

**SUL ROSS STATE UNIVERSITY**  
**Spring 2015**

Matthew G. Marsh  
HIST 2302 Sec 001  
T 6:00 - 8:50pm  
MAB 302

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**WORLD HISTORY since 1500**

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**Course Description:** *World History since 1500 (3-0)*. A survey of world history from the beginning of the 16<sup>th</sup> century up to the present day. Coverage will include non-western civilizations such as the Ottoman Empire, Persia, India, Ming & Qing China and their interaction with the European states.

**Required Texts:** *The Shaping of Western Civilization - From the Reformation to the Present*. Vol. II  
Michael Burger. Toronto: University of Toronto Press, Higher Education  
Division, 2012. ISBN: 978-1442607590  
*The Penguin Atlas of Modern History to 1815*. Rev. Ed. Colin McEvedy. London:  
Penguin Books Ltd., 1986. ISBN: 978-0140511536  
*The New Penguin Atlas of Recent History*. Rev. Ed. Colin McEvedy. London: Penguin  
Books Ltd., 2003. ISBN: 978-0140515046

**Assignments:** Examinations (4)  
Map/Reading Quizzes (10)  
Critical Book Reviews (2)  
Research Report  
Small Group Assignments  
Attendance & Participation

**Program Learning  
Outcomes:**

**The graduating student with a B. A. in History will:**

1. Develop an informed, critical and articulate approach to the study of history.
2. Demonstrate knowledge of historical events, movements, major turning points and personalities of the past.
3. Demonstrate an ability to identify and relate the role that historical interpretation plays in assessments of the past.
4. Write effectively, logically and persuasively about topics in history.

PLO's will be assessed as follows:

Examinations (4) will assess PLOs 1-4  
Map/Reading Quizzes will assess PLOs 2-3  
Small Group Assignments will assess PLOs 1-3  
Research Report will assess PLOs 2-4.  
Critical Book Reviews will assess PLOs 1-4

**Student Learning  
Outcomes:**

Students who complete HIST 2301 with a grade of "C" or higher will:

1. Be able to trace the historical development of early modern and modern civilizations including, but not limited to, the following: Ottoman Empire, Safavid Persia, Mughal Empire, Ming Empire, Qing Empire, Western and Eastern European nations through political, economic, socio-cultural developments.
2. Be able to chart long-term historical & political trends in the World History since 1500
3. Demonstrate knowledge of key historical events, movements and personalities in World History since 1500.

4. Understand the role that historical interpretation plays in the assessment of the past and be able to identify and critique various and differing interpretations of the past.
5. Demonstrate knowledge of the historical and political geography as related to the topics of World History since 1500.
6. The development of critical thinking and writing skills through essay test questions, a research report and critical book reviews.

SLO's will be assessed as follows:

- Examinations (4) will assess SLOs 1-6
- Map/Reading Quizzes will assess SLOs 2,3 & 5
- Small Group Assignments will assess PLOs 3-6
- Research Report will assess PLOs 2-4 & 6.
- Critical Book Reviews will assess PLOs 3,4 & 6

**TExES Standards:** Students seeking teacher certification in the History and Social Studies 7-12 areas will cover the following standards, domains and competencies in this course.  
 History 7-12: Standards II, IV, V & IX  
 Social Studies 7-12: Standards II, IV, V & IX

**Course Requirements:** **Academic Honesty** - Per the University's policy on academic honesty the in the Student Handbook - University's Policy and Procedures section students are expected to use the highest standards in their academic pursuits and behave in a manner that is beyond reproach. **ACADEMIC DISHONESTY WILL NOT BE TOLERATED IN THIS CLASS.** Any student caught cheating on a quiz will receive an "F" for the quiz and will not be allowed to retake it. Any student caught cheating on exam will receive an "F" for the exam, may fail the course and may face additional disciplinary action by the Dean of Students. Any student who plagiarizes another authors work on a report or book review will receive an "F" for the paper, **WILL FAIL** the course and may face additional disciplinary action by the Dean of Students.

**A. D. A. Statement:** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the students responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Mary Schwartze in Counseling and Accessibility Services, Ferguson Hall 112. Mailing Address: P. O. Box C-171; Alpine, TX 79832 Telephone: (432) 837-8203  
 If you have an accessibility letter from C. A. S it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

**Appealing the Final Grade:** Students wishing to appeal a course grade should first start with the instructor and if not satisfied follow the Behavioral & Social Sciences chain of command: Instructor, Chair, Dean of Arts & Sciences, Vice President of Academic Affairs, President.

**Attendance** - Yes, you are expected to attend class. Per SRSU requirements attendance will be taken at the beginning of each class. Students with more than six unexplained absences will be dropped from the course with a grade of "F". If you come into class late it is **YOUR** responsibility to ensure that the instructor has counted you here. Students more than 25 minutes late will be counted absent.

**Classroom Conduct:** Per the Student Handbook "students are expected to conduct themselves in a manner consistent with the University's function as an educational institution." Students should treat their classmates with courtesy and respect. Students talking over others, using persistent profane or vulgar language or other wise disrupting

the class may be dismissed from the class.

**Cell Phone Policy:** Turn all electronic devices (including but not limited to cell phones, iPads, Kindle, laptops or Nook's) to silent and put them away. Use of electronic devices during the class is strictly prohibited and anyone who uses an electronic device may be asked to leave the class. YES, THIS REFERS TO TRYING TO HIDE & USE YOUR CELL PHONE UNDER THE DESK.

**Contacting the Instructor:** My office phone and e-mail are included for emergency situations. E-mail is the preferred method of communication. Please use the following format for any e-mail communications: YOUR NAME: HIST 2301-Subject of E-mail.

**Late Assignments:** Assignments turned in late will lose 10% off their maximum grade each day the assignment is late. After 4 days you will receive a grade of "F".

**Make Up Quiz & Exam Policy:** Make up exams will only be given because of documented emergency situations such as severe/extreme medical conditions for yourself or a dependent, or in the case of a death in the immediate family. Students who have this type of problem must either contact the instructor by e-mail or phone prior to the date of the exam OR bring in a validated excuse upon their first day back in the course. Any student may retake a maximum of two missed quizzes on the day of the final exam without explanation.

**On Writing Well:** The members of the history faculty believe that it is important that students be encouraged to write well in classes other than English. To that end each examination will contain essay questions, a research report, and two critical book reviews will be required. Points may be deducted from your grade for the overall quality of the essay, reflection or paper, including spelling and grammatical errors. (HINT: Use **Spelling & Grammar Check**).

**Writing Tutoring:** Students needing assistance with writing are **STRONGLY** urged to use the services of the Languages & Literature Writing Lab located in MAB 102. Writing tutors are available for assistance M-F 8:00-12:00 and 1:00-5:00. Please note that while the writing tutors can help you with grammar, structure, formatting and citations they will not write assignments for you nor are they editors. Further assistance may be found in the Academic Centre for Excellence located in FERG 214.

**Student  
Responsibilities:**

You are responsible for attending all lectures, taking notes and completing the readings.  
You are responsible for getting notes from a missed class from a classmate.  
You are responsible for turning in assignments on time.  
You are responsible for being in class to take quizzes and exams  
You are responsible for verifying your enrollment in or withdrawal from the course. If you quit the class, but your name still appears on the Banner gradesheet at the end of the semester you will receive an "F" for the course.

**Instructor  
Responsibilities:**

Mr. Marsh will know the course content; explain relevant concepts and principles; facilitate class participation; hold office hours; treat students fairly and with respect; and create a positive learning environment.  
Mr. Marsh will field any question on the course content  
Mr. Marsh will return assignments in a reasonable amount of time.  
Mr. Marsh will hold office hours and answer student e-mails on the course.

**Course Assignments:**

**Exams:** There will be three examinations for this class based on readings, lectures and

class discussion. Exams will consist of multiple choice, true/false, short answer and essay questions, or a combination thereof at the discretion of the instructor. Examinations are not cumulative.

**Map/Reading Quizzes:** Reading the text and knowledge of the geography are a critical part of understanding the material and successfully completing the course. Each week you will take a 15 to 20 question quiz on the readings from *The Shaping of Western Civilization* for the week and/or over the political geography in *Penguin Atlas of Modern or Recent History*. Reading questions on the quiz may be multiple choice, matching, true/false, or combination thereof at the discretion of the instructor. Map Questions on the quizzes will be either matching, fill in the blank, drawing of boundaries, or a combination thereof at the discretion of the instructor.

**Research Report:** Each student will complete a two page report on a major artist, philosopher, political thinker or theologian who lived and wrote during the period of World History covered since AD 1500. Report will include details on their life, what they wrote or created, and how much of their work has survived. (*See Appendix II for Complete Details.*)

**Critical Book Reviews (2):** Each student will complete two critical book reviews during the course of the semester. The first review will be on a book covering one of the civilisations covered in the course. For the first review students must choose from one of the books picked by the instructor. The second will be on a biography of a key figure in World History up to 1453. (*See Appendix III for complete details.*)

**Small Group Assignments:** Student teams will complete several in-class exercises using primary sources or other materials. Exercises are designed to allow students to explore the primary writings and/or other sources from the early modern & modern period. (*See Appendix IV for complete details.*)

**Attendance & Participation:** You are expected to attend, pay attention and actively participate in the course. This means completing the assigned readings, assignments, asking questions and participating in discussions.

**Extra Credit:** Students who attend a Lobo Literati League meeting will receive 10 points of extra credit with documented proof from Dr. Stein. Maximum of 30 points. Other extra credit opportunities during the semester will be noted by the instructor.

<b><u>Grading Breakdown:</u></b>	3 Examinations x 100pts	= 300 points
	10 Map/Reading Quizzes x 20 pts	= 200 points
	Critical Book Reviews (2)	= 200 points
	Research Report	= 150 points
	Small Group Assignments	= 100 points
	Attendance/Participation	= 50 points
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	Total Possible Points	= 1000

<b><u>Grade System:</u></b>	A = 1000 - 900
	B = 899 - 800
	C = 799 - 700
	D = 699 - 600
	F = 599 - 0 points

## **Schedule of Lectures & Readings**

### **Week I (20 January)**

Lecture: Syllabus; Course expectations; Turabian Style 101; Book Reviews; Library Research.

Textbook:

McEvedy - *Modern History*: announced in class

No Quiz Next Week

### **Week II (27 January)**

Lecture: State of the World in AD 1501, Islamic Nations in the 16<sup>th</sup> Century - Ottoman, Safavid & Mughal Empires.

Textbook:

McEvedy - *Modern History*: announced in class

Research Report: Choice of Historical Figure Due

Book Reviews: Choice of Civilization Book and Biography Due

### **Week III (3 February)**

Lecture: Islamic Nations continued to 18<sup>th</sup> Century. China, Japan and the Far East

Textbook:

McEvedy - *Modern History*: announced in class

Quiz #1

### **Week IV (10 February)**

Lecture: Qing China to 1799; Political History of 16<sup>th</sup> Century - England, France, Spain and the Holy Roman Empire;

Textbook:

McEvedy - *Modern History*: announced in class

Sources for Research Report Due

Quiz # 2

### **Week V (17 February)**

Lecture: Impact of Reformation; Political History of the 16<sup>th</sup> Century - Poland, Scandinavia and Muscovy;

Textbook:

McEvedy - *Modern History*: announced in class

Quiz # 3

### **Week VI (24 February)**

Lecture: Europe and the Ottoman Empire; Political History of early 17<sup>th</sup> Century - England, France, Spain and the United Provinces; Thirty Years War

Textbook:

McEvedy - *Modern History*: announced in class

Research Report Due

Quiz # 4

### **Week VII ( 3 March)**

Lecture: Political History of later 17<sup>th</sup> Century - Rise of Absolutism; Europe and the Ottoman Empire pt. II; From Muscovy to Russia;

Textbook:

McEvedy - *Modern History*: announced in class

Exam #1

### **Week VIII (10 March)**

Lecture: Political History of early 18<sup>th</sup> Century - Europe, Islamic World; Enlightenment, Europe at War to 1750

Textbook:

McEvedy - *Modern History*: announced in class

Quiz # 5

### **Week IX (24 March)**

Lecture: Political History later 18<sup>th</sup> Century - Enlightenment and Absolutism; American Revolution; French Revolution

Textbook:

McEvedy - *Recent History*: announced in class

Book Review #1 Due  
Quiz # 6

**Week X (31 March)**

Lecture: Political History of early 19<sup>th</sup> Century - Napoleon, Empire and Defeat; Conservative Reaction from 1815 to 1848;  
American Developments - From New Spain to Mexico, Empire of Brazil, South America  
Textbook:  
McEvedy - *Recent History*: announced in class  
Exam # 2 .

**Week XI (7 April)**

Lecture: Political History later 19<sup>th</sup> Century; Qing China in decline; 19<sup>th</sup> century Colonialism; 2<sup>nd</sup> Mexican Empire;  
Unification and Alliances  
Textbook:  
McEvedy - *Recent History*: announced in class  
Quiz # 7

**Week XII (14 April)**

Lecture: Political History of early 20<sup>th</sup> Century - Alliance to War; World War I - Western & Eastern Fronts; Oktober  
Revolution; Impact of Versailles  
Textbook:  
McEvedy - *Recent History*: announced in class  
Quiz # 8

**Week XIII (21 April)**

Lecture: Political History - Rise of Totalitarianism; Road Back to War; World War II; New World Powers; Iron Curtain  
Textbook:  
McEvedy - *Recent History*: announced in class  
Exam # 3

**Week XIV (28 April)**

Lecture: Political History of later 20<sup>th</sup> Century - End of Colonialism; the Bi Polar World; Communist China;  
Textbook:  
McEvedy - *Recent History*: announced in class  
Quiz #9

**Week XIV (5 May)**

Lecture: Political History - Recent History; From Glasnost to the Russian Federation; Opening the East; Gulf I and II  
Textbook: None  
McEvedy - *Recent History*: announced in class  
Book Review #2 Due  
Quiz # 10

**Week XV (12 May)**

Final Exam

**NOTE: LECTURES AND READINGS ARE TENTATIVE AND MAY BE CHANGED AT THE DISCRETION OF THE INSTRUCTOR**

## Appendix II: Research Report

### **I: Learning Objective**

The research report is designed to build knowledge and skills related to the study of history including but not limited to: knowledge of historical artists, philosophers and political thinkers, interpretation and synthesis, reading comprehension, critical thinking, research skills, time management and writing in standard English.

### **II. Directions**

Each student will write a research report on a artist, philosopher, or political thinker of the early modern and modern era. Choose your subject from those listed below. Using the available print & electronic library resources research their life, writings, impact and what of their work has survived. You will then write a brief 2 page report (not counting title page & bibliography) documenting your findings. There must be a minimum of three sources used and only approved online resources may be used.

**WIKIPEDIA IS NOT A HISTORICAL SOURCE.** You will Reports will be submitted using the *Safe Assign* submission function. *Safe Assign* will analyze your papers for plagiarism and submit a report to the instructor detailing what percentage of the paper (if any) comes from un-cited sources or other students papers.

### **III. Format**

Turabian format and footnote citation must be used. All pages to be double spaced and 12 pt Time New Roman or Cambria font.

Title Page: Must include original title, name and date centered on page

Main Text: Must include an introduction and conclusion. All source citations whether direct or paraphrase must be cited in footnotes. Page numbers in upper right corner. Conclusion must begin with "In conclusion."

Bibliography: Minimum of 3 sources. Hard copy or EBSCO E-Books/Articles only. Only one encyclopedia allowed. **UNAPPROVED ONLINE SOURCES, SUCH AS WIKIPEDIA, ARE PROHIBITED.**

### **IV. Approved Historical Figures**

Niccolo Machieavelli, John Calvin, Leonardo De Vinci, Nicholas Copernicus, Ignatius Loyola, Thomas Hobbes, J. S. Bach, Isaac Newton, John Locke, Georg Friedrich Handel, Voltaire, Jean Jacques Rousseau, Wolfgang Amadeus Mozart, James Madison, Mary Wollstonecraft, Ludwig Van Beethoven; Goethe; Elizabeth Cady Stanton; Karl Marx; Frederick Douglass; Susan B. Anthony; Friedrich Nietzsche; Otto Von Bismark; Pytor Ilich Tchaikovsky; W. E. B. DeBlois; V. I. Lenin; John Maynard Keynes; Hallie Saliessse; Arthur Schonburg; Mahatma Ghandi; Martin Luther King, Jr; Aryn Rand; Jerry Goldsmith; Betty Friedman;

### **IV. Stages of Development**

Tuesday 27 January - Choice of Historian Due

Tuesday 17 February - Bibliography of Sources Due. (25 points)

Tuesday 24 March - Research Report Due. (75 points)

### **V. Research Report Grade Sheet**

<b>Name:</b>	<b>Historian:</b>
<b>Number of Sources:</b>	<b>Grade:</b>

#### 1) Preliminary Matter

A) List of Sources Turned In (25 points - 5 off each day late) \_\_\_\_\_

B) Loss of 10 points for excessive spelling and grammar errors (10+) \_\_\_\_\_

C) Loss of 10 points for:

- 1) Papers without an original title
- 2) Papers without typed page numbers in upper right corner.
- 3) Papers in a font other than Times New Roman or Cambria.
- 4) Papers not using footnotes

2) Substance of the Research Paper

A) Introduction (5 points) \_\_\_\_\_

B) Comprehension (Total of 60 Points) \_\_\_\_\_

- 1) Shows knowledge of figure's life (30 points)
- 2) Knows and discusses all major works by the historical figure (10 points)
- 3) Uses sources to support all historical statements (10 points)
- 4) Shows ability to offer synthesis of historical material (10 points)

C) Conclusion (Total of 10 Points) \_\_\_\_\_

- 1) Begins with "In Conclusion" (5 points)
- 2) Effective restatement of paper's topic. (10 points)

## **Appendix III: Critical Book Reviews**

### **Cultural, Military or Socio/Economic Book Choices**

*The Columbian Exchange: Biological and Cultural Consequences of 1492.* Alfred W. Crosby, Jr. Westport, CN: Greenwood Press, 1972.

*The Night Battles: Witchcraft & Agrarian Cults in the Sixteenth & Seventeenth Centuries.* Carlo Ginzburg. Baltimore, MD: The John Hopkins University Press, 1983.

*Europe at War, 1600-1650.* David Maland. Totowa, NJ: Rowman and Littlefield, 1980.

*The Battle of Adwa: African Victory in the Age of Empire.* Raymond Jonas. Cambridge, MA: The Belknap Press of Harvard University Press, 2011.

### **Biography Book Choices**

*The Reign of Elizabeth I.* Carole Levin. New York: Palgrave Macmillian, 2002.

*Gustavus Adolphus.* 2<sup>nd</sup> Edition Michael Roberts. London: Longman, 1992.

*The Sword of Persia: Nader Shah - From Tribal Warrior to Conquering Tyrant.* Michael Axworthy. London: I. B. Tauris, 2006.

*Ataturk.* A. J. Macfie. London: Longman, 1992.

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## **I: Learning Objective**

The critical book review is designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, historical interpretation and synthesis, factual analysis, critical thinking, time management and writing in standard English.

## **II. Directions**

A) Each student will write two critical book reviews. The first book review will be over a cultural, military or socio/economic area of post-1500 history. The second book review will be over a biography of an important historical personage in the the post-1500 period. Both books must be selected from the selection listed above. Books titles must be chosen and turned into the instructor for approval by the second class period. Each book review will be 4-5 pages in length.

B) There is no one correct way to write a book review. However, as you read, it is suggested you look for some or all of the following topics.<sup>1</sup>

- a) What historical subject is the author writing about and what field does the book fit into?
- b) What is the main thesis (central argument) of the book?
- c) How does the author structure the book? Is the presentation of the book clear, orderly and logical?
- d) What primary sources does the author use?
- e) Does the author appear to have done comprehensive research for the book?
- f) What supplemental features such as maps, charts, illustrations and/or bibliography does the book have? How well do they help you understand the book?

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<sup>1</sup> Adapted from: Emerson 2013. (pg. 11-12)

- g) How well does the author write and is the writing easily understandable?
- h) Are there any factual errors that jump out? People or events that the author has overlooked?
- i) Why did the author write the book and did it accomplish its purpose?
- j) What is your reaction to the book - was it enjoyable to read, did the author convince you of their thesis, what new information did you learn while reading the book?
- k) Would you recommend this book and to what audience?
- l) Do you have any additional comments?

C) Review must be written in your own words. **[DO NOT PLAGIARIZE]** Be sure to proofread the final copy prior to submitting. Reviews will be turned in through **Safe Assign**.

**III. Format**

Book reviews will need to have two columns to a page, be double-spaced and use 12pt Times New Roman or Cambria font. Use footnotes to cite any outside books referenced in the review. A book review is in its essence a short essay. As such you need to have this essay arranged in a clear and logical order. How you have the review arranged is up to you, however, one option is listed below. The instructor will also post sample reviews on Blackboard for you to look at for ideas.<sup>2</sup>

- 1) Short description of the subject, scope and the purpose of the book
- 2) How does the author have the book structured
- 2) Outline the main thesis (central argument) of the book and any biases of the author
- 3) Evaluation of each chapters information and arguments
- 4) Important points brought up by the author in each chapter
- 5) Evaluate the strengths and weaknesses of the book
- 6) How well do the supplementary materials support the book
- 7) What is your overall assessment and recommendation for this book

**IV. Stages of Development**

- 27 January - Books chosen and confirmed with instructor
- 24 March - First book review is due. Turn in via Safe Assign on Blackboard.
- 5 May - Second book review due. Turn in via Safe Assign on Blackboard.

**V. Critical Book Review Grade Sheet**

<b>Name:</b>	<b>Book Title:</b>
<b>Book Review #</b>	<b>Grade:</b>

1) Preliminary Matter

- A) Reviews turned in late will receive 10pts off each day late \_\_\_\_\_
- B) Loss of 10 points for excessive spelling and grammar errors (10+) \_\_\_\_\_
- C) Loss of 10 points for:
  - 1) Papers without an original title
  - 2) Papers without typed page numbers in upper right corner.
  - 3) Papers in a font other than Times New Roman or Cambria.

2) Substance of the Book Review

- A) Introduction (Total of 10 points) \_\_\_\_\_
  - 1) Introduces the topic, coverage and scope of the book (5 points)

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<sup>2</sup> Based in part on Emerson 2013. (pg. 12)

- 2) Shows knowledge of what audience the author wrote for [academia, students, general public etc...] (5 points)
- B) Comprehension (Total of 75 Points) \_\_\_\_\_
- 1) Shows knowledge of books thesis or theses (25 points)
  - 2) Discusses each chapter of the book and the main points raised by author (35 points)
  - 3) Evaluates the strengths and weaknesses of the book (15 points)
  - 4) Assesses overall suc (5 points)
- C) Conclusion (Total of 15 Points) \_\_\_\_\_
- 1) Begins with “In Conclusion” (5 points)
  - 2) Effective restatement of paper’s topic. (5 points)
  - 3) Final overall evaluation of book and recommendation for reading audience (5 points)

**Appendix IV: Small Group Assignments**

### **I: Learning Objective**

Small group assignments are designed to build knowledge and skills related to the study of history including but not limited to: critical thinking, interpretation and synthesis, reading comprehension, research skills, time management, public speaking and working in a small group.

### **II. Directions**

Small group assignments will be in class assignments. Students will be placed in groups and given a primary historical source, journal article or book excerpt. Each group must read, analyze and discuss within the group certain aspects of the material for presentation to the class. Each group member will be responsible for answering the different questions posed. The group as a whole is responsible for presenting the information to the class. Your individual grade will be a combination of the group grade from the instructor (70%) and peer review of your work within the group (30%).

### **III. Format**

a) When looking at each historical source, journal article or book excerpt your assignment will be to answer the following questions.

- A. Who is the author, why are their work(s) considered influential?
- B. Where and in what century is the author writing?
- C. Who is the author writing to, who is the audience?
- D. What is the overall topic of the excerpt/article?
- E. What is the main idea of the excerpt/article?
- F. Are there any secondary ideas in the excerpt/article, if so what are they, how do they related to the main idea?
- G. What are the primary strengths and weakness of the main & secondary ideas
- H. What biases of the author can you discern?
- I. Is the excerpt/article biased against a particular person, sect or ethno-linguistic group?
- J. Has the excerpt/article had any impact on history?

b) Each group member will pick two of the questions to answer about the excerpt/article. After answering the questions individually the group must synthesize their answers together into a one page report. The report will need to be typed and printed out.

c) One page reports must be in 10pt Times New Roman font and double-spaced. The names of group members and title of excerpt/article must be at the top of the page. Reports must be printed out and turned into the instructor.

d) Each group will then present their findings to the class. Each group member will present two different questions than the ones they answered initially to the class. Groups will have 5 minutes in which to present their findings.

### **IV. Small Group Assignment Grade Sheet**

<b>Names:</b>	<b>Date:</b>
<b>Primary Source/Article:</b>	<b>Grade:</b>

1) Preliminary Matter

- A) Loss of 10 points for excessive spelling and grammar errors (10+) \_\_\_\_\_
- B) Loss of 10 points for:
  - 1) Papers primary source/article title

2) Papers in a font other than Times New Roman

2) Substance of the Assignment

A) Comprehension (Total of 70 Points) \_\_\_\_\_

- 1) Shows knowledge of author, time period and milieu of work (10 points)
- 2) Discusses all main ideas in the source/article (30 points)
- 3) Clearly demonstrates strengths and weakness of source/article (10 points)
- 4) Group demonstrates ability to offer synthesis of historical material (10 points)
- 5) Group answers all questions (10 points)

B) Presentation (Total of 30 Points) \_\_\_\_\_

- 1) All group members present two questions to the class (5 points)
- 2) Group effectively presents all main and secondary ideas (10 points)
- 3) Group clearly shows strengths and weaknesses of source/article (10 points)
- 4) Groups presentation is clear and professional (5 points)

