Ms. Sturges

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Welcome to American History 2! This class covers Reconstruction through the Great Depression.

For class you will need

1. Journal; a spiral notebook is perfect!
2. Text book; we will use this often so BRING IT EVERY DAY.
3. *AN OPEN MIND AND A GOOD ATTITUDE*

Homework: You can expect homework at least once a week. Homework is always due at the beginning of the next class. I will not collect it from you. It is your responsibility to turn it in to the basket.

Late work: Work is counted late if it is not turned in when class starts the day it is due. Any work turned in after this point is half, (50%), off. After one school day the assignment is worth zero points. Incomplete homework is considered late.

Extra credit: Extra credit may be requested *if and only if* all other work is completed. This means even if the student has received a zero for the assignment, as long as all assignments have been completed, extra credit is possible. Extra credit assignments have a 10-20 point value.

Test and quizzes: Short, 20-30 point quizzes will be given about every two weeks. There will be two, 100 point tests given, (a mid-term and final). Review sheets will be given for tests. Test and quizzes are NEVER open book or open note. \*\*\*Any student having a 100% in the class or higher will be excused from taking the final exam![[1]](#footnote-1) Any student who misses an exam or quiz with an ***excused absence*** will have two school days to make the test/ quiz up in the ELC. Any student who misses an exam or quiz with an ***unexcused absence*** will receive an F grade for that exam or quiz without the possibility to retake.

Journals: A journal question, a reflective question pertaining to a previous or upcoming topic, will be given everyday during the first 10 mins of class. Each entry is worth 4 points. In order to receive full credit the entry must be responsibly answered in 4-5 sentences; an entry that is too short will be worth zero points. Journals are collected the last class of every week.

Research Project: All students are responsible for a research paper due November 23, 2009. A rough draft will be collected October 23, 2009. Topic assignments are bellow. You may choose to disagree or support the thesis provided. Rubric and guidelines are attached:

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| --- | --- |
| **Last Name** | **Thesis** |
| **A-D** | **Reconstruction can be considered another Civil War.** |
| **E-H** | **The treatment of the Native American during westward expansion was necessary to the development of the country.** |
| **I-L** | **The Progressive Movement in the US helped ONLY the poor.** |
| **M-P** | **US involvement in WWI could have been avoided.** |
| **Q-T** | **Culture in the US changed for the better during the “Roaring 20s”** |
| **U-Z** | **Herbert Hoover did not deserve the rep. he got.** |

Guidelines for the research paper:

1. You must have AT LEAST 5 sources other than your text book. You may use class discussion and notes in your paper but these DO NOT count as sources. You may have only 2 internet sources. Net sources must be credible, (so sites like Google, Yahoo, Bing, Wikipedia should be avoided).
2. You must cite your sources in your paper. Use MLA format.
3. You must have a Works Cited page included. Again use MLA.
4. Paper must be 4-5 full pages in length. 12 point font, Times New Roman, double spaced and 1 inch margins. ALL PAPERS MUST BE TYPE WRITTEN WITH NO EXCEPTIONS!

\*\*\*Any student having questions regarding these guidelines should make an appointment with Ms. Goheen, Ms. Lovett or myself.

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|  | **25-20** | **19-15** | **14-10** | **9-0** |
| **Rough Draft** | Rough Draft was handed in on time and was completed. | N/A | Rough Draft was turned in a day late and was completed. | Rough Draft was turned in more than one day late or never turned in. |
| **Organization** | 4-5 pages.  Thesis is clearly stated and supported throughout the paper. Paragraphs have topic sentences pertaining to thesis, at least 2 supporting details and a transition to next paragraph. Paper includes an intro and conclusion. | 4-5 pages  Thesis is clearly stated and supported throughout the paper. Paragraphs have topic sentences pertaining to thesis, at least 2 supporting details but lack a transition to next paragraph. Paper includes an intro and conclusion. | 2-3 pages  Thesis is clearly stated and supported throughout the paper. Paragraphs lack topic sentences pertaining to thesis and supporting details. There are no transitions to next paragraph. Paper includes weak intro and conclusion. | Less than 3 pages.  Thesis is not supported well. There are not transitions or topic sentences. Intro and conclusions are weak. |
| **Citation** | All appropriate information is cited using MLA format. Student includes a Works Cited page in the MLA format. | All appropriate information is cited but not in MLA format. Student includes a Works Cited not formatted in MLA | All appropriate information is cited but not in MLA format. Student does not include a Works Cited page. | Very little citation. No Works Cited page. |
| **Research** | Student has 3 or more pertinent book sources and 2 or more reliable internet sources | Student has 1-2 book reliable book sources and 2 or more reliable internet sources | Student does not have enough sources or too many internet sources. Sources are not relevant to topic. | Student only uses the internet, text book and in class discussion. |

A few hints when writing a history paper.

* Use the 5 paragraph model.
* The front of your TWHS planner has an over view of MLA format.
* Fallow this simple adage; “Tell them what you’re gonna tell them; tell them, then tell them what ya told them.” In other words a good history paper starts with an introduction outlining the purpose of the paper, (thesis), and gives the reader a quick overview of the paper’s content, (support for thesis). The body of the paper should include 3 paragraphs, starting with the content outlined in your intro, (topic sentence), at least two piece of evidence to prove your point and a transition to the next paragraph. The Conclusion restates the thesis and topic sentences and…a really good one tells the reader why they should care.
* Quotations should be used wisely. They should be short and used with in a sentence if at all possible. A quote more than 4 lines long should be indented. A quote should never be a sentence on its own.
* Beware of plagiarism! Even if you’re not quoting directly any information that is not your own must be cited.
* Research proves your point but you’re not writing an encyclopedia. Show off how clever you are…interpret and explain your research to prove you point. Don’t *lie* but make the research work for you.
* Put your best information up front. Hit the reader with your best evidence right away.
* Avoid saying things that are trite, (overused). Don’t use stereotypes or common colloquialisms, (“if you don’t learn from history you’re doomed…”). Don’t tell people what they already know.
* Research papers are formal, academic papers. Don’t use contractions, (won’t, can’t, shouldn’t). Never refer to an historical figure by their first name. Never, NEVER used first (I, my, we, us) or second person (you). And finally, don’t use ‘text speak’.

1. This does NOT mean the student is excused from class on the day of the final. It is their responsibility to bring study material for a later final. An unexcused absence will result in an F grade for the exam. [↑](#footnote-ref-1)