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World History II

Course Description: This semester we explore the time period between 1805-present. Globalization is an important theme of the class, as well as emerging technologies and political developments.

Course Objectives: Ideally, by the end of the course of study World History II, you will

- Gain a deeper understanding of the world you live in, with an appreciation for the complexity of global issues.
- Be able to think, write, and speak knowledgably and effectively about interesting and significant events, places, people, and ideas over the last 100-150 years, including the present day.
- Gain an awareness of your own responsibility to equip yourself through knowledge and skill for productive citizenship in democratic society.
- Develop your skills in the area of information literacy, meaning you will become increasingly expert at identifying and evaluating appropriate sources of information about the past and present.

Daily Required Materials:

- Covered Text. Your name must appear on the cover, back, and spine of your covered text.
- Clipboard. Your choice of styles, but it must be personalized and brought to class daily with your homework secured on it.
- Box of manila file folders.
- File container, expanding or accordion style, (min 12 pockets) file or carrying case. Must have a cover that contains files – no open-top expanding files.
- Package of lined paper. College or wide-ruled, your preference. Designated WHII, remains in the classroom. You will also need a good supply for home.
- Planner - clearly labeled with your name on FRONT cover.
- Pencil pouch or box with a variety of writing instruments including Colored Pens, Pencils, Black or Blue Pens, and Highlighters in at least 2 colors.

Additional Materials: These items will be required at different points in the year, should be purchased and on hand so that they can be brought to school as assigned:

- Index cards and a box or ring.
- colored pencils
- several sheets of poster paper. It is highly recommended that in doing your initial rounding up of school supplies you
- purchase poster paper for use throughout the year in this and other classes. It will save you that last minute dash
- before a poster project is due.

Class Participation: You are strongly encouraged to participate in the class. Questions and relevant comments are always welcome in class discussions and are conducive to greater learning, but common courtesy is expected. Quite often class discussion fuels the class so it is important that you complete reading assignments. Participation grades are factors in class work and group grades.

Daily Assignment: In addition to any other homework or projects that may be assigned, you will be required to read ahead to the next section (unless there will be a test during the following class meeting),

take notes, and write down any questions or comments that arise during your reading. I recommend using Post-It Notes during this process...if you write your questions/ideas down on a Post-It, you can stick it in your book for easy reference. Trust me, it works!

CLASSROOM CITIZENSHIP:

In general, common sense provides a good guide as to what behaviors are unwelcome in any classroom: Arriving late, arriving unprepared (either in terms of supplies, homework, or dress code), talking while others are talking, failing to listen when directed to do so, tasking others with listening to excuses, etc., Should you require them, additional general guidelines for conduct can be found in the CHS Student Handbook. Familiarize yourself with CHS rules and expectations, particularly those governing academic honesty, including the expanded statement on Academic Honesty that is included with this syllabus. In addition to CHS rules and policies, George Washington's 110 Rules for Civility and Decent Behavior in Company and Conversation remain excellent guidelines for conduct in the company and conversation of the classroom. They are posted on the bulletin board. Regarding discipline, CHS has implemented a system using demerits and the positive reinforcement tool of a peer honor council. Please anticipate the need to conduct yourself in a mature and respectful manner. At no time should your conduct be a distraction for others. Misconduct that causes anything beyond a momentary loss of instructional time may result in the immediate referral for detention, rather than demerits. Rule #1: RESPECT...treat your teacher and your classmates the way that you want to be treated!

CELL PHONES:

Students bringing cell phones to class are required to check-in their phones it at the start of class. A convenient and personal space for each student to leave his or her phone has been established in the classroom. Any student misrepresenting him- or herself as not carrying a phone in order to avoid abiding by the check-in will face consequences appropriate for dishonest and insubordinate conduct. Students may elect to keep their cell phone in their locker. Students sending, receiving, or checking for messages of any kind, or using any other function of their phone during class time will face disciplinary consequences.

CONDUCT AND PROCEDURES:

Come to class on time, with your books, homework, supplies, etc., having taken care of your personal needs during your personal time between classes.

Check in your phones as you enter the room.

Be ready to participate and don't be afraid to ask questions about things you don't understand.

DO avoid excuse making and DO ask for Help -- Seek it in a timely fashion, before due dates, not after them.

SECOND QUARTER GRADING:

60% - Tests, Major Projects, any other assignment or process task designated "Major Grade"

40% - Homework, Class work, (Observed Process/Participation in Learning Tasks)

FINAL EXAM:

At the end of the Second Semester you will have a final exam covering what you have learned in the third and fourth quarters. (Not cumulative over the entire year.)

HOMEWORK:

Is always due at the next class meeting, unless another date is specifically designated.

EXTRA CREDIT: Occasionally I will assign extra credit assignments. These may include current events, Questions of the Day, creative projects, or mini essays.

STI:

Students in World History II do not routinely receive a daily grade, although they may on days in which they are involved in learning tasks that will be evaluated and scored. In general, points are not awarded for

"completion" of homework, prior to each assignment being evaluated. When you and/or your family make use of STI be aware that grades for homework will usually not appear on the same day that work is due. However, STI will be updated frequently and promptly in accordance with CHS policy.

PLANNER USE AND CLASSROOM ACCOUNTABILITY

The last word on assignments and due dates is given to you in class and you are responsible for what you are told. Make use of an older but still effective technology – the planner book. The website for this class is a support tool that is not a substitute for what goes on in class. Nor is it a legally binding contract! Not every direction you receive will be given to you in writing, although you will be given the opportunity and prompted to do so whenever they are not. Planners must be brought to class every day.

DUE DATES:

Late Work is always penalized 50%. Not all assignments may be submitted late. The decision to accept late work is the instructor's, and will be made at my discretion. In general, major projects will not be accepted beyond the due date without a medical excuse provided by a doctor's office.

MAKE-UP WORK (For more detailed guidelines, see *Detailed Guidelines* that follow)

If you were absent the day an assignment was due, to avoid a late grade your work should be turned in to the office before the start of the school day, immediately upon your return to school, not after your next study hall, and not at the next class meeting. Turning your work into the office means that the exact time you submitted it is documented, something that is not always possible in the classroom. If you have a school-related absence it is your responsibility to turn the work in through the office to my box on the date it is due by the normally scheduled class start time unless you have consulted with me and made other arrangements in advance. For group and/or major projects, as well as certain writing assignments, it is your responsibility to turn in your work the day it is due, even if you are absent that day for any reason. Projects and assignments that fit into this category will be identified for you in class as they are assigned.

EXPECTATIONS: ACADEMIC HONESTY

When students become entangled in accusations of cheating, things seem quickly to become very complicated. Elaborate explanations may be offered, and even believed, as to why a particular episode or practice was, while questionable, not actually cheating. But in reality, academic honesty is simple. It means doing your own work. It means never representing someone else's work as your own, and it means striving to achieve your goals through real effort, rather than through the appearance of effort. What makes a student resort to a practice that is academically dishonest? Reasons vary, but in the end, it doesn't matter. Identifying cheating is not a matter of evaluating the validity of someone's excuse for cutting corners. It is a matter of coming to understand that the work a student submitted was not evidence of his or her own effort. Disciplinary consequences aside, it forces teachers to reassess what they thought they knew about a student's progress towards learning goals, inevitably wondering how much of it has been fraudulent. In the busy school environment, every student is confronted with the temptation and the opportunity, to be less than honest academically – in other words, to cheat. And the fact is, some students will follow that path either occasionally or consistently, without being detected. But the costs to individuals, relationships, community, and learning goals, are high. Catholic High faculty and administration are committed to insuring that the achievements of Catholic High Students are authentic evidence of academic progress and development. For that reason, they have developed the following list of objectionable practices, all of which fall into the category of academic dishonesty. That is, cheating. This list is not intended to be exhaustive. Rather, it is intended to increase awareness of practices that busy students might be tempted to engage in without perceiving themselves as having made a conscious choice to cheat. Students engaging in any of the practices identified below, or any other practice that cannot be justified as consistent with the highest standards of academic integrity, will face disciplinary as well as academic consequences.

Practices that are academically dishonest include, but are not limited to, the following:

Copying another student's work on any assignment. An obvious exception to this would be when a student has been absent and needs to obtain lecture notes from the period they missed. However, all other instances of copying, in which a student submits for a grade work that represents effort that did not actually take place (such as reading notes from a text passage) are considered academically dishonest.

Allowing someone to copy one's own work. In facilitating cheating, a student becomes equally a party to it. Plagiarism in all its forms. It is the student's responsibility to know what plagiarism is and to avoid it. Plagiarism is taking the work of someone else and representing it as one's own. This can happen through improper citation, or through intentional "copying." Additionally, the ideas of others are stolen when students use a research source but omit a reference to it from a works cited page.

Sharing information about tests and quizzes. Like copying, sharing information implicates both the individual receiving information and the person sharing it -- whether verbally or with written evidence -- in academic dishonesty. Students should be aware that the true purpose of all assessments is to gather valuable information about what has been learned as a result of the instructional process, not as a result of covert aid or conversation.

Using another student's test to prepare for one's own upcoming test. This a specific type of sharing information about tests and quizzes. Teachers may elect to make a student's own past tests available to him or her for exam review. However, this practice should not be confused with students previewing test materials other than their own. Students may routinely preview "test prep" materials for standardized tests. However, they must be able to differentiate between a study tool formatted as a test for practice purposes, such as SAT or ACT prep materials, and a classroom test from a previous instructional year. Authentic evidence of achievement is the product of genuine study and effort, not memorization of the tasks and/or correct responses on any one particular classroom assessment tool.

Completing homework using the completed and graded assignments of others, such as those who may have had a course in a previous year. Advice and help from more experienced students familiar with difficult coursework is useful and appropriate. However, a line is crossed when a student, rather than doing an assignment, such as a study guide, worksheet, or math problems, copies in whole or in part another student's assignment and submits it as a representation of the actual processing of the thinking tasks the teacher's assignment represents. Each assignment that a student is given is provided to them in an educational context in which the expectation that a student open a text, rather than a peer's notebook, is clearly present. Such expectations need not be newly articulated with each assignment to remain in force in every instance.

Inappropriate use of an answer key provided in a text. Students in courses in which textbooks with answer keys are provided should be mindful that such keys should be used when and how their instructor directs, typically for purposes of self-evaluation, but never as a resource for simply recording correct responses on an assignment. Submitting homework that consists of answers recorded from the back of a book represents an attempt to create a misleading record of effort that, in fact, never occurred. As such, it is a form of academic dishonesty.

Agreeing to share parts of an assignment among group members when not explicitly instructed to delegate tasks in such a way. From time to time students may have opportunities to collaborate in groups in which each student is encouraged to play a different part and complete one aspect of an assignment. However, students may also be encouraged to work together informally or structured into groups with the intention that they work collaboratively together so that ALL members complete ALL tasks on an individual basis. On such occasions, students should keep in mind that while they may have had opportunity to work in a group, the work they submit as their own should in fact be the product of their own individual effort and process supported by collaboration

Any and all methods through which a student may seek covertly to obtain, make available to others, or receive, illicit information about a test or assignment. All such methods disrupt the learning process and result in what is essentially falsified evidence of learning that has not occurred beyond the level of short-term memorization.

World History II

I have read the description of course policies and procedures, including the policies governing absence on test days, the scheduling of make-up tests, due dates for assignments, and the importance of coming to class prepared. In addition, I have had the opportunity to review the expectations that are in place regarding academic honesty.

Date: _____

Parent Signature

Student Signature
