

## **Syllabus Ancillary**

This document contains some important information about the course and its assignments that either didn't fit into the syllabus or was changed after it was finalized. Any changes I make to the course will be reflected here first, although I will also update the syllabus as well. I will notify you of any such changes and will make sure to highlight the changes in this document so you can clearly find them.

### Getting around the Course's Carmen Site

Most of you should be familiar with how Carmen works, but you may not have taken a completely online course before with the system. For that reason, I've decided to make a little guide in case anyone needs some help navigating the course. For my part, I've tried to make the class as easy to use as possible by having everything linked to either the home page or the weekly lectures. In case I miss a link or you just want to navigate the site on your own, the following tips should help.

The weekly lectures, which are the first thing you should look at each week, are primarily intended to be accessed through the links on the course homepage. Otherwise, you can find them in the "Weekly Lectures" module under the Content tab. Links to the weekly primary source readings are provided in the weekly lectures, but you can also access them in the "Online Readings" module. From the Content tab you can also access the "Images" and "Chronologies and Notes" modules when those are included. The "Syllabus and Course Document" module contains a copy of the syllabus and information such as this page to help you better understand the course. Unless otherwise noted, all weekly content will be hidden until the Friday before the week starts. Once revealed, content will remain visible until the end of the course. If you would like to see a weekly lecture (or any other material) before the unlock date, e-mail me and I can open it for you.

All graded activities, including the discussion forums, quizzes, exams (which Carmen places with quizzes), and the dropbox for the midterm paper can be found under the Activities tab. Just select which assignment you want to do from the dropdown menu and the rest is fairly self-explanatory. You will only be able to access an assignment during the window in which it is active, after which it will be hidden, with the exception of closed discussion forums. These will remain visible in case anyone wants to look at previous posts.

### Discussion

A common question I get concerns how to find the discussion forums. To find discussion forum for week 2, for example, go to the Carmen site, click on the Activities tab, choose Discussions from the drop down menu, scroll down until you see the Weekly Discussions header, and click on the link for week 2. There will be a list of questions, just pick the one you want to answer.

I encourage everyone to participate in discussion beyond the minimum requirements. The best way for you to understand the material is to talk about it with one another, and that will likely

require more than one post each. I will of course be monitoring discussion, but I will only participate in cases of factual error or if the discussion gets too far off track.

I spoke briefly of how discussion is graded in the syllabus, but I will elaborate here. If I find your post acceptable for the week, I will do nothing. If I do not, I will delete it from Carmen and give you the opportunity to repost, if there's time before the topic closes. In other words, if I haven't contacted you about your posts, you're doing fine. I won't calculate discussion grades until at least week 15, so please don't ask about it before then.

Finally, having each of you only make one post a week is a bit of an experiment on my part, based on my observations over four semesters of assisting Dr. Gregory in his online classes. If I find that discussion is not working as I wish it to, I may tweak it during the semester. The most dramatic change would be if I decide to revert to having everyone make two posts a week. Should I decide to do this, I will let you know at least a week in advance and will also adjust the word requirement.

The basic goals and expectations for discussion have already been laid out in the syllabus and on the forums themselves, so I won't repeat them here. Instead, I offer you a checklist of questions you should ask yourself before you post.

- Have I answered the question asked or at least said something related to the question? (I'm flexible on this because I want the discussions to be organic, but no tangents.)
- Have I fulfilled the minimum requirements as spelled out in the syllabus?
- Am I using evidence from the relevant sources to back up my claims?
- Am I being respectful of my classmates and my instructor?
- Am I saying something that has not been said by someone else? (This means in content as well as phrasing)
- Is my post written in clear and proper English with proper use of punctuation and grammar, and have I spellchecked and proofread it?

Pay special attention to the final point. While I don't want discussion to be overly formal, that is no excuse for poor writing. **If you write something that is incomprehensible or in text lingo, I will delete it, even if it meets all the other requirements.**

### Quizzes

Every three weeks, there will be a ten question quiz covering all the material for those three weeks, including the one in which the quiz takes place (i.e. , quiz one will be in week three and will cover the first three week's material). You may take the quiz at any time during that week, up to 11:59pm that Sunday. You may take each quiz up to three times and each attempt is timed at twenty minutes. While the quiz is open book, I strongly recommend being familiar with all the material before you start. Questions are drawn equally from the textbook and from the primary source reading, and you will not have time to blindly look up everything for the first time during the quiz. Quizzes are automatically graded by Carmen and you should see your grade immediately after each attempt. I will only adjust quiz grades in the event of a grading error in Carmen or if I deem a question was unfairly worded.

### Mid-term Assignments

As mentioned in the syllabus, for the mid-term you will have the option to write a short paper or take an exam. You may only choose **one**, and if you do both, only the first one you submitted will be graded. This means you can't take the exam, decide you don't like your grade, and then write the paper for a chance at a better grade. You are stuck with the grade you get.

### Mid-term Exams

The exam will take place in week eight, more specifically from 12:01am on Mar. 5 to 11:59pm on Mar. 7. You may take the exam any time during that period, although I strongly suggest not waiting until 11pm on the 7<sup>th</sup> to do it, since the internet and Carmen do not always cooperate. On that note: **You are solely responsible for insuring you have a reliable computer and a stable internet connection before taking the test.** I will not accept any excuses based on technical difficulties, barring a Carmen system failure or power outage on campus.

Once you start the exam, you will have one attempt and one hour in which to complete it. There will be a five minute grace period provided to help prevent anyone from accidentally going over the time limit. Once that limit is exceeded, five points will be taken off the final grade, with another ten points for every additional ten minutes after that. For example, an exam active for 66 minutes will get five points taken off its grade, while one that is turned in at 75 minutes will have fifteen points taken off. Anything after 95 minutes will simply not be accepted.

The test will be divided into two sections. The first will either be a short answer or multiple choice section, which will count for either thirty or forty percent of your grade, depending on which question type I choose. The second section will be an essay based on both the primary and secondary source readings in the class. I expect a solid essay of at least four paragraphs (I don't particularly care if you have an introduction or not, but I do want a conclusion) that draws on the relevant primary source evidence to answer the question asked. I won't be looking for a particular answer, just one that is well-argued from the evidence.

Both sections will be open-book, but I recommend studying so that you have previous knowledge of the material and won't have to look up everything on the fly. The use of any material outside of the textbook and Carmen content is prohibited and will be punished as cheating. Citations in the essay section are appreciated but not necessary beyond acknowledging the names or authors of the sources you are using for evidence.

**I highly, highly recommend writing your essay and short answers in a separate program like Word and then pasting them into Carmen.** Doing so will protect you if Carmen decides to reload the page while you are typing, which has happened to me several times while I was making the site for this course. On that note, for whatever reason, Firefox does not allow pasting into Carmen via the right click context menu, but will allow it if you use the keyboard shortcut (Ctrl+V). Dragging and dropping the text also usually works.

### Mid-Term Paper

The alternative to the exam is ~1,500 word paper (about four pages) on your choice of one of the two topics listed below. In both cases, you will be working with material taken from chapters of

the *Exploring the European Past* primary source book and posted on Carmen. These readings will be required whether or not you write the paper, so don't let that influence your decision. Both chapters present a selection of primary sources and modern scholarship that provide differing viewpoints on a single issue. Your job in the paper is to answer the question asked by synthesizing the differing opinions and points of view offered in the *ETEP* passages. In addition to the *ETEP* material, you may use anything from the textbook or from the content on Carmen. As with all of the other assignments, no material from outside the course is permitted.

A successful paper will be well-written with an introduction, conclusion, and a least three paragraphs offering your arguments backed by evidence. Do not just repeat the views of the modern scholars, but offer your own interpretation of the evidence and the issue. Likewise, don't just offer an opinion based on your own feelings, but use primary sources as evidence. Be aware that the sources are purposely chosen to be contradictory, and it is your task to make a coherent argument out of them. To do this well, you will have explain why you think a certain document should be considered more reliable than another or why one scholar was wrong and another right. Simply ignoring evidence that runs contrary to your argument is both disingenuous and poor scholarship and will be graded as such. In grading the papers, I will not be looking for a "right" answer, but rather seeing if you can make a valid argument for whichever side of the issue you take.

The first question centers on Athens and the institution of democracy. The main question you'll be answering is "**Were the Athenians in democratic Athens truly free?**" In order to successfully answer this question, you will have to define freedom and democracy both in modern and in Athenian terms, as well as citizenship, etc. Please do not compare modern America with ancient Athens, as that is neither instructive nor what was asked.

The second question concerns Alexander the Great as a man. Here you have a choice of two questions: "**What was the goal of Alexander the Great?**" or "**What was Alexander the Great really like?**" Both questions could easily fill a paper of this length, so choose only one to answer. Perhaps more so than the other paper, writing on this topic will require that you carefully consider the goals, backgrounds, and culture of those writing the primary sources.

All papers should be double-spaced, written in 12-point Times New Roman, and with proper one-inch margins all around. They must also be typed either in Microsoft Word or a Word-compatible word processing program. If all else fails, I will accept a PDF, but my preference is for the above. Any papers failing to meet these criteria will be rejected and applicable late penalties assessed until a correct version is submitted. Once you've finished and proof-read your paper, you will upload it into the designated folder in the Carmen dropbox.

The midterm paper is due the week after the exam, and the Carmen dropbox will automatically close to new submissions once the deadline of 11:59pm on Mar. 14 has passed. Any papers submitted after this date will have to be e-mailed directly to me and will be penalized one letter grade for every day late. A paper that is more than four days late will automatically receive a failing grade.

Due to the number of students in the class, I will **not** read rough drafts. I will, however, gladly answer any specific questions you have in the course of writing your paper. For the same reason, I will not offer a chance to rewrite papers for a higher grade.

### Final Exam

The final exam will be divided into two sections of one essay question each. The first essay will be a cumulative one and will draw on material from the whole class. Thus it will be a “big picture” type question focusing on major themes developed throughout the course and will be worth sixty points. The second essay will concern only the material from the second half of the course, that is, starting at week nine. It will be worth forty points. For both essays, you’ll be given a choice of questions to answer. You will have two hours to take the whole exam, and the late penalties will be the same as for the midterm, adjusted for the longer time limit. More information will be given closer to the time of the exam.

### Preventable Problems in an Online Course

The internet can be fickle and Carmen capricious, and this means online classes have some special problems that don’t plague those in meatspace. The best way to avoid technical problems in this class and all other online classes is to leave yourself enough time before the deadline to submit your work that you can solve any technical problems that might arise. **The burden to do this rests entirely and solely upon on you, as will the consequence of any failure to do so.** To borrow the old saying, “Your failure to plan does not constitute an emergency on my part.” As I mentioned in the syllabus, if you do encounter technical problems that keep you from completing or turning in an assignment on time, please notify me immediately. I may not respond, but at least there will be a record. If you wait until after the deadline to contact me, it will be up to my discretion as to whether or not I accept your assignment.

### Grading

Now that I’ve talked about your responsibilities, I’ll talk a little about mine. My goal is to grade all of the major assignments within a week of the due date. Whether or not that actually happens will depend on many factors, several of which are out of my control. Nonetheless, I will try to have the exams and papers graded as quickly as possible. A few notes on how I grade:

- I will not start grading until the deadline passes and all papers or exams are in. This helps me avoid sample bias when I’m working out the grading scheme for that particular assignment.
- I do not use a formal rubric and thus cannot provide you with one. I find them to be too limiting and the cause of lower grades than I would otherwise give.
- All grades, except for quizzes, will be accompanied by feedback to explain your grade (more on this below).
- I will not listen to complaints or questions about grades until the next business day after I have returned assignments. Take the time to read over your answers and my feedback and allow any anger you might have to dissipate. Be civil when you ask about your grade for best results.
- If I agree to grade a paper again, I reserve the right to lower the grade if I find I was too generous the first time.

- Due to OSU policy, I cannot e-mail you grades. If you want to know how you did on an assignment, please check through Carmen.

The best way to get the grade you want on any given assignment is to read the instructions carefully before beginning and make sure you understand them. I am not lenient when it comes to mistakes caused by failing to follow the directions. Similarly, make sure you answer the question actually asked.

You should be to follow your own progress and grades throughout the course (except for the discussion grade, see above) through Carmen. The system can tell you not only your grades, but also the number of times you've posted in discussion, what pages you've read on the site, etc. I highly encourage you to use these features to your advantage.

Just as all assignments are turned in through Carmen, all feedback will go through it as well. For the papers, I will upload a graded and annotated version of your paper to the Carmen dropbox, which will show up under "feedback." For exams, I will make my comments directly on the exam in Carmen, which you can then view. If you feel that I haven't adequately explained your grade, feel free to e-mail me and we can discuss it that way.