

# **HIST 2112: US History Since 1877**

## **Kennesaw State University, Fall 2019**

M/W/F, 10:10-11:00 Social Sciences Building (SO) 2021  
M/W/F, 1:25-2:15 Social Sciences Building (SO) 2036

Dr. Ivy Holliman Way  
Office: SO 4115  
Office Hours: M/W/F 12:00pm-1:00pm, or by appointment  
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### **Course Communication:**

My regular office hours will be Mondays and Wednesdays from 12:00-1:00 pm. If this time conflicts with your work or class schedule, I can also be available by appointment.

Email: Please put your class date/time in the email subject line. Expect me to respond within 24 hours to your message if I am unable to respond immediately. You may also reach me by phone to make an appointment. Communication received after 5pm usually will be returned by the next day. On the weekend or when I am away from campus (i.e., at a conference), my response is irregular.

### **Electronic Communications:**

The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials.** You should check your KSU email every day.

### **Course Description:**

In this course, we will investigate major themes in the social, cultural, political, and economic history of the United States since 1877. We will explore the multiple and varying stories that make up contemporary U.S. civilization, and we will examine the nation’s rise to global power.

### **Department Learning Objectives:**

**HIST 2112** satisfies one of Kennesaw State University’s general education program requirements. It addresses the U.S. PERSPECTIVES learning outcome. The learning outcome states: Students identify the historical, political, social, or institutional developments of the United States. For more information about KSU’s General Education program requirements and associated learning outcomes, please visit [http://catalog.kennesaw.edu/preview\\_program.php?catoid=24&poid=2668](http://catalog.kennesaw.edu/preview_program.php?catoid=24&poid=2668)

### **Learning Outcomes for HIST 2112:**

Students will be able to:

1. narrate a story of US history since 1877, including major social, cultural, political, economic and institutional developments, with emphasis on a story that incorporates sometimes conflicting sources and considers multiple perspectives
2. examine and evaluate primary and secondary sources with varying viewpoints and perspectives to explain the causes and consequences of the US rise as a global power since 1877, to compare competing notions of liberty and justice, and to explain the rise of the perceived role of the federal government

3. develop empathy toward people within their historical context
4. reflect upon study strategies, assess how and where studying worked, and implement revised strategies with an eye to improve retention, comprehension, and analytical skills

**Required Reading and Materials:**

- 1) James Roark et al, *Understanding the American Promise, Vol 2, 3rd edition*, (Bedford St. Martins, 2014) ISBN 978-1-319-0-4233-2
- 2) This course requires students to purchase scantron sheets and bluebooks for each exam. These are available in the KSU bookstore.

**Course Methods of Evaluation:**

Students’ grades will be determined by the following components

<b>Student Engagement (writing exercises, group work activities)</b>	20% of final grade
<b>Mini-Exam</b>	10% of final grade
<b>Exam #1</b>	20% of final grade
<b>Exam #2</b>	25% of final grade
<b>Final Exam</b>	25% of final grade

**Grading Scale**

Students are evaluated on the following scale:

- A – 90-100 (Excellent)
- B – 80-89 (Good)
- C – 70-79 (Average)
- D – 60-69 (Poor)
- F – below 60 (Failure)

I—Indicates an incomplete grade for the course and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair’s office.

For more detailed instruction on how to determine your current average in the class, please see <http://www.conquercollege.com/gradecalc/>

**Course Component Details:**

**Student Engagement (20% of course grade)**

1. **Class discussion (ungraded, daily)**
2. **Informal in-class writing exercises (ungraded, weekly)**
3. **Individual writing exercises (5x during semester)**
4. **Group Work Activities (in class & take-home) (4x during semester)**

While much of each class meeting will be devoted to lecture, we will open up for class discussion. Class discussion is your opportunity to exchange ideas with each other and to determine what you think about particular issues in modern American history. Talking about what you are reading has also been proven to be the most effective way to learn and remember material. While you will not receive a formal grade on discussion, I do keep a daily “attendance” record of students who participate in class. In borderline grade cases, I reward students who have regularly contributed to class discussion in favor of the higher letter grade.

Brief note on class participation. Let's work together to foster an environment of respect towards everyone in the classroom. Before you speak: **T.H.I.N.K.**

**T-** Is it true? Here's where we can separate gossip and rumor from fact.

**H-** Is it helpful? If you are correcting someone, how can you do so in a respectful way?

**I-** Is it inspiring? How can you use your words, your attitude, your work habits to build up the class?

**N-** Is it necessary? Is your question or comment something that would be better addressed with the professor individually, outside of class time?

**K-** Is it kind? We are a diverse student body with different backgrounds, experiences, and we have different current responsibilities. Be mindful of how others might receive your words. Help each other out.

We will regularly open or close class with very short (2-3 sentences) ungraded in-class writing exercises. These will be completed individually or in pairs. These writing pieces are designed to check for comprehension of the textbook reading and class lecture. Many exercises will we go over briefly together as a class.

We will write 5 (FIVE) 1-page writing exercises individually. These writing exercises will help us to examine and analyze primary source documents that correspond to the textbook reading and lecture. Due dates are announced in the course schedule. Writing exercise instructions for each assignment can be found on D2L in that particular week's course content folder. These will be graded informally on a check plus (A), check (B), check minus (C), and Unsatisfactory (F) scale. I do not accept late assignments, and there will be no make-ups, but I do drop a student's lowest individual writing assignment grade.

We will work in small groups to complete 4 (FOUR) group work activities. These activities will also have us examining primary source documents and help us to think like historians. Due dates are announced in the course schedule. Group Work activity instructions for each assignment can be found in D2L in that particular week's course content folder. These will be graded informally on a check plus (A), check (B), check minus (C), and Unsatisfactory (F) scale. I do not accept late assignments, and there will be no make-ups, but I do drop a student's lowest group work assignment grade. If you are absent when the group work is assigned, but it is not due until the following class, it is your responsibility to contact me, get your group assignment, and contact your group members to determine how you will be contributing. Failure to do so will result in a zero for your portion of the assignment.

## **Exams**

**(Mini-exam= 10% of course grade, Exam #1 = 20%, Exam #2 & Final= 25% each of course grade)**

There will be four exams during the course of the semester: one mini-exam (10% of course grade), two unit exams (20%, 25% of course grade) and a comprehensive final exam (25% of course grade). These tests will consist of multiple-choice questions and short answer identification questions. The exams will be based on the readings as well as the lectures. We will preview the various types of exam questions, and we will discuss various exam study strategies in the week preceding the first exam. In general, to prepare for each exam, review key terms and class notes.

### Important Dates:

Month	Date	Day(s)	Description
August	19	Monday	Classes Begin
August	23	Friday, 11:45pm	Drop/Add ends
September	2	Monday	LABOR DAY- NO CLASS
October	9	Wednesday, 11:45pm	Last day to W without academic penalty
November	25-29	Monday-Friday	T'giving Break (NO CLASSES)
December	9	Monday	Last Day of Class
December	10-16	Tuesday-Monday	Final Exams

### Course Content:

In your D2L account, from the Table of Contents, under the Course Content section, you will find folders for each week of class. Each folder will usually contain:

- 1) a list of key terms,
- 2) abbreviated lecture slides from class,
- 3) writing exercise and group work assignment instructions, and
- 4) scanned PDF files of primary source documents.

### Key Terms

The key terms are a list of important people, places, events, and concepts for each week's assigned textbook readings. **You will find a key terms list for each week posted to D2L.** Print out the key terms sheet. Use it as a bookmark while reading. Write down essential information you find for each term. Important! Write down information in your own words. These key terms are not a graded assignment, but thorough identification of key terms helps to prepare you for each exam. These will serve as your study guide.

Sometimes it is helpful to think about trying to answer the 5W questions for each key term.

In other words, if the key term listed is a person, **WHO** is the person?

**WHAT** is the person/act/plan/case known for (at least in the context of the assigned reading?)

**WHEN** were they active? Specific year is not as important as *era* and being able to sequence events.

**WHERE** (if applicable) was this person working? Sometimes this question is relevant, sometimes not.

Finally, and this is the MOST important part to identifying the key terms—

**WHY** is this historical person significant?

**Here are some ways you can consider significance:**

What were some of the short and long-term consequences of this term?

Who or what was affected, and in what ways by this key term?

What is/are the causes and effects of this key term?

How does this term impact \_\_\_\_\_?

How/why is the term connected, or related to the larger era?

NOTE: many of these key terms are already partially identified for you in your textbook.

Finish the identification and determine the key term's significance.

Identify as many key terms as possible BEFORE the class lecture. Bring your key terms with you to class, and as we talk about key terms in the lecture, add details where you can. In many cases, the lecture will help us to make connections between key terms, explain cause and effect, or help us to organize/categorize the key terms.

**COURSE CHANGES:** This syllabus provides a general plan for the course. Changes to the syllabus may be required, including changes to assignments, readings, and due dates in order to accommodate the needs of the class as a whole and fulfill the goals of the course. The professor reserves the right to make these changes, and your continued enrollment in the class indicates acceptance of this. Students will be notified of all changes in a timely manner.

## **KSU Fall 2019 HIST 2112 Course Schedule:**

UAP = *Understanding the American Promise* textbook

### **WEEK 1:**

Monday, 8/19 Introduction to HIST 2112  
HW: Buy textbooks, scantrons, bluebooks. Print out syllabus.

Wednesday, 8/21 **Lecture:** The Unfinished Revolution: Reconstruction, part I  
HW: *Read UAP*, Ch 16, pgs. 438-448, ID key terms

Friday, 8/23 **Lecture:** The Unfinished Revolution: Reconstruction, part II  
HW: *Read UAP*, Ch 16, pgs. 448-467, ID key terms, review

### **WEEK 2:**

Monday, 8/26 **Mini-Exam: Reconstruction** (1<sup>st</sup> half of class)  
HW: *Read UAP*, Ch 18, pgs. 496-508, ID key terms

Wednesday, 8/28 **Lecture:** Industrial Capitalism in the Gilded Age  
View at home: *Andrew Carnegie, Prince of Steel*  
(see D2L for viewing instructions), answer guided viewing questions  
*Read UAP*, Ch 20, pgs. 524-545, (skip 538-545) continued on next page  
*Read pgs. 545-553*, ID key terms

Friday, 8/30 **Lecture:** Immigration, Urbanization, & How the Other Half Lives  
**You will be assigned immigration readings and a group.**  
**IMPORTANT: print out readings, & bring with you to class on Wed., 9/4.**  
*Read primary source Immigration excerpts from: Jacob Riis' How the Other Half Lives AND The Independent* (see Week 2 D2L folder)

### **WEEK 3:**

Monday, 9/2 LABOR DAY—NO CLASSES

Wednesday, 9/4 **Group Work Activity #1—Immigrants**  
**Due:** end of class, Wednesday, 9/4  
HW: *Read UAP*, Ch 19, pgs. 538-545, ID key terms

Friday, 9/6 **Lecture:** Labor Unrest  
HW: *Read UAP* Ch 20, pgs. 554-571, (skip 572-583), ID key terms  
**Write:** Self- reflection Exam Wrapper

### **WEEK 4:**

Monday, 9/9 **Lecture:** The Populists  
HW: *Read UAP*, Ch 21, pgs. 584-595 (skip 596-599), ID key terms

Wednesday, 9/11 **Lecture:** The Search for Order—The Progressive Movement in America

HW: *Read* Progressives primary sources (see Week 4 D2L folder). Print out and bring with you to class on Friday, 9/13.

Friday, 9/13

**Individual Writing Exercise #1**—Progressives

**Due:** end of class, Friday, 9/13

HW: *Read* UAP, Ch 21, pgs. 600-613, ID key terms

**WEEK 5:**

Monday, 9/16

**Lecture:** Progressivism in the White House

HW: finish ID of any remaining key terms, review for upcoming exam

Wednesday, 9/18

**EXAM #1**

Friday, 9/20

**Lecture:** America's Imperial Moment

HW: *Read* UAP, Ch 20, pgs. 572-580; Ch 21, pgs. 596-599, ID key terms

**WEEK 6:**

Monday, 9/23

**Lecture:** World War I

HW: *Read* UAP Ch 22, pgs. 614-631, ID key terms

*Read:* WWI propaganda posters (see in-class packet)

*Write:* **Individual Writing Exercise #2**

**Due:** beginning of class, Wednesday, 9/25

Wednesday, 9/25

**Lecture:** An Uneasy Peace & the Red Scare

HW: *Read* UAP Ch 22, pgs 631-645, ID key terms

Friday, 9/27

**Group Work Activity #2:**

In pairs: *read* 1920s, Consumer Culture, and Electricity (see in-class packet)

Answer questions together. **Due:** end of class, 9/27

Continued from previous page: Friday, 9/27—

HW: *Read* UAP, Ch 23, pgs. 646-654, ID key terms

**WEEK 7:**

Monday, 9/30

**Lecture:** The 1920s—A Return to Normalcy?

HW: *Read* UAP, Ch 23, pgs. 655-664, ID key terms

Wednesday, 10/2

**Lecture:** The 1920s—Struggling with Modernity

HW: *Read* UAP, Ch 23, pgs. 665-675, ID key terms

Friday, 10/4

**Film:** *Surviving the Dust Bowl* (from the 1930s documentary series)

**Individual Writing Exercise #3:** Writing on the Great Depression

HW: Complete assignment at home. **Due:** beginning of class, Monday, 10/7

**WEEK 8:**

Monday, 10/7

**Lecture:** The Great Depression

HW: *Read* UAP, Ch 24, pgs. 676-687, ID key terms

Wednesday, 10/9

**Lecture:** A New Deal for America

HW: *Read* UAP, Ch 24, pgs. 688-705, ID key terms

Friday, 10/11

**Board Work/Class Discussion:** New Deal: Programs, Successes, & Limits

HW: *Read UAP*, Ch 25, pgs. 706-716, ID key terms

**WEEK 9:**

Monday, 10/14

**Lecture:** World War II: The Road to War

HW: *Read UAP*, Ch 25, pgs. 716-726, ID key terms

Wednesday, 10/16

**Lecture:** World War II at Home

HW: *Read UAP*, Ch 25, pgs. 727-739, ID key terms

Friday, 10/18

**Lecture:** WWII and Race

HW: finish ID of remaining key terms (if any), review for exam

**WEEK 10:**

Monday, 10/21

**EXAM #2**

Wednesday, 10/23

**Lecture:** The Cold War & Second Red Scare

HW: *Read UAP*, Ch 26, pgs. 740-765, ID key terms

Friday, 10/25

Origins of the Civil Rights Movement

**Film:** *Eyes on the Prize: Episode I- Awakening*

Answer guided reading questions in class.

HW: *Read UAP*, Ch 27, ONLY pgs. 786-793, ID key terms

**Group Work Activity #3-** *Read Rosa Parks primary sources*  
(Readings handed out in class, pairs assigned in class)

Complete activity at home. **Due:** beginning of class, Monday, 10/28

**WEEK 11:**

Monday, 10/28

**Lecture:** JFK, LBJ, & the Liberal Consensus

HW: *Read UAP*, Ch 28, pgs. 794-802, Ch 29, pgs. 828-831, ID key terms

Wednesday, 10/30

**Board Work/Discussion:** The Black Freedom Struggle: sit-ins to the MFDP

HW: *Read UAP*, Ch 28, pgs. 803-809, ID key terms

Friday, 11/1

**Lecture:** From the Civil Rights Act to the Watts Riot

In class view: clip from *Eyes on the Prize: Episode 5, Mississippi*

HW: **Group Work Activity #4-** (you will be assigned pairs in class)

The Senate Debates the Civil Rights Bill. Read excerpts from Senators' speeches.  
(see Week 11 D2L folder). Fill out chart.

**Due:** beginning of class, Monday, 11/4.

**WEEK 12:**

Monday, 11/4

**Lecture:** The Vietnam War

HW: *Read UAP*, Ch 29, pgs. 826-841, ID key terms

**Individual Writing Exercise #4--** *Read Vietnam primary sources* (see D2L  
Week 12), Complete questions. **Due:** beginning of class, Monday, 11/14.

Wednesday, 11/6

**Lecture:** Protest Movements & the Counterculture

HW: *Read UAP*, Ch 28, pgs. 809-815, ID key terms.

Friday, 11/8

**Film:** *Makers—Women Who Made America, Part I—“Awakening”*

Answer guided viewing questions in class.

HW: *Read* UAP, Ch 28, pgs. 816-819. ID key terms.

Extra Credit: *view* “We Should All Be Feminists,”

[https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_we\\_should\\_all\\_be\\_feminists](https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists)

Write reaction piece (instructions posted to D2L Week 12) see due date below-

**Due:** beginning of last day of class, Monday, December 9

**WEEK 13:**

Monday, 11/11

**Lecture:** Protest Movements, part II

HW: *Read* UAP, Ch 28, pgs. 819-825; Ch 29, pgs. 841-853, ID key terms

Wednesday, 11/13

**Lecture:** Nixon’s Silent Majority

HW: *Read* UAP, Ch 30, pgs. 854-861, ID key terms

Friday, 11/15

**Lecture:** Watergate, & the End of the Imperial Presidency

HW: *Read* Carter’s “Crisis of Confidence” speech (see Week 13 D2L folder)  
*Read* UAP, Ch 30, pgs. 861-869, ID key terms

**WEEK 14:**

Monday, 11/18

**Lecture:** The Search for Order in an Era of Limits: America, 1976-1980

HW: *Read* UAP, Ch 30, pgs 870-877, ID key terms

Wednesday, 11/20

**Lecture:** The Reagan Revolution, Part I

HW: *Read* Reagan’s RNC acceptance speech (see Week 14 D2L folder)

Friday, 11/22

**Individual Writing Exercise #5-**

Analyze Carter/Reagan speeches (see writing prompt in Week 14 D2L folder)

**Due:** end of class, Friday, 11/22.

**WEEK 15:**

FALL BREAK—NO CLASSES

Monday, November 19<sup>th</sup>- Friday, November 23<sup>rd</sup>

**WEEK 16:**

Monday, 12/2

**Lecture:** The Reagan Revolution: Effects of the Conservative Turn

HW: *Read* UAP, Ch 30, pgs 878-883, ID key terms

Wednesday, 12/4

**Lecture:** From the End of the Cold War to a New World Order, 1989-1992

HW: *Read* UAP, Ch 31, pgs 884-900, ID key terms

Friday, 12/6

**Exam Review**

Before class: pull key terms, bring to class for review

**WEEK 17:**

Monday, 12/9

**Exam Review**

Before class: pull key terms, bring to class for review

**FINAL EXAM:**

MWF 10:10 class exam: Monday, 12/16, 10:30 am - 12:30 pm

MWF 1:25 class exam: Monday, 12/16, 1:00 pm - 3:00 pm



## IMPORTANT UNIVERSITY POLICIES

### Academic Integrity:

#### Campus policy:

**Academic Integrity Statement** Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs.

Section 5. C of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. This includes falsification of attendance records. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct's minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

#### Academic Integrity in this HIST 2112 class:

You shall not receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, individual writing exercises, group work activities, essays, themes, term papers, etc). For example, this includes, but is not limited to: copying key terms, assignments, and notes from an outside source, and/or giving, selling, or posting your own work (online or offline) for others. Unless specifically authorized, the presence and/or use of electronic devices during exams, writing exercises, group work, or any other class assignment is considered cheating. Engaging in any behavior that the professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations from someone other than you are incorporated into a paper or used in a project, they should be duly acknowledged. You may not submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission from the instructor.

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation **AND** will be reported to the Department of Student Conduct and Academic Integrity according to the process outlined at the following link:

<https://web.kennesaw.edu/scai/content/scai-misconduct-procedures>

At minimum, students found guilty of plagiarism will receive an F on an assignment for this course. Depending upon the severity of the infraction, students might receive an F for the entire course, and may face additional consequences (academic suspension, expulsion) from the university.

Not sure what constitutes plagiarism? Check out these websites:

<http://plagiarism.org/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

## **ADA Compliance:**

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University’s Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at [www.kennesaw.edu/stu\\_dev/sds](http://www.kennesaw.edu/stu_dev/sds) for more information, or call the office at 470-578-6443.

Individuals with disabilities should inform me during the first week of class, and should be prepared to hand in all necessary accommodations paperwork at that time.

## **Attendance Policy:**

**KSU Campus wide policy:** Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component of the learning process. Students are expected to attend class meetings regularly and promptly, and are expected to keep all academic appointments. Students who are absent from classes bear the responsibility of notifying their instructors and keeping up with class assignments.

### **Attendance policy for this HIST 2112 class:**

- 1.** Attend class regularly. Be on time. Stay for the whole class period.
- 2.** Each student will be permitted **5** free absences.  
You may, but I do not require that you contact me if you are going to miss class. (Exception: you must contact me if you are absent on an exam day). I do not differentiate between excused and unexcused absences and thus do not need doctor’s notes, etc—everyone has the same 5 free absences. I urge you not to miss class—save these absences for when you or someone in your family is ill, for when you have car trouble, etc. EACH absence over the allotted five will result in a half letter grade (i.e. five point) deduction from your final semester average.
- 3.** A sign-in sheet will be circulated around the room at the beginning of each class meeting. If you arrive to class more than 5 minutes after class has started, please sign the tardy sheet (on wall by the door) as you walk in. Three tardies count as one absence. **STUDENTS ARRIVING MORE THAN 10 MINUTES LATE AND/OR LEAVING BEFORE CLASS IS DISMISSED DO NOT RECEIVE CREDIT FOR ATTENDING.** If you have a pressing circumstance that will **FORCE** you to leave class early, please let me know **NO LATER THAN** before the start of class. Adjust all work and family schedules so that you can be present for the class in its entirety.

## **Electronic Devices Policy:**

**Laptops/tablets/iPads:** These can be very useful tools, but when used for applications other than note-taking, these same devices can also distract from the learning process. For this reason, I **DO NOT** permit the use of electronic devices in class, with a very few exceptions. If you are a student with a documented

learning disability and laptop note taking is one of your accommodations, please make an appointment to see me first. Students using a laptop in class without prior permission will be asked to leave class.

**Cell phones/Mobile devices on wristwatches:** Please be considerate of your professor and your classmates. Give this class your undivided attention. Turn your cell phones off or else to silent, and put them away for the entire class. Take off your Apple Watches and other wearable mobile devices as well. Please alert your family, workplace, and friends that you will not be available for the 50 minutes of class time. If extenuating circumstances require that you leave your device out on one particular class day, please notify me before class. Students using these devices in class will be counted as absent, and may be asked to leave class.

### **Cell Phone Extra Credit Opportunity:**

In an effort to reward you for not using cell phones and wearable devices in class, this semester, you will be eligible for ONE EXTRA CREDIT point (to be applied to their next upcoming exam) for each day that you volunteer to turn off your phone and place it on a table at the front of the room (usually the computer station table, or else a table near the lectern and white board). For more details, see the Cell Phone Extra Credit opportunity document, which can be found in the Course Info folder at the top of the Table of Contents on D2L.

### **Make-up Policy:**

As a general rule, there are only a few acceptable excuses for making up a missed exam. Such make-up exams and assignments will be permitted only at the instructor's discretion, in accordance with the KSU guidelines. For example:

- 1) You have a severe documented illness. If you are sick, go see a doctor, and get a receipt of your visit with the doctor's office/hospital letterhead. If you have a family member's funeral, bring an obituary program.
- 2) If you have a flat tire/dead battery, bring a time stamped receipt from the tow truck or service station.
- 3) If you are involved in an automobile accident, please bring a copy of the incident report.
- 4) If you have military service requirements, law enforcement, or first responder obligations, provide me with written documentation from your supervisor immediately.
- 5) You are involved with an approved KSU college activity (such as a scheduled sports game), you may be required on occasion to be absent from class on a scheduled exam or writing day. Provide me with a printed copy of your club/team schedule on the first day of class.

Family vacations, parties, sporting events, concerts, festivals, alarm clock failures, parking difficulties, and jail are not examples of acceptable excuses for a make-up exam.

In the case of any absence, it is your responsibility to make arrangements to get any class notes that you may miss.

Please note: if you are eligible for a make-up exam, there will be ONE and ONLY ONE make-up exam, held Friday, December 6th, in the Social Sciences Building, Room TBA, from 1-2pm. Be prepared to show ID at make-up exam.