

**GARRETT COLLEGE**  
**HIST 105**  
**World Civilizations to 1600s**

<b>Professor:</b> Beth Luers	<b>Office Hours:</b> Mondays	12:00-1:00
<b>Office:</b> Rm LC 687	Tuesdays	8:30-10:00
<b>Phone:</b> 301-387-3020	Wednesdays	12:00-1:00
<b>E-mail:</b> <a href="mailto:beth.luers@garrettcollege.edu">beth.luers@garrettcollege.edu</a>	Thursdays	8:30-10:00

**Web Page:** <http://academic.garrettcollege.edu/faculty/bluers/index.html>

### **Course Learning Goals**

Students will be able to:

1. Apply knowledge of the diversity of human achievements through research assignments.
2. Analyze and discuss assigned readings from an informed historical perspective.
3. Recognize patterns of history that will enable them to better relate past events to present.
4. Apply information literacy skills through written assignments utilizing a variety of historical topics.

### **Textbook**

Heritage of World Civilizations, Vol. 1. T.L.C. Edition. Brief Second Edition by Craig, Graham, Kagan, Ozment, & Turner. ISBN # 0-13-150099-6

- consult companion website [www.prenhall.com/craig](http://www.prenhall.com/craig)

The Murder of Tutankhamen by Bob Brier, Ph.D. ISBN # 0-425-16689-9

### **Other Assignments**

Your choice: 1. a 5-8 page paper, written in M.L.A. Style, using at least 6 sources (books, journals, interview, and limited internet use). Please use Library Database sources, if applicable.

**OR**

2. a video of at least 15 minutes on an approved topic using at least 6 sources; source sheet to be turned in.

**OR**

3. role-playing – you become a person of a particular period, of a particular civilization; presentation will be before the class, lasting at least 15 minutes, and using at least 6 sources — list of sources to be turned in.

**\*\* Do not use Wikipedia or any Encyclopedia as a source.**



**Evaluation**

Professionalism (see notes) . . . . .	10%
Paper, Role-Playing, or Video . . . . .	20%
Tests & Vocabulary Quizzes . . . . .	40%
Final Comprehensive Exam . . . . .	30%

**Notes**

1. **Professionalism defined:** Every student enrolled in this course is expected to approach the subject matter in a professional manner in line with the standards of a college level course. Students are expected to arrive to class on time, be prepared for class, participate in class discussions, ask questions when content is confusing, and show a genuine scholarly interest in the course subject matter. Students must refrain from general rude behavior such as talking while others are speaking, leaving class during the scheduled time period, sleeping in class, and demonstrating behaviors that show a lack of interest in the course content. Points will be deducted from the student’s grade for demonstrating a lack of professionalism. The instructor will make notes on a daily basis related to instances for reduction in course. You may gain or lose four (4) points a day.
2. Our class begins at 10:10 a.m.. Students arriving more than ten (10 ) minutes after the start of class will be considered late. Two (2) late arrivals equal one (1) absence. Students who arrive during a quiz may not be allowed to take the quiz. Tardiness is irresponsible and shows a lack of respect for your classmates and for me. Please arrive on time.
3. Our class ordinarily ends at 11:40 a.m.. Please plan to stay for the whole class. Students who must leave early must tell me ahead of time.
4. There are no excused absences. There are reasons why a student might miss class. If a student misses **six (6)** classes, he/she will be given an **F** for the course right after the sixth class is missed. Save absences for when you truly need them. They are not freebies.

Athletes may only miss class for games, not practices. Please remind me when there is a game. You are responsible for work missed.

5. Students who miss tests/quizzes may receive a grade of zero (0) for the test/quiz if they have not made arrangements with me ahead of time. I may ask for documentation for your absence.
6. Late work is unacceptable. Your work will be docked ten (10) points per day, including weekends, until it is turned in.
7. Please contact me for help if you are having a problem with an assignment --- before it is due.

Please note that **plagiarism**, or the misrepresentation of another’s work as your own, is **stealing** and will be penalized heavily. Students found guilty of plagiarism will face the College’s penalty for academic dishonesty.

8. Garrett College is a caring community, so please use the resources it offers you: your professor, the library, the Writing Lab, and tutoring services.
9. I encourage debate and discussion. Healthy, vigorous discussion is essential to critical thinking and learning, but it does not give one license to attack or to ridicule. You may be asked to leave the class if you engage in persistent, disruptive behavior that impedes the learning process. I will give one (1) warning. After that, you will be asked to leave marked “absent”.

Constructive comments, facts are always welcome. Please remain civil, courteous, and respectful.

10. I will take off ½ point for all misspelled words in your written work. You may bring a spell checker or a dictionary to a test for the essay section only. You may also ask me how to spell a word.
11. Cell phones, beepers, text messengers, ipods, MP3, MP4 players, etc. must be **turned off** during class. If you use them during class, I will take the cell phone, etc. and place it on my desk until the class is over. It is rude to use these during class and distracting to others.

If you bring any of these to class on the day of a test, I will have you place them on my desk until the test is over.

12. No food is allowed in class, unless you bring enough for all. You may have a drink with a cover.
13. Students may tape the class to help with review at home.
14. Because of **severe** allergies, please refrain from wearing perfume or cologne.

### Other Information

1. Each student must get a user name and password from the IT Department, Rm. 310 if you haven't already received yours. See Sue Smith.

You need these to access your Garrett College email account. All communication from me to you and you to me is through this email address. You will receive your grades at the end of the semester through your Garrett email account.

2. The Garrett College catalogue is on the internet
3. In the near future, students should be able to use their Garrett College user name and password to enter a portal and gain access to their unofficial transcript and schedule of courses.
4. The library is offering ebooks through ebrary.

**GCC Grading System**

<b>GPA</b>	4.0	A	93-100	}	<b>Superior Work</b>
	3.7	A-	90-92		
	3.3	B+	87-89	}	<b>Above Average Very Well Done</b>
	3.0	B	83-86		
	2.7	B-	80-82		
	2.3	C+	77-79	}	<b>Average Good Work</b>
	2.0	C	73-76		
	1.7	C-	70-72		
	1.3	D+	67-69	}	<b>Below Average</b>
	1.0	D	63-66		
	0.7	D-	60-62		
0	F	0-59	---	<b>Failure</b>	

**Course Content**

<b>Week of:</b>	<b><u>Assignment</u></b>
9 September 2010	Introduction and Chapter 1, "The Birth of Civilization", p. 2
14 September	Finish Chapter 1 * <b>Vocabulary Quiz on Chapter 1</b>
21 September	Discuss <u>The Murder of Tutankhamen</u> Chapter 2, "Four Great Revolutions in Thought and Religion" p. 24 * <b>Vocabulary Quiz on Chapter 2</b>
28 September	▶ <b><u>TEST</u> on Chapters 1 &amp; 2</b> Chapter 3, "Greek and Hellenistic Civilizations", p. 48 → <b>Paper Topics Due</b>
5 October	Finish Chapter 3 * <b>Vocabulary Quiz on Chapter 3</b> Chapter 4, "Iran, India, and Inner Asia", p. 74
12 October	Finish Chapter 4 * <b>Vocabulary Quiz on Chapter 4</b> Chapter 5, "Republican and Imperial Rome", p. 92
19 October	Finish Chapter 5 * <b>Vocabulary Quiz on Chapter 5</b>
26 October	▶ <b><u>TEST</u> on Chapters 3, 4, 5</b> Chapter 6, "Africa, Early History to 1000 CE", p. 118 → Give update on Paper, Video, or Role-Play



### Academic Honesty

All forms of academic dishonesty are causes for dismissal from the institution. The penalty is course failure and College expulsion. The individual may request re-admittance to the institution. However, re-admittance is not automatic, nor is it guaranteed.

- ▶ cheating which includes the willful giving of information to another person for purposes of evaluation or assignment completion as well as the receipt of information or work from another individual or reference source not permitted in a testing situation
- ▶ plagiarism which involves taking/copying work from a reference and passing it off as one's own work
- ▶ submitting papers or other assignments written by another person
- ▶ accessing and submitting the work of another person via computer technology
- ▶ using cell phones for verbal information and/or text messaging
- ▶ removing evaluation materials from offices, mailboxes, etc.
- ▶ falsifying signatures of supervisors of projects on or off campus
- ▶ changing answers, grades, etc. on a test, paper, or project



## PLAGIARISM

“To borrow another writer’s **language or ideas** without proper acknowledgment is a form of dishonesty known as plagiarism” (Hacker 353).

Writers are obliged to acknowledge all material that is **quoted, paraphrased, or summarized from any work. This includes information downloaded from the Internet.** If a writer fails to cite a source, **whether deliberately or accidentally**, he/she is guilty of plagiarism. Research papers are a collaboration between the student and his/her sources. To be fair and ethical, students must acknowledge the origin of these sources, whether from print or electronic media. **Failure to do so is a serious academic offense (plagiarism)** (Hodges & Whitten 413).

Plagiarism is a form of academic dishonesty. Students who plagiarize, whether in written work or in computer assignments, are subject to the following disciplinary actions as stated in the Code of Student Conduct published in Garrett’s catalog:

“All forms of academic dishonesty are causes for dismissal from the institution. The penalty is course failure and College expulsion. The individual may request readmittance to the institution. However, readmittance is not automatic, nor is it guaranteed” (41).

Plagiarism may take three different forms:

- 1) failing to cite quotes and borrowed ideas,
- 2) failing to enclose borrowed language in quotation marks,
- 3) failing to put summaries and paraphrases in your own words (Hacker 354).

Students often believe that as long as they do not quote directly from their source, they have not plagiarized. On the contrary, unless the paraphrase or summary is truly the student’s work, distinct from the author’s language, the summary is plagiarized.

To avoid plagiarizing an author’s language, students should resist the temptation to look at the source while summarizing or paraphrasing. For instance, they should **close the book, write from memory, then open the book to check for accuracy** (Hacker 356).

## EXAMPLES

The following paraphrases are plagiarized - even though the source is cited - because the language is too close to that of the original source.

### **Original Version**

If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.

-Davis, Eloquent Animals, p. 26

### **Unacceptable Borrowing of Phrases**

The existence of a signing ape unsettled linguists and startled animal behaviorists.

(Davis 26).

### **Unacceptable Borrowing of Structure**

If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior (Davis 26).

### **Acceptable Paraphrases**

When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise (Davis 26).

According to Flora Davis, linguists and animal behaviorists were unprepared for the news that a chimp could communicate with its trainers through sign language (26).

(Hacker 356)

When in doubt, a student should consult his/her English text or research manual or the writing lab.

## WORKS CITED

Hacker, Diana. Rules for Writers. Boston: Bedford, 1996.

Hodges, John C. and Mary E. Whitten. Harbrace College Handbook. New York: Harcourt, 1989.

**HIS 105  
Grading Sheet**

Name \_\_\_\_\_

Term Paper Topic \_\_\_\_\_

While this grading sheet may not be attached to your essay, it will be used by your instructor in determining the grade on each of your essays. This grading sheet is based upon a 100-point term paper.

**Introduction:** clear thesis, enumeration of subtopics to appear in the body, indication of method of development to be used, fresh and interesting, draws reader into the topic.

20 points possible \_\_\_\_\_

**Body:** consists of multiple paragraphs with topic sentences easily recognizable, contains transition from one subtopic to the next, contains transitional words and phrases within paragraphs, contains well-developed paragraphs with plentiful supporting evidence for generalizations. Paragraphs are coherent. Organization is logical and easy for the reader to follow. Credit is given to writers from whom information is borrowed. Citations follow MLA guidelines.

70 points possible \_\_\_\_\_

**Conclusion:** leaves the reader with a lasting impression of points made in the paper or the positive impact of the paper; may, if necessary, review major points of the paper; offers a fresh perspective on a topic, an avenue of action, source of inspiration, solution to a problem, or new insight.

10 points possible \_\_\_\_\_

**Points Earned** \_\_\_\_\_

**Points are deducted for grammatical and mechanical errors.**

Types of errors for which **one point** is deducted:

comma errors, wrong use of quotation marks, lack of subjunctive form (If I was you...), faulty predication (The situation is when...) confusion of *between* and *among*, capitals, end punctuation marks, spelling errors, double negatives, objective pronoun as subject, other punctuation and mechanical errors discussed in Part 3 of your English 101 handbook.

Deductions \_\_\_\_\_

Types of errors for which **three points** are deducted:

sentence fragments, run-on sentences, faulty parallelism, dangling modifiers, misplaced modifiers, switching verb tenses, comma splices, unclear use of pronouns, incorrect reporting of discourse, and other errors in writing sentences as discussed in Part 2 of your English 101 Handbook.

Deductions \_\_\_\_\_

**Forty points** will be deducted for faulty parenthetical notation, works cited, and works consulted areas. Correct Format is found in your English 101 Handbook. You may also consult the Writing Lab or me. If time allows, you may correct this and turn your paper in again for perhaps a higher grade.

**Essay Grade** \_\_\_\_\_

RubiStar Rubric Made Using:  
RubiStar ( <http://rubistar.4teachers.org> )

**Video- Preproduction : World Civilizations**

HIS 105

Teacher Name: Mrs. Luers

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	Score
<b>Concept</b>	The student has a clear picture of what he/she is trying to achieve. The student can describe what he/she is trying to do and generally how his/her work will contribute to the final product.	The student has a fairly clear picture of what he/she is trying to achieve. The student can describe what he/she is trying to do overall, but has trouble describing how his/her work will contribute to the final product.	The student has brainstormed his/her concept with others, but no clear focus has emerged. The student may have trouble describing the goals/final product.	The student has spent little effort on brainstorming and refining a concept. The student is unclear on the goal and how to reach the goal.	
<b>Script</b>	Script is complete and it is clear what each actor will say and do. Entries and exits are scripted as are important movements. Script is quite professional.	Script is mostly complete. It is clear what each actor will say and do. Script is shows planning.	Script has a few major flaws. It is not always clear what the actors are to say and do. Script shows an attempt at planning, but seems incomplete.	There is no script. Actors are expected to invent what they say and do as they go along.	
<b>Equipment Preparation</b>	All necessary equipment/supplies are located and scheduled well in advance. All equipment (sound, light, video) is checked the day before the shoot to ensure it is operational. A backup plan is developed to cover possible problems with power, light, etc.	All necessary equipment/supplies are located and scheduled a few days in advance. All equipment (sound, light, video) are checked the day before the shoot to ensure they are operational. A backup plan is developed.	On the day of the shoot, all necessary equipment/supplies are located and checked to ensure they are operational. There may or may not be a backup plan.	Needed supplies/equipment are missing OR were not checked before the shoot.	
<b>Research</b>	Note cards indicate that the student developed questions about the assigned topic, consulted at least 3 reference sources, developed a position based on the sources, and correctly cited the sources.	Note cards indicate that the student consulted at least 3 reference sources, developed a position based on the sources, and correctly cited the sources.	Note cards indicate that the student consulted at least 2 reference sources, developed a position based on the sources, and correctly cited the sources.	There are fewer than two notecards OR sources are incorrectly cited.	

Date Created: Jan 22, 2007 09:38 am (CST)

2007

RubiStar Rubric Made Using:  
RubiStar ( <http://rubistar.4teachers.org> )

**Historical Role Play : World Civilizations**

*HIS 105*

Teacher Name: Mrs. Luers

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Historical Accuracy</b>	All historical information appeared to be accurate and in chronological order.	Almost all historical information appeared to be accurate and in chronological order.	Most of the historical information was accurate and in chronological order.	Very little of the historical information was accurate and/or in chronological order.
<b>Role</b>	Point-of-view, arguments, and solutions proposed were consistently in character.	Point-of-view, arguments, and solutions proposed were often in character.	Point-of-view, arguments, and solutions proposed were sometimes in character.	Point-of-view, arguments, and solutions proposed were rarely in character.
<b>Knowledge Gained</b>	Can clearly explain several ways in which his character "saw" things differently than other characters and can clearly explain why.	Can clearly explain several ways in which his character "saw" things differently than other characters.	Can clearly explain one way in which his character "saw" things differently than other characters.	Cannot explain one way in which his character "saw" things differently than other characters.
<b>Props/Costume</b>	Student uses several props (could include costume) that accurately fit the period, show considerable work/creativity and make the presentation better.	Student uses 1-2 props that accurately fit the period, and make the presentation better.	Student uses 1-2 props which make the presentation better.	The student uses no props OR the props chosen detract from the presentation.

Date Created: Jan 22, 2007 09:25 am (CST)

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