

The University of Texas at El Paso  
History of the U.S. To 1865  
HIST 1301-206, CRN: 34136

Summer II, 2022, July 5, 2022 – July 29, 2022, Final Exam: August 1<sup>st</sup> – 2<sup>nd</sup>

Class Period: Mon., Tues., Wed., Thurs., Fri., 2-4:10 p.m., Quinn Hall, Room 103

Dr. Miguel Juárez, Email: [mjuarez6@utep.edu](mailto:mjuarez6@utep.edu)

**Office Hours:** Every day after class in Room 103 and from **4:30-5:30 p.m. on M, W & F** in the Liberal Arts Building, Room 324 (Third Floor) and/or by **Appointment (Mountain Time) via Zoom on Blackboard**. **Please talk to me after class or during office hours first.** Outside office hours may take 12 to 24 hours to respond. If you need a virtual meeting, contact me via Blackboard Messages and I will schedule an appointment.

**Campus IT Remote Learning Support (Mobile Hotspot Checkout, Laptop Checkout, Etc.):**

<https://www.utep.edu/technologysupport/learningremotely.html>

**UTEP Student Blackboard Help:**

[https://www.utep.edu/technologysupport/ServiceCatalog/BB\\_Students.html](https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html)

**Technology Support: UTEP Library Room 300 | [helpdesk.utep.edu](http://helpdesk.utep.edu) | 915-747-4357**

**If you don't have a dependable laptop, you can visit Technology Support and borrow one.**

**NOTE:** I strongly recommend that you download the Blackboard App for your mobile devices. If you are using a laptop or desktop computer, I suggest you use Mozilla Firefox or Google Chrome Browsers to access Blackboard.

***\*This syllabus is subject to change.*** The instructor reserves the right to make changes to the syllabus over the course of the semester.

## **COURSE DESCRIPTION**

HIST 1301 is a required 3-credit course for all majors. In this course, we will examine United States history through the periods of pre-conquest, pre-colonization, Independence, Nation-state formation, national expansion, and the Civil War. You will analyze primary and secondary sources and form their own conclusions based on their reading and interpretation. You will learn that writing about history involves a process of analysis, synthesis, in which historians explore and write about the past. The course will introduce you to academic writing. You will also consider the experiences of diverse persons such as Native Americans, African Americans, and European Americans.

## COURSE OBJECTIVES

At the end of this course, students will be able to:

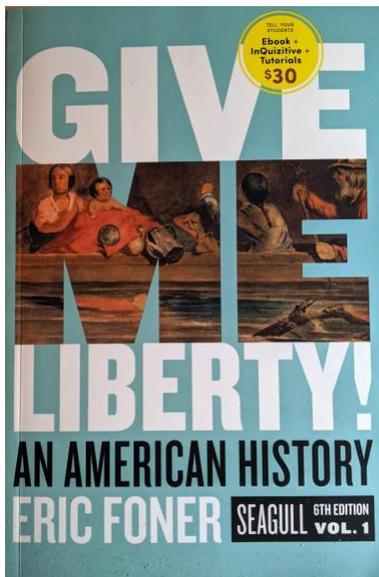
- Know the important issues of U.S. History to 1865.
- Know how to analyze primary sources.
- Know how to connect historical events and be better informed about U.S. History.
- Gain a better understanding to major events in shaping our country's history which is important and relevant in creating our democracy.

## LEARNING MODULES

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, discussion posts are in one area for a given week.

## REQUIRED MATERIALS

**Eric Foner (Author), *Give Me Liberty! An American Edition (Seagull Sixth Edition) (Vol. 1)*, ISBN: 978-0-393-67914-4 (paperback).** Please purchase or rent, but you must obtain a copy of the book the first week of class. Get your textbooks at the UTEP [Bookstore](#), or at [Amazon Books](#). You may purchase the electronic copy of the textbook.



**\*\*You are expected to purchase the textbook. You can purchase it at the Bookstore, or buy or rent online. Students who purchase or rent the book do better in the course than those who don't buy it. If you are having a financial difficulty, you may purchase or rent the (Seagull Fifth Edition) (Vol. 1) of Eric Foner (Author), *Give Me Liberty! An American Edition*. If you want to purchase the eBook, it is \$30. The eBooks have 160 Eric Foner short video clips**

integrated in them. You can mark, annotated, listen to text in speech and other great features. The text pagination is exact to the eBook.

<https://digital.wwnorton.com/givemeliberty6seagullv1>

## IMPORTANT DATES

<b>July 5<sup>th</sup></b>	Summer II Classes Begin
<b>July 7<sup>th</sup></b>	Summer II Census Day: Last Day to Register for Summer II; Summer Payment Deadline
<b>July 8<sup>th</sup></b>	Summer Full Term Drop/Withdrawal Deadline Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.
<b>July 15<sup>th</sup></b>	Graduation application deadline for degree conferral
<b>July 22<sup>nd</sup></b>	Summer II Drop/Withdrawal Deadline Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.
<b>July 29<sup>th</sup></b>	Summer II & Full-Term – Last day of classes
<b>Aug 1<sup>st</sup>-2<sup>nd</sup></b>	Summer II & Full-Term Final Exams
<b>August 4<sup>th</sup></b>	Grades are Due
<b>August 5<sup>th</sup></b>	Grades are posted to student records; students are notified of grades and academic standing.

## COURSE ASSIGNMENTS AND GRADING

Assignments for this course are assessed according to a rubric. The rubric is located at the end of this syllabus.

### Grade Distribution:

1000 - 900 = **A**   899 - 800 = **B**   799 - 700 = **C**   699 - 600 = **D**   599 and below = **F**

Class participation, rather than simply listening to lectures, you are expected to construct your own knowledge through collaborative learning, discussions, reading and presentations.

<u>ASSIGNMENTS</u>	<u>Points</u>
Bio Sheet	50
Syllabus Quiz	50
7 Discussion Questions (50 points each)	350
Mid-Term Exam Review	75
Mid-Term Exam	200
Final Exam Review	75
Final Exam	<u>200</u>
+ Extra Credit	
<b>TOTAL POINTS</b>	<b>1,000</b>

### ASSIGNMENTS DESCRIPTIONS

**Bio Sheet:** a mandatory assignment that you need to and fill out upload the first week of class. Please answer all the questions in the Bio Sheet. You will need to upload to Blackboard. If you do not know how to use Blackboard, please go to the Blackboard for Students page:

[https://www.utep.edu/technologysupport/ServiceCatalog/BB\\_Students.html](https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html)

**Seven Questions:** I will assign a prompt based on the daily readings. These assignments will be due on dates posted on the syllabus. Directions will be provided.

**Mid-Term Exam and Final Exam Review Blogs:** I will provide you with review questions that will be on your Mid-Term and Final Exams that you will answer as part of a gallery walk. Directions will be provided.

**Exams: Mid-Term Exam, Final Exam and Quizzes Along the Way: (you know the drill, mostly multiple choice).**

**Participation:** Students may be required to participate in discussion boards – both an initial post and responses to your peers.

### **TECHNOLOGY REQUIREMENTS**

Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player,

QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped to assist you!

### **Course Communication: How I will stay in contact with you**

There are several ways I can keep the communication channels open:

- **Office Hours:** I will have scheduled office hours for your questions and comments about the course (see above). You can talk to me after class or come to my office hours.
- **Email: \*\*Please use the Blackboard Course Messages first.\*\*** I will make every attempt to respond to your e-mail within 24-48 hours of receipt. If I do not get back to you within 24-48 hours, then **email us using your UTEP student account (please put the course number and the class CRN# in the subject line)**. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name.
- **Announcements:** Check the **Blackboard Announcements** frequently for any updates, deadlines, or other important messages.

### **NETIQUETTE**

As I know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

### **Course Policies: What do you need to do to be successful in the course**

#### **ATTENDANCE AND PARTICIPATION**

Your attendance in the course is vital in this short summer II course. I will take attendance most days. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers.
- Participating in scheduled Blackboard Collaborate sessions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

#### **EXCUSED ABSENCES AND/OR COURSE DROP POLICY**

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

If you feel that you are unable to complete the course successfully, please let us know and then contact the [Registrar’s Office](#) to initiate the drop process. If you do not, you are at risk of receiving an “F” for the course.

#### **DEADLINES, LATE WORK, AND ABSENCE POLICY**

Major Writing Assignments

- **Major writing assignments will be due in class or online on dates specified.** No late work will be accepted if the reason is not considered excusable.

## Quiz and Blog/Discussion Assignments

- **Most assignments will be due in class or online on dates specified.** No late work will be accepted if the reason is not considered excusable.

## **MAKE-UP WORK**

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

## **ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES**

I strongly suggest that you submit your work with plenty of time to spare if you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email us your back-up document as a last resort.

## **INCOMPLETE GRADE POLICY**

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, I will establish a contract of work to be completed with deadlines.

## **ACCOMMODATIONS POLICY**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-

5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

#### COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that I can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

#### **SCHOLASTIC INTEGRITY**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. **All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action.** To learn more, please visit [HOOP: Student Conduct and Discipline](#).

#### **PLAGIARISM DETECTING SOFTWARE**

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

#### **COPYRIGHT STATEMENT FOR COURSE MATERIALS**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course.

They may not be further disseminated. You must know the differences between [Copyright and Fair use](#).

### **Course Resources: Where you can go for assistance**

UTEP provides a variety of student services and support:

#### Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

#### Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

#### Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

### **CLASS RECORDINGS**

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss asynchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which

include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session.

**Late Work:** Late papers will be penalized -25 points each day they are late, and no papers will be accepted after 3 days. Further instructions will be given to you online on Blackboard. This assignment will also be due on Blackboard.

**Time Management/Your Investment Online:** [Time Management Tips to Complete an Online Course](#). These tips apply to the time you need to apply to the course. If you are having trouble completing your work or have time management issues, please contact us as ASAP.

**Academic Integrity:** A student must not adopt or reproduce ideas, words, or statements of another person without attribution. The words and ideas of others must be cited. Plagiarism is using information or original wording in a paper without giving proper credit to the source of that information or wording. Do not submit work under your name that you did not do yourself. Do not submit work for this class that you did for another class. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per the official UTEP policy. **Any suspected cases of plagiarism will be referred to the Office of Student Life for investigation. Refer to: <http://sa.utep.edu/osccr/academic-integrity/> for further information.**

**Disabilities/Accommodations:** All reasonable accommodations for students with limitations due to disabilities, including learning disabilities will be made and or provided. Please see me before or after class the first week or make an appointment, to discuss any special needs you might have. If you have a documented disability, or if you have a need for classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) or visit their office located in UTEP Union East, Room 106. The Center for Accommodations and Support Services (CASS) can be reaching the following ways:

Web: <http://sa.utep.edu/cass/>

Phone: (915) 747-5148

Email: [cass@utep.edu](mailto:cass@utep.edu)

**Please Fill Out the Course Evaluation:** Please fill out the course evaluation so you can tell us how we may improve the course. It is important you fill out the course evaluation because it helps us improve our courses and our teaching. You will be able to fill out the course evaluation before the final exams. **We don't see your evaluations until several weeks after the semester ends, so there is no chance that filling it out, will affect your grade.**

## CALENDAR AND ASSIGNMENTS (COURSE CALENDAR)

The Professor reserves the right to change the schedule as needed.

All readings must be completed by the days they are due.

**\*\*Changes or additions and the latest class syllabus will be uploaded and announced on Blackboard. Some of the assignments and exams are due on Blackboard.**

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### **WEEK ONE, JULY 5<sup>th</sup> to 8<sup>th</sup>, [G=group assignment, I=Individual assignment]**

#### **Tuesday, July 5<sup>th</sup>**

**2-3 p.m., Course Introduction, fill out Bio Sheet, Introductions, choose someone to work with (you can work alone if you want), Lecture, Ch. 1, A New World**

**3-4:10 p.m., Answer Question #1 (G or I)** (online, using your computers or handwrite, please discuss your answers, think strategically): If you decided to move off the Bering Strait, what decisions would you have made for your nation or tribe? What direction into North America would you have led your people? Include aspects of the article: **“The three greatest myths of the Fall of Tenochtitlan,”** <https://blog.oup.com/2021/08/the-three-greatest-myths-of-the-fall-of-tenochtitlan/>

Follow Writing Guides posted on Blackboard.

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#### **Wednesday, July 6<sup>th</sup>**

**2-3 p.m., Lecture, Ch. 2, Beginnings of English America, 1607-1650**

**3-4:10 p.m., Discussion of previous week and current chapter.**

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#### **Thursday, July 7<sup>th</sup>**

**2-3 p.m., Lecture, Ch. 3: Creating Anglo America, 1660-1750, Introduction to Library Research**

**3-4:10 p.m., Discussion of previous week and current chapter, Answer Question 2 (online, bring your computers or handwrite): (G or I)** Compare Eurocentric and Indigenous ideas of land ownership. What were the differences between the two? Use material from Foner book and at least one history database in the UTEP Library.

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#### **Friday, July 8<sup>th</sup>**

**2-3 p.m., Lecture: Ch. 4, Slavery, Freedom, and the Struggle for Empire to 1763.**

**3-4:10 p.m., (I) “Syllabus & Class to Date Quiz.”** After quiz, discussion of previous week and current chapter.

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### **WEEK TWO: JULY 11<sup>th</sup> to 15<sup>th</sup>**

**Monday, July 11<sup>th</sup>**

**2-3 p.m., Lecture, Ch. 5, The American Revolution, 1763-1783**

**3-4:10 p.m., After watching the video, answer Question #3 (I) (online, bring your computer): Would You Have Joined the American Revolution? And as whom?**  
Assignment posted on Blackboard.

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**Tuesday, July 12<sup>th</sup>**

**2-3 p.m., Lecture, Ch. 6: The Revolution Within**

**3-4:10 p.m., Extra Credit (G or I), "The Last Conquistador." Assignment posted on Blackboard.**

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**Wednesday, July 13<sup>th</sup>**

**2-3 p.m., Lecture, Ch. 7, Founding a Nation, 1783-1791**

**3-4:10 p.m., Answer Question #4, (G or I) (online, bring your computer):** Identify and give the historical significance for your choice of 5 of the following terms, events, and people and why they were important in founding a new nation.

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**Thursday, July 14<sup>th</sup>**

**2-3 p.m., Lecture, Ch. 8, Securing the Republic, 1791-1815**

**3-4:10 p.m., Mid-Term Exam Review (G) (In class via Gallery Walk)**

**Mid-Term Exam (I) opens online at 5 p.m. and closes Sunday, July 17<sup>th</sup> (covers Ch 1-8)**

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**Friday, July 15<sup>th</sup>**

**2-3 p.m., Lecture, Ch. 9, The Market Revolution, 1800-1840**

**3-4:10 p.m., Guest Speaker: TBA**

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**WEEK THREE: JULY 18<sup>th</sup> to 22<sup>nd</sup>**

**Monday, July 18<sup>th</sup>**

**2-3 p.m., Lecture: Ch 10, Democracy in America, 1815-1840**

**3-4:10 p.m., Answer Question #5 (G or I) (online, bring your computer or handwrite):**  
The Market Revolution, assignment posted on Blackboard.

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**Tuesday, July 19<sup>th</sup>**

**2-3 p.m., Lecture: Ch 11, The Peculiar Institution, Part I**

**3-4:10 p.m., Extra Credit: 1<sup>st</sup> film and discussion (directions will be provided)**

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**Wednesday, July 20<sup>th</sup>**

**Lecture: Ch 11, The Peculiar Institution. Part II**

**3-4:10 p.m., 2<sup>nd</sup> film and discussion (directions will be provided)**

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**Thursday, July 21<sup>st</sup>**

**2-3 p.m., Lecture: Ch 12, An Age of Reform, 1820-1840.**

**3-4:10 p.m., Guest Speaker for Questions 6 & 7 (due Wednesday, July 29<sup>th</sup> online):**

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**Friday, July 22<sup>nd</sup>**

**2-3 p.m., Lecture: Ch. 13, A House Divided, 1840-1861**

**3-4:10 p.m., Film on A House Divided and discussion.**

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**WEEK FOUR: JULY 25<sup>th</sup> to 29<sup>th</sup>**

**Monday, July 25<sup>th</sup>**

**2-3 p.m., Film: The Civil War: Episode 1-The Cause (1861)**

**3-4:10 p.m., Discussion of Civil War, 1861-1865 film and Extra Credit Assignment.**

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**Tuesday, July 26<sup>th</sup>**

**2-3 p.m., Extra Credit: Groups 1 and 2 present on the Civil War film, Part 1, (directions will be provided)**

**3-4:10 p.m., The Civil War, Episode 2-A Very Bloody Affair (1862)**

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**Wednesday, July 27<sup>th</sup>**

**2-3 p.m., Extra Credit: Groups 2 and 4 present on the Civil War film, Part 2, (directions will be provided)**

**3-4:10 p.m., The Civil War: Episode 3-Forever Free (1862)**

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**Thursday, July 28<sup>th</sup>**

2-3 p.m., Groups 5 and 6 presents on the Civil War film, Part 3, (directions will be provided)

3-4:10 p.m., "The March to War, Blood and Glory, the Civil War in Color."

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Friday, July 29<sup>th</sup>

2-3 p.m., Group 7 and individuals or those who were absent, present on the Civil War film, Part 4, (directions will be provided)

3-4:10 p.m., Final Exam Gallery Walk

FINAL EXAM (I) opens online Friday, July 29<sup>th</sup> and closes August 2<sup>nd</sup>

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### Grading Rubric for Papers and Essays

1) Identifies and addresses the problem/question at issue. Includes a strong thesis statement and tells the reader what the paper will cover (Example: This essay will address issues in...)

Poor      Some knowledge      Well-Developed  
1-----2-----3-----4-----5

2) Identifies and presents the textbook and/or professor's perspective and position in relation to the issue. Follows the topics to be covered as outlined in the introduction.

Poor      Some knowledge      Well-Developed  
1-----2-----3-----4-----5

3) Identifies and considers other salient perspectives and positions that are important to the analysis of the issue. Includes good transition sentences. Includes in-text citations (Author, page#, example: Foner, 39).

Poor      Some knowledge      Well-Developed  
1-----2-----3-----4-----5

4) Identifies and assesses the quality of supporting data/evidence or provides own supporting data/evidence about the issue. Makes good use of language. Few misspellings. Does not repeat similar words over and over. Uses proper grammar.

Poor      Some knowledge      Well-Developed  
1-----2-----3-----4-----5

5) Identifies and assesses conclusions, implications, and supporting logic. Includes a strong conclusion.

**Poor**      **Some knowledge**      **Well-Developed**  
1-----2-----3-----4-----5