# Course Description

This course introduces students to historical thinking and themes in order to develop critical thinking skills associated with historical inquiry and to acquire a broad understanding of factors related to world, Western, and U.S. history.

**University Learning Outcomes (ULO)**

* **ULO1**:Communication Skills
* **ULO2**: Professional Competency
* **ULO3**: Moral and Ethical Judgment
* **ULO4**: Problem Solving
* **ULO5**: Critical Thinking
* **ULO6**: Leadership in Society
* **ULO7**: Critical and Competent Use of Technology

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Examine and analyze primary and secondary sources.
* **CLO2**: Determine how historians learn about past events.
* **CLO3:** Develop a perspective on historiography and the way the field of history has evolved.
* **CLO4:** Analyze issues of human rights and cultural relativism.
* **CLO5:** Acquire a historical perspective that can be used to understand the contemporary world.

**Student Expectations**

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Madaras, Larry, and SoRelle, James. *Taking Sides: Clashing Views in United States History, Volume 1: The Colonial Period to Reconstruction.* 16th ed*.* McGraw Hill. Print.

ISBN-13: 978-1259217074

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Point Value** | **Due** |
| **Week 1** | |  |  |
|  | Class Comprehension Challenge 1 | 2 | <insert due date> |
| Discussion Question 1: Beyond Written History | 2 | <insert due date> |
| Discussion Question 2: Primary and Secondary Sources | 2 | <insert due date> |
| **Week 2** | |  |  |
|  | Class Comprehension Challenge 2 | 2 | <insert due date> |
| Discussion Question 1: Mythistory at the Movies | 2 | <insert due date> |
| Discussion Question 2: History as a Story | 2 | <insert due date> |
| Objective History Short Essay | 8 | <insert due date> |
| *Taking Sides* Argument Analysis | 10 | <insert due date> |
| **Week 3** | |  |  |
|  | Class Comprehension Challenge 3 | 2 | <insert due date> |
| Discussion Question 1: Lincoln’s Legacy | 2 | <insert due date> |
| Discussion Question 2: Teaching History Debate | 2 | <insert due date> |
| Controversies in History Education Paper | 10 | <insert due date> |
| **Week 4** | |  |  |
|  | Class Comprehension Challenge 4 | 2 | <insert due date> |
| Discussion Question 1: Challenges for Historians | 2 | <insert due date> |
| Discussion Question 2: America’s Founding Documents and the Rights of Man | 2 | <insert due date> |
| Enlightenment Scrapbook | 6 | <insert due date> |
| Human Rights Analytic Essay | 10 | <insert due date> |
| Peer Support Team Participation (Weeks 2-4) | 6 | <insert due date> |
| **Week 5** | | | |
|  | Discussion Question 1: Universal Declaration of Human Rights | 2 | <insert due date> |
| Discussion Question 2: Course Reflection | 2 | <insert due date> |
| How Can Historical Understanding Change the World? Final Project | 20 | <insert due date> |
| Final Project Q&A | 2 | <insert due date> |
| **Total Points** | | **100** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
|  | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |

# Weekly Learning Modules

|  |  |  |
| --- | --- | --- |
| Week One: How Do Historians Discover the Past? |  | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Describe the differences between primary and secondary sources in historical research. | CLO1 | |
| * 1. Identify what kinds of sources are available to researchers if a culture did not leave behind written records. | CLO1, CLO2 | |
| * 1. Analyze flaws that exist in the sources that historians utilize to uncover the past.   2. Determine the usefulness of oral history as a historical source. | CLO1, CLO2, CLO3  CLO1, CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Requirements Q&A**  As we begin our course, take time to familiarize yourself with the assignments, policies, and expectations.   1. **Read** the Syllabus. 2. **Read** the Discussion Participation Guide. 3. **Read “**Plagiarism: What It Is and How to Recognize and Avoid It” (from Writing Tutorial Services at Indiana University): <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> 4. **Read** the Final Project Instructions.   *Note.* This course requires audio recording capabilities to collect an oral history and to narrate your final project presentation.  Now that you have an overview of what to expect in class, what questions do you have? Post any questions for clarification to the Week One General Q&A discussion forum on Blackboard. | n/a | Posting questions and reading responses =  **.5 hours** |
| **Icebreaker Activity**  **Introduce** yourself to the class by answering the following questions:   * Pick a time and place in the past you would like to visit. Explain to your classmates why you selected that time and place. * What are you most curious about seeing and experiencing? * What do you envision your job would be back then? * What would you do in your free time?   Spend some time reading and responding to your classmates’ posts. | n/a | Responding to activity and responding to classmates’ and faculty member’s posts =  **1 hour** |
| **Guiding Question Presentation**  **View** the guiding question presentation: “How Do Historians Discover the Past?” (transcript available)  After viewing the presentation, post three questions or key concepts you hope to learn by the end of the week in the Guiding Question Presentation – Week 1 discussion forum. | 1.1, 1.2, 1.3, 1.4 | Viewing presentation, responding, and reading the other posts =  **1 hour** |
| **Primary Source Reading**  **Read “**What is a Primary Source?”: <http://www.princeton.edu/~refdesk/primary2.html> | 1.1 | n/a |
| **Iceman Readings**  **Read and watch** the following sources on the Iceman, or "Ötzi," a 5,000-year-old mummy found in the Alps:   * “Ötzi – the Iceman”: <http://www.iceman.it/en/node/226> * “Last Hours of the Iceman”: <http://ngm.nationalgeographic.com/2007/07/iceman/hall-text> | 1.2, 1.3 | n/a |
| **Griot Readings and Videos**  **Read** the following sources on Griots, West African oral historians:   * **“**Keepers of History”: <http://news.psu.edu/story/140694/2002/05/01/research/keepers-history> * “UPRISING ~ Modern day griot explains ancient storytelling tradition” (2:55): <http://www.youtube.com/watch?v=aF2287N0kAc> | 1.2, 1.3, 1.4 | n/a |
| ***Death on the Railroad* Video**  **Watch** *Secrets of the Dead: Death on the Railroad* (52:26)at <https://www.youtube.com/watch?v=_1UosxS9ahE> (transcript on site). | 1.3 | n/a |
| **Final Project Planning**  **Resource:** How Can Historical Understanding Change the World? Final Project Instructions  Complete the following steps to prepare for your final project:   * **Review** the Final Project Instructions. * **Select** the specific issue you will use as the central topic for your final project. * **Identify** the person or people you plan to interview to collect an oral history as part of your final project. * **Email** your instructor your topic and interview subject for approval. |  | Responding and exchanging feedback with instructor =  **1.5 hours** |
| **Total** | | **4 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Oral History Interviewing Guide**  **Read** the following selections from the Smithsonian Folklife and Oral History Interviewing Guide to gather ideas and prepare for the oral history you will collect in Week 3 of class.   * “Introduction”: <http://www.folklife.si.edu/education_exhibits/resources/guide/introduction.aspx> * “The Interview”: <http://www.folklife.si.edu/education_exhibits/resources/guide/interview.aspx> * “Some Possible Questions”: <http://www.folklife.si.edu/education_exhibits/resources/guide/questions.aspx> | 1.4 | n/a |
| **MLA Review Readings**   * **Review** Gwynedd Mercy University’s “MLA Format for Papers,” a quick reference guide to supplement the MLA Handbook: <https://www.gmercyu.edu/sites/all/themes/gmc/pdf/MLAhandout.pdf> * For additional information on MLA, visit the “MLA Style” section of Purdue University’s Online Writing Lab (OWL): <https://owl.english.purdue.edu/owl/section/2/11/> | n/a | n/a |
| **Herodotus Reading**  You were introduced to Herodotus in the“How Do Historians Discover the Past?” presentation this week. Read more about the first historian at <http://www.history.com/topics/ancient-history/herodotus> | n/a | n/a |
| **Total** | |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Class Comprehension Challenge 1**  In Weeks 1-4, you will quiz each other as a class on your comprehension of the readings and media pieces presented in the Learning Resources and Activities.   1. **By Wednesday**: Write at least 3 quiz questions based on this week’s reading, videos, or other learning activities and post them to the Class Comprehension Challenge 1 discussion forum. Draw questions from a variety of learning activities and resources. Don’t write multiple questions for a single reading unless it is a light reading week. Try to write questions that are distinct from the others already posted in the discussion board. Be prepared to answer your own questions at the end of the week. Example question stems include:  * What is the main idea of...? * What if...? * How does...affect...? * What is an example of...? * Explain why... * Explain how... * What is the difference between... and...? * How are...and...similar? * How would I use...to...? * What are the strengths and weaknesses of...? * What is the best...and why? (Source: <http://www.gdrc.org/kmgmt/c-learn/methods.html#guided>)  1. **By Friday**: Respond to at least 3 quiz questions from your classmates. If someone has already answered a question, pick an open question if there is one available. If someone has answered a question, but you have a different perspective on the answer, post your answer too. 2. **By Sunday**: Read your classmates’ responses to your questions. Post a response to each of the questions you wrote to confirm your classmates answered correctly, or post the correct answer.   Were all the questions answered correctly by the class? If so, the class completed the Comprehension Challenge for this week! |  | Posting questions, responding to classmates’ questions, and posting answers =  **1.5 hours** |
| **Discussion Question 1: Beyond Written History**  **Write** a response to the following discussion questions in the Discussion forum:   * This week you explored ways to discover the past outside of written history. Using the examples of griots and the Iceman, what are some non-written sources of history? What other examples can you think of? What do you see as the benefits and drawbacks of using these sources to discover the past?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | 1.2, 1.3, 1.4 | 1 posting and responding to 3 students = **1.5 hours** |
| **Discussion Question 2: Primary and Secondary Sources**  **Write** a response to the following discussion questions in the Discussion forum:   * What are the differences between primary and secondary sources? Provide three examples of primary sources from *Death on the Railroad*. What do primary sources tell us that secondary sources do not? Why would historians want to include both primary and secondary sources in their research when discovering the past?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | 1.1, 1.2, 1.3 | 1 posting and responding to 3 students = **1.5 hours** |
| **Total** | | **4.5 hours** |

**Faculty Notes**

*Class Comprehension Challenges*

In Weeks 1-4, students will complete a Class Comprehension Challenge (see weekly instructions). While students are graded individually for writing and answering questions, they have a cooperative class goal; if students answer all the questions correctly, they successfully complete the challenge as a class for that week. One possibility to boost satisfaction and motivation with this task is to create an extrinsic reward for successfully completing the challenges. For example, if the class successfully completes all the challenges, they could earn an extra credit point, or, if students successfully complete the first three challenges, they could earn an extra day to turn in the Week 4 essay. Setting up this type of reward is optional, so use your discretion for what you think is appropriate for your class.

*Google Drive Instructions*

During this course, you will use Google Drive for select assignments so that students can contribute to and view shared files. Google Drive is available to anyone with a Google account; GMercyU faculty and students log in to Google Drive with their school email credentials. It is recommended that you add the files to Google Drive before class begins or in Week 1 so that you can embed the links in Blackboard and be prepared for students who may work ahead. If you have never used Google Drive before, view the [Drive and Docs: Basics](https://www.youtube.com/watch?v=ejp-MaWxgMA) tutorial for a general overview.

For this class, you have been provided templates to upload to Google Drive for three course components: Week 2 *Taking Sides* Selection, Week 3 Controversies in History Education Paper Part I, and Week 4 Enlightenment Scrapbook. You will be responsible for uploading the files to Google Drive, setting sharing permissions so student can collaborate on the files, and adding Google Drive links to Blackboard.

Use this process to upload and share the files in Google Drive:

1. Download the HIS 2000 templates for the Google Drive activities and assignments from Blackboard.
2. Log in to Google drive at <http://drive.google.com> using your school Gmail account credentials.
3. Click on the **Settings** gear in the top right corner. 
4. In Upload Settings, check **Convert Uploaded files to Google Docs format**. This will allow users to edit shared documents collaboratively through Google Drive.
5. Click **Create** > **Folder** and name it for your course session, for example “HIS 2000 January 2015.”
6. Click the folder to open it.
7. Share the folder by clicking the **Share folder** icon. 
8. Click **Get shareable link**.
9. Change the dropdown option to “Anyone with the link **can edit**.” This sets the sharing permissions at the folder level. You do not need to copy the folder link because you will retrieve individual file links later. *Note*: You can also opt to enter specific student email addresses to assign editing permissions if you prefer.
10. In the folder, click **Upload**  > **Files** and select the HIS 2000 templates you downloaded.
11. Google Drive will double-check that you want to share the files. Click **Upload and Share** to confirm.
12. Now that you uploaded your files, get the shared link for each file to build in Blackboard. Click on the document to open it, then click the **Share** button. 
13. Your file already has a shared link because you set your sharing permissions at the folder level. Click **Copy link**. The link is now on your clipboard.
14. Navigate to the activity or assignment in Blackboard. Edit the component and paste the link to the Google Drive file by using **Ctrl-V**. Save your changes and publish them to students.
15. Students who click the Google Drive links from Blackboard should be able to simultaneously view and edit the files.

For an overview and to see how to upload and share individual files, watch the [Google Drive Tutorial](https://vimeo.com/82113892).

Review additional information about each of the activities or assignments that use Google Drive:

* **Week 2 *Taking Sides* Selection**: For this activity, you will upload a spreadsheet for students to use to select a chapter and a historian’s viewpoint from the *Taking Sides* text. The spreadsheet lists the title of each chapter and the name of the historians with opposing viewpoints in the chapter. Once you upload the spreadsheet to your shared folder in Google Drive, copy the shared link and add it to the ***Taking Sides* Selection** activity in Week 2 in Blackboard. Students will edit the spreadsheet to add their name next to the chapter and historian they will use for their ***Taking Sides* Argument Analysis** assignment.

**Week 3 Controversies in History Education Paper Part I**: For Part I of this assignment, students will use a shared spreadsheet to compile a list of web links and summaries describing controversies in history education. Once you upload the spreadsheet to your shared folder in Google Drive, copy the shared link and add it to the **Controversies in History Education Paper** assignment in Week 3 in Blackboard. Students will edit the spreadsheet to add their links and summaries for the whole class to review and use for their paper in Part II of this assignment.

* **Week 4 Enlightenment Scrapbook**: For this assignment, you will upload a slide presentation template that all students will contribute to. Once you upload the presentation to your shared folder in Google Drive, copy the shared link and add it to the **Enlightenment Scrapbook** assignment in Week 4 in Blackboard. Each student will be responsible for filling out one of the slides. The prepared slides include spots for students’ names to track the slides for grading. You can choose to fill out each of the students’ names to designate slides for them, or you can have students select their own slides and enter their own names.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Two: Is History True? | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Discuss why it is difficult for historians to achieve a consensus about past events. | | CLO1, CLO2, CLO3 | |
| * 1. Describe the differences between objective history and historical relativism. | | CLO1, CLO2, CLO3 | |
| * 1. Determine the role of “mythistory” in historical interpretation. | | CLO1, CLO2, CLO3 | |
| **2.4** Analyze conflicting interpretations of a seminal event in American history. | | CLO1, CLO2, CLO3 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Guiding Question Presentation**  **View** the guiding question presentation: “Is History True?” (transcript available)  After viewing the presentation, post three questions or key concepts you hope to learn by the end of the week in the Guiding Question Presentation – Week 2 discussion forum. | | 2.1, 2.2, 2.3, 2.4 | Viewing presentation, responding, and reading the other posts =  **1 hour** |
| **Readings**   * **Read** the following introduction to Postmodern History: <http://www.allaboutworldview.org/postmodern-history.htm> * **Read** pp. 2-10 of *Exterminate All the Brutes* by Sven Lindqvist. | | 2.1, 2.2. 2.3 | n/a |
| ***Taking Sides* Selection**  **Read** the introduction to each of the chapters in *Taking Sides*. After reading the introductions, select a chapter and a historian’s viewpoint that you would like to analyze and present for your *Taking Sides* Argument Analysis presentation due this week.  **Edit** the shared sign-up spreadsheet in Google Drive and add your name next to the chapter and historian of your choice. The selections are first come, first served. Students should not duplicate selections for this assignment. | | 2.4 | Indicating a chapter selection and reviewing other students’ selections = **.25 hours** |
| **Peer Support Team Check-In**  This week, your instructor will assign you to your peer support team. As a reminder, review the **Final Project Instructions**.  Complete the following steps to prepare for your final project:   * **Check in** with your team and discuss the issue you selected for your final project. * **Create** **and share** the list of interview questions you plan to use for your oral history and share it with your team. * **Exchange** feedback with your peer support team on their interview questions.   *Note*. You will receive an individual grade at the end of the course based on the quality of your participation in your peer support team. | |  | Faculty assigns teams, peer discussion, reading and providing feedback on interview questions =  **2 hours** |
| **Total** |  |  | **3.25 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Class Comprehension Challenge 2**  In Weeks 1-4, you will quiz each other as a class on your comprehension of the readings and media pieces presented in the Learning Resources and Activities.   1. **By Wednesday**: Write at least 3 quiz questions based on this week’s reading, videos, or other learning activities post them to the Class Comprehension Challenge 2 discussion forum. Draw questions from a variety of learning activities and resources. Don’t write multiple questions for a single reading unless it is a light reading week. Try to write questions that are distinct from the others already posted in the discussion board. Be prepared to answer your own questions at the end of the week. Example question stems include:  * What is the main idea of...? * What if...? * How does...affect...? * What is an example of...? * Explain why... * Explain how... * What is the difference between... and...? * How are...and...similar? * How would I use...to...? * What are the strengths and weaknesses of...? * What is the best...and why? (Source: <http://www.gdrc.org/kmgmt/c-learn/methods.html#guided> )  1. **By Friday**: Respond to at least 3 quiz questions from your classmates. If someone has already answered a question, pick an open question if there is one available. If someone has answered a question, but you have a different perspective on the answer, post your answer too. 2. **By Sunday**: Read your classmates’ responses to your questions. Post a response to each of the questions you wrote to confirm your classmates answered correctly, or post the correct answer.   Were all the questions answered correctly by the class? If so, the class completed the Comprehension Challenge for this week! | |  | Posting questions, responding to classmates’ questions, and posting answers = **1.5** **hours** |
| **Discussion Question 1: Mythistory at the Movies**  **Write** a response to the following discussion questions in the Discussion forum:   * Find an example of a movie depicting historical events or figures that was considered controversial because it either (a) contributed to a historic myth by ignoring or distorting evidence of the past or (b) tried to tell the “true” story, which conflicts with the widely accepted interpretation of figures or events. * Summarize the controversy and include a link to an article, interview, or other source that outlines the controversy.   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.3, 2.4 | 1 posting and responding to 3 students = **1.5 hours** |
| **Discussion Question 2: History as a Story**  **Read** the sample pages from *Exterminate All the Brutes*.  **Write** a response to the following discussion questions in the Discussion forum:   * What are the benefits and drawbacks of reading postmodern history? How does the experience compare to reading a textbook? What are the implications if history is presented as a “story” as opposed to factual truth?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 2.1, 2.2 | 1 posting and responding to 3 students = **1.5 hours** |
| **Objective History Short Essay**  **Write** a 675- to 1000-word essay discussing objective history. Utilize the reading “Is History True?” Consider the following questions:   * Is there such a thing as “true” history? * Is objective history even possible? * What is “mythistory?” * Which historian do you agree with, Handlin or McNeil? * Is it important that historians reach a consensus about events that happened the past? Why or why not?   **Use** MLA format to cite any outside sources you use.  **Submit** the essay to the instructor via Blackboard. | | 2.1, 2.2, 2.3 | Instructor feedback =  **.5 hours** |
| ***Taking Sides* Argument Analysis**  For this assignment, you will select a chapter and a historian’s viewpoint from the *Taking Sides* text to analyze and present. Use the sign-up sheet in the ***Taking Sides* Selection** learning activity to add your name to your choice of chapter and historian if you have not already. The selections are first come, first served.  **Create** a 6- to 8-slide presentation that you will use to share the argument with your classmates. You do not need to include narration or speaker notes for this presentation. Include all the pertinent information on the slides themselves. Do the following in your presentation:   * Find and share additional resources covering the event or issue and summarize its historical context. * Summarize both historians’ arguments. Explain why your selected historian’s argument is stronger. * Explain how your selected historian proves his or her argument and identify what types of sources he or she used.   **Post** your presentation to the *Taking Sides* Argument Analysis discussion forum.  **Review** 2 or 3 of your classmates’ presentations to see where they stand on the issues of early American history. In particular, review the opposing viewpoint from your chapter if it is presented by another student. | | 2.4 | Instructor feedback, viewing other classmates’ presentations =  **1 hour** |
| **Total** | |  | **6 hours** |

**Faculty Notes**

*Assigning Teams*

Students will work in peer support teams in class in Weeks 2-4. You should assign students to teams at the beginning of Week 2 after you have had the chance to review the topics students select for their final projects. Teams should comprise 3-4 students. Faculty can use their discretion when deciding on an approach for grouping students. One option is to group students by diverse topics so they are exposed to different ideas for the final project and can provide their team with more objective feedback. Another option is to group students by like topics so that they can pool resources and compare research while working on the project.

*Google Drive*

At the beginning of Week 2, make sure that you have posted the link to the shared Google Sheet for the ***Taking Sides* Selection** activity. Monitor the spreadsheet throughout the week to ensure that students are filling out the spreadsheet correctly.

*Peer Support Team Check-In*

Monitor the peer support teams this week. Check in with any teams or individuals who are not participating.

|  |  |  |
| --- | --- | --- |
| Week Three: How Should We Teach History? |  |  |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze the role of including "dark history" in education. | CLO3, CLO4, CLO5 | |
| * 1. Determine if history education should be used to promote patriotism. | CLO3, CLO4 | |
| * 1. Identify cross-cultural obstacles to teaching history. | CLO3, CLO4, CLO5 | |
| * 1. Analyze how nations should present their history. | CLO4, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Guiding Question Presentation**  **View** the guiding question presentation: “How Should We Teach History?” (transcript available)  After viewing the presentation, post three questions or key concepts you hope to learn by the end of the week in the Guiding Question Presentation – Week 3 discussion forum. | 3.1, 3.2, 3.3, 3.4 | Viewing presentation, responding, and reading the other posts =  **1 hour** |
| **Textbook Controversies Readings**  **Read** the following articles:   * Masalski’s “Examining the Japanese History Textbooks Controversy”: <http://spice.fsi.stanford.edu/docs/examining_the_japanese_history_textbook_controversies> * “China, Japan eye textbook tension.” *BBC News:* <http://news.bbc.co.uk/2/hi/asia-pacific/4432535.stm> * “Huge Japan protest over textbook.” *BBC News:* <http://news.bbc.co.uk/2/hi/asia-pacific/7020335.stm> * “Japan textbook angers neighbours.” *BBC News*: <http://news.bbc.co.uk/2/hi/asia-pacific/1257835.stm> | 3.1, 3.3, 3.4 | n/a |
| **Lincoln Reading**  **Read** Kundhardt’s “Lincoln’s Contested Legacy”: <http://www.smithsonianmag.com/history/lincolns-contested-legacy-44978351/> | 3.2, 3.4 | n/a |
| ***Looking for Lincoln* Videos**  **Watch** the following segments of*Looking for Lincoln****:***   * “Looking for Lincoln: Introduction” (8:03) <https://www.youtube.com/watch?v=Xi5yvBbdwHs> * “Eric Foner Thinks Anew about Lincoln and Slavery” (12:08) <https://www.youtube.com/watch?v=t1His-MKDK4> * “Eric Foner Sets Us Straight on Lincoln and Slavery" (2:33) <https://www.youtube.com/watch?v=8hQ2u214A2Y> | 3.1, 3.2, 3.4 | n/a |
| **Emancipation Proclamation Reading**  **Read** “The Emancipation Proclamation”: <http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/> | 3.4 | n/a |
| **Politics and Patriotism in Education Reading**  **Read** Joel Westheimer’s “Politics and Patriotism in Education” <http://www.democraticdialogue.com/DDpdfs/PDKWestheimer.pdf> | 3.1, 3.2, 3.4 | n/a |
| **“American History 101” Parts 1-6 Reading**  **Read** Conversations between Jon Wiener and Diane Ravitch, “American History 101” Parts 1-6: <http://www.slate.com/articles/arts_and_life/history_book_blitz/features/2005/american_history_101/how_to_revive_history_by_teaching_the_conflicts.html> | 3.1, 3.2, 3.4 | n/a |
| **Peer Support Team Check-In**  As a reminder, review the **Final Project Instructions**.  Complete the following steps to prepare for your final project:   * **Collect** the oral history for your project. * **Summarize and share** with your team what you found through your oral history. Feel free to share the oral history directly with your team through audio or video. Share insights about how your team members’ oral histories reflect on the subject of their final project. * **Discuss and compare** the next steps for your project research.   *Note*. You will receive an individual grade at the end of the course based on the quality of your participation in your peer support team. |  | Summarizing oral history, reading and reflecting on teammates’ oral history, discussing research next steps =  **1.5 hours** |
| **Total** | | **2.5 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Class Comprehension Challenge 3**  In Weeks 1-4, you will quiz each other as a class on your comprehension of the readings and media pieces presented in the Learning Resources and Activities.   1. **By Wednesday**: Write at least 3 quiz questions based on this week’s reading, videos, or other learning activities and post them to the Class Comprehension Challenge 3 discussion forum. Draw questions from a variety of learning activities and resources. Don’t write multiple questions for a single reading unless it is a light reading week. Try to write questions that are distinct from the others already posted in the discussion board. Be prepared to answer your own questions at the end of the week. Example question stems include:  * What is the main idea of...? * What if...? * How does...affect...? * What is an example of...? * Explain why... * Explain how... * What is the difference between... and...? * How are...and...similar? * How would I use...to...? * What are the strengths and weaknesses of...? * What is the best...and why? (Source: <http://www.gdrc.org/kmgmt/c-learn/methods.html#guided> )  1. **By Friday**: Respond to at least 3 quiz questions from your classmates. If someone has already answered a question, pick an open question if there is one available. If someone has answered a question, but you have a different perspective on the answer, post your answer too. 2. **By Sunday**: Read your classmates’ responses to your questions. Post a response to each of the questions you wrote to confirm your classmates answered correctly, or post the correct answer.   Were all the questions answered correctly by the class? If so, the class completed the Comprehension Challenge for this week! |  | Posting questions, responding to classmates’ questions, and posting answers = **1.5 hours** |
| **Discussion Question 1: Lincoln’s Legacy**  **Write** a response to the following discussion questions in the Discussion forum after reading Kundhardt’s “Lincoln’s Contested Legacy” article and watching the video clips:   * Why did Lerone Bennett Jr. call Lincoln a white supremacist? Do you agree? * How should Americans remember Abraham Lincoln? How should he be taught to schoolchildren?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | 3.1, 3.2, 3.4 | 1 posting and responding to 3 students = **1.5 hours** |
| **Discussion Question 2: Teaching History Debate**  **Read** the six sections of the conversation between Jon Wiener and Diane Ravitch, “American History 101.”  **Choose** either Wiener or Ravitch and defend his or her position about how history should be taught in American schools.  **Write** a response to the following discussion questions in the Discussion forum:   * What is Weiner’s or Ravitch’s argument? (Choose only one author.) * How does the author support his or her argument? * Why is that author’s position the stronger of the two? * What is the significance of this debate? Why is the craft of teaching history such a heated topic?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday.  **Focus** your follow-up posts on respectfully offering a counter-argument to students who chose the opposing perspective. | 3.1, 3.3,3.4 | 1 posting and responding to 3 students = **1.5 hours** |
| **Controversies in History Education Paper**  **Part I**  As a class, you will compile a list of controversies in history education. These can be local or international examples.  You read about the Japanese textbook controversies, the debate about Lincoln’s legacy, and the rise of “authoritarian patriotism” in American schools this week. Other examples of potential controversies include:   * Politicizing figures or events in the classroom * Using history as a forum to promote patriotism * Nations presenting the same event differently * Adding or removing figures or events from curriculum based on a particular ideology   Add three links and a brief summary of each of the controversies to the shared spreadsheet in Google Drive no later than **Wednesday** in Week 2.  **Part II**  **Write** a 3- to 4-page paper in which you present the case of 2-3 controversies in history education, drawing from any of the examples that you or your classmates found this week.  Address the following questions when you present your cases:   * How much “dark history” should be included in education? * Should history education be used to promote patriotism? * What are some potential cross-cultural obstacles to teaching history? * Who should be in control of how history is presented?   **Use** MLA format to cite any outside sources you use.  **Submit** the paper to the instructor via Blackboard. | 3.1, 3.2, 3.3, 3.4 | Finding and sharing articles, reading classmates’ articles, reviewing faculty feedback =  **1.5 hours** |
| **Total** | | **6 hours** |

**Faculty Notes**

*Google Drive*

At the beginning of Week 3, make sure that you have posted the link to the shared Google Sheet for the **Controversies in History Education Paper Part I** assignment. Monitor the spreadsheet throughout the week to ensure that students are filling out the spreadsheet correctly.

*Peer Support Team Check-In*

Monitor the peer support teams this week. Check in with any teams or individuals who are not participating.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Four: How Can We Learn from History? | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the role of the Enlightenment in the creation of Western political thought. | | CLO1, CLO4, CLO5 | |
| * 1. Determine how the American Revolutionary era and the Early Republic affected ideas about the rights of man. | | CLO1, CLO4, CLO5 | |
| * 1. Explain similarities between human rights violations throughout history. | | CLO1, CLO4, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Guiding Question Presentation**  **View** the guiding question presentation: “How Can We Learn From History?” (transcript available)  After viewing the presentation, post three questions or key concepts you hope to learn by the end of the week in the Guiding Question Presentation – Week 4 discussion forum. | | 4.1, 4.2, 4.3 | Viewing presentation, responding, and reading the other posts =  **1 hour** |
| **Enlightenment Readings**  **Read** the following sites:   * “Enlightenment”: <http://www.history.com/topics/enlightenment> * “The Influence of the Enlightenment on The Formation of the United States”: <http://www.articlemyriad.com/influence-enlightenment-formation-united-states/> * “[The Enlightenment and Its Impact on America](https://wanderingwolverinewords.wordpress.com/2013/12/30/the-enlightenment-and-its-impact-on-america/)” | | 4.1 | n/a |
| **Founding Documents Readings**  **Read** two of America’s founding documents:   * Declaration of Independence: <http://avalon.law.yale.edu/18th_century/declare.asp> * U.S. Bill of Rights: <http://avalon.law.yale.edu/18th_century/rights1.asp> | | 4.2 | n/a |
| **Human Rights Violations Readings**  **Read** about the following examples of human rights violations:     * “Jim Crow Laws”: <http://www.nps.gov/malu/forteachers/jim_crow_laws.htm> * “The Nuremberg Laws: Law for the Protection of German Blood and Honor”: <http://www.jewishvirtuallibrary.org/jsource/Holocaust/nurmlaw2.html> * “The Nuremberg Laws: Reich Citizenship Law”: <https://www.jewishvirtuallibrary.org/jsource/Holocaust/nurmlaw3.html> * “Apartheid Legislation in South Africa”: <http://africanhistory.about.com/library/bl/blsalaws.htm> * “India's "Untouchables" Face Violence, Discrimination”: <http://news.nationalgeographic.com/news/2003/06/0602_030602_untouchables.html> * “Call It Slavery”: <http://www.discovery.org/scripts/viewDB/filesDB-download.php?command=download&id=2081> | | 4.3 | n/a |
| **Peer Support Team Check-In**  As a reminder, review the **Final Project Instructions**.  Complete the following steps to prepare for your final project:   * **Conduct research** surrounding the societal change you selected. How did it develop? What are the historical social changes or human rights movements that relate to your issue? * **Summarize** three of the sources you found and share them with your support team. * **Compare** your findings and offer suggestions to your team for further research based on your personal understanding of their topics.   *Note*. You will receive an individual grade at the end of the course based on the quality of your participation in your peer support team. | |  | Summarizing sources, reading team summaries, and responding =  **2 hours** |
| **Total** |  |  | **3 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Class Comprehension Challenge 4**  In Weeks 1-4, you will quiz each other as a class on your comprehension of the readings and media pieces presented in the Learning Resources and Activities.   1. **By Wednesday**: Write at least 3 quiz questions based on this week’s reading, videos, or other learning activities post them to the Class Comprehension Challenge 4 discussion forum. Draw questions from a variety of learning activities and resources. Don’t write multiple questions for a single reading unless it is a light reading week. Try to write questions that are distinct from the others already posted in the discussion board. Be prepared to answer your own questions at the end of the week. Example question stems include:  * What is the main idea of...? * What if...? * How does...affect...? * What is an example of...? * Explain why... * Explain how... * What is the difference between... and...? * How are...and...similar? * How would I use...to...? * What are the strengths and weaknesses of...? * What is the best...and why? (Source: <http://www.gdrc.org/kmgmt/c-learn/methods.html#guided> )  1. **By Friday**: Respond to at least 3 quiz questions from your classmates. If someone has already answered a question, pick an open question if there is one available. If someone has answered a question, but you have a different perspective on the answer, post your answer too. 2. **By Sunday**: Read your classmates’ responses to your questions. Post a response to each of the questions you wrote to confirm your classmates answered correctly, or post the correct answer.   Were all the questions answered correctly by the class? If so, the class completed the Comprehension Challenge for this week! | |  | Posting questions, responding to classmates’ questions, and posting answers = **1.5 hours** |
| **Discussion Question 1: Challenges for Historians**  **Write** a response to the following discussion question in the Discussion forum:   * As you have consulted sources for your final project, explain any challenges you have encountered understanding the issues surrounding the societal change you selected. What difficulties have you experienced in the historian’s role and how have those difficulties impacted your ideas about the way history is uncovered?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 1.3 | 1 posting and responding to 3 students = **1.5 hours** |
| **Discussion Question 2: America’s Founding Documents and the Rights of Man**  **Write** a response to the following discussion questions in the Discussion forum:   * Which of the rights identified in the Bill of Rights do you consider to be the most important? Why? Why do you think that the drafters selected the rights that appear in the Bill of Rights? * Think of ways that you believe American society currently fails to live up to its notion of rights as expressed in the Declaration and Bill of Rights. Identify and explain any of those ways that come to mind. How can we overcome these challenges in contemporary America?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 4.2 | 1 posting and responding to 3 students = **1.5 hours** |
| **Enlightenment Scrapbook**  **Part I**  **Select** an Enlightenment philosopher. Identify the time period and country where he lived. What was his contribution to Enlightenment ideology? How did that ideology affect the ideals of the American Revolutionary era and the Early Republic? Chose from one of these influential Enlightenment philosophers or research your own:   * John Locke * David Hume * Jean-Jacques Rousseau * Montesquieu * Voltaire   Open the shared class scrapbook presentation in Google Drive and choose any open slide to add your information. For this assignment, limit your information to a single slide. Make sure the slide includes your name so the instructor can identify your response. Add at least one related image to your slide (for example, a portrait of the philosopher, a map, or related fine art from the period).  Tip: In Google Drive, try using the **Research** feature under **Tools** to search for and integrate pictures or relevant information from a Google search to your slide. View this [Using the Research Tool in Google Docs](https://www.youtube.com/watch?v=pvsTdnHRYhM) tutorial for a quick demo.  **Submit** your assignment by adding your information to a slide by 11:59 p.m. (Eastern time) on Thursday.  **Part II**  After Thursday, access the shared class presentation link which includes your classmates’ slides. Review the presentation and answer the following question:   * After reviewing all of your classmates’ slides in the Enlightenment Scrapbook, which of the philosophers was the most important contributor to American ideals? Why?   **Post** your response to the question in the Enlightenment Scrapbook discussion forum by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.2 | Reviewing class presentation, responding,  Reading other class responses, instructor feedback = **1.5 hours** |
| **Human Rights Analytic Essay**  **Prepare** a 950- to 1350-word essay discussing violations of human rights, using the primary sources and Mayell’s “India's ‘Untouchables’ Face Violence, Discrimination” article (<http://news.nationalgeographic.com/news/2003/06/0602_030602_untouchables.html>). Consider the following:   * All of these laws and sets of regulations are intended to restrict certain people of their rights. Do you see any similarities in the examples of human rights violations? In the methods used to deprive these groups of rights? In the rights that are taken away? * Identify three of the restrictions that you found noteworthy—that is, they caught your attention for a special reason. What did you consider noteworthy about each of those restrictions? * To what degree have these examples of human rights issues been resolved?   **Use** MLA format to cite any outside sources you use.  **Submit** the essay to the instructor via Blackboard. | | 4.3 | Instructor feedback =  **.5 hours** |
| **Total** |  |  | **6.5 hours** |

**Faculty Notes**

*Google Drive*

At the beginning of Week 4, make sure that you have posted the link to the shared Google Presentation for the Enlightenment Scrapbook assignment. While students will edit their own slides in the presentation, you may need to trim or add slides to the template depending on the size of the class. Consider adding a concluding slide to the presentation that wraps up the students’ research and leads into the follow-up question they are responding to in class.

*Peer Support Team Check-In*

Monitor the peer support teams this week. Check in with any teams or individuals who are not participating.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Five: How Can Historical Understanding Change the World? | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Investigate historical examples of societal change. | | CLO1, CLO4, CLO5 | |
| * 1. Analyze conflicting ideologies about the path to societal change. | | CLO1, CLO4, CLO5 | |
| * 1. Determine how human rights violations can be prevented in the contemporary world. | | CLO1, CLO4, CLO5 | |
| * 1. Describe how your understanding of history has evolved throughout this course. | | CLO3, CLO5 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Guiding Question Presentation**  **View** the guiding question presentation: “How Can Historical Understanding Change the World?” (transcript available)  After viewing the presentation, post three questions or key concepts you hope to learn by the end of the week in the Guiding Question Presentation – Week 5 discussion forum. | | 5.1, 5.2, 5.3 | Viewing presentation, responding, and reading the other posts =  **1 hour** |
| **Total** |  |  | **1 hour** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **United Nations Background**  Review this site for more information aboutthe goals and activities of the United Nations: <http://www.un.org/en/rights/index.shtml> | | 5.3 | n/a |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question 1: Universal Declaration of Human Rights**  **Read** the United Nations' Universal Declaration of Human Rights:  <http://www.bbc.co.uk/worldservice/people/features/ihavearightto/four_b/full_text.shtml>  The Universal Declaration of Human Rights identifies rights that everyone should have recognized, although in reality many people around the world live in societies where even the most basic rights are lacking. It was inspired by such historical precedents as the U.S. Bill of Rights, but goes further than these and other earlier rights documents in defining areas of basic human rights.  **Write** a response to the following discussion questions in the Discussion forum:   * Does the Universal Declaration of Human Rights go too far—that is, does it allow for a range of rights that’s too extensive? Not far enough? Or does it get it right? * Draw upon what you’ve learned about rights and the ways that they’ve been violated to help you develop your ideas. How can we prevent human rights violations in the contemporary world?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.3 | 1 posting and responding to 3 students = **1.5 hours** |
| **Discussion Question 2: Course Reflection**  **Write** a response to the following discussion questions in the Discussion forum:   * One of the goals of this course has been to show you history can be integrated into your way of encountering and understanding the world differently from what you may have considered before. Rather than have you attempt to memorize and regurgitate specific details about who did what where, when, and how, the approach in this course has been to have you consider and critically analyze historical knowledge, narratives, and events in various contexts—that is, at different times, in different places, among different groups of people. In what ways has your understanding of history been changed or been reinforced through this material?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following MLA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.4 | 1 posting and responding to 3 students = **1.5 hours** |
| **Can How Can Historical Understanding Change the World? Final Project**  **Resource:** Performance Guide in the **Final Project Instructions**  In Week 1 you selected a societal change that you hope to see happen in your lifetime.  For your final project you will create a narrated slide presentation persuading your audience that lessons from history can pave the way for this societal change to happen. Your presentation should be 10-15 minutes long and each slide should include audio to deliver the presentation to your instructor and peers. You can choose the delivery method for your presentation, as long as you can share a public link to the presentation in Blackboard so it can be viewed by your instructor and classmates. Some examples include:   * Narrated PowerPoint presentation, exported as a video and uploaded to YouTube or uploaded to Google Drive (*Note*. You have YouTube and Google Drive accounts through the same login as your school email.) * Voicethread (free account required) * Prezi (free account required)   **Answer** the following questions in your presentation:   * What is the history behind the desire for this change? * What are the conflicting perspectives regarding this change? * Find and describe parallels throughout history of this type of change. * What did you learn from the oral history you collected? Did this affect your ideas about the validity of oral history? * If the change occurs, how do you hope its history will be presented in textbooks? * Why is this change needed in the contemporary world?   **Include** an introduction and conclusion in your presentation.  **Include** in-text citations and a Works Cited slide in MLA format. You should use 5 sources plus your oral history as research for your project.  **Use** the Performance Guide in the **Final Project Instructions** to check the quality of your work before you submit it.  **Submit** the link to your presentation and as well as your recorded oral history to the instructor via Blackboard.  Additionally, submit your presentation link to the Final Project Q&A discussion forum so your classmates can view it.  The final project is due by 11:59 p.m. (Eastern time) on **Thursday** during the last week of class. | | 1.4, 3.4, 5.1, 5.2 | Instructor feedback =  **.5 hours** |
| **Final Project Q&A**  **Participate** in a Q&A session about the final projects. If you have not already submitted your presentation link to the Final Project Q&A discussion forum, do so now so your classmates can view your presentation.  **View** at least three final projects from students who are not in your peer support team.  **Post** replies in the discussion forum to thethree student presenters you selected and ask questions about their projects. Base your questions on items that sparked your interest and curiosity, including, but not limited to:   * questions about content * questions about the research process * questions about the sources * questions about the presenter’s abiding interest in the change he or she selected   **Post** your questions to the Final Project Q&A discussion forum by 11:59 p.m. (Eastern time) on Friday.  **Respond** to the questions you receive in the Final Project Q&A discussion forum by 11:59 p.m. (Eastern time) on Sunday. | |  | Viewing student presentation, posing questions,  answering questions =  **3 hours** |
| **Total** |  |  | **6.5 hours** |

**Faculty Notes**

*Final Project Grading*

The Performance Guide in the **Final Project Instructions** may be adapted for use as a grading rubric for the final project.

*Final Project Q&A*

Check the **Final Project Q&A** discussion board on Friday night. If any students have not received questions on their final project, fill the gaps by posting questions of your own so that they can respond and complete the assignment.

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 8.5 hours |
| Supplemental |  |  |
|  |  |  |
| **Week 2** |  |  |
| Required |  | 9.25 hours |
| Supplemental |  |  |
|  |  |  |
| **Week 3** |  |  |
| Required |  | 8.5 hours |
| Supplemental |  |  |
|  |  |  |
| **Week 4** |  |  |
| Required |  | 9.5 hours |
| Supplemental |  |  |
|  |  |  |
| **Week5** |  |  |
| Required |  | 7.5 hours |
| Supplemental |  |  |
|  |  |  |
|  |  |  |
| **Total Required Hours** |  | **43.25 hours** |
| **Total Supplemental Hours** |  |  |
| **Total Hours** |  | 43.25 hours |