td>60 - 69</td>
<td>D</td>
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<tr>
<td>BELOW 60</td>
<td>F</td>
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</table>

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) is the offered extra credit assignment. The site must be visited during the current term. 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. 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
• Any other disruptive behavior deemed detrimental to the learning process

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 1, 2017
Final Exam: D2L; Wednesday May 3 @ 12 AM- Monday 5/8 @ 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 Due</th>
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<tbody>
<tr>
<td>Monday 1/9</td>
<td>Introduction, Syllabus</td>
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<tr>
<td>Wednesday 1/11</td>
<td>Reconstruction, 1865-1877</td>
<td>Chapter 15</td>
<td>Print, Return, and Sign Student Syllabus Receipt</td>
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<tr>
<td>Monday 1/16</td>
<td>No Class- MLK Jr. Holiday</td>
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<tr>
<td>Wednesday 1/18</td>
<td>Reconstruction, 1865-1877</td>
<td>Chapter 15</td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
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<tr>
<td>Monday 1/23</td>
<td>America’s Gilded Age, 1870-1890</td>
<td>Chapter 16</td>
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<tr>
<td>Wednesday 1/25</td>
<td>America’s Gilded Age, 1870-1890</td>
<td>Chapter 16</td>
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<td>Monday 1/30</td>
<td>The Progressive Era, 1900-1916</td>
<td>Chapter 17</td>
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<tr>
<td>Wednesday 2/1</td>
<td>The Progressive Era, 1900-1916</td>
<td>Chapter 18</td>
<td></td>
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<tr>
<td>Monday 2/6</td>
<td>Freedom’s Boundaries at Home and Abroad, 1890-1900</td>
<td>Chapter 17</td>
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<tr>
<td>Wednesday 2/8</td>
<td>Freedom’s Boundaries at Home and Abroad, 1890-1900</td>
<td>Chapter 17</td>
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<td>Monday 2/13</td>
<td>The United States and World War I, 1916-1919</td>
<td>Chapter 19</td>
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<tr>
<td>Wednesday 2/15</td>
<td>The United States and World War I, 1916-1919</td>
<td>Chapter 19</td>
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<td>Monday 2/20</td>
<td>From Business Culture to the Great Depression: The Twenties 1920-1932</td>
<td>Chapter 20</td>
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<tr>
<td>Wednesday 2/22</td>
<td>The New Deal, 1932-1940</td>
<td>Chapter 21</td>
<td></td>
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<tr>
<td>Monday 2/27</td>
<td>World War II, 1941-1945</td>
<td>Chapter 22</td>
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<tr>
<td>Wednesday 3/1</td>
<td>World War II, 1941-1945</td>
<td>Chapter 22</td>
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<tr>
<td>Monday 3/6</td>
<td>The United States and the Cold War, 1945-1953</td>
<td>Chapter 23</td>
<td></td>
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<tr>
<td>Wednesday 3/8</td>
<td>The United States and the Cold War, 1945-1953</td>
<td>Chapter 23</td>
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<tr>
<td>Wednesday 3/29</td>
<td>The Sixties, 1960-1968</td>
<td>Chapter 25</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Pages</td>
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<tr>
<td>Monday 4/3 -</td>
<td>Spring Break- NO CLASSES!</td>
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<tr>
<td>Wednesday 4/7</td>
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<tr>
<td>Monday 4/10</td>
<td>The Triumph of Conservatism, 1969-1988</td>
<td>Chapter 26</td>
<td></td>
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<tr>
<td>Wednesday 4/12</td>
<td>The Triumph of Conservatism, 1969-1988</td>
<td>Chapter 26</td>
<td></td>
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<tr>
<td>Wednesday 4/19</td>
<td>Globalization and its Discontents, 1989-2000</td>
<td>Chapter 27</td>
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<td>Monday 4/24</td>
<td>A New Century and New Crises, 2001-Present</td>
<td>Chapter 28</td>
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<tr>
<td>Wednesday 4/26</td>
<td>A New Century and New Crises, 2001-Present</td>
<td>Chapter 28</td>
<td></td>
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<tr>
<td>Monday 5/1</td>
<td>Last Day of Class!</td>
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<tr>
<td>Wednesday 5/3</td>
<td>FINAL EXAM Chapters 25-28</td>
<td>D2L</td>
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</tbody>
</table>

**Groups:**
We have a full class this term! As a result, there will be four groups in which students will be scheduled to submit individual research papers and conduct a curated conference presentation about course topics. Students will sign up for which Group they would like to be in based on the paper and presentation topic assigned to this Group. **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.

**Individual Paper and 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 presentation research topics are designed to engage you in thinking about what turning points are in history, and how these turning points impact us today. There will be 13 students in each group. Students will choose one (1) topic listed for the group to conduct their research on. Some ideas for turning points include examining a particular law passed, event that occurred, actions of a person or group, etc. that happened during one of these time periods:

**Group 1: Turning Points in US History, 1865-1916**
- Chapter 15- Reconstruction
- Chapter 16- Gilded Age and Contested West
- Chapter 17 (pp. 637-664)- Progressive Era
- Chapter 18- Progressive Era

**Group 2: Turning Points in US History, 1916-1939**
- Chapter 17 (pp. 664-678)- Imperialism
- Chapter 19- World War I
- Chapter 20- The Roaring Twenties and Great Depression
- Chapter 21- The New Deal

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- Chapter 15- Reconstruction
- Chapter 16- Gilded Age and Contested West
- Chapter 17 (pp. 637-664)- Progressive Era
- Chapter 18- Progressive Era

**Group 2: Turning Points in US History, 1916-1939**
- Chapter 17 (pp. 664-678)- Imperialism
- Chapter 19- World War I
- Chapter 20- The Roaring Twenties and Great Depression
- Chapter 21- The New Deal
Group 3: Turning Points in US History, 1940-1960

- Chapter 22 - World War II
- Chapter 23 - Origins of the Cold War
- Chapter 24 - An Affluent Society, 1950s

Group 4: Turning Points in US History, 1960s- Present

- Chapter 25 - The Sixties
- Chapter 26 - The Triumph of Conservatism, 1970s & 1980s
- Chapter 28 - A New Century and New Crises, 2001- Present

Individual Papers Directions

1) Students will complete one individual paper using source evidence from secondary and primary sources to answer the essential questions below:
   
   Identify one major turning point during one of the time periods assigned to your group in U.S. History. What people, places, and events contributed to making this a turning point? What is the significance of this turning point on U.S. History? How does this turning point impact the U.S. today?

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 10:55 AM on the date your paper’s due. NO LATE PAPERS OR PAPERS SUBMITTED IN HARD COPY PLEASE!

8) Papers 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.

Curated Conference Presentations:

A conference is a venue where people in a field gather to share research findings and academic interests. Attending a conference is a great opportunity to meet people, learn new things, and share with others what you are working on. For our curated conference presentation, you will create a visual display that highlights your main research findings from your paper. We will arrange the desks in the classroom in a manner where you will stand by your display and your classmates and instructor can view your research, ask you questions, and have general conversation about your research (think of it like a social studies fair). This is meant to be a creative way for your to demonstrate your knowledge about your topic and what you learned. I recommend making either a tri-fold display board, poster, or bringing in a laptop to show a Power Point to your classmates. Students must check in with me a week before the presentation in order for her to accommodate your
Students will receive an individual grade for their paper and their presentation. Please see the grading rubric below for grading criteria.

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<tbody>
<tr>
<td><strong>A: 90-100 points, Excellent</strong></td>
<td>Includes a cover page with name, class, due date, title; Adheres to proper grammar/spelling, 1-inch margins, Times Roman size 12 font format, double spaced</td>
<td>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 text with presentation; makes eye contact, excellent articulation, clear delegation of group speaking and answering questions; creative and informative</td>
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<td><strong>B: 80-89 points, Very Good</strong></td>
<td>Missing 1 item from cover page; Minor errors in grammar/spelling, font, spacing, margin formatting</td>
<td>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 format style</td>
<td>Adequate usage of visuals and text sources in presentation, makes eye contact, good articulation and delegation of group speaking and answering questions</td>
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<td>C: 70-79 points, Satisfactory</td>
<td>Missing 2 items from above from cover page; Several errors in footnote format, grammar/spelling, font, spacing, margin formatting</td>
<td>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>Cited footnotes and bibliography in Chicago format with several errors with format style; plagiarism questionable</td>
<td>Some usage of visuals and 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>Missing 3 items from above from cover page; Many errors in footnote format, grammar/spelling; font size, spacing, margins</td>
<td>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>Many errors in footnote citations, annotations and/or style of bibliography; plagiarism questionable</td>
<td>Little usage of some visuals or text 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>Missing more than 3 items from above or missing from cover page; significant amount of errors with font, spacing, and grammar/spelling</td>
<td>Does not follow formatting directions and/or is incomplete</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 text with presentation; lacking in group responsibilities, unable or unprepared to answer questions; incomplete or not done</td>
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**Audience Directions:**

1) Groups 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) 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**

23-25 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
20-22 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

17-19 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

16 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! This is due at the end of class)

Name: _________________________ Course & Section #: ________ Date: ______________

Team # Presenting and Topic:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Topic and 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 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: ___________________