

**Common Course Syllabus
History 1302
Department of History**

Department: Social Sciences

Discipline: History

Course Number: HISTORY 1302 - Honors

Course Title: United States History II

Credit: 3 Lecture, 0 Lab

Foundational Component Area of Core Curriculum: American History

Prerequisites: TSI compliance in Reading

Available Formats: Conventional

Campus: Levelland

Textbook: See Below

Course Specific Instructions: See Below

Course Description:

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

Learning Outcomes

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.

3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Course Objectives:

1. critical thinking:

to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.

2. communication:

to include effective development, interpretation and expression of ideas through written, oral and visual communication.

3. social responsibility:

to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

4. personal responsibility:

to include the ability to connect choices, actions, and consequences to ethical decision-making.

Course Purpose:

To acquaint students with the diversity of American history and to promote critical thinking in interrelating the past to the present. Fundamentally, the course promotes general understanding of a body of knowledge any student should know.

Course Requirements:

To maximize a student's potential to complete this course, he/she should attend all class meetings, complete all homework assignments and examinations in a timely manner, and complete all other projects or papers as assigned in the instructor's specific instructions.

Course Evaluation: See Below

**SOUTH PLAINS COLLEGE
HIST 1302.H001 SPRING 2020
M/W 11:00am-12:15pm SS102**

Instructor: Dr. Corye Beene
Email: clbeene@southplainscollege.edu
Office Hours: M/W 8:45am-9:30am; 1-2pm (Levelland)
T/R 8:00am-9:30am (Lubbock Center)
T/R 12:15pm-1pm (Lubbock Center)
Friday 8:00am-11am (Lubbock Center)

Office Phone: 806-716-2958 Office: AD 118

My Twitter account: @HistoryBeene

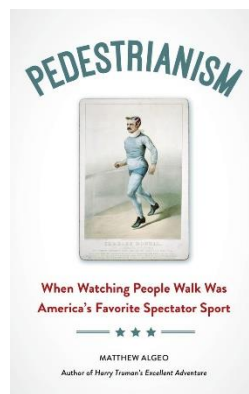
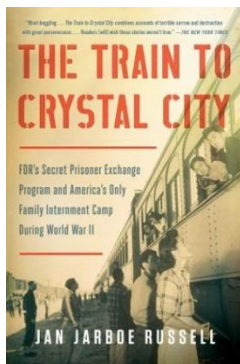
Course Requirements:

1. Read Textbook

Required : Open Stax Textbook – Free

<https://openstax.org/details/books/us-history>

Title: *The Train to Crystal City: FDR's secret prisoner exchange program and America's only family internment camp during World War II*
Author: Jan Jarboe Russell 2015



2. Access to a computer for Blackboard to see your grades.

Link: www.southplainscollege.edu Click on “Blackboard” at top right of page

3. Ability to listen to podcasts (or read transcripts), read articles, watch videos in Blackboard.

4. Ability to take notes while listening to lecture

5. Ability to use public speaking skills by lecturing and leading class discussions

Attendance

Dr. Beene’s Attendance Policy:

ONLY FIVE ABSENCES ALLOWED FOR THE SEMESTER. After the fifth absence, you will be dropped from class for non-attendance. This includes missing class for ANY reason that is NOT SPC related (like sports or other school activities)

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student’s responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have “Never Attended” by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of “X” or “F” as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student’s responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.]

Plagiarism and Cheating: Students are expected to do their own work on all projects, quizzes, assignments, examinations, and papers. Failure to comply with this policy will result in an F for the assignment and can result in an F for the course if circumstances warrant.

Plagiarism violations include, but are not limited to, the following:

1. Turning in a paper that has been purchased, borrowed, or downloaded from another student, an online term paper site, or a mail order term paper mill;
2. Cutting and pasting together information from books, articles, other papers, or online sites without providing proper documentation;
3. Using direct quotations (three or more words) from a source without showing them to be direct quotations and citing them; or
4. Missing in-text citations.

Cheating violations include, but are not limited to, the following:

1. Obtaining an examination by stealing or collusion;
2. Discovering the content of an examination before it is given;
3. Using an unauthorized source of information (notes, textbook, text messaging, internet, apps) during an examination, quiz, or homework assignment;
4. Entering an office or building to obtain unfair advantage;
5. Taking an examination for another;
6. Altering grade records;
7. Copying another's work during an examination or on a homework assignment;
8. Rewriting another student's work in Peer Editing so that the writing is no longer the original student's;
9. Taking pictures of a test, test answers, or someone else's paper.

Student Code of Conduct Policy: Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, aggressive, or demeaning. Student conduct that disrupts the learning process or is deemed disrespectful or threatening shall not be tolerated and may lead to disciplinary action and/or removal from class.

Diversity Statement: In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

Disability Statement: Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

Nondiscrimination Policy: South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

Title IX Pregnancy Accommodations Statement If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To [activate](#) accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or [email cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

Campus Concealed Carry: Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted

locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Technology:

All technological questions should be directed to the SPC technology center (their information is on the opening page of Blackboard).

Blackboard support and help: *Blackboard tutorials* can be found on MySPC under Students>Distance Education. Once on the Distance Education page, click on Blackboard Learn 9 on menu to the right. Or access the tutorials at <http://ondemand.blackboard.com/students.htm>. When you log in to Blackboard there is a module (or box) that has help information on the My Blackboard Tab. You can also learn more about Blackboard Learn through the [On Demand Learning Center](#). The On Demand Learning Center includes short, interactive video lessons called Quick Tutorials and short documents, called Getting Started Guides, designed to get you familiar with a feature in 15 minutes.

If you encounter technological problems *while you are taking a test*, YOU must contact Blackboard Technical Support blackboard@southplainscollege.edu. to report the problem. I can not resolve grade disputes about computers not working, Blackboard not working, the internet not working UNLESS you have reported the problem when you encounter it.

For an email address that reaches everyone in the Instructional Technology department, please use blackboard@southplainscollege.edu.

COURSEWORK:

This is an Honors course so it will be reading intensive. Please read over the syllabus carefully and contact me if you are confused about any of the requirements. If you have any difficulties with any of the requirements, please come see and we will figure it out.

Get the help of the Librarians. It is their job to help students find materials for papers and projects. Levelland also has a writing center that can assist you in writing your essays.

At the Levelland library, contact Jessica Miesner at jmiesner@southplainscollege.edu or Mark Gottschalk at mgottschalk@southplainscollege.edu

At the Reese library, contact Tracy Pineda at tpineda@southplainscollege.edu
They know about your assignments and are ready to help you!

I. Essays:

Requirements of each essay

- *3-5 pages, double-spaced, Times New Roman, size 12 font
- *include a thesis statement, cover page, bibliography page
- *Use Chicago Style Method of Citations
- *cite footnotes
- *use at least 3 primary sources
- *use at least 3 secondary sources

Essay #1:

Pick a topic, person, or event after reading textbook Chapters 16-20.

Write a research paper that discusses your topic in greater detail, and why your topic is significant to the study of US History.

Essay #2:

To assess the Core Objectives of Social Responsibility and Personal Responsibility, you will write an essay that answers the following:

*How was Prohibition an attempt to regulate personal behavior and personal responsibility?
In what ways was Prohibition successful? In what ways was Prohibition a failure?*

Essay #3:

Should the United States have dropped the atomic bombs on Japan? Why or why not?

II. Research Presentation:

A 20-30 minute presentation will be required. Pick a year of the 20th century to research. You can do a PowerPoint, Pecha Kucha, Prezi, Youtube video, etc that can be shown on the computer. Use any audiovisuals you want like Pinterest, Instagram, VSCO, etc.

You should do research on the year you choose and **explain the following in your presentation:**

- *what significant national events were occurring that year?
- *what do these events tell you about the United States at that time?
- *how does your year coincide with the themes or events that I discussed in class or you read in your textbook?
- *include cultural details of that year like famous artists/artwork, music, TV shows, movies, sports/games, entertainment etc (make sure it's only USA culture)
- *how does your year relate to important economic, cultural, social or political issues of today?

You must include the following sources:

- *listen to 2 pieces of music
- *read a work of fiction published in your year
- *Watch 1 film that came out in your year

- *3 newspaper articles of your year
- *2 magazine articles of your year
- *1 comic strip of your year

List **ALL** sources you use. Use the Chicago style for a Bibliography page.

You will be graded on:

- *is the content you presented factually accurate? (10 pts)
- *did you address and explain all of the required criteria? (40pts)
- *did you use the required sources? (10pts)
- *did you cite your sources correctly using Chicago? (10pts)
- *did you use audiovisual aids? (10pts)
- *was your presentation clear, concise, organized? (10pts)
- *public speaking skills and preparation (10pts)

III. Leading Class Discussions

Each student will teach a lecture and/or lead book discussion. Each student will have two times to lecture and/or lead book discussion. The lecture topics are listed below under “SCHEDULE.” You must let me know on or before Wednesday January 22 on which topics you will be leading. If there is a conflict amongst students on one topic, I will pick the first person who asked for it. For those of you who will lead discussion on the two books, one student will take the first half of the book, and the other will take the second half of the book. If you want to co-lecture with the other student for your lecture day, that is fine with me. Just make sure you organize that ahead of time.

For lecture:

Explain your topic. What factors led to your topic? What key points of the topic do students need to know and understand? What is the timeline of events? Who are the key people or groups? What are the effects of the topic?

Show pictures and/or video clips relevant to your topic. Two students will teach for one class period, so make sure your lecture is no longer than 30 minutes.

You’re the professor so let us know what we need to read before class. If you want us to read an article online or read a document, I will post it on Blackboard or make hard copies.

Give us plenty of time to read it though!

For Book Discussion:

We want the entire class to engage in the discussion of the book. Come prepared with a list of questions to ask like...

What are your initial impressions of the book? Discuss the argument/main point of the book.

What does the author do well? What does the author do badly? What sources were used? What interesting anecdotes did you take away from it? What did you learn about the topic? What other topics did you learn about that weren’t necessarily directly related to the main theme? How does

the book speak to larger themes/topics that we are reading about in the textbook or that I have lectured on?

These types of questions should get the discussion going.

Grading for leading lectures and/or Book Discussion:

- *is the content you presented factually accurate? (20 pts)
- *did you address and explain all of the required criteria? (50pts)
- *did you use audiovisual aids? (10pts)
- *was your presentation clear, concise, organized? (10pts)
- *public speaking skills and preparation (10pts)

The rubrics for how I will grade your essay and how I will grade your Class Participation are attached at the end of the syllabus.

IV. Class Participation

You will not be graded on participation every class period. I will choose 12 classes to grade and will drop your lowest 2 scores. Be prepared each class because I will not tell you which class periods I will be grading. The rubric I will use to grade you is attached at the end of the syllabus.

The grading scale will be on a scale from 1 through 10.

V. Grading

Essay #1: 100 points

Essay #2: 100 points

Essay #3: 100 points

Leading Class Discussion/Lectures: 200 points

Participation: 100 points

(10 grades at 10 points each)

Final Project: 100 points

Total: 700 points
+ 30 points (Extra Credit)

730 points – highest possible grade

Grading Scale:

- A: 630-730 points
- B: 560-629 points
- C: 490-559 points
- D: 420-489 points
- F: 419 points or below

Extra credit:

1. Go see the movie “1917” – bring back your ticket stub and type a one page summary of the movie – **WORTH 10 points**
2. Attend Barry Bradford’s talk on how he reopened the famous “Mississippi Burning” case on Thursday April 2 at 6:30pm at the Helen Devitt Jones Theater – **WORTH 10 points**
3. Attend my Brown Bag Lunch talk at the Library on Wed. Feb. 26 at 12:15pm – my topic: Jesse Owens & the 1936 Berlin Olympics – **WORTH 10 points**

VI. My Lectures

I expect for you to come to class prepared to comment on my lecture topics so read, watch, listen to the following BEFORE the scheduled class period.

1. Wednesday Jan. 15

Reconstruction Lecture:

Watch Video: <https://www.cbsnews.com/news/reconstruction-one-of-the-most-misunderstood-chapters-in-american-history/> (transcript available on website)

https://history.howstuffworks.com/american-history/jim-crow.htm?utm_source=email&utm_medium=share&utm_campaign=hsw_share

Read Chapter 16

2. Wednesday Jan. 22

Second Industrial Revolution:

Read Chapter 18

3. Wednesday Jan. 29

Sports Lecture:

Listen to Podcast: In the Past Lane episode 32: “How Baseball became the National Pastime”
<http://inthepastlane.com/episode-032/> (Transcript in Blackboard)

<https://www.washingtonpost.com/history/2019/04/15/first-african-american-major-leaguer-wasnt-who-you-think/>

<https://www.mentalfloss.com/article/74896/origins-sports-early-rules-football>

<https://theconversation.com/how-the-1869-cincinnati-red-stockings-turned-baseball-into-a-national-sensation-113299>

<https://www.youtube.com/watch?v=AdGeedbI1fg>

https://www.youtube.com/watch?v=ESViBLNs_y8

Read Chapter 19

4. Monday Feb. 3 **Spanish-American War Lecture:**

Read Chapter 22

5. Monday Feb. 10 **World War I Lecture:**

[The Sinking of the Lusitania and the Proper Place of World War I in America's National Memory — The Atlantic](#)

Read Article: Black Tom explosion: <http://www.history.com/news/the-black-tom-explosion>

Watch Video: Black Tom explosion: “[German Terrorists Bombed New York During WWI | What History Forgot](#)”

https://video.search.yahoo.com/yhs/search;_ylt=A0LEVu9XbdJZERgAXu4nnIIQ?p=black+tom+incident+video&fr=yhs-mozilla-002&fr2=piv-web&hspart=mozilla&hsimp=yhs-002#id=2&vid=4eeb7fd3ca327d669da74287c02a562b&action=view

[\(closed captioned available\)](#)

Read Article: American soldiers in the trenches: <http://www.history-of-american-wars.com/world-war-1-trenches.html>

Read Chapter 23

6. Monday Feb. 17

Prohibition Lecture:

<http://www.wpl.lib.oh.us/AntiSaloon/>

Read Chapter 24

7. Monday Feb. 24

Great Depression Lecture:

Read Chapter 25

8. Monday March 2

World War II – first lecture:

<https://www.mentalfloss.com/article/576909/navajo-code-talkers-world-war-ii>

<https://www.nytimes.com/2019/03/06/magazine/intelligence-world-war-ii-oss-women.html>

<https://www.yahoo.com/finance/news/world-war-ii-ended-70-105000590.html>

Read Chapter 27

9. Wednesday March 4

World War II – second lecture:

Pearl Harbor podcasts:

Listen to Podcast: John Batchelor show - “Countdown to Pearl Harbor 1”:

<https://audioboom.com/posts/7111899-countdown-to-pearl-harbor-1-of-2-the-twelve-days-to-the-attack-by-steve-twomey-author> (transcript in Blackboard)

Listen to Podcast: John Batchelor show - “Countdown to Pearl Harbor 2”:

<https://audioboom.com/posts/7111898-countdown-to-pearl-harbor-2-of-2-the-twelve-days-to-the-attack-by-steve-twomey-author> (transcript in Blackboard)

10. Wednesday March 11

Holocaust:

<https://www.upworthy.com/he-saved-thousands-from-the-nazis-by-writing-their-visas-by-hand-heres-his-story?g=2>

Watch Video: DISCLAIMER!!!! Video of people in a liberated concentration camp: please be warned these are **GRAPHIC IMAGES**: <http://historynewsnetwork.org/article/158332>

[\(closed captioned available\)](#)

11. Monday March 23

Cold war:

<https://www.investopedia.com/ask/answers/100214/what-difference-between-communism-and-socialism.asp>

<https://www.history.com/news/socialism-communism-differences>

Read Chapter 28

12. Monday March 30

1950's culture:

<https://www.youtube.com/watch?v=7E4290a0P3g>

<https://www.youtube.com/watch?v=jSrPlf4GBHc>

13. Wednesday April 8

Civil Rights:

<https://99percentinvisible.org/episode/the-green-book-redux/>

file:///C:/Users/clbeene/AppData/Local/Packages/microsoft.windowscommunicationsapps_8wek-yb3d8bbwe/LocalState/Files/S0/5/Attachments/55419991[2713].pdf

Read article on Martin Luther King - <https://www.britannica.com/biography/Martin-Luther-King-Jr/Challenges-of-the-final-years>

video: Martin Luther King's "I have a dream" speech - <https://www.youtube.com/watch?v=vP4iY1TtS3s> (closed captioned available)

video on Martin Luther King Jr. – non-violence: <https://www.youtube.com/watch?v=ZD-04QbtMEo> (closed captioned available)

Read article on Malcolm X: <https://www.malcolmx.com/biography/>

Watch video on Malcom X - https://www.youtube.com/watch?v=WkoIgpU_DCU (closed captioned available)

Watch video on Malcolm X - https://www.youtube.com/watch?v=yfcSqxD_4FQ (closed captioned available)

Read Chapter 28

14. Monday April 20

Kennedy Presidency:

Read Chapter 29

SCHEDULE

Disclaimer: while I make every effort to discuss the topics on the dates below, I have the discretion to substitute or omit any topic or change the date on which it will be discussed; this includes changing dates when assignments or exams are due and/or administered

M- Jan. 13	Go over Syllabus; Find Open Stax free online textbook Explain Assignments & Class Structure
W- Jan 15	Reconstruction – My Lecture
M – Jan. 20	Martin Luther King Jr. Day – No class
W- Jan. 22	Jim Crow Era begins, Second Industrial Revolution – My Lecture Due date today: which two lectures/discussions will you be doing?
M- Jan. 27	<i>2 Students: Discussion over Pedestrianism book</i>
W-Jan. 29	Sports History – My Lecture
M-Feb. 3	Imperialism, Spanish-American War – My Lecture Essay #1 Due
W-Feb. 5	<i>2 Students: Progressive Period</i>
M-Feb. 10	World War I – My Lecture

W-Feb. 12	<i>2 Students: Causes of US involvement in World War I, Treaty of Versailles and its effects on international relations</i>
M- Feb. 17	Causes of Prohibition – My Lecture
W- Feb. 19	<i>2 Students: Prohibition, Roaring Twenties</i>
	Essay #2/Prohibition essay due
M- Feb. 24	Causes of Great Depression – My Lecture
W- Feb. 26	<i>2 Students: Depression, New Deal</i>
	Black History Month
	Extra Credit: Brown Bag Lunch – Library 12:15-12:45pm
	My lecture: Jesse Owens & the 1936 Olympics
M- Mar 2	World War II – My Lecture
W-Mar 4	World War II – My Lecture Listen to Pearl Harbor podcasts
M- Mar 9	<i>2 students: Discussion on Train to Crystal City book</i>
W- Mar 11	US response to Holocaust – My Lecture
M - Mar 16	Spring Break
W -Mar 18	Spring Break
M- Mar 23	Legacy of World War II, Cold War begins – My Lecture
W- Mar 25	<i>2 students: Cold War</i>
	Essay #3 Due
M- Mar 30	1950's culture – My Lecture
W- Apr 1	<i>2 students: 1950's culture</i>
Thursday April 2	Extra Credit: 6:30pm
	Barry Bradford Lecture – “Mississippi Burning” case
	Helen Devitt Jones Theater
M – Apr 6	<i>2 students: Causes of Civil Rights Movement</i>
W- Apr 8	Civil Rights Movement – My Lecture

M- Apr 13	Easter Holiday – No class
W – Apr 15	<i>2 students: 1960's culture</i>
M – Apr 20	Kennedy Presidency – My Lecture
W – Apr 22	Final Presentations
M – Apr 27	Final Presentations
W – Apr 29	Final Presentations
M – May 4	10:15am – 12:15pm Final Presentations

JESSE HINGSON'S GENERAL RUBRIC FOR ARGUMENTATIVE ESSAY IN HISTORY

	10	9	8	7	6-0
THESIS (10pts)	Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.	Promising, but may be slightly unclear, or lacking insight or originality.	Unclear (contains vague terms), appears unoriginal, or offers relatively little that is new; provides little around which to structure the paper.	Difficult to identify and may blend restatement of obvious point.	Has no identifiable thesis or an utterly incompetent thesis. Shows obviously minimal lack of effort or comprehension of the assignment.
STRUCTURE (20 pts)	Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.	Generally unclear, often wanders or jumps around. Few or weak transitions, and there are many paragraphs without topic sentences.	Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.	No evidence structure or organization.
USE OF EVIDENCE (30 pts)	Primary and secondary source information incorporated to buttress every point. Examples support thesis and fit within paragraph. Excellent integration of quoted material into sentences. Factual information is incorporated.	Examples used to support most points. Some evidence does not support point or may appear where inappropriate. Quotations are integrated well into sentences. Some factual information is incorporated.	Examples support some points. Quotations may be poorly integrated into sentences. There may not be a clear point. Moderate amount of factual information is incorporated.	Very few or weak examples and factual information. General failure to support statements, or evidence seems to support no particular point.	No attempt has been made to incorporate factual information or interpret primary and secondary sources.
LOGIC AND ARGUMENTATION (30 pts)	All ideas flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections which illuminate thesis	Argument is clear and usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to evidence are made.	Logic may often fail, or the argument may often be unclear. May not address counter-arguments or make any connections with the thesis. May also contain logical contradictions.	Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic, and there is no effort to grasp possible alternative views. Very little or very weak attempt to relate evidence to argument.	Too incoherent to determine.
MECHANICS (10 pts)	Language is clearly organized. Correct word usage, punctuation, sentence structure, and grammar; correct citation of sources; minimal to no spelling errors; absolutely no run-on sentences or comma splices.	Sentence structure and grammar strong despite occasional lapses; punctuation and citation style often used correctly. Some spelling errors and at least one run-on sentence, sentence fragment, or comma splice.	Minor problems in sentence structure and grammar. Multiple errors in punctuation, citation style, and spelling. May have several (two to five) run-on sentences, sentence fragments, and comma splices.	Huge problems in sentence structure and grammar. Frequent major errors in citation style, punctuation, and spelling. May have many (more than five) run-on sentences, sentence fragments, and comma splices.	Very difficult to understand owing to major problems in mechanics.

*This rubric is a composite of several rubrics used in several American and World courses taught at Barry University, Bowdoin College, Yale University, Manatee Community College, and Florida International University.

Name _____

Date _____

Topic _____

Class Participation Rubric

	10	9	8	7	6 or lower
Quality of Comments	Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group	Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others	Volunteers comments but lacks depth, may or may not lead to other questions from students	Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question	Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic
Resource/Document Reference	Clear reference to text being discussed and connects to it to other text or reference points from previous readings and discussions	Has done the reading with some thoroughness, may lack some detail or critical insight	Has done the reading; lacks thoroughness of understanding or insight	Has not read the entire text and cannot sustain any reference to it in the course of discussion	Unable to refer to text for evidence or support of remarks
Active Listening	Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others	Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others	Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others	Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others	Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion

Comments:

Score _____