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8 **Behavior Expectations**

9 Washtenaw Technical Middle College (WTMC) students study in an adult environment on the
10 Washtenaw Community College (WCC) campus. While on the WCC campus, students will do
11 the following:

- 12 • Follow the rules and procedures of WCC and WTMC
- 13 • Respect the rights of everyone on campus to be in a learning environment
- 14 • Exhibit non-disruptive behavior that is academically learning focused
- 15 • Show respect and care in the use of WCC and WTMC facilities and equipment
- 16

17 **Learning Expectations**

18 This is a challenging course with rigorous academic and soft skills requirements. Each student
19 will do the following:

- 20 • Take responsibility for the quality and depth of learning
- 21 • Do work that represents best effort
- 22 • Accept and act positively upon feedback from others
- 23 • Assess and reflect on academic performance, interests, motivation, abilities and
- 24 soft skills
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1 **Course Purpose**

2 This course permits students to fulfill the U.S. history and geography credit requirement of the
3 Michigan Merit Standard (“MMS”) and helps prepare students for the social studies portion of
4 the Michigan Merit Examination. This course improves students’ academic skills and life skills
5 for college and career (soft skills). Academic skills include language arts (listening, reading,
6 writing, speaking), remembering, understanding, critical thinking (applying, analyzing,
7 synthesizing, evaluating), and creating knowledge. Soft skills include attendance, preparation,
8 follow-through, communication and responsibility.

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10 **Michigan Merit Standard Credit Performance Requirement**

11 A student must earn a final course grade of $\geq 73\%$ to receive the MMS credit for this course. A
12 student not meeting this performance standard does not receive MMS credit and shall repeat this
13 course.

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15 **Extra Credit**

16 Extra credit is not available for this course.

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18 **Missed, Incomplete, Late Work; Arriving Late for a Test; Retaking Tests; Redoing Work**

19 Work for this course includes, but is not limited to, tests, lecture notes, poster/concept maps of
20 course readings, documentary and feature films, and Public Policy Issue Persuasive Paper
21 (“PPIPP”). Unless contrary to an Individual Education Plan/504 Plan (“PLAN”), all the
22 following apply: late work is not accepted for this course, a grade of zero will be entered on
23 Power School for any late work, multiple choice questions of tests must be completed during
24 class on the dates shown on the course calendar, a student not in the classroom when a test
25 commences may not be permitted to complete the test and may receive a grade of zero for that

1 test, alternate dates or times for work are not available for this course, make-up tests and other
2 make-up work are not available for this course, a grade of zero will be entered on Power School
3 for work, including responses to short answer writing prompts completed at home for a test, at
4 the beginning of class on the specified date and in the specified medium format, redoing work
5 after the specified due date to improve one's grade for the work is not permitted, tests and other
6 assessments for this course are summative and retaking a test or other assessment to improve
7 one's grade is not permitted. Late work is any work that is not completed or handed-in on the
8 specified day, at the specified time and in the specified medium type.

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10 **Use of Notes, Concept Maps or Other Information When Completing Tests**

11 Unless otherwise stated in this syllabus or required by a PLAN, tests are completed in the
12 classroom and are open written note, but not open book. Open written note excludes the course
13 textbook and any audio/video/digital/computer devices.

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15 **Essential Understandings of U. S. History Covered by this Course**

16 **Reconstruction (1864-1877)**

- 17 • How various reconstruction plans succeeded or failed
- 18 • How Reconstruction programs transformed social relations in the South
- 19 • Successes and failures of Reconstruction in the South, North and West

20 **The Development of the Industrial United States (1870-1900)**

- 21 • How the rise of big business, heavy industry, and mechanized farming
22 transformed the American peoples
- 23 • Massive immigration after 1870 and how new social patterns, conflicts, and ideas
24 of national unity developed amid growing cultural diversity

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1 • The rise of the American labor movement, and how political issues reflected
2 social and economic changes

3 • Federal Indian policy and U. S. foreign policy after the Civil War

4 **The Emergence of Modern America (1890-1930)**

5 • How Progressives and others addressed problems of industrial capitalism,
6 urbanization, and political corruption

7 • The changing role of the U. S. in world affairs through World War I

8 • How the U.S. changed from the end of World War I to the eve of the Great
9 Depression

10 **The Great Depression and World War II (1929-1945)**

11 • The causes of the Great Depression and how it affected American society

12 • How the New Deal addressed the Great Depression, transformed American
13 federalism, and initiated the welfare state

14 • The origins and course of World War II, the character of the war at home and
15 abroad, and its reshaping of the U.S. role in world affairs

16 **Postwar U.S. (1945-1970s)**

17 • The economic boom and social transformation of postwar America

18 • The postwar extension of the New Deal

19 • The Cold War and the Korean and Vietnam conflicts in domestic and
20 international politics

21 • The struggle for racial and gender equality and for the extension of civil liberties

22 **Contemporary U.S. and Globalization (1980s to the present)**

23 • Major developments in foreign and domestic policies during the post-Cold War
24 era

- 1 • Major social and economic developments in contemporary America
- 2 • A resurgence of Partisanship
- 3 • The Economic Boom
- 4 • Science and Technology in the New Economy
- 5 • A Changing Society
- 6 • A Contested Culture
- 7 • The Perils of Globalization
- 8 • The War on Terrorism

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10 **Essential Historical Thinking Covered by this Course**

11 **Chronological Thinking**

- 12 • Reconstruct patterns of historical succession and duration in which historical
- 13 developments have unfolded, and apply them to explain historical continuity and
- 14 change.
- 15 • Compare alternative models for periodization by identifying the organizing
- 16 principles on which each is based.

17 **Historical Comprehension**

- 18 • Discern the significance of historical accounts in primary and secondary sources
- 19 and explain the writer's perceptions of movements and trends.
- 20 • Draw upon statistical data presented in charts and graphs in order to elaborate on
- 21 information presented in primary and secondary sources.

22 **Historical Analysis and Interpretation**

- 23 • Analyze the motives and interests expressed in both primary and secondary
- 24 sources and distinguish between accepted historical facts and interpretations.

- 1 • Compare two or more historical interpretations, differentiate between fact and
2 interpretation, and determine what facts are most significant in the historian's
3 judgment and why. Evaluate arguments and arrive at conclusions based on the
4 evidence.
- 5 • Consider multiple perspectives in interpreting the pas and explain how different
6 changing interpretations which have developed as new information about the past
7 is uncovered, new voices heard, and new methodologies and interpretations are
8 developed.
- 9 • Evaluate the validity and credibility of historical interpretations, including new or
10 changing interpretations which have developed as new information about the past
11 is uncovered, new voices heard, and new methodologies and interpretations are
12 developed.
- 13 • Challenge prevailing attitudes of historical inevitability by examining how
14 alternative choices could produce different consequences. Understand that
15 options existed in the past and that history is contingent on human agency and
16 individual choices.
- 17 • Recognize that historical events are the products of deliberate actions or
18 spontaneous responses to given circumstances. Understand change and continuity
19 and the dynamics of the interplay of individuals and groups promoting and
20 resisting change.

21 **Historical Research Capabilities**

- 22 • Formulate historical questions from encounters with historical documents,
23 eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art,
24 architecture, documentary films, footage, feature films, and other records from the
25 past.

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- Obtain historical data from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, magazines, documentary films, footage, feature films, and so on.
- Interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.
- Identify gaps in the available records and marshal contextual knowledge and perspectives of the time and place in order to elaborate imaginatively upon the evidence, fill in the gaps deductively, and construct a sound historical interpretation.

Historical Issues-Analysis and Decision-Making

- Identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.
- Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.
- Identify relevant historical antecedents and differentiate from those that are inappropriate and irrelevant to contemporary issues.
- Evaluate alternative courses of action in terms of ethical considerations, the interests of those affected by the decision, and the long- and short-term consequences of each.
- Formulate a position or course of action on an issue by identifying the nature of

1 the problem, analyzing the underlying factors contributing to the problem, and
2 choosing a plausible solution from a choice of carefully evaluated options.

- 3 • Evaluate the implementation of a decision by analyzing the interests it served;
4 estimating the position, power, and priority of each player involved; assessing the
5 ethical dimensions of the decision; and evaluating its costs and benefits from a
6 variety of perspectives.
- 7 • Analyze value-laden public policy issues by taking into account the social
8 conditions, the interests of the players involved, values that came into conflict in
9 the situation, and the policies adopted on the issue.
- 10 • Analyze the decisions leading to events recognized as major turning points in
11 history, compare alternative courses of action, and hypothesize, within the context
12 of the historic period, other possible outcomes.
- 13 • Assess the non-rational, irrational, and the accidental in history and human affairs.
14 In appraising decisions, be cautious to avoid present-mindedness by asking
15 whether circumstances evolving in later years necessarily made a decision
16 irrational at the time it was made.
- 17 • Debate national and international policy issues and suggest alternative courses of
18 action based on sound reasoning that employs historical analysis and
19 interpretation.
- 20 • Differentiate appropriate from inappropriate historical analogies by critically
21 assessing the parallels between the current situation and that of the past.

22 **Course Activities**

23 Course activities will develop and be used to assess students' academic skills and life skills for
24 college and career (soft skills).

- 1 • Students complete an in-classroom closed note/closed book test-out-test (“TOT”)
2 consisting of 80 multiple-choice questions. A student scoring 83% or above on
3 the TOT may elect to use the score as the final course grade and thereby fulfill the
4 U. S. History and Geography MMS credit requirement, or may elect to complete
5 the remainder of the course in which case the TOT score becomes void. A
6 student scoring less than 83% on the TOT may not use the score as the final
7 course grade, the score is not included in the calculation of the student’s final
8 course grade, and the student must complete the remainder of the course to be
9 eligible to fulfill the U. S. History and Geography MMS credit requirement.
- 10 • Students improve reading for information comprehension skills by learning and
11 practicing S²Q+S4R (Survey, Skim, Question + Scan, Read, Recite, (w)Rite, and
12 Review).
- 13 • Students improve critical thinking skills by reading, analyzing, and discussing the
14 textbook and a variety of primary and secondary sources.
- 15 • Students improve critical thinking skills by listening to, analyzing and discussing
16 audio/DVD lectures and by viewing, analyzing, and discussing documentary and
17 feature films.
- 18 • Students improve note writing, listening and information processing skills by
19 listening to audio/DVD lectures and by viewing, analyzing and discussing
20 documentary and feature films.
- 21 • Students improve note reformulation and information processing skills by re-
22 writing and transforming their information sources notes into individual and
23 group poster/concept maps.

- 1 • Students improve information comprehension skills by learning and practicing
2 individual and group poster/concept mapping to transform primary and secondary
3 sources information including documentary and feature films.
- 4 • Students write notes and create individual and group poster/concept maps for in-
5 classroom and out-of-classroom reading assignments, audio/DVD lectures and
6 documentaries and feature films. Students' notes and individual/group
7 poster/concept maps may be collected, reviewed and graded at the instructor's
8 discretion without prior notice. Therefore, students need to have with them in
9 class all of their non-reviewed/un-graded notes and concept maps for each
10 completed textbook chapter, other reading material and audio/DVD lecture as
11 well as each viewed documentary and feature film.
- 12 • Students complete three tests. Each test consists of 50 multiple-choice questions
13 (each correct response worth 1 point) and responses to 2-6 short answer writing
14 prompts (each correct response worth a maximum of 5 points). The multiple-
15 choice questions for each test are completed in-class. Responses to the short
16 answer writing prompts for each test shall be completed outside the classroom and
17 must conform to the following specifications: must be double-spaced, 12 point
18 word processed font and printed on paper. The short answer writing prompts
19 portion of each test is open written note/open book. A response may be handed-in
20 prior to the due date but shall be handed-in no later than at the beginning of class
21 on the due date for the test as indicated in the course calendar found on the last
22 page of this course syllabus. If not previously handed-in, the responses for the
23 short answer writing prompts for a test of a student arriving late to class on the
24 due date of the test or absent from class on that date may be considered late work,
25 may not be accepted by the instructor for evaluation, and may receive a grade of

1 zero. “Handed-in” means responses to the short answer writing prompts for a test
2 that meet the work specifications are delivered by the student to the instructor in
3 room OE 162 at the beginning of class on the date indicated as the due date for
4 the test shown on the course calendar found on the last page of this course
5 syllabus. Faxed or electronically transmitted responses to short answer writing
6 prompts for a test will not be accepted by the instructor for evaluation, and may
7 receive a grade of zero.

8 **Test 1** covers textbook chapters 15-20 and other supplementary materials.

9 The short answer writing prompts for Test 1 are the following:

- 10 ▪ **Reconstruction**
11 Using evidence, develop an argument regarding
12 the character and consequences of Reconstruction.
- 13 ▪ **Growth of an Industrial and Urban America**
14 Explain the causes and consequences – both positive
15 and negative – of the Industrial Revolution and America’s
16 growth from a predominantly agricultural, commercial,
17 and rural nation to a more industrial and urban nation
18 between 1870 and 1930.
- 19 ▪ **Becoming a World Power**
20 Describe and analyze the major changes – both positive
21 and negative – in the role the United States played in
22 world affairs after the Civil War, and explain the causes
23 and consequences of this changing role.

24 **Test 2** covers textbook chapters 21-26 and other supplementary materials.

25 The short answer writing prompts for Test 2 are the following:

- 26 ▪ **Progressivism and Reform**
27 Select and evaluate major public and social issues
28 emerging from the changes in industrial, urban, and
29 global America during this period; analyze the solutions
30 or resolutions developed by Americans, and their
31 consequences – positive and negative as well as anticipated
32 and unanticipated.
- 33 ▪ **Growing Crisis of Industrial Capitalism and Responses**
34 Evaluate the key events and decisions surrounding the
35

1 causes and consequences of the global depression of the
2 1930s and World War II.
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6 **Test 3** covers textbook chapters 27-34 and other supplementary materials.

7 The short answer writing prompts for Test 3 are the following:

- 8 ▪ **World War II**
9 Examine the causes and course of World War II, and the effects of
10 the war on United States society and culture, including the
11 consequences for United States involvement in world affairs.
12
- 13 ▪ **Cold War and the United States**
14 Identify, analyze, and explain the causes, conditions, and impact of
15 the Cold War Era on the United States.
16
- 17 ▪ **Domestic Policies**
18 Examine, analyze, and explain demographic changes, domestic
19 policies, conflicts, and tension in Post-World War II America.
20
- 21 ▪ **Civil Rights in the Post World War II Era**
22 Examine and analyze the Civil Rights Movement using key events,
23 people, and organizations.
24
- 25 ▪ **The Impact of Globalization on the United States**
26 Explain the impact of globalization on the United States economy,
27 politics, society and role in the world.
28
- 29 ▪ **Changes in America’s Role in the World**
30 Examine the shifting role of the United States on the world stage
31 during the period from 1980 to the present.
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33 The multiple-choice question sections of Tests 2 and 3 are closed note/closed
34 book. There are practice tests for each textbook chapter containing all the possible
35 multiple-choice questions that may be on the three tests covering chapters 15-34.

36 The practice tests are available at the Student Online Learning Center:

37 < http://highered.mcgraw-hill.com/sites/0073124923/student_view0/index.html >.

38 Once this page has loaded, select the appropriate chapter from the pull down

1 menu on the left side of the page. After the selected chapter title page has loaded,
2 select “Multiple Choice” under the “Quizzes” title on the left side of the page.
3 Then, complete the multiple choice quiz and score it until all questions are
4 correctly answered. The questions in these practice quizzes are the same ones
5 from which the questions for the three graded tests for this course are taken.

- 6 • Students complete a Public Policy Issue Persuasive Paper (PPIPP) by writing a
7 persuasive essay about one of the following issues:

- 8 ▪ Role of the United States in the world
- 9 ▪ National economic policy
- 10 ▪ Welfare policy
- 11 ▪ Energy policy
- 12 ▪ Health policy
- 13 ▪ Education policy
- 14 ▪ Education policy
- 15 ▪ Civil rights

16 The PPIPP is worth a maximum of 100 points. PPIPP specifications include the
17 following: minimum 10 double-spaced, word processed printed pages with 1 inch
18 margins, 12 point font, APA citation format, write a persuasive essay, justify the
19 position with a reasoned argument based upon historical antecedents, and core
20 democratic values or constitutional principles. The PPIPP requires researching,
21 reading, understanding, and analyzing, synthesizing, and evaluating primary and
22 secondary sources information. Students shall use the services of WCC research
23 librarians, as needed, to assist in locating and retrieving appropriate primary and
24 secondary sources. Students shall use the services of WCC Learning Support
25 tutors, as needed, to assist in understanding the primary and secondary sources.

1 Students shall work with WCC Writing Center tutors throughout the writing
2 process as they complete the PPIPP. In addition, students are advised to seek
3 advice and guidance from their WTMC English instructor or WCC English
4 instructor throughout the writing process. The completed PPIPP may be handed-
5 in prior to the due date, but the entire completed PPIPP shall be handed-in no later
6 than at the beginning of class on the due date for the PPIPP indicated in the course
7 calendar found on the last page of this course syllabus. This is the assignment due
8 date. If not previously handed-in, the PPIPP of a student arriving late to class on
9 the assignment due date or absent from class on that date may be considered late
10 work, may not be accepted by the instructor for evaluation, and may receive a
11 grade of zero. “Handed-in” means a PPIPP meeting the assignment specifications
12 is delivered by the student to the instructor in room OE 162 at the beginning of
13 class on the date indicated as the due date for the PPIPP shown on the course
14 calendar found on the last page of this course syllabus. A faxed or electronically
15 transmitted PPIPP will not be accepted by the instructor for evaluation, and may
16 receive a grade of zero.

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18 **Soft Skills - Standards**

19 Soft skills include attendance, preparation, follow-through, communication, and responsibility.

20 **Satisfactory soft skills for the semester are indicated by a student achieving all of the**
21 **following: no more than seven attendance miscues, no more than three preparation**
22 **miscues, no more than three follow-through miscues, no more than three communication**
23 **miscues, no more than three responsibility miscues, and a cumulative course grade of at**
24 **least 73%.** Attendance miscues include, but are not limited to, the following behaviors: arriving
25 more than ten minutes late to class, leaving and not returning to class, or arriving late to class

1 after the fourth instance of being late to class. Communication miscues include, but are not
2 limited to, the following in the classroom behaviors during class: audible cell phone ring, text
3 messaging, answering a cell phone call, responding to a text message, using the camera or video
4 recording function of any electronic device, listening to personal audio devices, wearing
5 headphones/ear buds/blue-tooth devices, using (defined as talking, text messaging, viewing text
6 messages, listening to voice messages, or activating the audio/photo/video functions) of a cell
7 phone, PDA, iPod, or similar device, using a computer for non-academic related activities,
8 disruptive side conversations, talking without being recognized by the instructor during tests
9 once the instructor has announced the test has begun. Additional communication miscues
10 include, but are not limited to, the following behaviors occurring **in the classroom at any time**:
11 eating, drinking (including water), making or publishing disruptive comments, epithets, profane
12 speech, hate speech, speech or behaviors that disrupt the learning environment, speech or
13 behaviors that threaten, harass or intimidate others, and speech or behaviors reasonably
14 considered inappropriate in an academic environment. Additional descriptions and examples of
15 appropriate and inappropriate soft skills behaviors are found in the *WTMC Life Skills for College*
16 *and Career a Soft Skills Workbook* and are incorporated by reference herein. All students
17 received a copy of the *WTMC Life Skills for College and Career a Soft Skills Workbook* the first
18 day of the fall semester. Students read this book and complete its exercises during their first
19 semester at WTMC.

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21 **Soft Skills and Transitioning to WCC Courses**

22 Although soft skills are not included in the final grade calculation for this course, they are a
23 significant factor in the credentialing process that determines students' readiness to be successful
24 in WCC courses as well as access to WCC courses. Experience suggests a significant
25 association between less than satisfactory academic performance, defined as a cumulative grade

1 in this course less than 73%, and soft skills needing improvement. **Low academic performance**
2 **in this course, defined as a cumulative grade less than 73%, is closely associated with**
3 **deficiencies in one or more of the five soft skills areas. For that reason, a student shall not**
4 **be considered to have satisfactory soft skills for this course if a student’s cumulative grade**
5 **in this course is less than 73%.** For example, the essence of satisfactory preparation for this
6 course is demonstrating an understanding of the subject matter by completing knowledge
7 assessment instruments for this course with a cumulative grade of at least 73%. **Therefore, a**
8 **student with a cumulative grade greater than 50% but less than 73% (Lcr – less than**
9 **proficient with credit) in this course shall have a soft skills rating of “N” which means the**
10 **student’s soft skills need to improve. A student with a cumulative grade of 1% to 50% (Lnc**
11 **- less than proficient, no credit) or 0% to less than 1% (F) in this course shall have a soft**
12 **skills rating of “U” which means the student’s soft skills are unsatisfactory. According to**
13 **WTMC procedures, a student with an end of semester soft skills rating of “N” or “U” in**
14 **any WTMC course or in BASE is prohibited from enrolling in any WCC course the**
15 **following semester.**

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17 **Transitioning to WCC Courses Requires More Than Excellent Academic Performance**

18 At the time a student’s Provisional Credential (“PC”) as being ready for a WCC course is
19 determined by an instructor on the WTMC Provisional Credential Day (“PCD”) it is possible a
20 student may have a grade of “A” in this course, but not achieve a PC as being ready for a WCC
21 course for one or more of the following reasons: failure to meet the soft skills credentialing
22 requirements for this course, failure to be soft skills credentialed (soft skills ratings of “S” or
23 “R”) in **all** other WTMC courses and in BASE, or failure to have college level reading and
24 writing COMPASS test scores: reading (≥ 82) and writing (≥ 81).

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Standards for Provisional Credential (“PC”) as being ready for a WCC Course

On the WTMC PCD a student will achieve a PC as being ready for a WCC course as denoted by a soft skill rating of “R” for this course provided the student meets **all** of the following requirements:

- Minimum COMPASS scores of 82 for reading and 81 for writing
- Current course grade $\geq 83\%$
- Soft skills provisional credential (soft skill rating of “R”) for this course
- Soft skills ratings of “S” or “R” in **all** other WTMC courses and in BASE

Students not meeting the above requirements on the WTMC PCD will not achieve a PC as being ready for a WCC course.

Final Credential (“FC”) as being ready for a WCC Course

At the end of the semester, only a student having achieved a PC as being ready for a WCC course on the WTMC PCD of the current semester is eligible to achieve a Final Credential (“FC”) as being ready for a WCC course provided the student has met **all** of the following requirements as of the **final day** of the current semester:

- Minimum COMPASS scores of 82 for reading and 81 for writing
- Final course grade $\geq 83\%$
- Soft skills final credential (soft skill rating of “R”) for this course
- Soft skills ratings of “S” or “R” in **all** other WTMC courses and in BASE

Loss of Provisional Credential; Failure to Achieve Soft Skills Rating of “S” or “R”

Students having achieved a PC but having failed to achieve a FC as being ready for a WCC social science course will be de-credentialed and, if already registered for one or more WCC social science courses, will be withdrawn from those courses and may be registered for other

1 WCC or WTMC courses. In addition, if a student’s final soft skills rating for this course, any
2 other WTMC course, or in BASE is “N” or “U”, then the student will remain in all WTMC
3 courses the next semester.

4 **CD/DVD Lectures, Documentaries and Feature Films**

5 Throughout the semester students may listen to CD/DVD lectures and view documentary and
6 feature films in class. Students will actively listen to and view these lectures and films as they
7 write notes that capture the important concepts presented. In addition, students will re-write and
8 transform their notes into individual and group poster/concept maps. Practicing active listening,
9 note taking, and concept mapping are study skills that will improve students’ abilities to
10 understand and critically analyze and evaluate college level material.

11

12 **E-Mail Communication with Instructor**

13 The instructor reads and may reply to e-mail only between 9 a.m. and 3:30 p.m. and only on the
14 days WTMC classes meet. The instructor will not reply by e-mail to any questions about grades,
15 assignments, or tests. The instructor does not open or read any e-mail attachments. The
16 instructor does not accept any work for this course by e-mail or in any electronic form.

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18 **Supplementary Materials**

19 Students may be asked to read, listen to or view supplementary materials not listed in the course
20 syllabus. The instructor may evaluate students’ understanding of these materials and include the
21 results of these evaluations in calculating students’ final course grades.

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23 **Unannounced Assessments**

24 The instructor may periodically assess students’ understanding of information by having students
25 complete unannounced assessments.

1 **Scheduled Possible Points Summary**

Work	Possible Points
Test 1 – 50 multiple-choice questions + 3 short answer writing prompts	50 + 15 = 65
Test 2 – 50 multiple-choice questions + 2 short answer writing prompts	50 + 10 = 60
Test 3 – 50 multiple-choice questions + 6 short answer writing prompts	50 + 30 = 80
Total Points for Tests	205
Public Policy Issue Persuasive Paper	100
Total Scheduled Points	305

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3 **Grading Scale**

Grade	Percent	Points	Grade	Percent	Points
A	≥ 93%	≥ 283	C+	≥ 77%	≥ 234
A-	≥ 90%	≥ 273	C	≥ 73%	≥ 222
B+	≥ 87%	≥ 265	Lcr	≥ 50%	≥ 151
B	≥ 83%	≥ 252	Lnc	≥ 01%	≥ 002
B-	≥ 80%	≥ 244	F	≥ 00%	≥ 000

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5 **Note: A grade of incomplete is not available for this course.**

6 **Course Calendar – Winter Semester 2008**

Task	January	February
Test Out Test (TOT)-----	15	
No school – January 21-----	21	
Read chapter 15 – complete reading by January 25 -----	25	
Read chapter 16 – complete reading by February 1-----		1
Read chapter 17 – complete reading by February 8-----		8
Read chapter 18 – complete reading by February 15-----		15
Read chapter 19 – complete reading by February 22-----		22
No school – February 25-29-----		25-29
Task	March	April
Read chapter 20 – complete reading by March 6-----	6	
Test 1 – Hand-in responses to 3 short answer writing prompts + answer 50----- multiple-choice questions – covers chapters 15-20	10	
Read chapters 23 & 24 – complete reading by March 21-----	21	
Read chapters 25 & 26 – complete reading by March 27-----	27	
Test 2 – Hand-in responses to 2 short answer writing prompts + answer 50----- multiple-choice questions – covers chapters 21-26	31	
Read chapters 27, 28 & 29 – complete reading by April 4 -----		4
Read chapters 30, 31 & 32 – complete reading by April 18-----		18
Read chapters 33 & 34 – complete reading by April 24 -----		24
Test 3 – Hand-in responses to 6 short answer writing prompts + answer 50 multiple-choice questions – covers chapters 27-34		28
Public Policy Persuasive Paper – Hand-in at beginning of class -----		30
Task	May	
Winter Semester Ends-----	2	