

SUL ROSS STATE UNIVERSITY
FALL 2026

Matthew G Marsh
HIST 4317 Sec V01
MW 4:30-5:45pm
Virtual Meeting

Office: LH 301
Office Hours: MWF 1:00-3:00pm
TTH 2:00-4:00pm
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EXPLORATION & EMPIRES, 1350-1650

Course Description: *Exploration & Empires, 1350-1650* (3-0). A survey of the great Eurasian land empires of Ming China and the Islamic Gunpowder Empires, along with the growth of maritime exploration in Europe.

Required Texts: *The Making of Modern China: The Ming Dynasty to the Qing Dynasty* (1368-1912). Understanding China through Comis Vol. 4. Jing Liu. (Berkeley, CA: Stone Bridge Press, 2017.) ISBN: 978-1-61172-039-6 (paper).
A Short History of the Ottoman Empire. Renee Worringer. (Toronto: University of Toronto Press, 2021.) ISBN: 978-1-4426-0041-6 (Paper)
Europe in a Wider World, 1350-1650. Robin W. Winks & Lee Palmer Wandel. (Oxford: Oxford University Press, 2003.) ISBN: 0-19-515448-7.
Babur: Timurid prince and Mughal Emperor, 1483-1530. Stephen Frederic Dale. (Cambridge: Cambridge University Press, 2018.) ISBN: 9781107107267

Assignments:

Syntheses & Questions (10)	Primary Source Essays (3)	Critical Book Review (1)
Research paper (1)	Discussions (10)	

**Student Learning
Outcomes:**

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

Develop an informed, critical and articulate approach to the study of history.

Marketable Skills: Critical Thinking: Absorption, comprehension, synthesis of Data

Ibid: Development of pattern recognition and causal skills.

Global Fluency: Ability to place the United States in a global context

The history student will demonstrate knowledge of American History, World History, and Non-American History

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.

Demonstrate knowledge of historical events, movements, major turning points and personalities of the past.

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.

The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.

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.

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

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 are assessed as follows:

Primary Source Essays (3) = SLOs 1-4	Reading Syntheses & Questions = SLOs 1,2 & 4
In-Class Discussions = SLO's 1-3	Research Paper and Presentation = SLOs 1-5.
	Critical Book Review = SLO's 1-5

Course Learning

Outcomes

Students who complete HIST 4317 with a grade of "C" or higher will be able:

- ❖ Be able to trace the historical development of early modern civilizations including, but not limited to, the following: Ottoman Empire, Safavid Persia, Mughal Empire, Ming Empire, Western and Eastern European nations through political, economic, socio-cultural developments.
- ❖ Be able to chart long-term historical & political trends in World History between 1350-1650
- ❖ Demonstrate knowledge of key historical events, movements and personalities in World History between 1350-1650.
- ❖ 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.
- ❖ Demonstrate knowledge of the historical and political geography as related to the topics of the early modern world.
- ❖ The development of critical thinking and writing skills through essay test questions, a research paper and critical book reviews.

TExES Standards:

Students seeking teacher certification in the History and Social Studies 7-12 areas will cover some or all of the following standards.

Core Subjects EC-6/4-8: Social Studies Standards IV, V, VII &

IX 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

Academic Integrity and A.I. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Use of large-language model A.I. programs such as Chat GPT, Copilot, Lumo, or others to write essay assignments is considered a form of plagiarism and academic dishonesty. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

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 each semester for each class. Students seeking accessibility services must contact:

Tiffany Telesca, M.Ed./LPC
SRSU Accessibility Services Director
Counseling and Accessibility Services,
Ferguson Hall 112
Mailing Address: P. O. Box C-122; Alpine, TX 79832
Phone: (432) 837-8203
E-mail: tiffany.telesca@sulross.edu

If you have an accessibility letter from the 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.

A.I. and Sul Ross State University

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

Appealing the Final Grade: If students wish to appeal their grade, this discussion should begin with the instructor and proceed according to university policies and procedures. For university policies on appealing a grade, please see the Student Handbook for the procedures in place.

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 can 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 Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference..

Cell Phone Policy: TURN OFF ALL ELECTRONIC DEVICES. Use of electronic devices during the class is strictly prohibited and anyone who uses an electronic device may be asked to leave the class.

Contacting the Instructor: My office telephone number 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 4317:Subject of E-mail. Please allow 24-

48 hours for a response.

Late Assignments: Assignments turned in late will lose 10% off their maximum grade each day the assignment is late. Assignments 4 plus days late will receive a grade of “F”.

Libraries: The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

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; while major assignments such as readings summaries, concise historical notebooks, and a critical book review 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**).

SRSU Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Student Responsibilities - All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

Writing Tutoring: Students needing assistance with writing are urged to use the services of the **SRSU Writing Centre**, found in Blackboard. If logged into Blackboard click:

https://shsu.blackboard.com/ultra/organizations/_195798_1/cl/outline. 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.

Contact: Robin Alvarez, Writing Center Coordinator, rka19ro@sulross.edu

Students in Alpine may also visit the **Lobo Den Tutoring Centre**, part of the Lobo Den Advising Centre, located in the Bryan Wildenthal Memorial Library first floor. The Tutoring Centre provides guidance in Writing, mathematics, Science, Spanish, and more.

Contact: Anthony Quintana, Coordinator of Tutoring Services, anthony.quintana@sulross.edu

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 grade sheet 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:

Reading Syntheses & Questions: History is a discipline based around the written word, which makes reading the text a critical part of understanding the material and successfully completing the course. Each week you will be assigned a portion of the book, or a specific excerpt to read, from which you will write a one-to-two page synthesis. Second, you must also write three critical questions that you have from the readings. These must be complete sentence questions, not one-word answer questions. *(See Appendix I for Complete Details)*

Term Research Paper:

Each student will complete a 8-10 page research paper on a topic of East Asian, Islamic or European history between the period of 1350-1650. There will be a library instruction session to familiarize you with the research tools available in the Bryan Wildenthal Memorial Library. Finished essays will be uploaded to Blackboard and run through SafeAssign. *(See Appendix II for further Details).*

Critical Book Review: Each student will complete a critical book review during the course of the semester over a biography or civilisational book. *(See Appendix III for complete details.)*

Primary Source – Short Essays: To introduce to you to working with primary source documents, and basic historical research writing, three 1000-word short essays are required in this class. With each essay assignment you will read a primary source and answer a constructed response question in a short essay. Finished essays will be uploaded to Blackboard and run through SafeAssign. *(See Appendix IV).*

In-Class Discussions: We will be reading one book, plus a series of excerpts and chapters, over the course the semester. For ten of the assigned readings, we will have an in-class discussion over the readings and the reading questions you developed while writing your syntheses.

Attendance & Participation: You are expected to 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. Other extra credit opportunities during the semester will be noted by the instructor. Maximum of 30 points extra credit.

Grading Breakdown:

Assignment	Number	Points Ea.	Assignment Total Points
Reading Syntheses & Questions	10	30 pts	300 pts
Research Paper & Presentation	1	10+50+50+50+100 pts	250 pts
Critical Book Review	1	150 pts	150 pts
Primary Source – Short Essays	3	50pts	150pts
In-Class Discussion	10	15 pts	150 pts
			1000 Total Points Possible

Grade System:

A = 1000 – 900

B = 899 – 800

C = 799 – 700

D = 699 – 600

F = 599 - 0 points

Schedule of Lectures & Readings

Week I (24 August)

Lecture: Syllabus, Introduction to course, Era of Transition
Reading: Liu, *The Making of Modern China*

Week II (31 August)

Lecture: Establishment and Contradictions of the Ming Dynasty
Reading: Hucker, *The Ming Dynasty*

Week III (9 September)

Lecture: Ming Dynasty in the Broader World
Reading: TBA

Week IV (14 September)

Lecture: Europe in Transition; What were the Islamic Gunpowder Empires?
Reading: Winks & Wandel, *Europe in a Wider World*;
Worringer, *Ottoman Empire*

Week V (21 September)

Lecture: Growth of the Osmanli, Ming Treasure Fleets, and European Exploration
Reading: Liu, *The Making of Modern China*; Worringer, *Ottoman Empire*; Tanner, *China: A History*

Week VI (28 September)

Lecture: Iran and India in Transition 1350-1450.
Reading: Chandra, *Medieval India*; Streusand *Islamic Gunpowder Empires*

Week VII (5 October)

Lecture: A Century of Transition – European Developments; Growth of the Osmanli Empire; Columbian Exchange
Reading: Winks & Wandel, *Europe in a Wider World*;
Worringer, *Ottoman Empire*

Week VIII (12 October)

Lecture: Religious Orders, the Qizibash and the Beginnings of Safavid Iran
Reading: Streusand *Islamic Gunpowder Empires*.

Week IX (19 October)

Lecture: Central Asia into India – Babur and the Foundation of the Mughul Empire
Reading: Dale, *Babur*

Week X (26 October)

Lecture: Ming China in the 16th Century, Osmanli Empire in the Age of Süleyman
Reading: Dale, *Babur*; Miller, “Ming China since 1521,” Worringer, *Ottoman Empire*;

Week XI (2 November)

Lecture: European Exploration & Colonization; Shah Abbas and Safavid Iran
Reading: Winks & Wandel, *Europe in a Wider World*; Streusand *Islamic Gunpowder Empires*

Week XII (9 November)

Lecture: From Akbar to Aurangzeb – Apogee of the Mughuls;
Reading: Streusand *Islamic Gunpowder Empires*.

Week XIII (16 November)

Lecture: First Great East Asian War; Rise of the Manchu and Fall of the Ming.
Reading: Liu, *The Making of Modern China* and Rodzinski, *A History of China*.

Week XIV (23 November)

Lecture: East Asia, the Islamic Empires, and Europe circa 1650
Reading: Liu, *The Making of Modern China*; Worringer, *Ottoman Empire*

Week XV (30 November)

Lecture: East Asia, the Islamic Empires, and Europe circa 1650
Reading: TBA

Final Exams (4 December)

Final Examination Opens

Note: Lectures and Readings are tentative and may be changed at the discretion of the Instructor

Appendix I: Readings & Discussions

I: Learning Objective

The book readings are designed to introduce students to the varied civilisations of the Middle Ages, highlight the socio-political differences between the 3rd and 14th centuries., and promote critical thinking. The reading synthesis is 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 in Standard English.

II. Directions

Each week you will an assigned reading, either from one of the required books or from an excerpt posted by the instructor. After reading the assigned pages, first, write a one-page synthesis of the topics and information found in the textbook readings. A synthesis is not designed to be exhaustive, but to give a brief overview of what is being covered. Look at what the main ideas and topics are in the chapter when beginning to outline your summary.

Second, you must also write three questions that you have from the readings. These must be complete sentence questions not one word answer questions. Questions will be discussed as part of the in-class discussions.

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.

- Your Name, Date, HIST 4317 and the assignment week need to be in the upper right-hand corner of the page.
- Original title for the summary on next line, centred
- Body of the synthesis
- NO QUOTES FROM THE TEXTBOOK OR READINGS IN THE SYNTHESIS

IV. Discussion Board Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Evidence of Reading	7.5	6	5.25	4.5
Recognizes and Discusses Primary Themes of Reading	5	4	3.5	3
Recognizes and discusses impact of major historical figures	5	4	3.5	3
Evidence of Synthesis and Interpretation	5	4	3.5	3
Written Three Critical Thinking Questions	5	4	3.5	3
Formatting	2.5	2	1.75	1.5
	30pts	24pts	21pts	18pts

Appendix II: Term Research Paper & Presentation

I: Learning Objective

The term research paper is designed to build knowledge and skills related to the study of history including but not limited to: research skills, knowledge of library resources in historical research, evaluation of sources, historical interpretation and synthesis, reading comprehension, critical thinking, time management and writing in standard English, public speaking and presentation skills.

II. Research Paper Directions

1. Each student will write an original research paper on a topic in East Asian, Islamic, or European History occurring between 1650 and 1815.
 - a. **Your topic must be approved by the instructor** (A listing of possible topics may be found in Appendix IV).
2. A minimum of five sources must be used in the paper. Sources must be available in print or EBSCO E-book/article format from the Bryan Wildanthal Memorial Library or via Inter-Library Loan (ILL).
WIKIPEDIA OR OTHER ONLINE SOURCES MAY NOT BE USED IN THIS PAPER.
3. The research paper must be a minimum of 8 pages long.
 - a. The 8 pages DOES NOT include the title page or the bibliography.
 - b. Research Paper must include an introduction, a conclusion beginning with "In Conclusion" and a thesis (topic) statement.
4. The research paper is an individual assignment. **No co-written papers.**

III. Research Presentation Directions

1. Each student will present their research findings to the class in a 8-10min presentation.
2. Take your research findings for your paper and create a powerpoint presentations for the class, introducing us to your topic and thesis.
3. The presentation must cover the same major points as your research paper.
4. Must include a Title Slide with an original title, your name, HIST 4317, and the date.
5. Must include slides with a bibliography of your sources, and a slide with suggestions for further reading.
6. Illustrate your slides with visuals that support your thesis or our understanding of your topic

IV. Research Paper Format

- Turabian format and footnote citation will be used.
- All pages must be double spaced and in 12 pt. font, either Time New Roman or Cambria.
- **Title Page:** Must include original title, name and date centred on page
- **Main Text:** Must include an introduction and conclusion. All source citations whether directly quoted or paraphrased must be cited in footnotes. Page numbers in upper right corner. Conclusion must begin with "In conclusion."
- **Bibliography:** Minimum of 5 sources. Hard copy or EBSCO E-Books/Articles only.
WIKIPEDIAS AND ONLINE SOURCES ARE PROHIBITED.

V. Research Presentation Form

- MS Powerpoint must be used
- Title Page must have original title, name, HIST 3304, and date
- Must use audio/visual elements appropriate to your research topic to illustrate your presentation.
- Must include a bibliography of sources used that corresponds to your research paper bibliography.
- Must include suggestions for further readings.

VI. Easy Ways to Fail the Research Paper

- Turning another students paper as your own = F
- Stealing work off the internet and turning it in as your own (plagiarism) = F
- Turning in the same paper as another student in class = F
- No Bibliography + no sources cited = plagiarism = F
- No citation of sources = F

VII. Stages of Development

Sections of the research paper will be due on the following schedule:

- ❖ Monday 2 September – Research Topic chosen (10pts)
- ❖ Monday 23 September – Bibliography choices turned in (40 pts)
- ❖ Monday 21 October – First draft of research papers turned in (50 pts)
- ❖ Wednesday 6 November – Research Presentations presented to class.
- ❖ Monday 18 November – Research Papers Due by 11:59PM.

VIII. Term Research Paper & Presentation Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Introduction				
Introduces topic, coverage, and scope of the book	15	12	10.5	9
Details main topics of paper	10	8	7	6
Comprehension				
Clear thesis statement	20	16	14	12
Develops thesis throughout paper through historical argument.	30	24	21	18
Uses sources to support thesis arguments	25	20	17.5	15
Shows ability to offer synthesis of historical material	15	12	10.5	9
Integrates sources into paper	15	12	10.5	9
Conclusion				
Begins with “In Conclusion”	5	4	3.5	3
Effective restatement of the primary thesis of research paper.	15	12	10.5	9
PRESENTATION				
MS PPT presentation.	5	8	7	6
Clear thesis statement	15	12	10.5	9
Presentation supports thesis argument.	25	20	17.5	15
Supports presentation with appropriate visual documentation	5	4	3.5	3
	200pts	160pts	140pts	120pts

Appendix III: Critical Book Reviews

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 a critical book review, You will choose one of the books we have read for the class to write your review on. Each book review will be 3-4 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.¹

- 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?
- 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 the following formatting:

- Two columns to a page
- Double-spaced
- 12pt Times New Roman or Cambria font.

-Footnotes are to be used 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.²

- 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

¹ Adapted from: Emerson 2013. (pg. 11-12)

² Based in part on Emerson 2013. (pg. 12)

- 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

20 September – Choose book for book review.

22 November – Completed book review due. Turned in thru Blackboard, checked for plagiarism via SafeAssign.

V. Critical Book Review Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Introduction				
Introduces topic, coverage, and scope of the book	15	12	10.5	9
Shows knowledge of what audience the author wrote for [academia, students, general public etc...]	5	4	3.5	3
Comprehension				
Shows knowledge of books thesis or theses	30	24	21	18
Discusses each chapter of the book, and the main points/themes raised by the author in each.	40	32	28	24
Evaluates the strengths and weaknesses of the book	20	16	14	12
Assesses the overall success of the book	10	8	7	6
Conclusion				
Begins with “In Conclusion”	5	4	3.5	3
Effective restatement of the primary thesis of the book.	10	8	7	6
Final overall evaluation of the book and recommendation for reading audience.	5	4	3.5	3
Formatting.				
All formatting requirements followed correctly.	10	8	7	6
	150pts	120pts	105pts	90pts

Appendix IV: Primary Source Essays

I: Learning Objective

Primary source papers are 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

For each of the three primary source papers a short excerpt from a written source from the time-period we are studying in that lesson will be provided. Using the provided primary source excerpt, answer the provided constructed response question in a 1000 word essay. Because you are constructing an argued question, you may quote from the primary source in your essay to support a statement.

III. Format

Assignments need to be completed in Microsoft Word. Times New Roman or Cambria 12 point font only.

1. Your Name, Date, HIST 4317-V01 and the assignment week need to be in the upper right-hand corner of the page.
2. Original Title for the Primary Source Essay
3. Body of the Essay

IV. Primary Source Essay Grade Sheet

Assignment Grade Topics	Accomplished	Proficient	Developing	Needs Improvement
Recognizes and discusses primary components of reflection question.	15	12	10.5	9
Answers all components of the reflection question	10	8	7	6
Answers are historically/factually accurate and appropriate to question	10	8	7	6
Evidence of Reading	10	8	7	6
Formatting	5	4	3.5	3
	50pts	40pts	35pts	30pts