

Student: Page Two of this syllabus contains a hidden assignment. Complete it as soon as possible, please.

**History of the United States of America to 1877**  
**Sul Ross State University**  
**Spring 2026 – Meets Online/Asynchronous**

**Instructor:** Tiffany Fink, Ph.D.

**Course:** HIST 1302

**Dr. Fink's email:** communicate through Blackboard or email directly at tiffany.fink@sulross.edu

**Office Hours:** email only

**Note:** The instructor will answer student e-mails within 24 hours during the week and 48 hours during the weekend.

**Course Description:** HIST 1302 is a general introductory survey of the second half of United States history from 1877 (the inauguration of Rutherford B. Hayes and the end of reconstruction) up to the present day.

**Content:**

In HIST 1302, the student explores modern US history and concentrates on the social, economic, and political developments from Reconstruction to the late 1990s. The course will examine how individuals and organized groups sought to reform public policy and social conditions according to deeply held moral values and political commitments.

We will focus on the people of the United States—their responses to modern life in the Industrial Era and post-Industrial Era and the transformations they engendered in both domestic policies and international affairs. Much of the course content will also focus on the significance of gender, race, ethnicity, and class in the development of American identity, culture, and institutions. We will explore how these groups worked to expand the nation's notions of freedom and democracy as well as how individuals responded to increasing cultural diversity and technological innovations.

**Approach:** Think of this course as a history of being human, experiencing intersections, encounters, exchanges, struggles, and explorations within the geographic space which is now known as the United States of America. These stories are stories of humanity. Being human has always required great courage. In that respect, nothing has changed much between now and then, has it?

**Textbook:** *U.S. History*. P. Scott Corbett, et al., (Houston, TX: OpenStax | Rice University, 2021.) Textbook available in paperback or online through OpenStax (<https://openstax.org/details/books/us-history>) The online version is free.

**Graded Assignments and Weight toward Final Average in the Course:**

ASSIGNMENT TYPE	NUMBER OF ASSIGNMENTS	POINTS / % WEIGHT TOWARD FINAL GRADE AVERAGE
Examinations	3 exams worth 150 points each	450 points/ 45 percent
(RQSA)Reading questions/short answers	4 RQSAs worth 50 points each	200 points/ 20 percent
Critical thinking scripts and presentation	2 worth 75 points each	150 points / 15 percent
Discussion of Primary Documents with Peers	4 Discussions on Blackboard worth 50 points each (the student's initial post + reply to two peers)	200 points/ 20 percent

**Letter Grade Scale:**

Total Points Possible: 1000

A = 1000 - 900

B = 899 - 800

C = 799 - 700

D = 699 - 600

F = 599 - 0 points (This is a failing grade, resulting from performance on assignments, OR failure to submit all assignments, OR violation of academic integrity policies, OR failure to attend at least 75 percent of the class meetings)

**Instructor Responsibilities:**

The instructor will know the course content.

The instructor will explain relevant concepts and principles.

The instructor will facilitate class participation.

The instructor will treat students fairly and with respect.

The instructor will work as a partner with the students to create a positive learning environment.

The instructor will field relevant questions related to the course content.

The instructor will return assignment grades in a reasonable amount of time.

**Student Responsibilities:**

At the very least, the professor expects the student to attend and participate in class, pay attention, take notes, complete the assigned readings before class, submit assignments on time, take assessments on time, be respectful and remain engaged. All of that means that the student must take responsibility for their actions and their role in their own education

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.

Read over the student responsibility statements, then compose an email message to Dr. Fink, the professor, stating your level of commitment to this course ([tiffany.fink@sulross.edu](mailto:tiffany.fink@sulross.edu))

Please note: If you decide to leave/quit/withdraw from the class, but your name still appears on the Banner grade sheet at the end of the semester you will receive an "F" for the course.

**Student Learning Outcomes (required by SRSU to include in syllabus):****Students who complete HIST 1302 with a grade of "C" or higher will:**

1. Develop an informed, critical and articulate approach to the study of history.
  1. Marketable Skills: Critical Thinking: Absorption, comprehension, data synthesis Ibid: Development of pattern recognition and causal skills. Global Fluency: Ability to place the United States in a global context.
2. The history student will demonstrate knowledge of American History, World History, and Non-American History
  1. Marketable Skills: Students can meet deadlines in a successful manner. Students can discharge responsibilities in an adequate manner. Students can manage the absorption of data.
3. Demonstrate knowledge of historical events, movements, major turning points and personalities of the past.

1. Marketable Skills: Professionalism: Knowledge and understanding of the civic roles and responsibilities of a United States citizen. Critical Thinking/Professionalism: Ability to relate the importance of the historical past when considering public policy decisions.
4. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.
  1. Marketable Skills: Students can utilize data to persuade various audiences. Students can utilize data to generate and strengthen ideas. Students can decipher stances adopted by various individuals.
5. The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content
  1. Marketable skills: Students can identify useful resources from a pool of data. Students can select and organize data in a relevant manner. Students can make written presentations to various audiences.

**SLO's will be assessed as follows:**

Examinations (3) will assess SLOs 1-5

Reading Questions (5) will assess SLOs 1-3

Primary Document Post & Discussion (5) will assess SLOs 1-5

Critical Thinking Script & Presentation (2) will assess SLOs 1-5

**Course Learning Objectives:**

Students who complete HIST 1302 with a grade of "C" or higher will:

1. Be able to trace the historical development of the United States politically, economically, socially and culturally from the Pre-Columbian era to the post-civil war 19th century.
2. Be able to chart long-term historical and political trends in the United States in the 16th thru 19th centuries.
3. Demonstrate knowledge of key historical events, movements and personalities in the History of the United States to 1877.
4. Understand the role that historical interpretation plays in accessing the past and be able to identify and critique various and differing interpretations of the past;
5. The development of critical thinking and writing skills through reading questions, concise historical notebooks, and a primary source-based newspaper article.

**TExES Standards:** Students seeking teacher certification in the Core Subjects EC-6 or 4-8, History 7-12, and Social Studies 7-12 areas will cover materials relating to the following standards in this course.

- Core Subjects EC-6 - Social Studies Standard IV, V, VI, VII & IX
- Core Subjects 4-8 - Social Studies Standard IV, V, VI, VII & IX
- History 7-12 - Standards IV, V, VI, VII, VIII, IX & X
- Social Studies 7-12: Standards IV, V, VI, VII, VIII, IX & X

**University Policies Enforced in this Course Pertain to the Following:**

**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.

**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 student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:

Mary Schwartz: Counselling and Accessibility Services, Ferguson Hall 112 (on-campus in Alpine, TX)

Mailing Address: P. O. Box C-171; Alpine, TX 79832 Phone: (432) 837-8203

If you have an accessibility letter, it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

**AI/ChatGPT** is NOT permitted in this course.

All work shall be created by the student enrolled in the course, meaning all process work, drafts, brainstorming artifacts, final works will be created/written/formed by the students themselves, working individually as directed by class assignment instructions.

This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT).

**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:** You are expected to attend class, which, in an online course, means checking into the course 5 days per week. Regular class attendance is important to the attainment of the educational objectives of the university. Class attendance is defined as being in class in person, virtually in a synchronous online class, or logging in and submitting material in an online asynchronous course. In this asynchronous, online course, class attendance means logging in to course materials and participating, according to course deadlines, in course activities such as weekly assignments, online discussions, and/or other ways of interacting with instructors, peers, and the subject matter.

**Note:** Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or email, and/or not following the instructor's participation guidelines stated in the syllabus. The instructor's policy on class attendance is as such: students who **do not** log into the course and participate as defined above for at least 75% of the semester **and** do not so in the first seven days of the semester. In accordance with the instructor's policy, the instructor has the right to penalize students who are out of compliance with the class-attendance policy.

**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 otherwise disrupting the class may be dismissed from the class.

**Cell Phone Policy:** Use of electronic devices during the class is prohibited unless necessary for medical reasons.

**Contacting the Instructor:** E-mail is the preferred method of communication.

Please use the following format for any e-mail communications.

YOUR NAME:

HIST1302:

Subject of E-mail.

**Late Assignments:** Assignments turned in late will lose 10% off their maximum grade each day the assignment is late.

**Make Up Exam Policy:** Make 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 concern 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. Please note that make up exams will not be the same as the ones given in class.

**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, and a term research paper 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. (Use Spelling & Grammar Check).

**Writing Tutoring:** Students needing assistance with writing are urged to use the services of the Writing Lab, part of the Tutoring and Learning Centre, located in the Bryan Wildenthal Memorial Library first floor. Please check with

the Tutoring & Learning Centre for hours of operation. 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 your editors.

### **Course Assignments:**

**Exams:** Students will take three examinations over the course lectures, assigned readings, and class discussions. The exams consist of multiple choice, matching, fill-in-the-blank, short answer and brief essay questions.

Although the examinations are not cumulative. Knowledge gained about themes, major documents, such as the Declaration of Independence, the U.S. Constitution, and other foundational texts, however, should be reviewed by the students before each exam.

**Reading Questions & Short Answers:** With each of the assigned readings you will answer short-answer questions. The questions are based on the assigned readings for each week. Answer must indicate that the student used the assigned readings to answer the questions. Students should write their answers without use of artificial intelligence. Students should write the responses in their own words, using the assigned readings.

**Primary Document Post/Peer Discussions:** Dr. Fink will assign each student primary documents to read which pertain to her lectures during the semester. Students will answer Dr. Fink's Required Questions and write TWO discussion questions of their own per document. All of that work shall be submitted. Then, in a Blackboard Discussion, students shall post their two questions for their peers to read and respond. Then, each student will respond to the two discussion questions for TWO peers. The grade on the assignment is 75% the student's own initial submission to the professor and 25% the student's responses to the two peer posts.

**Critical Thinking Script & Discussion:** The Professor will provide three questions for each script/presentation assignment. Students will choose which question to answer with their research and writing, citing all sources used. Students will submit their research notes along with TWO discussion questions which student submit to the discussion on Blackboard for this assignment. Students shall address all questions in the Outline as they compose their scripts. Research your topic using the textbook, primary documents from the professor, and lectures. Make notes over your research. Topics will be assigned two weeks ahead of time. Using the knowledge that you gained and citing your sources throughout the script using MLA form, write your script following the outline below. Add two discussion questions (open-ended, not "yes/no") at the end of your submission.

Prepare a Works Cited page using Purdue OWL in MLA form. The recommended length is a minimum of 350 to 500 words. Submit work typed in Cambria, Arial, or Times New Roman, 12-point font, double-spaced, 1-inch margins.

The required outline to follow:

1. Intro song (must be from decade of your presentation)
2. Hook/Title – what makes this relevant today?
3. Orientation – what are the key facts, main figures, what happened when and where?
4. Relevance/Context – why is this event/person, legislation significant and what is the historical context?
5. Chronology – what happened first, next, last? What conflicts arose?
6. Turning point – what was the moment of no return? What the was the peak of the action?
7. Resolution/Hindsight – what was the outcome? How did this moment/person's actions/event/legislation change U. S. history?

**Attendance & Participation:** Students 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:** Extra credit opportunities arise during the semester they will be noted by the instructor. Students may receive a maximum of 30 points extra credit.

## Schedule of Lectures & Assigned Readings

## Assignment Due Dates

### Week I 1/14

Lecture topics:

Syllabus & Introduction to course

The Era of Reconstruction, 1865-1877

Textbook: US History, Ch. 16

- Assignments:
  - Syllabus Assignment
  - Introductions

Wednesday, Jan 21 at 11:59pm

Wednesday, Jan 21 at 11:59pm

### Week II 1/21

Lecture: Westward Expansion, 1840-1900

Textbook: US History: Ch. 16

- Assignments:
  - Reading Questions #1

Monday, Jan 26, 11:59pm

### Week III 1/26

Lecture: Industrialization & the Rise of Big Business, 1870-1900

Textbook: US History: Ch. 17 & Ch. 18

- Discussion Post & Peer Replies #1

Monday, Feb 2, 11:59pm

### Week IV 2/2

Lecture: Growing Pains of Urbanization, 1870-1900

Textbook: US History: Ch. 19

Assignments:

- Reading Questions #2

Monday, Feb 9, 11:59pm

### Week V 2/9

Lecture: Politics in the Gilded Age, 1870-1900

Textbook: US History: Ch. 20

Assignments:

- Discussion Post & Peer Replies #2

Monday, Feb 16, 11:59pm

### Week VI 2/16

Lecture: Finish lectures and readings for Exam #1

Textbook – Review Chapters 16-20 + Lectures/discussions

- Examination #1

Monday, Feb 23, 11:59pm

### Week VII 2/23

Lecture: Leading the Way: The Progressive Movement, 1890-1920

Textbook: US History: Ch. 21

Assignments:

Critical Thinking Script & Presentations – First Set

Monday, Mar 2, 11:59pm

### Week VIII 3/2

Lecture: Age of Empire: American Foreign Policy, 1890-1914

Textbook: US History: Ch. 22

**SPRING BREAK March 9 to March 13**  
**Extra Credit due March 16 at class time**



### Week IX 3/16

Lecture: Americans and the Great War, 1914-1919

Textbook: US History: Ch. 23

Assignments:

Reading Questions #3

Monday, Mar 23, 11:59pm

### Week X 3/23

Lecture: The Jazz Age: Redefining the Nation, 1919-1929

Video Tour (Required): [The Harlem Renaissance and Transatlantic Modernism, 2024 exhibition at The Met, NYC](#)

Textbook: US History: Ch. 24

Assignments:

Discussion Post & Peer Replies #3

Monday, Mar 30, 11:59pm

### Week XI 3/30

Lecture: The Great Depression, 1929-1932

Textbook: US History: Ch. 25 & 26

Assignments:

Reading Questions #4

Wednesday, Apr 8, 11:59pm

*April 3, April 6 – STUDENT HOLIDAY*

### Week XII 4/8

Lecture: Finish lectures for Exam #2 – Franklin Roosevelt and the New Deal, 1932-1941

Textbook: US History: Ch. 21-26

Assignments:

Examination #2

Monday, Apr 13, 11:59pm

### Week XIII 4/13

Lecture: World War II, 1941-1945; Post-War Prosperity & Cold War Fears, 1945-1960

Textbook: US History: Ch. 27 & 28

Discussion Post & Peer Replies #4

Monday, Apr 20, 11:59pm

### **Schedule of Lecture Topics & Assigned Readings**

### **Assignment Due Dates**

### Week XIV 4/20

Lecture: America in the 1960s

Textbook: Ch. 29

Assignments:

Critical Thinking Script & Presentations- Second Set

Monday, Apr 27, 11:59pm

### Week XV 4/27

Lecture: US at Home and Abroad, 1968 – 1980; From Cold War to Culture Wars, 1980-2000

Textbook: US History: Ch. 30 & 31

Assignments:

**Last Extra Credit due.**

Friday, May 1, 11:59pm

### Week XVI 5/4

Examination #3 - Final Exam. Final exam due date – May 6, 2026, 11:59pm

## **Important Spring 2026 Semester Dates for Sul Ross State University Students**

Jan. 14—First Day of Classes

Jan. 19—MLK, Jr. DAY: No classes

Jan. 20—Last day for late registration and schedule changes

Mar. 9-13—SPRING BREAK!

Mar. 27—Last day to apply for Spring Graduation with Late Fee

Mar. 30—Summer and Fall registration open

Apr. 3— Last day to withdraw from the 16-week course/term with grade of 'W'. Drops must be processed and in the university registrar's office by 4 p.m.

Apr. 29— Last day of class

May 1, 4-6—Final Exams

May 7—Final grades due for graduating students; grades must be submitted by noon

May 8—Spring Commencement, Alpine, Pete P. Gallego Center, 5:30 p.m

### **Appendix I: Reading Questions with Short Answers (RQSA)**

#### **I. Learning Objective.**

The reading questions are designed to build knowledge and skills related to the study of history including but not limited to reading comprehension, interpretation and synthesis, critical thinking, time management and writing.

#### **II. Directions.**

After reading the assigned chapters, answer at least three of the critical thinking questions provided in clear concise paragraph of 50-100 words per question. Include a Works Cited (MLA) page at the end.

#### **III. Format.**

Assignments need to be completed in Microsoft Word.

All pages to be double-spaced and using 12pt Times New Roman or Cambria font.

- a. Your Name, Date, HIST 1302 and the assignment number need to be in the upper right-hand corner of the page.
- b. Chapter Title on next line, centered
- c. Label each answer with the question number.
- d. Do not use quotations of any kind, including the reading assignment, in your response.
- e. Required Works Cited Page (MLA)
  - a. Use Purdue OWL to format your references page, which includes citing the textbook and Dr. Fink's lectures as well as primary documents the student used to complete the assignment. For example:
    - a. [See this link](#) for an example of how to format your Works Cited page.



## **Appendix II: Critical Thinking Scripts & Discussion**

- I. Learning Objectives:
  - a. Demonstrate knowledge of key historical events, movements and personalities in the History of the United States to 1877.
  - b. Understand the role that historical interpretation plays in accessing the past and be able to identify and critique various and differing interpretations of the past;
  - c. The development of critical thinking and writing skills through reading questions, concise historical notebooks, and a primary source-based newspaper article.
- II. Directions & Format:
  - a. Research your topic using the textbook, primary documents from the professor, and lectures. Make notes over your research.
    - i. Topics will be assigned two weeks ahead of time.
  - b. Using the knowledge that you gained and citing your sources throughout the script using MLA form, write your script following the outline below.
  - c. Prepare a Works Cited page using Purdue OWL.
  - d. Recommended length: 350 to 500 words
  - e. Typed in Cambria, Arial, or Times New Roman, 12-point font, double-spaced, 1-inch margins.
  - f. Add two discussion questions at the end of your assignment, before the Works Cited page.
  - g. Post your two discussion questions on the Blackboard discussion for this assignment.
- III. Example outline to follow:
  - a. Hook/Title – what makes this relevant today?
  - b. Orientation – what are the key facts, main figures, what happened when and where?
  - c. Relevance/Context – why is this event/person, legislation significant and what is the historical context?
  - d. Chronology – what happened first, next, last? What conflicts arose?
  - e. Turning point – what was the moment of no return? What the was the peak of the action?
  - f. Resolution/Hindsight – what was the outcome? How did this moment/person's actions/event/legislation change U. S. history?

## **Appendix III: Primary document essay & peer responses**

### **I: Learning Objective**

Primary document readings designed to build knowledge and skills related to the study of history including but not limited to historical interpretation and synthesis, reading comprehension, critical thinking, time management and writing.

### **II. Directions**

- A. Read the two assigned primary documents carefully.
- B. Using the documents, answer as many of Dr. Fink's Required Questions as possible using ONLY Lecture and the Documents.
  1. What is the historical setting? What happened in this moment in history that is important to acknowledge to provide context for the documents?
  2. Who is speaking in the documents? What should we know about them? What are their motives? Who is the intended audience?
  3. What is the geographic setting? Why is that important?
  4. How does the content of the document reflect one or more themes from our course? a. How is power reflected?
    - b. In what ways are the concepts of liberty, order, individual freedom, resistance, independence, democracy, or other elements reflected in the document?
  5. What claims are being made? Refuted? What perspectives are evident from the document?
  6. Where did the author(s) of the document get their information?
  7. Is this document trustworthy, reputable, verifiable as a source? Why or why not?
  8. What beliefs or viewpoints are influencing the author(s) of the document?
  9. After studying these documents, what is missing? What do you want to know? What questions formed in your mind as a result of your studies of these documents?
  10. Note your two favorite quotations from each document and explain why you chose them.
  11. How has the meaning of this document changed over time, in your view?
- III. Submit the completed assignment to Blackboard.
- IV. Post your two discussion questions to Discussion on Blackboard.
- V. Reply to TWO peers' Discussion questions with at least 35 words using relevant information and exhibiting your own critical thinking skills and knowledge of the documents.

### **VI. Length and Format**

Assignments need to be completed in Microsoft Word.

All pages to be double-spaced and using 12pt Times New Roman or Cambria font.

- a. Your Name, Date, HIST 1302 and the assignment number need to be in the upper right-hand corner of the page.
- b. Chapter Title on next line, centered
- c. Label each answer with the question number.
- d. Do not use quotations of any kind, including the reading assignment, in your response.
- e. Required Works Cited Page (MLA)
  - a. Use Purdue OWL to format your references page, which includes citing the textbook and Dr. Fink's lectures as well as primary documents the student used to complete the assignment. For example:
  - b. [See this link](#) for an example of how to format your Works Cited page.

#### Appendix IV: Cornell Notes template for note-taking

U. S. History Dual Credit with Dr. Fink Fall 2025	Name
Cornell-style Notes	Unit Title
Reading assignment:	
<p>Cues</p> <p>1. Jot down one to two words that are the main idea/vocab/etc of a passage. Leave space between each one.</p> <p>2. Questions: As soon after the reading as possible, formulate questions based on the notes in the righthand column. Write one under each cue word. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam studying later.</p>	<p>Notetaking Column</p> <p>1. Record: While reading use the notetaking column to record the supporting facts, ideas, dates, etc. using telegraphic sentences.</p> <p>3. Recite: Cover the notetaking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue words.</p> <p>4. Reflect: Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?"</p> <p>5. Review: Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.</p>
Summary	Use this space to write a two or three sentence summary of what you just read.

## Appendix V: Grading Rubrics for all major assignments except examinations

<b><u>RQSA Grading Rubric (Worth 50 points each)</u></b>				
<b>Graded Areas</b>				
Evidence of Reading, Recognizes/Discusses Primary Themes, Recognizes/discusses Significance of key historical figures, Evidence of Synthesis and Interpretation, Correct formatting, punctuation, grammar, spelling, citations.				
<b>Level of performance:</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>
	<b>50</b>	<b>40</b>	<b>35</b>	<b>20</b>

<b><u>Primary Doc Peer Grading Rubric (Worth 50 points each)</u></b>				
<b>Graded Areas</b>	<b><i>Distinguished</i></b>	<b><i>Accomplished</i></b>	<b><i>Proficient</i></b>	<b><i>Developing</i></b>
1. Clear, cohesive narrative in their own words				
2. Answers each question regarding the primary source, in their own words				
3. Demonstrated understanding/comprehension				
4. Required parts of the assignment are present				
5. Assignment is written at university-level				
6. Evidence of Synthesis and Interpretation				
7. Presentation & Discussion with peers				
8. Formatting, absent of typos/errors, citations				
<b>Level of performance:</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>
	<b>45-50</b>	<b>40-44</b>	<b>35-39</b>	<b>less than 30</b>

<b><u>Critical Thinking Script &amp; presentation Grading Rubric (Worth 75 points each)</u></b>				
<b>Graded Areas</b>	<b><i>Distinguished</i></b>	<b><i>Accomplished</i></b>	<b><i>Proficient</i></b>	<b><i>Developing</i></b>
1. Clear, cohesive narrative in their own words				
2. Answers each question regarding the primary source, in their own words				
3. Demonstrated understanding/comprehension				
4. Required parts of the assignment are present				
5. Assignment is written at university-level				
6. Evidence of Synthesis and Interpretation				
7. Presentation & Discussion with peers				
8. Formatting, absent of typos/errors, citations				
<b>Level of performance:</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>
	<b>67-75</b>	<b>60-66</b>	<b>53-59</b>	<b>less than 52</b>