

Term: Fall 2012  
Course Title: Texas History  
Course Prefix: HIST

Course No.: 1333

Section No.: P01

Department of | Division of Social Work,  
Behavioral and Political  
Sciences

College of | Brailsford College of Arts and  
Sciences

Instructor Name: | Dr. Charles D. Gear  
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Office Hours: | T 10 a.m. -12:30 p.m., W 8 a.m. -5 p.m., Th 8 a.m.- 12:30 p.m., By email or course messages  
Virtual Office Hours: | By email

Course Location: | New Science A104

Class Meeting Days & Times: | T/Th 2-3:20

Catalog Description: | Survey of Texas starting from Spanish colonization to the present. Emphasis will be placed on contributions made to the state of Texas by various ethnic groups.

Prerequisites: | None

Co-requisites: | None

Required Text: | Howell, et al. *Beyond Myths and Legends: A Narrative History of Texas*, 2<sup>nd</sup> ed.

Mendoza and Gear, *Texans and War: New Interpretations of the State's Military History*

Required Resources:

Respondus LockDown Browser:

It is required that all students download the Respondus LockDown Browser on the computers they will take the quizzes and exams. Students will not be able to access quizzes or exams without the program.

Web: <http://www.respondus.com/lockdown/information.pl?ID=975813429>

Recommended Text/Readings: | None

Access to Learning Resources:

PVAMU Library:

phone: (936) 261-1500;

web: <http://www.tamu.edu/pvamu/library/>

University Bookstore:

phone: (936) 261-1990;

web: <https://www.bkstr.com/Home/10001-10734-1?demoKey=d>

Course Goals or Overview:

The goal of this course is to contribute to students' basic understanding of their individual roles and responsibilities in Texas society. By semester's end, students should be conversant in myriad social, cultural, economic, and political forces that impacted the contemporary American experience. By the course's culmination, students must be able to identify key figures, events, organizations, and possess an understanding of a basic historical narrative of Texas history. All course objectives are aligned to the core Social and Behavioral Sciences curriculum.

## Course Outcomes/Objectives

At the end of this course, the student will

- 1 Demonstrate knowledge and understanding of the social, economic, and political developments in Texas during Spanish and Mexican colonization;
- 2 Identify the causes that led to the Texas Revolution;
- 3 Demonstrate knowledge and understand of Texas during the early years of the Republic;
- 4 Describe the circumstances leading to the admission of Texas to the United States;
- 5 Demonstrate knowledge and understanding of the major political, social, and economic issues and events in pre-Civil War Texas;
- 6 Describe why Texas seceded from the Union and joined the Confederacy in 1861;
- 7 Explain the role violence played in disrupting Federal policies during the Reconstruction era;
- 8 Explain the major political, social, and economic developments in late nineteenth Texas;
- 9 Explain the major political, social, and economic developments in Texas during the twentieth century;
- 10 Identify people who played a significant role in development of Texas from the colonial period through the present;
- 11 Demonstrate knowledge of how various ethnic and minority groups have contributed to the development of the Texas;
- 12 Students will analyze and interpret primary documents related to various aspect of Texas history;
- 13 Students will demonstrate the ability to write and speak clearly and persuasively about historical themes related to Texas history;
- 14 Apply knowledge gained in this course to understanding of events and issues that affect modern Texas;
- 15 Examine United States historiography as it related to Texas history.

## Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Exams** – There will be four exams given throughout the semester. Exams will consist of a mix of multiple choice, short answer, identification, matching, and essay questions, at the discretion of the instructor. The exams will assess student knowledge of historical content as well as reinforce critical thinking, personal responsibility, and social responsibility core objectives. The midterm and final exams will be comprehensive and each will be worth 100 points. Exams are not equally weighted – see Grading Matrix below. Combined exams will constitute 70% of the final course grade. **All exams will be online through eCourses. !!!! You will need to download the Respondus Lockdown Browser to access and take the exam!!!! (You can download the software free at <http://www.respondus.com/lockdown/information.pl?ID=975813429>) Access eCourses through this program.**

## **LATE EXAMS WILL NOT BE ACCEPTED!!!!!!!**

**Collaborative Written Assignments** – The collaborative writing assignments in this course will consist of two book reviews. The purpose of this assignment is to assess core objectives related to critical thinking, communication, personal responsibility, and social responsibility. The review will count 7% each toward the student's final course grade. Since this is a collaborative activity, you will complete this activity as part of a group. Groups should consist of at least 2 members but no more than 3. If you do not yet have a partner or group for this project, check the Discussion Board Collaborative Activity Forum.

- Communicate with other students to draft your paper.
  - This communication may be face-to-face or by email, phone, or other means.
  - Together, write a brief 3 full page paper that summarizes your discussion of this topic.
- Each member of your group must submit the completed paper using the guidelines below. Please list all participating group members in the comment box. Further guidelines are listed at the end of the syllabus.

**Submission:**

- Use a word processing software program to complete the questions above.
- Save it on your computer or memory device as a .rtf document (rich text format).
- Name it Collaborative\_Activity + all the names of the members of the group. Do NOT paste your activity in the comments box; this is meant for short notes to the me and will not provide enough space to hold an entire assignment.

**DO NOT SEND YOUR ASSIGNMENTS VIA EMAIL!**

The review will be over Anderson's *The Sixties*. The review will be 3 full pages in length. A handout is available in the syllabus that will explain in detail how to write a book review.

**Class Participation** – daily attendance and participation in class discussions. The purpose of class participation is to assess core objectives related to critical thinking, communication, personal responsibility, and social responsibility. Class participation is worth 10% of the final course grade. Each unexcused absences and tardiness will lower your grade by 1%.

**Grading Matrix** (points will vary according to instructor's grading system)

<b>Instrument</b>	<b>Value (points or percentages)</b>	<b>Total</b>
Exam #1	100 (20%)	20
Exam #2	100 (20%)	20
Exam #3	100 (20%)	20
Exam #4	100 (20%)	20
Collaborative Action Assignment	100 (10%)	10
Class Participation	100 (10%)	10
<b>Total:</b>		<b>100</b>

**Grade Determination:**

A = 100 – 90 pts;

B = 89 – 80 pts;

C = 79 – 70 pts;

D = 69 – 60 pts;

F = 59 pts or below

**Course Procedures**

**Submission of Assignments:**

All Exams will be taken in class on the day that they are scheduled. The following is the schedule for the exams:

Exam #1: September 20, 2:00-3:30  
Exam #2: October 18, 2:00-3:30  
Exam #3: November 15, 2:00-3:30  
Exam #4: December 11, 4:00-6:00

### Exam Policy

Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook). *Make up of Final Exam will only be given for excused absences. Make-up times will be determined by consultation between the student and the instructor. Documentation for the missed assignment must be in writing, from an official source (i.e., physician) on official letterhead, and will be verified. Documentation from parents, spouses, various family members, significant others, friends, etc., will not be accepted.*

### Professional Organizations and Journals

N/A

### References

N/A

## 16 WEEK CALENDAR

### Week 1 (August 28 & 30)

Chapter (s): Introduction to course, Why study history? (assign groups/assign group topics)

### Week 2 (September 4 & 6)

Chapter (s): Chapter 1 – Before European Contact, Chapter 2 – Spanish Texas

### Week 3 (September 11 & 13)

Chapter (s): Chapter 3 – Mexican Texas, Chapter 4 – Texas Revolution

### Week 4 (September 18 & 20)

Chapter (s): Chapter 5 – The Republic of Texas

Assignment (s): September 20, Exam I, covering Chapters 1 – 5  
\*\*\*\*\* (Online through eCourse) Hour and a half time limit during course hours \*\*\*\*\*

### Week 5 (September 25 & 27)

Chapter (s): Chapter 6 – Statehood

### Week 6 (October 2 & 4)

Chapter (s): Chapter 7 – Civil War, Chapter 8 – Reconstruction

### Week 7 (October 9 & 11)

Chapter (s): Chapter 9 – Late 19<sup>th</sup> Century Economics/Politics

### Week 8 (October 16 & 18)

Chapter (s): Chapter 10 – Populist Movement

Assignment (s): October 18 (Thursday) Midterm Exam, covering Chaps. 6 – 10  
\*\*\*\*\* (Online through eCourse) Hour and a half time limit during course hours \*\*\*\*\*

### Week 9 (October 23 & 25)

Chapter (s): Chapter 11 – Late 19<sup>th</sup> Century Society/Culture, Chapter 12 – The Progressive Era

**Week 10 (October 30 & November 1)**

Chapter (s):           **Chapter 13 – 1920s, Chapter 14 – Great Depression & New Deal**  
Assignment (s):       **(NOVEMBER 1, DUE DATE FOR Collaborative Action Assignment)**

**Week 11 (November 6 &8)**

Chapter (s):           **Chapter 15 – World War II,**

**Week 12 (November 13 &15)**

Chapter (s):           **Chapter 16 – 1950s,**  
Announcement (s):    November 17 (Thursday) Exam 3, covering Chapters 11 - 16  
\*\*\*\*\* (Online through eCourse) Hour and a half time limit during course hours \*\*\*\*\*

**Week 13 (November 20)**

Chapters (s):         **Chapter 17 – Turbulent Decade, 1960s, Chapter 18 – Modern Politics**

**Week 14 (November 27 & 29)**

Chapter (s):           **Chapter 19 – Modern Economics, Chapter 20 – Modern Texas Culture**

**Course Review Week (December 4)**

**December 3 - 4 Study Days for Exams**

**Final Examination (December 11-16)**

December 11 (4-6)  
\*\*\*\*\* (Online through eCourse) Two hour time limit \*\*\*\*\*

## *Class Policies:*

**Attendance Policy:** Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive Absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F." Absences are accumulated beginning with the first day of class

**Student Academic Appeals Process:** Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

**ADA Statement:**

Prairie View A&M University (PVAMU) and the Texas A&M University are committed to providing the least restrictive learning environment for all students. PVAMU promotes equity in academic access through the implementation of reasonable accommodations as required by the Vocational Rehabilitation Act of 1973, Title V, Section 504 and the American Disability Act of 1990 (ADA – Public Law 101-336). Students with disabilities should notify the instructor of the course in the first two weeks so that arrangements can be made or register with the office of Disability Services (Evans Hall, Room 315, Tel: (936) 261-3585).

**Student Responsibilities:** The student is expected to be fully knowledgeable of the contents of this syllabus, his/her rights and responsibilities as a student of this University.

**Grade of "P":** A grade of "P" may be given in cases of documented emergencies or tragedies that prohibit a student from completing the course. In order to receive a grade of "I," approval must be granted by the Department Head and Dean.

**Cheating and Plagiarism:** Prairie View A&M University is dedicated to a high standard of academic integrity among its faculty and students. In becoming part of the Prairie View A&M University academic community, students are responsible for honesty and independent effort. Disciplinary action will be taken against any student who alone or with others engages in any act of academic fraud or deceit. **SEE APPENDIX TO THIS SYLLABUS.**

**Learning Resource Center:** The center helps students in many ways; it works, for instance, for free with students to address their individual writing needs so they can become more competent and confident writers. In order to accomplish this goal, the center offers students one-to-one conferences with trained writing consultants. In addition, it also offers computer facilities, style manuals, dictionaries, and handbooks available for client use. Training in the use of these resources is also available. The center is located at room 210, John B. Coleman Library. Please call the center at 857-3194 to make an appointment.

**Expectations: Classroom behavior MUST be conducive to an atmosphere of learning, with respect for the rights and opinions of your classmates and the professor.** Each and every student, regardless of race, ethnicity, sexual orientation, gender, religious or political beliefs, should feel comfortable participating in all class discussions. All comments during class must be informed by the assigned readings so the rest of

the class can follow your point(s). You are fully expected to arrive in class having completed ALL assigned readings and ready to participate in the day's discussion, additionally, **Prairie View students are ordered to exhibit some level of professional dress/behavior as defined by both your instructor and the general university community:** (1) hats are not to be worn in the classroom, (2) underwear should not be visible, (3) cellular phone earjacks/blue toothbrushes should be removed (4) provocative dress that distracts from the educational experience should be avoided at all costs. It is up to the student to seek additional assistance in the event that they are having difficulty either understanding the course materials or the aforementioned rules of dress/conduct. Feel free to approach the instructor and inform him of any such problems, since it is impossible to discern such issues without your assistance.

## **Please note that the following policies apply to all students, regardless of individual circumstances**

1. **All students are expected to participate in class discussions.** This means that you as the student need to be actively engaged in the class during every session. **Participation levels will be taken into account in borderline grade situations.**

2. **There will be no make-up assignments for any reason.** If you miss an assignment or exam due to a documented illness, emergency or death in your immediate family, the average of your earned scores in that category will replace the zero at the end of the quarter. Documentation for the missed assignment must be in writing, from an official source (i.e., physician) on official letterhead, and will be verified. Documentation from parents, spouses, various family members, significant others, friends, etc., will not be accepted.

3. **Academic misconduct will not be tolerated.** The work you turn in must be your own. **Work used or produced in other classes, copied from other students, books, journals, the Internet or anywhere else, work written for you by someone else, non-original ideas that are not given appropriate citation, are a few examples of academic misconduct.** **Students who engage in academic misconduct will not only fail that assignment and be reported to the appropriate collegiate officials, but also be given a failing grade for the course.** Specific acts that constitute plagiarism in this class include, but are not limited to, the following:

- **Substantially or substantively copying test answers or essays from a fellow student or former student, with or without that student's consent;**
- **Substantially or substantively copying materials from a book, article, or website, and representing these materials as your own;**
- **Obtaining, possessing, discussing, or reviewing a fraudulently obtained exam or assignment.**

4. **CELL PHONE POLICY:** Cell phones are an essential part of life but are a major distraction in the classroom if it rings during a lecture. Please put your phone on silent mode. If your cell phone rings during a lecture I will pick it up for the duration of the class. If the problem persists, I will take the phone to Dean's office where you can pick it up the following day.

5. Visitors are welcome only with the professor's specific, prior permission.

6. Eating, drinking, and the use of smokeless tobacco in class are prohibited.

7. Any work assigned is fair game for exams and quizzes, even if it has not been discussed in class.

8. There will be absolutely no acceptance of assignments E-mailed or faxed to the professor.

9. **TARDINESS:** Any student that is more than five minutes late to class will have one point (1%) deducted from their participation grade. It is important to be punctual, because a late entrance distracts your fellow students from the lecture.

# University Rules and Procedures

## **Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

## **Academic misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

## **Forms of academic dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

**I have a zero tolerance policy towards plagiarism. The first offense is a zero on the assignment, the second is zeros for all the assignments in the unit, and third is a failing grade for the course. You should know what plagiarism is, but if you are unaware it is your responsibility to find out. To help I posted in the "Start Here" folder a helpful handout on how to prevent plagiarism. I will let you know if you have committed the offense.**

## **Nonacademic misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

## **Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

## **Attendance Policy:**

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

## **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.



# Technical Considerations for Online and Web-Assist Courses

## Minimum Hardware and Software Requirements:

- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):** students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

**Technical Support:** Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

## Communication Expectations and Standards:

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following ***my receipt*** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

## Submission of Assignments:

Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

## Discussion Requirement:

Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

**Collaborative Action Assignment: *Texans and War: New Interpretations of the State's Military History***

**Directions:** In Alexander Mendoza's and Charles Grear's anthology is divided into two halves, one examines the roles of various groups of Texans at war and the other surveys the different conflicts that Texans were involved. In your paper, you need analyze and evaluate how persuasive the authors are. In other words, **you need to identify, describe, and analyze the strengths and weaknesses of this book.** (See **GUIDE TO WRITING BOOK REVIEWS** included in the syllabus)

**Materials:**

- 1) Mendoza and Grear, *Texans and War: New Interpretations of the State's Military History*

**General Format:**

- 1) The paper is **due on Thursday, November 1**. No papers will be accepted late.
- 2) The paper should be typed, doubled-spaced with margins on each side of approximately one inch, and be between 2 and 3 pages in length (750 to 1250 words). In addition, you should use Times New Roman font and employ a conservative header (very little space used).
- 3) Your essay should be divided into three distinct parts: an introduction, the body, and a conclusion.
  - a) In your introduction (generally one paragraph), you should introduce your main arguments in your essay and present a clear thesis statement.
  - b) In your body (at least three, but generally more than three, paragraphs), you should define and analyze your arguments. You should provide specific examples and/or quotes to support your assertions.
  - c) In your conclusion (generally one paragraph), you summarize your main arguments and reiterate your thesis statement.
- 4) With very few exceptions, the best essays in this class will be the ones that undergo several revisions. In your revisions, check for grammatical errors, organizational problems, and the persuasiveness of your arguments. A poorly written essay will be graded accordingly.
- 5) If you have any questions and/or problems at any stage of this assignment, it is **your** responsibility to seek assistance from me.

## GUIDE TO WRITING BOOK REVIEWS

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### I. General Remarks

A book review or precise should be informative and meaningful to someone who has not read the book in question. An effective review should contain an analysis of the author's thesis (point of view), a discussion of his (or her) method of reasoning, and a critical evaluation of his (or her) sources. For examples of academic book reviews, you are **STRONGLY ENCOURAGED** consult a recent copy of the Journal of American History or American Historical Review (both are in the library).

### II. Style --

**A. FORMAT** -- Put your name, course and section number (single spaced) in the upper left-hand corner of the first page of your review. Papers containing unusually large margins (more than 1.25 inches), title blocks, not double spaced, or fonts larger than 12 points will be returned without a grade.

**The paper should be between 2 and 3 pages in length.** Anything shorter or longer will be penalized 20 points. (3 pages means, 3 full pages)

The following form of bibliographical heading **MUST** be used. Failure to provide a proper heading will result in the automatic deduction of five points.

Author, Title (City of Publisher: Publisher, Year of Publication; reprint, City of Reprint Publisher: Reprint Publisher, Year of reprint Publication).

#### SAMPLE HEADING:

Gordon Shumway

Edward Countryman, A People In Revolution: The American Revolution and Political Society in New York, 1760-1790 (Baltimore: Johns Hopkins University Press, 1981; reprint, New York: W.W. Norton and Co., 1989).

The paper is **due** in class on **the date listed in the syllabus**. Any paper turned in after the due date will not be accepted.

**B. GRAMMAR AND SYNTAX** -- Your review should be written in concise, grammatically correct English. An effective analysis of the author's thesis and evaluation of his argument, rather than the essay's length, should determine whether or not your paper is complete.

When you introduce a person for the first time in the review, use his (or her) full name.

It is not necessary to use titles such as Mr., Dr., or Professor preceding the author's name. Avoid writing in the first person (the use of "I think", "I believe", etc. does not provide for a professional review.) Do not use passive voice.

Do not use profanity, slang, or unique colloquialisms. Remember, you are writing a scholarly review, not an email.

When using quotations, enclose the page number (or numbers) of the quotation in parentheses at the end of the quoted passage. EX: (p. 15), or (pp. 21-23). For example, "The literature on military professionalism has largely concentrated on such attributes as education, inculcation of military ethics, and socialization of the officer corps," (p. 235). Use one "p." if the quotation comes from one page or "pp." if it begins on one page and continues to the next. All material taken directly from the book you are reviewing (or any other book, journal, magazine, or newspaper) must be put in quotation marks and cited properly. If not, this constitutes plagiarism and is subject to appropriate punitive action.

Avoid extensive quotations. More than six lines of quotes per page is "extensive."

**C. PROOF READING:** You might consider writing your assignment at least two days in advance and then spend time reviewing and revising it. Regardless, carefully proof read your assignment for typos, misspellings, duplicate words, and other grammatical mistakes. If possible, read it aloud. Reading a paper aloud is a very good way of picking up redundant or repetitive phrases, awkward sentence construction, contradictory statements, etc. It will also assist you in adhering to the style outlined in points A and B, as each individual offense will result in the automatic deduction of five points.

### III. Summary and Thesis --

**A. SUMMARY:** Your review should give the reader a concise summary of the scope and content of the book. No more than one paragraph of a three-page review should be devoted to the content of a book.

**B. ANALYSIS: YOUR EVALUATION OF THE AUTHOR'S THESIS IS THE MOST IMPORTANT PART OF THE REVIEW.** The thesis is the author's interpretation or point of view regarding the subject of the book. Simply stated, what point is the author trying to make in his book? You must discuss and analyze how convincingly the author presents the thesis. You should devote considerable attention to the discussion and analysis of the author's thesis, as well as to your own . . .

### IV. Critical Evaluation --

**A. WRITING STYLE:** Evaluate the author's writing style (did you like it? why or why not?). How well did the author organize the book? Is the book mainly chronological narrative or topical analysis?

**B. RESEARCH:** Evaluate the author's sources and documentation. Did the author base his (or her) book mainly on secondary works (other books, journal articles), or did the notes include primary sources (newspapers, diaries, collections of letters and contemporary documents). How well did the author's evidence support his (or her) thesis?

**C. ILLUSTRATIVE MATERIALS:** Were maps, charts or illustrations included in the book? If so, were they clear, informative and well chosen?

**D. OVERALL ASSESSMENT:** Your evaluation of the above points may be either favorable or unfavorable. Was the author's thesis convincing? What were the book's strong points? What were its weak points?

# Syllabus and Rules Acknowledgement Form

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Your name (Please Print). \_\_\_\_\_

I agree to abide by the Rules and Consequences discussed in class and set forth in the Rules and Consequences form.

- I agree to follow the rules.

I acknowledge that I have read the syllabus.

- I have read the syllabus.

True/False: Unexcused late assignments will be accepted.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_