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**Ohio Articulation Number (OAN)
Course Submission Form
2005-2006**



College/University Owens Community College

Course(s) Submitted(Title & Course #) Western Civilization I (Beginning to 1648): HIS 101/World Civilization I: HIS 151 for

Ohio Articulation Number OAH 041

Date May 4, 2006 Course 1 of a 1 Course OAN mapping.

Name and title of individual submitting on behalf of the college/university

Name Bruce Busby Title Associate Vice President, Academic Services

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Credit Hours 3 qtr _____ sem 3

Lecture Hours 3

Laboratory Hours 0 (if applicable)

Pre-Requisites(s) Course work (if applicable)

N/A

Placement Score (if applicable)

(Name of test) N/A

(Domain) _____ (Score) _____

Catalog/Course Description (Includes Course Title and Course #)

Western Civilization I (Beginning to 1648): HIS 101

Examines the development of Western society from antiquity to the conclusion of the Thirty Year's War. Special consideration is given to the ideas, individuals, and institutions that shaped the development of the Ancient, Medieval and Renaissance worlds. (Arts and Humanities elective). (Also offered as a telecourse).

World Civilization I: HIS 151

Introduces and analyzes critical religious, political, economic, and social trends in the development of non-Western and Western Civilization from antiquity through the late Middle Ages or early Renaissance. (Arts and Humanities elective). (Also offered as a web course).

Texts/Outside Readings/Ancillary Materials

Western Civilization I (Beginning to 1648): HIS 101

King, Margaret L. *Western Civilization: A Social and Cultural History*. Vol. 1: Prehistory-1750 3rd ed. Upper Saddle River, NJ: Prentice Hall, 2005.

Wiesner, Merry E., Julius R. Ruff, and William Bruce Wheeler. *Discovering the Western Past: A Look at the Evidence*. 5th ed. Vol. 1: To 1789. Boston: Houghton Mifflin, 2004.

TELECOURSE TEXT

Kagan, Donald, Steven Ozment, and Frank Turner. *The Western Heritage*. 8th ed. Vol.1: To1740. Upper Saddle River, NJ: Prentice Hall, 2004.

Boggis, Jay. *The Western Tradition Study Guide: Semester 1* 4th ed. Upper Saddle River, NJ: Prentice Hall, 2004.

Kagan, Donald, Steven Ozment, and Frank Turner. *The Western Heritage Study Guide*. 8th ed. Upper Saddle River, NJ: Prentice Hall.

World Civilization I: HIS 151

Craig, Albert M., et al. *The Heritage of World Civilizations*. 7th ed. Vol. 1: To 1700. Upper Saddle River, NJ: Prentice Hall, 2006.

Wiesner, Merry E., et al. *Discovering the Global Past: A Look at the Evidence*. 2nd ed. Vol. 1: To 1600. Boston: Houghton Mifflin, 2002.

Course Objectives and/or Plan of Work

Western Civilization I (Beginning to 1648): HIS 101

GENERAL OBJECTIVES

Western Civilization I is intended to serve as a humanities elective for the various Arts and Science and technical curricula. As a humanities elective, it affords students a broader perspective on the cultural, social, and political heritages which have shaped the world, the nation, and the community within which they live.

1. Reading assignments and class discussions will afford students the opportunity to study and analyze the importance of particular actions and conditions in view of the above-mentioned developments.
2. Through discussion and analysis, supplemented by selected A/V presentations, each student will be expected to comprehend the significance of each problem area and its interrelationships with other problem areas.

SPECIFIC OBJECTIVES

1. Students will be expected to analyze and evaluate the various social, cultural, economic, and political developments of Western Civilization through 1648.
2. Through the text, outside readings and class discussions, students' attention will be focused on a series of problems in the development of Western Civilization.

World Civilization I HIS 151

GENERAL OBJECTIVE

As a humanities elective for students in technical and Arts and Science programs, this course introduces students to historical and cultural developments above and beyond those of the traditional Western canon.

SPECIFIC LEARNING OBJECTIVES

1. Students will analyze and evaluate the various social, cultural, economic, and political developments of world civilization from its origins through the end of the Middle Ages.
2. Through the text, outside readings and class discussions, students' attention will be focused on a series of problems in the development of world civilization.

Description of Assessment and/or Evaluation of Student Learning

Western Civilization I (Beginning to 1648): HIS 101

1. Objective and essay examinations (and quizzes if the instructor chooses) will provide students an opportunity to test their understanding and evaluation of that data. The number and weighting of these exams or quizzes will be left to the instructor. A typical distribution is as follows: Three unit tests = 75%
2. Each student will be expected to prepare a research report (or reports) on some aspect of the course. Generally, topics and supporting materials are drawn from Discovering the Western Past. A typical percentage distribution is as follows: Research project = 25%

World Civilization I: HIS 151

1. Written examinations will enable students to test their grasp and understanding of significance of the issues addressed in this course. The number and weighting of these exams will be left to the instructor. A typical distribution is as follows:
Three tests = 75%.
2. A written project will allow students the opportunity to pursue some particular area or problem of interest and relate it to world civilization. The topic and support for this project are usually drawn from Discovering the Global Past. A typical percentage distribution is as follows: Research project = 25%

Master Syllabi and Working Syllabi (if both are used)

Master Syllabus

**SCHOOL OF ARTS AND SCIENCES
COURSE OUTLINE**

COURSE TITLE: Western Civilization I (Beginning to 1648)
COURSE NUMBER: HIS 101
CREDIT HOURS: 3 **LECT.:** 3 **LAB:** 0
PREREQUISITE: None **Normally offered:** F

All of the information contained in the following three sections must be copied verbatim into all instructors' syllabi.

CATALOG DESCRIPTION

Examines the development of Western society from antiquity to the conclusion of the Thirty Year's War. Special consideration is given to the ideas, individuals, and institutions that shaped the development of the Ancient, Medieval and Renaissance worlds. (Arts and Humanities elective). (Also offered as a telecourse).

GENERAL OBJECTIVES

Western Civilization I is intended to serve as a humanities elective for the various Arts and Science and technical curricula. As a humanities elective, it affords students a broader perspective on the cultural, social, and political heritages which have shaped the world, the nation, and the community within which they live.

1. Reading assignments and class discussions will afford students the opportunity to study and analyze the importance of particular actions and conditions in view of the above-mentioned developments.
2. Through discussion and analysis, supplemented by selected A/V presentations, each student will be expected to comprehend the significance of each problem area and its interrelationships with other problem areas.

SPECIFIC OBJECTIVES

1. Students will be expected to analyze and evaluate the various social, cultural, economic, and political developments of Western Civilization through 1648.
2. Through the text, outside readings and class discussions, students' attention will be focused on a series of problems in the development of Western Civilization.

The rest of the information in this outline covers other mandatory requirements for the course, as well as some suggestions for how they may be implemented. This information is addressed to the instructor, and should therefore be modified to address the student before it is transferred to a syllabus. Other elements, such as content options or percentage ranges should be made specific and spelled out in each instructor's syllabus. See a sample syllabus of the course as a model.

CURRENT TEXT

King, Margaret L. *Western Civilization: A Social and Cultural History*. Vol. 1: Prehistory-1750. 3rd ed. Upper Saddle River, NJ: Prentice Hall, 2005.

Wiesner, Merry E., Julius R. Ruff, and William Bruce Wheeler. *Discovering the Western Past: A Look at the Evidence*. 5th ed. Vol. 1: To 1789. Boston: Houghton Mifflin, 2004.

TELECOURSE TEXT

Kagan, Donald, Steven Ozment, and Frank Turner. *The Western Heritage*. 8th ed. Vol.1: To 1740. Upper Saddle River, NJ: Prentice Hall, 2004.

Boggis, Jay. *The Western Tradition Study Guide: Semester 1* 4th ed. Upper Saddle River, NJ: Prentice Hall, 2004.

Kagan, Donald, Steven Ozment, and Frank Turner. *The Western Heritage Study Guide*. 8th ed. Upper Saddle River, NJ: Prentice Hall,

EVALUATION

1. Objective and essay examinations (and quizzes if the instructor chooses) will provide students an opportunity to test their understanding and evaluation of that data. The number and weighting of these exams or quizzes will be left to the instructor. A typical distribution is as follows: Three unit tests = 75%
2. Each student will be expected to prepare a research report (or reports) on some aspect of the course. Generally, topics and supporting materials are drawn from Discovering the Western Past. A typical percentage distribution is as follows: Research project = 25%

CONTENT OUTLINE

The following listing contains typical subjects and the time devoted to them. An instructor may choose to alter either, however, on the basis of academic training or research interest.

<u>Area</u>	<u>Time Allotment</u>
The First Civilizations	1 week
Early Greece	1 week
Classical Greece	1 week
Early Rome	1 week
Imperial Rome	1 week
The Transformation of the Classical World	2 weeks
The Classical Legacy in the East: Byzantium and Islam	1 week
The West in the Early Middle Ages	1-2 weeks

The High Middle Ages	1-2 weeks
The Later Middle Ages	1-2 weeks
The Italian Revival	1 week
The Reform of Religion	2 weeks
Religious Wars and Absolutism	1-2 weeks

TEXTBOOK HISTORY

King, Margaret L. *Western Civilization: A Social and Cultural History*. Vol. 1: Prehistory-1750
2nd ed. Upper Saddle River, NJ: Prentice Hall, 2003.

Wiesner, Merry E., Julius R. Ruff, and William Bruce Wheeler. *Discovering the Western Past: A Look at the Evidence*. 4th ed. Vol. 1: To 1789. Boston: Houghton Mifflin, 2000.

McKay, John P., Bennet D. Hill, and John Buckler. *A History of Western Civilization*. 4th ed. Vol. A. Boston: Houghton, 1991. Adoption Date: December, 1991.

Kishlansky, Mark, Patrick Geary, and Patricia O'Brien. *Civilization in the West*. vol. 1. New York: Harper Collins, 1991. Adoption Date: May, 1991.

Winks, R. W. *A History of Civilization*. 7th. ed. Vol. 1. Englewood Cliffs, N.J.: Prentice, 1989. Adoption Date: August, 1989.

Burns, Edward M. *Western Civilizations*. 8th ed. Vol. 1. New York: Norton, 1973. Adoption Date: May, 1979.

TELECOURSE TEXTBOOK HISTORY

Kagan, Donald, Steven Ozment, and Frank Turner. *The Western Heritage*. 7th ed. Vol.1: To 1715. Upper Saddle River, NJ: Prentice Hall, 2001.

Boggis, Jay. *The Western Tradition Study Guide: Semester 1* 2nd ed. Upper Saddle River, NJ: Prentice Hall, 1996.

Kagan, Donald, Steven Ozment, and Frank Turner. *The Western Heritage Study Guide*. 7th ed. Upper Saddle River, NJ: Prentice Hall, 2001.

HIS 101: Working Syllabus

COURSE SYLLABUS FOR FALL 2005

Course Name: Western Civilization I
Prerequisite: None
Instructor: Dr. Steven L. Culbertson
Office Phone: (567) 661-7535

Course Number: HIS 101-054
Credit Hours: 3
Office: 118 I PA
Office Hours: TBA

Course Description

This course examines the development of Western society from antiquity to the conclusion of the Thirty Years' War. Special consideration is given to the ideas, individuals, and institutions which shaped the development of the Ancient, Medieval, Renaissance, Reformation, and Counter-Reformation worlds.

Texts

King, Margaret L. Western Civilization: A Social and Cultural History. 3rd ed. Vol. 1: Prehistory-1750. Upper Saddle River: Prentice, 2006.

Wiesner, Merry E., Julius R. Ruff, and William Bruce Wheeler. Discovering the Western Past: A Look at the Evidence. 5th ed. Vol. 1: To 1789. Boston: Houghton, 2004.

General Objective

Western Civilization I is intended to serve as a humanities elective for the various Arts and Science and technical curricula. As a humanities elective, it affords students a broader perspective on the cultural, social, and political heritages which have shaped the world, the nation, and the community within which they live.

1. Reading assignments and class discussions will afford students the opportunity to study and analyze the importance of particular actions and conditions in view of the above-mentioned developments.
2. Through discussion and analysis, supplemented by selected audio-visual presentations, each student will be expected to comprehend the significance of each problem area and its interrelationship with other problem areas.

Specific Objectives

1. Students will be expected to analyze and evaluate the various social, cultural, economic, and political developments of Western Civilization through 1648.

2. Through the text, outside readings, and class discussions, students' attention will be focused on a series of problems in the development of Western Civilization.

Evaluation

1. Three examinations will allow students to test their grasp of pertinent data and to evaluate its significance.
2. A research project will offer students an opportunity to pursue a particular area or problem.

Point Distribution

Exam #1	100
Exam #2	100
Research Project	100*
Exam #3	100

*Please refer to "General Classroom Procedures" for special provisions regarding this project.

No extra credit is available in this course.

Grading Scale (based on total point accumulation)

A = 360-400
B = 320-359
C = 280-319
D = 240-279
F = 0-239

Instructional Methods

This course is normally conducted on a lecture and question and answer basis. Course material will be supplemented with appropriate audio-visual presentations.

General Classroom Procedures

The research project will be based upon one chapter chosen from chapters 2 through 12 of **Volume 1** of the fifth edition of Discovering the Western Past; projects which are not will be rejected. The research project will be due on the date listed in the following schedule. Late projects will be penalized one full letter grade for each business day (not class) they are late. Papers turned into my mailbox, the Copy Center, secretaries, or other instructors will be considered to be submitted on the date I find them--not the date written or stamped. Due to possible software conflicts, projects are not to be sent via e-mail. Students who miss multiple classes often complain, "I don't know what you want on [sic]"

this project." When they do not do well, they then attribute their grade to a personality conflict with the instructor or to the instructor's inability to articulate the project's goals. Therefore, projects will not be accepted from students who have missed more than four classes by the date of the project's submission, as they will have also missed a fair portion of oral comments meant to reinforce and explain the written goals of the project sheet. Students should be mindful of the criteria which determine the grade which a project earns:

- clarity/accuracy of thesis
- depth of support incorporating appropriately attributed, documented quoted material, paraphrases, and concrete detail from Discovering the Western Past
- summary, synthesis, and resolution of the thesis in the conclusion
- quality/clarity of writing including transitions, sentence structure, style, word choice, and grammar

Projects will be evaluated on a holistic basis.

Exams may be made up only through the advance permission of the instructor (a voice mail or e-mail message does not constitute permission) and must be made up within one week of the original exam's date unless part of an instructor-approved incomplete. Make up exams may differ from the originals.

Academic Honesty

Plagiarism will lead to the full extent of penalties allowed under College policy. (See the 2005-2006 Owens College Catalog for full details.)

Drop Date

The last date to drop this course is October 24, 2005. (Students must submit the appropriate form to the Office of Registration and Records.)

Attendance

Attendance will be determined and recorded by the instructor.

Writing Center

The Writing Center offers assistance to help students improve their writing skills. Students may bring notes, pre-writing, outlines, or drafts to the Writing Center, and professionally trained writers will assist them in developing the skills necessary to become independent and effective writers.

Students may call (567) 661-7351 to schedule an appointment; however, the Writing Center also welcomes walk-ins. Writing Center staff encourage students to bring their writing in early enough to allow ample time for revision (which may require more than one conference). The Writing Center is located in College Hall 156-D.

Outcomes Assessment Protocol

At Owens Community College, assessment is a high priority in helping the College maintain a high-quality learning environment for all students. Students may refer to page 13 in the 2005-2006 Owens Community College Catalog under the title "Assessment of Student Learning" for a statement expressing Owens Community College's philosophy concerning student assessment.

As part of our outcomes assessment process, we will be building a portfolio of students' writing. A random sample of students' papers may be selected for inclusion in this process. Students, therefore, will be asked to submit two copies of their research project.

Disability Resources Services

Students who have a disability or acquire one may be entitled to receive individualized services or accommodations intended to assure them an equal opportunity to participate in and benefit from their programs. Students wishing to receive more information or receive services should contact the Disability Resources Services Office.

Right to Learn

This class is conducted on a "right to learn basis." Behaviors which interfere with students' right to learn and the instructor's ability to teach will result in appropriate corrective action from the instructor, the Office of the Vice-President for Student Services, or the Office of Safety and Security. These behaviors include (but are not limited to)

- repeated tardiness
- repeated early departures
- frequent comings and goings
- running conversations
- disrespectful, disruptive, abusive, or threatening discourse or actions

Cellular phones must be set to a non-ringing position. Do not bring individuals who are not enrolled in the class (obviously including children).

Further details are available on pages 72-76 of the 2005-2006 Owens Community College Catalogue.

CLASS SCHEDULE HISTORY 101-054

<u>Date</u>	<u>Activity</u>	<u>Read/Submit</u>
8/23	Introduction Prehistory and Early Civilizations	Chapter 1 (9-28)
8/30	Prehistory and Early Civilizations Politics and Power in the Bronze and Iron Ages	Chapter 1 (9-28) Chapter 2 (32-54)
9/6	New Politics of Ancient Greece Poetry, Ideas, and the Arts in Ancient Greece	Chapter 3 (58-80) Chapter 4 (84-107)
9/13	Poetry, Ideas, and the Arts in Ancient Greece The Mediterranean World in the Hellenistic and Early Roman Eras	Chapter 4 (84-107) Chapter 5 (112-136)
9/20	The Mediterranean World in the Hellenistic and Early Roman Eras Society, State, and Culture in Imperial Rome	Chapter 5 (112-136) Chapter 6 (140-164)
9/27	Society, State, and Culture in Imperial Rome	Chapter 6 (140-164)
10/4	Religion and the Mediterranean, 500 B.C.-A.D. 500	Chapter 7 (168-192) EXAM #1
10/11	Religion and the Mediterranean, 500 B.C.-A.D. 500	Chapter 7 (168-192)

10/18	New Peoples of Europe, A.D. 300-1300 Politics and Society in the Middle Ages, 800-1500	Chapter 8 (196-214) Chapter 9 (230-254)
10/25	Politics and Society in the Middle Ages, 800-1500 Religion and Culture in the Middle Ages	Chapter 9 (230-254) Chapter 10 (258-286)
11/1	Religion and Culture in the Middle Ages	Chapter 10 (258-286) PROJECT
11/8	The Civilization of the Italian Renaissance, 1300-1550	Chapter 13 (354-380) EXAM #2
11/15	The Civilization of the Italian Renaissance, 1300-1550	Chapter 13 (354-380)
11/22	Protestant Reformation and Catholic Reform, 1500-1650	Chapter 14 (384-414)
11/29	Protestant Reformation and Catholic Reform, 1500-1650	Chapter 14 (384-414)
12/6	Protestant Reformation and Catholic Reform, 1500-1650 World Politics in Early Modern Europe, 1500-1750	Chapter 14 (384-414) Chapter 15 (418-433)
12/13		EXAM #3 6:15-8:00
<p>Note: The pages listed here are keyed to King's <u>Western Civilization: A Social and Cultural History</u>. During the term, parallel readings may be assigned from</p>		

Discovering the Western Past.

World Civilization I: HIS 151 Master Syllabus

**SCHOOL OF ARTS AND SCIENCES
COURSE OUTLINE**

COURSE TITLE: World Civilization I
COURSE NUMBER: HIS 151
CREDIT HOURS: 3 LECT.: 3 LAB.: 0
PREREQUISITE: None Normally offered:
F

All of the information contained in the following three sections must be copied verbatim into all instructors' syllabi.

CATALOG DESCRIPTION

Introduces and analyzes critical religious, political, economic, and social trends in the development of non-Western and Western Civilization from antiquity through the late Middle Ages or early Renaissance. (Arts and Humanities elective). (Also offered as a web course).

GENERAL OBJECTIVE

As a humanities elective for students in technical and Arts and Science programs, this course introduces students to historical and cultural developments above and beyond those of the traditional Western canon.

SPECIFIC LEARNING OBJECTIVES

1. Students will analyze and evaluate the various social, cultural, economic, and political developments of world civilization from its origins through the end of the Middle Ages.
3. Through the text, outside readings and class discussions, students' attention will be focused on a series of problems in the development of world civilization.

The rest of the information in this outline covers other mandatory requirements for the course, as well as some suggestions for how they may be implemented. This information is addressed to the instructor, and should therefore be modified to address the student before it is transferred to a syllabus. Other elements, such as content options or percentage ranges should be made specific and spelled out in each

instructor's syllabus. See a sample syllabus of the course as a model.

TEXTBOOK

Campus and Web Text

Craig, Albert M., et al. *The Heritage of World Civilizations*. 7th ed. Vol. 1: To 1700. Upper Saddle River, NJ: Prentice Hall, 2006.

Wiesner, Merry E., et al. *Discovering the Global Past: A Look at the Evidence*. 2nd ed. Vol. 1: To 1600. Boston: Houghton Mifflin, 2002.

EVALUATION

Written examinations will enable students to test their grasp and understanding of significance of the issues addressed in this course. The number and weighting of these exams will be left to the instructor. A typical distribution is as follows:

Three tests = 75%.

A written project will allow students the opportunity to pursue some particular area or problem of interest and relate it to world civilization. The topic and support for this project are usually drawn from Discovering the Global Past. A typical percentage distribution is as follows: Research project = 25%

INSTRUCTIONAL METHODS

This course is normally conducted on a lecture and question/answer basis. In addition, media presentations designed to broaden students' awareness and appreciation of world civilization should be used.

CONTENT OUTLINE

The following listing contains typical subjects and the time devoted to them. An instructor may choose to alter either, however, based upon academic training or research interest.

<u>Area</u>	<u>Time Allotment</u>
The Civilizations of the Ancient Near East	1 1/2 weeks
Aegean, Hellenic, and Hellenistic Civilizations	1 1/2 weeks
The Roman World, 509 B.C. - A.D. 180	2 weeks

Ancient India and China to A.D. 220	1 week
Christianity, East Rome, and Russia	1 week
Islam from Its Origins to 1300	1 week
The Growth and Spread of Asian culture, 300-1300	1 week
Emerging civilizations in Sub-Saharan Africa and America to 1492	1 week
The Patterns of European Civilization, 500-1500	1 1/2 weeks
The Emergence of European States, 500-1500	1 1/2 weeks
The High Middle Ages	0-2 weeks

TEXTBOOK HISTORY

Craig, Albert M., et al. *The Heritage of Western Civilizations*. 7th ed. Vol. 1: To 1700. Upper
Saddle River, NJ: Prentice Hall, 2006.

Craig, Albert M., et al. *The Heritage of Western Civilizations*. 6th ed. Vol. 1: To 1700. Upper
Saddle River, NJ: Prentice Hall, 2003.

Craig, Albert M., et al. *The Heritage of Western Civilizations*. 5th ed. Vol. 1: To 1650. Upper
Saddle River, NJ: Prentice Hall, 2000.

Wiesner, Merry E., et al. *Discovering the Global Past: A Look at the Evidence*. Vol.

1: To 1600.

Boston: Houghton Mifflin, 1997.

Wallbank, T. Walker, et. al. *Civilization Past and Present*. 8th. ed. New York: Harper Collins, 1996.

Working Syllabus: HIS 151

COURSE SYLLABUS FOR FALL 2005

Course Title: World Civilization I

Course Number: History 151-002

Credit Hours: 3

Prerequisite: None

Instructor: Dr. Steven L. Culbertson

Office: 118I Fine and Performing Arts

Office Phone: (567) 661-7535

Office Hours: TBA

Course Description

This course introduces and analyzes critical religious, political, economic, and social trends in the development of non-Western and Western Civilization from antiquity through the late Middle Ages or early Renaissance.

Texts

Craig, Albert, M., et al. The Heritage of World Civilizations. 7th ed. Vol. 1: To 1700. Upper Saddle River: Prentice, 2006.

Wiesner, Merry E., et al. Discovering the Global Past: A Look at the Evidence. 2nd ed. Vol. 1: To 1600. Boston: Houghton, 2002.

General Objective

As a humanities elective for students in technical and Arts and Science programs, this course introduces students to historical and cultural developments above and beyond those of the traditional Western canon.

Specific Objectives

1. Students will analyze and evaluate the various social, cultural, economic, and political developments of world civilization from its origins through the end of the Middle Ages.
2. Through the text, outside readings and class discussions, students' attention will be focused on a series of problems in the development of world civilization.

Evaluation

1. Written examinations will enable students to test their grasp and understanding of significance of the issues addressed in this course. Three tests = 75%
2. A written project will allow students the opportunity to pursue some particular area or problem of interest and relate it to world civilization. Project = 25%

Instructional Methods

This course is normally conducted on a lecture and question/answer basis. In addition, media presentations designed to broaden students' awareness and appreciation of world civilization will be used.

Point Distribution

Test #1	100
Project	100*
Test #2	100
Test #3	100

*Please refer to "General Classroom Procedures" for special provisions regarding this project.

Grading Scale

A = 360-400
B = 320-359
C = 280-319
D = 240-279
F = 0-239

No extra credit is available in this course.

General Classroom Procedures

Projects must be based upon material found in a chapter of **Volume 1** of the second edition of Discovering the Global Past; those which are not will be rejected. Late projects will be penalized one letter grade per day (not class) that they are late. Papers turned in by mail, placed in my Departmental box, dropped off at the Copy Center, or submitted by any other alternate means will be considered submitted on the date I find them--not the date written or stamped. Due to possible software conflicts, projects are not to be sent via e-mail. Students who miss multiple classes often complain, "I don't know what you want on [sic] this project." When they do not do well, they then attribute their grade to a personality conflict with the instructor or to the instructor's inability to articulate the project's goals. Therefore, projects will not be accepted from students who have missed five or more classes by the date of the project's submission, as they will have also missed a fair portion of the oral comments meant to reinforce or explain the written goals of the project sheet. Students should be mindful of the criteria which determine the grade which a project earns:

- clarity/accuracy of thesis
- depth of support incorporating appropriately documented, attributed quoted material, paraphrases, and concrete detail from Discovering the Global Past
- summary, synthesis, and resolution of thesis in the conclusion
- quality/clarity of writing including transitions, sentence structure, style, word choice, and grammar

Projects will be graded on a holistic basis.

Tests may be made up only by advance permission from the instructor. (A voice mail or e-mail message does not constitute advance permission.) No test may be made up after one week except as a component of an instructor-approved incomplete.

Attendance

Attendance will be determined and recorded by the instructor on a daily basis.

Academic Honesty

Plagiarism will lead to the full extent of penalties allowed under College policy. (See the 2005-2006 Owens College Catalog for details.)

Drop Date

The last day to drop this course is October 24, 2005. (Students must submit the appropriate form to the Office of Registration and Records.)

Writing Center

The Writing Center, located in College Hall 156-D, offers assistance to help students improve their writing skills. Students may call (567) 661-7351 to schedule an appointment; however, the Writing Center also welcomes walk-ins.

Outcomes Assessment Protocol

At Owens Community College, assessment is a high priority in helping the College maintain a high-quality learning environment for all students. Students may refer to page 13 in the 2005-2006 Owens Community College Catalog under the title "Assessment of Student Learning" for a statement expressing Owens Community College's philosophy concerning student assessment.

As part of our outcomes assessment process, we will be building portfolios of students' writings. A random sample of students' papers may be selected for inclusion in this project. Students, therefore, will be asked to submit two copies of their course projects.

Right to Learn

This class is conducted on a "right to learn basis." Behaviors which interfere with students' right to learn and the instructor's ability to teach will result in appropriate corrective action from the instructor, the Office of the Vice-President for Student Services, or the Office of Safety and Security. These behaviors include (but are not limited to)

- repeated tardiness
- repeated early departures
- frequent comings and goings
- running conversations
- disrespectful, disruptive, abusive, or threatening discourse or actions

Cellular phones must be set to a non-ringing position. Do not bring individuals who are not enrolled in the class (obviously including children).

Further details are available on pages 72-76 of the 2005-2006 Owens Community College Catalog.

Disability Resources Services

Students who have a disability or acquire one may be entitled to receive individualized

services or accommodations intended to assure them an equal opportunity to participate in and benefit from their programs. Students wishing to receive more information or receive services should contact the Disability Resources Services Office.

CLASS SCHEDULE HISTORY 151-002

Fall 2005

<u>Date</u>	<u>Activity</u>	<u>Read/Submit</u>
8/23	Introduction	
8/25	Birth of Civilization	Chapter 1 (12-45)
8/30	Birth of Civilization	Chapter 1 (12-45)
9/1	The Four Great Revolutions in Thought and Religion	Chapter 2 (48-79)
9/6	The Four Great Revolutions in Thought and Religion	Chapter 2 (48-79)
9/8	Greek and Hellenistic Civilization	Chapter 3 (86-129)
9/13	Greek and Hellenistic Civilization	Chapter 3 (86-129)
9/15	Greek and Hellenistic Civilization	Chapter 3 (86-129)
9/20	Greek and Hellenistic Civilization	Chapter 3 (86-129)
9/22	Greek and Hellenistic Civilization	Chapter 3 (86-129)

9/27		TEST #1
9/29	Republican and Imperial Rome	Chapter 6 (172-205)
10/4	Republican and Imperial Rome	Chapter 6 (172-205)
10/6	Republican and Imperial Rome	Chapter 6 (172-205)
10/11	Africa: Early History to A.D. 1000	Chapter 5 (148-169)
10/13	China's First Empire (221 B.C.-A.D. 220)	Chapter 7 (208-223)
10/18	China's First Empire (221 B.C.-A.D. 220) Imperial China (589-1368)	Chapter 7 (208-223) Chapter 8 (231-254)
10/20	Imperial China (589-1368)	Chapter 8 (231-254)
	Iran, India, and Inner Asia to A.D. 200	Chapter 4 (126-145)
10/25	Iran, India, and Inner Asia to A.D. 200	Chapter 4 (126-145)
	Iran and India Before Islam	Chapter 10 (283-294)

10/27	The Formation of Islamic Civilization (622-945)	Chapter 11 (297-312)
11/1		TEST #2
11/3	The Early Middle Ages in the West to 1000: The Birth of Europe	Chapter 12 (315-333)
11/8	The Early Middle Ages in the West to 1000: The Birth of Europe	Chapter 12 (315-333)
11/10	The Early Middle Ages in the West to 1000: The Birth of Europe	Chapter 12 (315-333)
11/15	The Islamic Heartlands and India (1000-1500)	Chapter 13 (337-356)
11/17	Ancient Civilizations of the Americas	Chapter 14 (359-381) COURSE
	PROJECT	
11/22	Ancient Civilizations of the Americas	Chapter 14 (359-381)
	Europe to the Early 1500s	Chapter 15 (385-405)
11/24	Thanksgiving Day Holiday	
11/29	Europe to the Early 1500s	Chapter 15 (385-405)

12/1	Europe to the Early 1500s	Chapter 15 (385-405)
12/6	Europe to the Early 1500s	Chapter 15 (385-405)
12/13		TEST #3 2:15-4:00
<p>Note: Pages here are keyed to Craig's <u>The Heritage of World Civilizations</u>. Readings on parallel issues will be drawn from <u>Discovering the Global Past</u> on an ad hoc basis.</p>		

Additional Documentation

OBR Use	Action
Approved	
Additional Information Requested	
Rejected	
Date	

Ohio Articulation Number Form Directions

This form is used to submit your course information to the Ohio Board of Regents, for all courses that make up OAN requirements. This document is a form, so the only fields that need to be filled in can be. When you open this, make sure the top of the screen, where the name of the document is displayed, says "Document1" or something similar to that. When you open this form from a location other than inside of word, it creates a blank template to fill in. Please fill it in with the appropriate course information from your institution. All of the fields in this document are expandable, and will grow to fit as much data in them as you need. Note that these fields are implemented as MS Word tables. Keep that in mind as you are copying and pasting between your syllabi and this form.

Once you are done entering your course information, you need to save this file. Since Word opened a blank version of this file, you will need to rename it to save it. Under file, choose "Save as" and then enter the name of the file. The naming scheme for this form is Institution-Year-OAN number-Course Title.

Example, if you were ABC Community College, and you were submitting your Calculus110 course, the name of the file would be ABC-2005/06-OMT005-Calculus110. If two (or more) courses are required to fulfill that same OAN, you would submit ABC-2005/06-OMT005-Calculus110Calculus111.

When you are done with your submissions, please send them electronically to the Ohio Board of Regents at atpanels@regents.state.oh.us so we can keep your information on file.

If you encounter any problems or have any questions, please contact any of the individuals listed bellow:

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