

Texas A&M University-Central Texas
HIST 4395 History Senior Research Seminar
MW 3:30p.m.-4:45p.m
Online Synchronous and Asynchronous Class Meetings

Instructor and Contact Information

Instructor: Dr. Cadra Peterson McDaniel

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Office Hours: By Appointment via WebEx

Email: cadra.mcdaniel@tamuct.edu (Please use this email address as the method of contact)

Phone: 254-501-5932

Mode of Instruction and Course Access

This course meets online with some class meetings being held synchronously.

Synchronous meetings are noted in the Course Schedule. Some information will be posted on Canvas. Students will submit assignments via Canvas.

Student-Instructor Interaction

If students have any questions about the class or assignments, they should contact the instructor. The students should contact the instructor as soon as possible so that any concerns may be resolved before it becomes midpoint or later in the semester. Students may contact the instructor via email. Students may schedule an appointment to meet with the instructor; however, the instructor may not be able to meet with students on the same day that the email is received. The instructor will respond to all email in a timely manner, usually within one (1) business day. Unless students have an assignment due on a Monday, email may not be answered on weekends. Announcements for the class will be posted on Canvas under the Announcements Section. Students should check this section regularly. For all questions concerning assignments, students should send all questions via email before 4:00p.m. the day before the due date. The “cut-off” time for questions allows all students an equal chance to have questions answered before the due date.

Warrior Shield

Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Course Information

Course Description

(WI) This course is designed to develop and apply historical research and writing skills through exploration of topics selected by the instructor. Prerequisite(s): HIST 2311, HIST 2312, HIST 1301, HIST 1302.

This is a Writing Instructive (WI) course so writing will be an integral part of instruction and interactions. Writing will also be a fundamental way that student mastery of course content is measured. WI means that students will have several opportunities to work on improving their writing skills. These opportunities are described in the assignment descriptions in the syllabus. This specific section of HIST 4395 examines the topic of History and Memory.

Overall Course Objective

After successfully completing the course, students will be able to construct an in-depth historical research paper utilizing primary and secondary sources and employing proper citations.

Student Learning Outcomes

After successfully completing the course, students will be able to:

1. Identify and interpret relevant primary and secondary sources related to a chosen historical topic
2. Argue a specific position with regard to a chosen historical topic
3. Develop a well-researched final paper that includes original insights and investigations into a specific topic

Required Texts

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing)*. 9th edition. Chicago: University of Chicago Press, 2018. ISBN: 978-0226430577.

Dyczok, Marta. "History, Memory, and the Media." *Harvard Ukrainian Studies* 34: The Future of the Past: New Perspectives on Ukrainian History, no. 1 (2015-2016): 431-446.

Ventresca, Robert A. "Mussolini's Ghost: Italy's Duce in History and Memory." *History and Memory*, 18, no. 1 (2006): 86-119.

Zheng, Wang. "National Humiliation, History Education, and the Politics of Historical Memory: Patriotic Education Campaign in China." *International Studies Quarterly* 52, no. 4 (2008):783-806.

In this course, students are completing their senior seminar for a history degree. Students will be locating the sources needed for their paper, and students should feel free to consult with the instructor and/or the embedded librarian about possible sources.

Course Requirements

Syllabus Acknowledgement Statement

Students need to submit a Syllabus Acknowledgment Statement indicating that they have read and understand the information in the syllabus. Students should submit the statement on Canvas. Students' acknowledgement of this statement is worth five (5) points. If students have any questions about the syllabus, then they should contact the instructor as soon as possible.

Overview of Course

In this course, students will improve their ability to investigate a historical topic through completing an in-depth research paper. This paper will be twenty (20) pages using at least ten to

fifteen (10-15) sources. Students are encouraged to use more than the required number of sources, and depending upon the topic, a higher number of sources may be needed to research thoroughly the topic. **Students have the entire semester to work on the paper.** This paper will require students to incorporate both primary and secondary sources.

Importance of Writing

Often, written materials serve as the first form of introduction to colleagues or potential employers. While this writing may be in the form of a cover letter or resume, and not a traditional classroom assignment, the writing skills developed in undergraduate courses will aid students in constructing a well-organized and clear letter or resume so that they make a positive first impression.

Overview and Specifics of Research Paper Assignments

Over the course of the semester, students will compose an outline and working bibliography of their paper; two (2) drafts along with endnotes page(s) and working bibliographies; and the final paper, final endnotes page(s), and final bibliography. For each draft and the final paper, students should note that all material that is either quoted or paraphrased **MUST** be cited using Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*. Students will need a title page, an endnote page(s), and a bibliography, which do not count toward the required pages for an assignment. Students will save all parts of the paper: paper text, endnotes page(s), and bibliography as one document. Students may use a total of only four (4) quotations of ten (10) words or less in the entire paper. The emphasis is that students paraphrase the material. When students paraphrase the material, students have to engage critically with the material, which leads to a more thorough understanding of the text.

Students should follow the Course Schedule in the syllabus in order to complete all assignments by 3:30p.m. on the due dates. Assignments will be returned to students as

soon as possible so that the students can review their strengths and areas of needed improvement. At any time during the semester should students have questions, they should feel free to contact the instructor.

Paper Topic Assignment

Students are free to select their topic, but the topic must be approved by the instructor. It is recommended that students select a topic on which they have taken coursework. This background knowledge may better enable students to research their topic and to locate the most relevant sources, especially primary sources. Early in the semester, students will submit their research topic along with a brief description of their topic(s). The description should include the topic's main points and be three to five (3-5) sentences. **Please note that ungraded copies of the paper topics will be shared with the course's embedded librarian, Victoria Eastes, the Subject Librarian for History/University Archivist. By knowing students' topics, she can better assist students with locating research materials.**

As students begin their research, their topics may change and that is acceptable. It is also acceptable for students to change topics completely. The new topic will need to be approved by the instructor. However, it is not recommended that students change topics after mid-February. If students change topics too late in the semester, they may not have enough time to collect and to review the needed sources for completing their research paper. Should students have any questions or concerns about their topics, they should contact the instructor.

Rubric for Paper Topics=5 points

Description of topic including main points=5 points

Meeting with Embedded Librarian

Students should meet with the course's embedded librarian, Victoria Eastes, the Subject Librarian for History/ University Archivist. During this meeting, students should discuss their

topic as well as ask questions regarding locating library resources and needed materials for the research paper. The meeting should be via email. Students may contact Victoria Eastes at veastes@tamuct.edu as soon as possible and should allow her time to respond to question(s).

Please note that the librarian and instructor will assist students with locating needed materials and becoming more familiar with library resources. However, the librarian and instructor will not write the paper for students or perform extensive research for students. All questions about the course, including course assignments or grading policies, should be directed to the instructor of the course. The instructor will receive confirmation that the students have met with the embedded librarian.

Meeting with Embedded Librarian=10 points

Article Analyses

Since this course focuses on the role of history and memory, students will gain insight into the manner in which scholars have addressed this topic through reading and analyzing three (3) articles that address this topic. Specifically, these three articles, which are listed under the required readings list in the syllabus, concern the media's role in shaping collective memory about historical events and persons, and examine these memories' ability to shape perceptions of a country's role in the world. These articles are available via JSTOR on the TAMUCT Library Website. Should students have questions about accessing JSTOR, then they should ask a librarian for assistance.

Students are to compose a critique of each article, and each article critique should be a paragraph, consisting of eight to ten (8-10) sentences. For this assignment, students should appraise the author's purpose or argument and identify evidence that best advances each article's thesis. Students should include a brief evaluation judging each article's strengths and

weaknesses. Each critique should be well-written. Students should NOT use any quotations but instead paraphrase, or put in their own words, the material that they have read. Students do not need to use citations. Students' critiques should rely only on the readings and should not use other information. Students should read these articles carefully because students will be expected to address their particular topic's description and characterization in popular memory.

Rubric for Article Analyses=7 points each

Appraisal of author's or authors' thesis and use of supporting examples=3 points

Evaluation of article's strengths and weaknesses=2 points

Proper use of grammar and clarity of writing=2 points

Paper Outline and Working Bibliography

In order to aid students in organizing their ideas and with collecting sources, students will submit an outline of their research papers and working bibliographies. Students should submit an outline that addresses each part of their paper. The outline should not focus solely on the first sections of the paper. The outline should conform to the examples posted on Canvas. Also, students should submit a working bibliography of at least seven (7) sources. These sources should include primary and secondary sources. **The outline and working bibliography should be saved as one document and submitted as one document online via Canvas.**

Rubric for Outline and Working Bibliography=50 points

Complete outline of entire paper=40 points

Working Bibliography with at least seven (7) sources=10 points

Digital Polarization Project Tutorials

As more and more sources, including primary sources, become available online, it is important to be able to judge the authenticity of these sources. TAMUCT has opted to participate

in the American Democracy Project's (ADP) initiative *Digital Polarization: A Project to Promote Online Civic Information Literacy*. The Digital Polarization Initiative, or "DigiPo", is ADP's national effort to build student civic, information, and web literacy by having students participating in a broad, cross-institutional project to fact-check, annotate, and provide context to the different news stories that show up in our Twitter and Facebook feeds. Students may refer to the ADP's website for more information, <http://www.aascu.org/AcademicAffairs/ADP/DigiPo/>

As part of this class, students will complete four (4) digital literacy tutorials that will strengthen their ability to assess and to critique online content. When students begin each module, they will be prompted to enter an email address, so that answers to each module can be recorded and email to them. Then, once students have completed ALL four (4) tutorials, they should forward the completed answers for each module to the instructor. The completion of each module is worth three (3) points for a total of twelve (12) points. **Links to the Tutorials are listed in the Course Schedule by the due date.**

Students will be expected to utilize skills learned in these tutorials as well as other critical analytical skills to assess online content's varied approaches to their research paper's topic. Students will be required to include in their final research papers an analysis that addresses the manner in which online content approaches their topics and specifically focus on any distortions surrounding their topics.

Rubric for Digital Polarization Tutorials=12 points

Completion of each tutorial=3 points each

Class Meetings and Individual Meetings

Throughout the semester, there will be online synchronous class meetings. At these meetings, students will have the opportunity to ask questions. Therefore, it is important that students come to each class meeting. **Students earn a point for participation in class meetings for a total of twelve (12) points.** With an excused absence, students will not miss points for participation; however, students will need to check with a classmate regarding that day's notes. Should students have questions about missed material, they should contact the instructor. **Each unexcused absence will result in the loss of the point for that day and the loss of two (2) points on their final paper.**

Besides class meetings, there are many opportunities for students to have a one-on-one meeting with the instructor to discuss their research progress and/or concerns. These meetings will be held via WebEx. While specific days are reserved for these meetings, students should feel free to request other meetings to discuss the class or specific class assignments.

Research Progress Reports

As students work on their research papers, they will submit research progress reports. Refer to the course schedule in the syllabus for due dates. These reports should be a paragraph five to seven (5-7) sentences and no more than two (2) paragraphs of five to seven (5-7) sentences each. These reports must include specific information indicating the students' progress on their research. Examples of information to include could consist of, but are not limited to, incorporating new sources; updating the bibliography; reworking and revising portions of the previous draft; and strengthening the thesis statement. These reports are intended to aid students with working on their papers throughout the semester. In these reports, students have the opportunity to ask questions and to receive feedback about specific aspects of their paper.

Please note: Students do not need to wait to submit progress reports to ask questions. Should students have any questions about the course or assignments, they should feel free to contact the instructor. The instructor is available via email or by appointment.

Criteria for Progress Reports=5 points each

Describe specifics regarding research progress=4 points

Write clearly using correct grammar and punctuation and be free generally of typographical errors and misspellings=1 point

First (1st) Draft, Endnote Page(s), and Working Bibliography

After conducting research for several weeks, students will submit their first (1st) draft, endnote page(s), and working bibliography. Students should have elaborated upon their outline and working bibliography. This draft should be eight to ten (8-10) pages in length; be double spaced; be typed in twelve (12) point Times New Roman Font; and have one (1) inch margins. For the first (1st) draft, students should use a total of seven to eight (7-8) sources in the paper. These sources should be primary and secondary sources. Students must have incorporated any needed changes or other modifications as noted on the outline or working bibliography, mentioned via email, during class, or during individual meetings.

Students should note that all material that is either quoted or paraphrased **MUST** be cited using Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*. Students will need a title page, an endnote page(s), and a bibliography, which do not count toward the required pages for this assignment. Students may use a total of only four (4) quotations of ten (10) words or less in the entire paper. Also, any maps, charts, graphs, or other images should be in an Appendix and not within the text of the paper. Students' papers should be in paragraph format. There should not be extensive lists of items, especially in column format, and there

should not be extra space between paragraphs or anywhere in the paper. Papers that do not reflect all guidelines and requirements will result in the loss of ten (10) points.

Though this assignment is a draft of a portion of the paper, students should use correct grammar and punctuation; strive for clarity; use correct sentence structure; and should proofread their papers for typographical errors as well as misspellings. Students should refer to comments on previous assignments in this class to focus on areas of needed improvement. **If papers contain consistent errors in the above areas, then these errors distract from the students' argument and research efforts. Too many errors in these areas may lead to a misunderstanding of the students' argument and the quality of their research. This research paper is students' culminating project and should best showcase their skills as a historian. Therefore, these papers will be returned to the students with a grade of a zero (0).** Students will have one (1) week to make the noted corrections and to resubmit the paper for a second time. Students are only allowed one (1) opportunity for revision. Should students have questions about the comments on their papers, then they should contact the instructor as soon as possible.

The draft, endnote page(s), and working bibliography must be submitted as one (1) document online via Canvas.

Rubric for First (1st) Draft, Endnote Page(s), and Working Bibliography=50 points

Introduce topic, state thesis, and analyze historiography=15 points

Provide evidence that supports thesis (including original analysis)=15 points

Incorporate modifications noted on previous assignments, via email, or during meetings=10 points

Use correct number of sources and properly cite information on the endnote page(s) and in the working bibliography=10 points

Second (2nd) Draft, Endnote Page(s), and Working Bibliography

Several weeks after submitting the first (1st) draft, students will submit their second (2nd) draft, endnote page(s), and working bibliography. Students should have elaborated upon the existing supporting evidence so that the paper more thoroughly addresses the topic. This draft should be at least fifteen (15) pages; be double spaced; be typed in twelve (12) point Times New Roman Font; and have one (1) inch margins. Not having the required number of pages will lower the grade by five (5) points. In the second (2nd) draft, students will have added sources for a total of ten to twelve (10-12) sources. These sources will include primary and secondary sources. Students must have incorporated any needed changes or other modifications as noted on the previous draft, mentioned via email, during class, or during individual meetings.

Students should note that all material that is either quoted or paraphrased **MUST** be cited using Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*. Students will need a title page, an endnote page(s), and a bibliography, which do not count toward the required pages for this assignment. Students may use a total of only four (4) quotations of ten (10) words or less in the entire paper. Also, any maps, charts, graphs, or other images should be in an Appendix and not within the text of the paper. Students' papers should be in paragraph format. There should not be extensive lists of items, especially in column format, and there should not be extra space between paragraphs or anywhere in the paper. Papers that do not reflect all guidelines and requirements will result in the loss of ten (10) points.

Though this assignment is a draft of a portion of the paper, students should use correct grammar and punctuation; strive for clarity; should use correct sentence structure; and should proofread their papers for typographical errors as well as misspellings. Students should refer to comments on previous assignments in this class to focus on areas of needed improvement. **If**

papers contain consistent errors in the above areas, then these errors distract from the students' argument and research efforts. Too many errors in these areas may lead to a misunderstanding of the students' argument and the quality of their research. This research paper is students' culminating project and should best showcase their skills as a historian. Therefore, these papers will be returned to the students with a grade of a zero (0). Students will have one (1) week to make the noted corrections and to resubmit the paper for a second time. Students are only allowed one (1) opportunity for revision. Should students have questions about the comments on their papers, then they should contact the instructor as soon as possible.

The draft, endnote page(s), and working bibliography must be submitted as one (1) document online via Canvas.

Rubric for Second (2nd) Draft, Endnotes Page(s), and Working Bibliography=75 points
Introduce topic, state thesis, and analyze historiography=15 points

Provide evidence that supports thesis (including original analysis)=30 points

Incorporate modifications noted on previous drafts, via email, or during meetings=20 points

Use correct number of sources and properly cite information on the endnote page(s) and in working bibliography=10 points

Research Presentations

Toward the end of the semester, students will give a presentation concerning their research. On May 3, students should post a short description of their research including: the thesis statement; two (2) examples of supporting material that strongly advances the thesis; one (1) example of online content's treatment of the topic; and a brief conclusion. This information should be presented in one (1) paragraph of eight to ten (8-10) sentences.

Also, on May 3, students are to ask two (2) classmates a question about their research paper. These questions may be content-based, or they may relate to the sources used in the paper. Please be sure to ask a question to two (2) different students who have not yet been asked questions.

On May 5, during a class meeting, students are to answer the questions raised by their classmates. Students only need to address two (2) questions but may address more than two (2) questions.

Rubric for Presentation=15 points

Paragraph posted on discussion board that includes thesis, examples, online content, and conclusion=4 points

Questions to two (2) classmates =4 points

Answers to classmates' questions using specific examples=4 points

Paragraph, Questions, and Answers presented clearly with correct grammar and punctuation and be free generally of typographical errors and misspellings=3 points

Final Paper, Final Endnote Page(s), and Final Bibliography

At the end of the semester, students will submit their final paper, final endnote page(s), and final bibliography. Students should have elaborated upon the existing supporting evidence so that the paper more thoroughly addresses the topic. This final paper should be twenty (20) pages; be double spaced; be typed in twelve (12) point Times New Roman Font; and have one (1) inch margins. In the final paper, students will have used at least ten to fifteen (10-15) sources. These sources will include primary and secondary sources. Students must have incorporated any needed changes or other modifications as noted on the previous drafts, mentioned via email, during class meetings, or individual meetings.

Students should note that all material that is either quoted or paraphrased **MUST** be cited using Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations*. Students will need a title page, endnote page(s), and a bibliography, which do not count toward the required pages for this assignment. Students may use a total of only four (4) quotations of ten (10) words or less in the entire paper.

In the final paper, students must include an analysis that addresses the manner in which online content approaches their topics and specifically focus on any distortions surrounding their topics. Within this discussion, students should include an analysis that addresses the reasons for the prevailing perception(s) of their topic in popular or the public's memory. This analysis should review two to three (2 to 3) examples of online information and be no more than two (2) paragraphs in length. These paragraphs should come immediately prior to the concluding paragraph.

Any maps, charts, graphs, or other images should be in an Appendix and not within the text of the paper. Students' papers should be in paragraph format. There should not be extensive lists of items, especially in column format, and there should not be extra space between paragraphs or anywhere in the paper. Students' papers should not exceed twenty (20) pages or be under the required twenty (20) pages. Papers that do not reflect all guidelines and requirements will result in the loss of ten (10) points.

In the final paper, students should use correct grammar and punctuation; strive for clarity; and should proofread their papers for typographical errors, misspellings, sentence fragments, and run-on sentences. Students should refer to comments on previous assignments in this class to focus on areas of needed improvement. **Unlike the drafts of the paper, there is no opportunity to revise the final paper, final endnotes page(s), and final bibliography.**

Should students have questions about the any aspect of the final paper, then they should contact the instructor.

The paper, endnote page(s), and bibliography must be submitted as one (1) document online via Canvas.

Rubric for Final Paper, Final Endnote Page(s), and Final Bibliography=100 points

Introduce topic, state thesis, and analyze historiography=15 points

Provide evidence that supports thesis; examines popular memory and online content; and include original analysis=40 points

Incorporate modifications noted on previous drafts, via email, or during meetings=35 points

Use correct number of sources and properly cite information on the endnote page(s) and in the bibliography=10 points

Class Grading Scale, Grading Criteria Rubric, and Conversion

This class follows TAMUCT's traditional grading scale of 100-90=A; 89-80=B; 79-70=C; 69-60=D; and 59 and below=F.

Syllabus Acknowledgement Statement=5 points

Paper Topic(s)=5 points

Meeting with Librarian=10 points

Article Analyses=21 points

Digital Polarization Tutorials Project=12 points

Outlines and Working Bibliography=50 points

Class Meetings Participation=12 points

Progress Reports=15 points

1st Draft, Endnotes, and Working Bibliography=50 points

2nd Draft, Endnotes, and Working Bibliography=75 points

Presentations=15 points

Final Draft, Final Endnotes, and Final Bibliography=100 points

Total Points=370 points

Students may determine their grade by taking the total number of points earned and dividing by the total number of points possible.

Posting of Grades

Grades will be posted online in Canvas and assignments returned via Canvas.

Assignments are graded usually within one (1) week of the due date.

Course Schedule (Course Outline and Calendar)

The instructor reserves the right to make modifications to the syllabus and the course schedule as needed based on time and other factors. Should this need occur, then an updated schedule will be posted online through Canvas.

All assignments are due at 3:30p.m. on the due dates listed below, and ALL assignments must be submitted via Canvas. Assignments not submitted via Canvas will not be graded. Dates marked with an asterisk (*) indicate a class meeting via WebEx. Please note that there are assignments due on days that there are not synchronous online class meetings.

***January 20:** Class Meeting to Discuss Introduction to Course

***January 25:** Class Meeting to Discuss Paper Topics and Role of History and Memory

***January 27: Due: Article Analyses** and Discussion of Articles; Discuss Possible Popular Conceptions of Paper Topics

***February 1:** Class Meeting to Discuss Primary and Secondary Sources; Importance of a Strong Thesis

February 3: Due: Paper Topics

***February 8:** Class Meeting to Discuss the Use of Online Sources; Class Discussion of Importance of Historiography; Discussion of Endnotes and Bibliography **Completed Meeting with Embedded Librarian**

February 10: Due: Outline and Working Bibliography

February 15: Individual Meetings as Needed to Discuss Paper Topics, Meetings via WebEx

February 17: Due: First (1st) Progress Report

February 22: Individual Meetings as Needed to Discuss Paper Topics, Meetings via WebEx

February 24: Due: First (1st) Draft of Research Paper, Endnotes, and Working Bibliography

***March 1:** Class Meeting to Discuss Expectations for Second (2nd) Draft, Endnotes, and Working Bibliography

March 3: Individual Meetings as Needed to Discuss Paper Topics, Meetings via WebEx

March 8: Due: Second (2nd) Progress Report

***March 10:** Class Meeting to Discuss Further Developing Thesis, Utilizing Evidence, and Strengthening Historiography Section

March 15: No Class, Spring Break

March 17: No Class, Spring Break

March 22: Individual Meetings as Needed to Discuss Paper Topics, Meetings via WebEx

***March 24: Due: Completed Four (4) Digital Polarization Modules;** Class Meeting to Discuss Possible Internet Sources

1: Introduction to Web Literacy: <http://tamuct.libsurveys.com/WebLiteracyIntroduction>

2: Investigate the Source: <http://tamuct.libsurveys.com/InvestigateSource>

3: Find the Original Source: <http://tamuct.libsurveys.com/FindOriginal>

4: Look for Trusted Work <http://tamuct.libsurveys.com/TrustedWork>

***March 29:** Class Meeting to Discuss Strengthening Use of Primary and Secondary Sources

March 31: Due: Third (3rd) Progress Report

***April 5:** Class Meeting to Discuss Second (2nd) Draft, Endnotes, and Working Bibliography

April 7: Due: Second (2nd) Draft, Endnotes, and Working Bibliography

***April 12:** Class Meeting to Discuss Expectations of Final Paper, Final Endnotes, and Final Bibliography

April 14: Individual Meetings as Needed to Discuss Paper Topics, Meetings via WebEx

April 19: Due: Fourth (4th) Progress Report

April 21: Individual Meetings as Needed to Discuss Paper Topics, Meetings via WebEx

April 26: Due: Fifth (5th) Progress Report

April 28: Individual Meetings as Needed to Discuss Paper Topics, Meetings via WebEx

***May 3: Class Meeting to Discuss Presentations; Post Material and Questions Regarding Classmates' Research Projects to the Discussion Board**

***May 5: Class Meeting; Students Answer Questions Regarding Their Projects**

***May 10: Class Meeting to Answer Questions Regarding Final Paper, Final Endnotes, and Final Bibliography**

May 12: Due: Final Research Paper, Final Endnotes, and Final Bibliography due BEFORE 3:30p.m. Students may submit the paper early. Students must turn in the paper on Canvas. Only in cases of documented extreme hardship will an extension be granted for the final paper.

Instructor and Course Policies

Absences and Make-Up Work

Only with an excused absence will students be allowed to make up work. Should students miss class, then they need to contact the instructor as soon as possible. Unexcused absences will affect negatively students' grades. Only excused absences are allowed. Should students miss an assignment, make-up assignments will be allowed only for excused absences. Students, when they return, must email the instructor written documentation, such as a note from their doctor, which covers the days that they missed. ONLY with documentation will students be granted an excused absence and be able to make up work. Students cannot make up work or turn in late work with unexcused absences.

Unexcused absences will affect negatively students' grades. Unexcused absences will result in a zero (0) for that day's participation. **As noted previously in the syllabus, participation has a point value of one (1) point per class meeting. These points count as participation points. Each unexcused absence for a class meeting will result in the loss of the point for that day's participation and a loss of two (2) points on the final paper.**

If students miss a class, then they must first check with a classmate about notes for that day, and then contact the instructor with any specific questions about that day's class notes.

There is NO recording of lectures or class discussions. **ALL make-up work must be turned in no later than one (1) week after students return to class. No work will be accepted after the one (1) week period. Near the end of the semester, there may be a shorter period for make-up work. No make-up work will be accepted after 3:30p.m. on May 12.**

Only in cases of documented extreme hardship will students be allowed to have an excused absence for the presentation. The presentation includes both the discussion board and synchronous portions. In order to make up this assignment, students will need to include an additional two (2) pages of material to their research paper. In this instance, the research paper grade will include the fifteen (15) points for the presentation for a total of one hundred fifteen (115) points. The paper is still due on May 12 at 3:30p.m.

Incompletes

A grade of an Incomplete is granted rarely. Incompletes will be granted only after the last day to drop a course and will be granted only to students who have experienced a major catastrophic event. Students must provide some form of written documentation that provides evidence of the catastrophic event.

Withdrawal, Drop Dates, Assignment Due Dates, and Important University Dates

Students who feel that they need to drop the class must go to the Registrar's Office and complete the withdrawal forms. It is the students' responsibility to withdraw from a class. Also, it is the students' responsibility to be aware of all add and drop dates for classes and to be aware of all guidelines in the syllabus and due dates for class assignments. Students should refer to the University Calendar for important dates, such as graduation deadlines. The calendar can be viewed at <https://www.tamuct.edu/>

Plagiarism

Plagiarism is copying or imitating the language, ideas, and thoughts of another individual(s) and submitting that work as one's own original work. This action will not be tolerated. All material taken from any source, including books, articles, journals, the Internet, or other sources, must be paraphrased (put in your own words), if quoted, set off in quotation marks, and cited correctly. Plagiarism will be discussed in detail on the first day of class. **Should students have any questions about paraphrasing, using quotations, citing material, or documenting sources, please ask questions before, during, or after class, or make an appointment with the instructor to discuss these concerns.**

Work that is deemed plagiarized will result in the grade of a zero (0) for the assignment. SimCheck on Canvas will check for plagiarism. Students will submit each assignment via Canvas, and each assignment will be checked for plagiarism. Students who receive a mark of fifty percent (50%) or more for plagiarism will earn a zero (0) for the assignment. Also, students will earn a failing grade (50% F or lower) for an assignment when there is evidence that the plagiarism is from a "purchased" paper or when there is blatant copying of sources without paraphrasing. When there is evidence of plagiarism, students' papers will be submitted to the Division of Students Affairs for review.

Cheating

Cheating is assisting other students with completing projects. Also, cheating includes the use of any unauthorized materials to complete any assignments. **The penalty for cheating will be a zero (0) for the assignment.** When there is evidence of cheating, students' work will be submitted to the Division of Students Affairs for review.

Academic Integrity

For more information about Academic Integrity and students' responsibilities regarding academic integrity, please review the information at

<https://www.tamuct.edu/departments/studentconduct/academicintegrity.php>

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password.

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

COVID-19 Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement

on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.

Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into

Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html),
[https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](#) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and

parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information.

Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing

process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes

student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index]. **For Spring 2021, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.**