



# AMH 2020 American History Introductory Survey Since 1877

Section: RVH

Internet/Fully Online

Spring Term 2024

## Professor Information

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Lindsey Maxwell

**Contact:** Please use Canvas Message for all course communication. I can also be reached via email at: lmaxwell@fiu.edu

**Turnaround Time:** One Business Day

**Office:** SIPA II 331

**Office Hours:**

Office hours are by appointment and are held via Zoom. You can book an appointment using my [Calendly link](#). You will receive an email confirmation after booking. Please note the appointment in your calendar and contact me if you cannot make it.

**Additional Notes:**

I am usually also available to meet in person each week. If you would like a face-to-face meeting, simply send me a Canvas message.

## Course Description and Purpose

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This class focuses on central themes and questions pertaining to recent United States History, from the 1870s through the late twentieth century. We will examine a broad

range of topics, including tenets of the U.S. constitution and landmark laws and judicial decisions, social movements, war, economic and political development, immigration, and issues pertaining to race, ethnicity, and gender. Readings and assignments will help you figure out not only what happened in the past, but also, the many possible explanations for why things happened.

You will be equipped to critically engage with questions such as:

- What ideas have shaped American democracy and the country's republican form of government?
- What is the role of government in economic and social life?
- How has the definition and lived experience of citizenship changed over time?
- What has led the United States to engage in war, and what has been the impact of war on American society?
- How, and in what context, have different social groups vied for power and rights?

## Course Goals

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You will not only learn about history in this course, but you will also practice the historian's art and craft of evaluating primary and secondary sources, organizing data, and presenting your analysis in different formats. The skills you will develop in this course will help you do well in other contexts. By the end of the semester, you should be able to discuss why certain events and people are important and have a sense of how history shapes our contemporary world.

This is also a Global Learning Foundations course that counts towards your Global Learning [graduation requirement](#). One of the themes of this course will therefore be the ways that different groups of people interacted over the period covered by the course.

This course also fulfills the coursework portion of the **Civic Literacy** requirement for graduation. Upon successful completion of the course, students shall be able to demonstrate understanding of American civics. This course also contains test preparation materials for students to take the Civic Literacy exam.

Finally, this is a **Gordon Rule with Writing Course**. As such, we will both work on improving written communication at the college level and assess many of the other learning objectives through written assignments. You will notice that we will be doing significant writing over the course of the semester--at least 3 written assignments totaling 3500 words or more, and worth half your grade or more--but you will also notice that there is significant support in helping you towards these goals and towards your success in the course more generally.

In order to meet these requirements, you must achieve a grade of C or better.

## **Student Learning Outcomes/Objectives**

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Students will be able to:

- Assess key events, central themes, and questions pertaining to recent United States history.
- Gain experience reading and analyzing written arguments by engaging with a variety of types of sources.
- Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper
- Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view.
- Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.
- Students will be able to explain the interrelatedness of local, global, international,

and intercultural issues and events within Modern US History. (Global Awareness)

- Students will be able to explain events and developments in Modern US history from multiple perspectives. (Global Perspective)
- Consider different perspectives on a problem or controversy related to Modern US History and attempt to reach a resolution about it. (Global Engagement)
- Understand the basic principles, practices, and interpretations of democracy and republican government in the United States
- Understand tenets of the United States Constitution and their application
- Be familiar with founding documents behind institutions of self-governance in the United States
- Be aware of landmark Supreme Court cases, legislation, and executive actions, and historical meaning

## **Gordon Rule Writing Course**

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This course is a Gordon Rule designated course in which students need to demonstrate college-level writing skills that meet specific characteristics. Papers must:

- be driven by a clear thesis or controlling idea (argument-driven)
- support a thesis with adequate reasons and evidence (evidence-based)
- display sustained analysis and critical thought (analytical)
- are organized clearly and logically (accessible)

Gordon Rule courses require significant writing over the course of the semester: at least 3 written assignments totaling 3500 words or more, and worth half your grade or more.

**In order to meet these requirements, you must achieve a grade of C or better.**

## **Global Learning Outcomes and Assessments**

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Students will be assessed for the following Global Learning Outcomes with specific course outcomes listed below them.

**Global Awareness** – Students will construct an evidence-based argument demonstrating how local, regional, national, and global events shaped the interactions of two or more groups in the United States.

- Describe how historical context shapes group interactions
- Explain the interrelationship of events on the local, regional, national, and global levels.
- Assessment of Global Awareness will take the form of a written annotation assignment
- The assignment will be evaluated using a rubric.

**Global Perspective** – Students will construct an evidence-based argument that integrates multiple perspectives on an issue in Modern US History.

- Comprehension of the many interrelated political, social and cultural contributions responsible for the complexity of historical issues.
- The ability to examine historical events from the perspectives of multiple participants.
- Assessment of Global Perspective will take the form of a written annotation assignment
- The assignment will be evaluated using a rubric.

**Global Engagement** – Students will consider different perspectives on a problem or controversy related to Modern US History and attempt to reach a resolution about it.

- Students will evaluate and reflect on their civic engagement with a current problem or controversy.
- Assessment for Global Engagement will take the form of a written assignment. In addition, students will participate in a co-curricular activity (Unify College Bowl).
- Both assignments will be evaluated using the appropriate rubrics.

## **Civic Literacy Requirement**

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**What is the Civic Literacy requirement?** This course counts toward the Civic Literacy requirement for graduation. To meet the requirement, students admitted to FIU beginning Summer B of 2021 or thereafter must successfully complete this course and pass the Civic Literacy exam with a minimum 60% score.

This course provides students with a test prep module to prepare for the Civic Literacy exam.

### **Where can I take the test?**

CIV 2222 is administered remotely. Use the virtual proctoring (Honorlock) to take CIV 2222 for up to two attempts.

### **When can I take the test?**

CIV 2222 can be taken during any term (e.g. Spring A or Spring B) for which you have registered. Register for CIV 2222 via my.fiu.edu during the [enrollment period](#) of the desired term (e.g. Spring A or Spring B). If you answer less than 60 questions correctly, you will be required to retake the test.

If you choose to retake the test during this term, you are required to wait 24 hours after your first attempt.

If you choose to retake the test in the next term, you will be required to re-enroll in CIV 2222.

## How do I register for the test?

Register for CIV 2222 via my.fiu.edu during the enrollment period of the desired term.

From the course menu in Canvas, click on Modules and then click on Take This Quiz. You will then be prompted to Launch Proctoring via Honorlock. Follow the steps accordingly to take the test.

## CIV 2222 Study Materials

- [Civics Practice Test](#)
- [Civics Flash Cards for the Naturalization Test](#)
- [Civics Questions and Answers for the Naturalization Test available in multiple languages](#)
- [Quick Civics Lessons for the Naturalization Test](#)
- [America's Founding Documents](#)

## Expectations of the Course

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### Make-up Policy

No make ups are allowed in this class, except for extreme and documented medical issues.

### Attendance Policy

This is a fully online asynchronous class so there are no scheduled class meetings.

### Students are expected to:

- review the getting started page located in the course modules
- take the practice quiz to ensure that their computer is compatible with the learning management system, Canvas.
- interact online with instructor and peers

- review and follow the course calendar and weekly outlines
- log in to the course 3 times per week
- participate in discussions by the due date specified
- respond to emails within 2 business days
- submit assignments by the corresponding deadline

**The instructor will:**

- set aside office hours for virtual meetings with students each week.
- log in to the course 3 times a week
- respond to Canvas messages within 1 business day
- grade assignments within 7 business days of the assignment deadline

## **Late Policies and Extensions**

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Assignments submitted close to the deadline risk being marked as late, so submit your work early. You should leave yourself enough time to account for unforeseeable technical problems and upload times. Technical problems are not an acceptable excuse for late assignments. Corrupted files, wrong files, and files other than those explicitly allowed will not be graded, as you are responsible for checking your file thoroughly before uploading. Such submissions will be marked as late until they are resubmitted. Screenshots will not be accepted as proof.

If you find yourself in an unforeseeable situation such as undergoing a medical emergency that prevents you from submitting an assignment you need to contact me as soon as possible.

**Written Assignment Late Policy:** It is crucial to submit your written assignments on time in this class. Late assignments will receive a penalty of 10% per day. Late penalties are automatically applied hourly by Canvas, so each hour results in a deduction of .45%. Written assignments submitted more than seven days late will not be accepted.



**Note: all writing assignments must be submitted in Microsoft Word file format (.docx, or .doc)** Submissions of any other file type will not be accepted and will be counted as missing, with the appropriate late penalties applied, until the correct format is submitted.

**Discussion Assignment Late Policy:**

- Perusall: There is a 48-hour late period past the deadline for Perusall collaborative discussions in which students may still earn partial credit for comments and replies. Note: credit declines linearly; comments earn full credit at the deadline and no credit by the end of this late annotation period.

**Quiz Late Policy:** Late InQuizitive activities will not be accepted past the deadline.

**Group and Peer-to-Peer Assignments:** Any assignments that are group or peer based must be completed by the deadline. No exceptions.

**In addition, no assignments will be accepted after the grades and/or feedback have been released to the class.**

**Make up policy:** No make ups for any assignments, quizzes, or exams are allowed in this class, except for extreme and documented medical issues.

**Extensions:** No extensions will generally be permitted, but if you think you are subject to an exceptional circumstance, please contact me as soon as possible so that we can find a solution together before issues become major problems. Extension requests must be made at least 48 hours prior to the assignment deadline.

**Students with Disabilities:** In order to utilize disability-related accommodations in this class you must first register with the [Disability Resource Center](#). Please reach out to me after registering to let me know what accommodations, if any, you plan to use in the course and how I can help facilitate your learning.

**Active Duty Military Students:** Students who are deployed active duty military and/or National Guard and require accommodation should contact me as soon as possible at the beginning of the semester and/or after they receive notification of deployment so that we can make arrangements.

# Assignments

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Below are overviews of assignment types that you will be required to complete in this class, with resources for completing them. Refer to the "Assessments" and "Grading" sections for a breakdown of how these assignments correspond to your grade in the class.

## **Online Discussions: Perusall Collaborative Annotations**

We will be using Perusall to facilitate collaborative discussions of course content and sources in this course. Think of Perusall as the “in-class participation” portion of this online course. Perusall is a social annotation platform that allows you to hold conversations about texts and multimedia while you read or view them. You will highlight the text to leave short comments and you can respond to your peers’ comments as well. Each Perusall assignment will include sections where you will discuss through annotations, and at the end you will have an essay response question that will ask you to respond to a Global Learning question. We will use these weekly discussions to not only learn about the history, but practice important historical skills of analysis, contextualization, and interpretation of sources. These discussions will also help you gain global awareness by analyzing the actions of diverse groups within the historical context, demonstrate global perspective by comparing and contrasting the viewpoints of different writers, and practice global engagement by discussing and collaboratively resolving major issues in modern U.S. history. In doing so they fulfill the Global Learning requirements of the course.

To get started simply click on the "Making the most of learning with Perusall" assignment link in Module 0.

Here is a quick video overview of the Perusall platform:

You will automatically be placed in a group for discussion of the texts. For each discussion, you should carefully read and engage with the text. See the document “How to Engage with Texts” to learn how to effectively engage with an author/reading/idea. You should strive for high-quality annotations (these can be original commentary, questions, or responses to your peers or myself) in discussions. Hint: It is easier and quicker to earn points on this assignment when you start early and spread the reading out, thus giving

yourself time to respond to ongoing conversations about the central ideas with your peers and your professor.

Here are some suggestions for ways to contribute to discussions:

### Developing

- “I agree” statements which while encouraging, do not advance a deeper understanding of the material.
- Highlight words, phrases, or ideas that you find unclear. Look up the meaning and post it for others.
- Connect ideas in the primary sources to those found in the textbook or lectures. Use hashtags to connect to themes! #legaciesofWWI, #liberalism, #meltingpot, #singlestory #politicalequality

### Helpful

- Ask questions when you do not understand something in the text. Be sure to use a question mark (?)
- Answer other’s questions! Use the @ symbol to respond directly to others and grab their attention.
- If an event, person, or story surprises or fascinates you, share it! (and tell us why)
- Encourage others to clarify or expand ideas that might be foggy. Ask for more information or further explanation.

### High-quality

- Look for and highlight key points in the text(s): the author’s thesis or main point, the arguments they make, any influences that you see in their writing, etc.
  - Challenge politely if you disagree but be sure to clarify a difference of opinion first.

- If there is a lot of conversation on a section of text or image, summarize the various positions and arguments.
- Use the picture tool to connect to primary sources, the textbook, or to illustrate points. Link to an present-day source (news article, podcast episode, YouTube video, etc.) and explain how it connects to the material.

See the Perusall module on Canvas for the rubric and instructions for discussions, an example of how annotations are scored, and helpful links for FAQs related to all things Perusall. Perusall will occasionally send you email “nudges” to get started reading, contribute more comments, etc. Pay attention to these nudges, as doing so will not only improve your grade for each assignment but will also improve your performance in the course.

Finally, remember courtesy and respectful tone when you engage your classmates in online discussion. Topics may engender a range of responses, so please keep all discussion and disagreement courteous and civil.

### **Give Me Liberty! Textbook InQuizitives**

InQuizitive is an adaptive quizzing tool that combines interactive question types with game-like elements to provide an engaging way to learn and process the course material. There is one InQuizitive assignment per textbook chapter. In InQuizitive, students must answer a minimum number of questions in each activity before receiving a grade and reach a Target Score to earn a 100%. You can begin the InQuizitive and return at any point before the final deadline. Once the deadline is reached no more points may be earned.

### **Writing Assignments**

In this course I emphasize the development and enhancement of your written communication skills, an essential tool in any professional environment. Writing in a clear, concise, and compelling manner is vital to the conveyance of complex ideas and

arguments - a skill that transcends the academic realm and translates seamlessly into your future careers.

Throughout the semester, we will employ various written assignments to meet the diverse learning objectives of this course. Expect to encounter a minimum of three significant writing tasks, broken down into several steps, collectively accounting for over 3,500 words, which will constitute at least half of your overall grade. Each of the major writing assignments in this class are broken down into small writing stages where you will receive ongoing feedback and opportunities for improvement. These assignments serve dual purposes - they not only assess your comprehension and engagement with the material but also offer you the opportunity to refine your writing skills and craft persuasive historical narratives.

### **Paper #1: Source Analysis Essay**

The grade for this assignment is broken into three parts: 25% Draft, 25% Peer Review, and 50% Final Paper

### **Paper #2: Critical Analysis Essay**

The grade for this assignment is broken into three parts: 25% Draft, 25% Peer Review, and 50% Final Paper

**All writing in this class will take place using Microsoft Word online.** Students are required to use MS word online for all stages of the writing process, including in the drafting and final submission of papers. This is to simplify the submission process and to help ensure academic integrity and fairness.

As FIU students, you all have access to a Microsoft 365 account that contains free access to MS Word. To access, simply go to <http://freeoffice.fiu.edu/> and login with your FIU credentials.

Visit this page: <https://online.fiu.edu/student/resources/software-resources.php> for more information and links to additional software at student discounts.

### **Global Learning Co-Curricular Report**

This is a Global Learning Foundations course that counts towards your Global Learning graduation requirement. This course therefore requires you to complete a co-curricular

activity. To meet this goal, we will be participating in the Unify America College Bowl which takes place for two weeks during this semester. You will choose a date and time to meet with another college student virtually in a one-on-one guided video conversation to talk about big goals for the country. After completing the meeting, you will creatively explore different perspectives on a modern US historical problem or controversy and envision a resolution in an essay, inspired by your conversation during the Unify America College Bowl.

### How to Participate

1. Review the [Student Instructions Flyer](#).
2. Review [Student Tips and Tricks](#).
3. Review the [College Bowl Norm Setting and FAQs](#).
4. This Fall 2023 College Bowl runs over the course of six days (with two time options per day): **February 27, 28, 29, and March 5, 6, 7**. Choose **one** of these dates and mark it in your calendar.
5. Sign up for the challenge here:
  1. [Landing Page Link With Sign-Up Button](#)
  2. [Student Instructions](#)
  3. Sign up with your **FIU student email** so a report can easily be sent for credit.

Do NOT sign up using a different link! Unify America hosts other events that are not part of the College Bowl. To earn credit for this assignment you must use the link provided above and register with your FIU student email.

Check out Voices from the [College Bowl: Spring 2023 Edition](#), which includes FIU student responses on their experiences in the Spring 2023 College Bowl.

## Assessments

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**Students will be assessed in this course based on their completion of 17 learning activities (13 InQuizitives + 4 History Tutorials), 6 Perusall collaborative annotation assignments, 2 writing assignments (each will require draft, peer review, and self-reflection stages), a Midterm and Final Exam and 1 co-curricular activity with an essay component.** Module availability is open and can be completed at the student's individual pace. Projects/assignments will be completed individually and will be due approximately every 1 - 2 weeks depending on the project. Projects/assignments will be evaluated within 1 week of submission. Communication will take place primarily via email and professor announcements.

## **Exams**

This course includes two major exams: a Midterm and a Final. Each exam may consist of various sections, such as Identification Terms, Short Answer, and Multiple Choice. Additionally, there will be one essay question in each exam. Both exams will be conducted online using Respondus.

For your overall "exam" grade in this class, only the higher score between the Midterm and Final will be considered. This means that if you score low or are unable to attend the Midterm, you have the opportunity to improve your grade by taking the Final. Conversely, if you achieve a satisfactory score on the Midterm, you have the option to opt out of the Final exam.

## **Writing in this Class**

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**All writing in this class will take place using Microsoft Word online.** This is required to show your work. Students are required to use MS word online for all stages of the writing process, including in the drafting and final submission of papers. This is to simplify the submission process and to help ensure academic integrity and fairness.

As FIU students, you all have access to a Microsoft 365 account that contains free access to MS Word. To access, simply go to <http://freeoffice.fiu.edu/> and login with your FIU credentials.

Visit this page: <https://online.fiu.edu/student/resources/software-resources.php> for more information and links to additional software at student discounts.

## Grading

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Note: The lowest four scores in the InQuizitives and History Tutorials category are automatically dropped in this course [ex: there are 17 total assignments but only 13 will count toward the grade]. Use these drops to account for weeks that are especially busy for you.

| Course Requirements                                  | Number of Items | Weight      |
|--|-----------------|-------------|
| InQuizitives and History Tutorials                   | 13              | 10%         |
| Perusall Collaborative Annotations (Global Learning) | 6               | 15%         |
| Global Learning Co-Curricular Assignment             | 1               | 10%         |
| Source Analysis Essay                                | 1               | 15%         |
| Critical Analysis Essay                              | 1               | 20%         |
| Exams  | 2               | 30%         |
|  |                 |             |
| <b>Total</b>   |                 | <b>100%</b> |

There are two exams held in this class: a midterm and a final exam. Only the higher score will count towards the grade, and the lower score will be dropped. Therefore, if a student takes the midterm and scores an acceptable grade, they do not need to take the final exam. Likewise, if a student misses the midterm, they would be required to take the final exam.

## Grading Schema

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| Letter | Range (%) | Letter | Range (%) | Letter | Range (%) |
|--------|-----------|--------|-----------|--------|-----------|
| A      | 100-95    | B      | 85 - 83   | C      | 75 - 70   |



|    |       |    |         |   |              |
|----|-------|----|---------|---|--------------|
| A- | 94-90 | B- | 82 - 80 | D | 69 - 60      |
| B+ | 89-86 | C+ | 79 - 76 | F | 59 and below |

## **Class Awards & Extra Credit**

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Student can earn rewards that include extra credit in the following ways:

- **Master Historian in Training:** Students who attend at least three tutoring sessions with the [Writing in History tutors](#) for their history papers and provide proof of attendance will receive an additional 1% of extra credit added to their final grade.
- **Reflective Ranger:** Each student who successfully completes the end of course reflection assignment will receive an additional 1% of extra credit.
- **Feedback Fanatic:** Students who complete the Gateway Course Survey at the end of the semester will receive an additional 1% extra credit added to their final grade.
- **Unified Uplift:** If the class reaches 75% completion rate for the end of semester SPOT survey for this class, each student will have their final grade rounded up to the nearest decimal point.

**A maximum of 3% of total extra credit can be earned in this course.**

## **Resources For a Successful Class**

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The [Writing in History Tutoring Program](#) is an important resource for all students in this course, regardless of writing skill level. Students have FREE access to these tutors, who are advanced History students here to advise and assist at all stages of the writing process, from brainstorming to final draft polishing. All students in this class are encouraged to make an appointment with a tutor to discuss first drafts. Think of the History tutors as your free professional peer review. Appointments can be made up to 60 days in advance throughout the semester. [Pro tip: check out the course calendar and

note when the writing assignments are due for this semester. Go ahead and schedule your tutoring appointments at the beginning of the term for each writing assignment.]

The Steven & Dorothea Green Library is an essential resource for enriching your learning experience in this class. The library provides access to a vast collection of books, journals, databases, and multimedia resources tailored to support your academic pursuits. Check out the [General History LibGuide](#) for help with understanding primary and secondary sources, writing citations, and finding additional resources. You can even make an appointment with a librarian to get additional information and help with your research!

## **Textbook and Course Materials for Purchase**

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If no materials listed, no items are needed.

### **VOICES OF FREEDOM- PERUSALL CODE**

**Required/Recommended:** Required

**Authors:** Eric Foner, Kathleen DuVal, Lisa McGirr

**Publisher:** W. W. Norton

**Publication Date:** 2023

**Copyright Date:** 2023

**ISBN 10:** 2818000078442

**ISBN 13:** 2818000078442

**Notes:** This requires purchase through Perusall or the FIU Bookstore

### **Panther Book Pack Undergraduate Rental Program**

FIU has implemented the Panther Book Pack rental program, which provides your required print and digital course materials at a flat rate of \$20 per undergraduate credit hour. When you registered for your classes this session, you were notified via email of the required course materials that are included in the Panther Book Pack. The Panther Book Pack program applies to all undergraduate credit hours per academic session. I recommend that you review the pricing for all materials across your classes this session compared to the Panther Book Pack flat rate. If the Panther Book Pack is not your best option, you may opt out up to three days after the add/drop deadline. You may opt back

into the Panther Book Pack up to three days after the add/drop deadline. If you do not opt out of the Panther Book Pack rental program, you will be charged \$20 per credit hour and the course materials will be reserved for you for the undergraduate courses for which you are registered. For more details, visit [bookpack.fiu.edu](http://bookpack.fiu.edu)

### **KRITIK PEER GRADING PLATFORM**

**Required/Recommended:** Required

**Authors:** N/A

**Publisher:** Kritik

**Publication Date:** N/A

**Copyright Date:** N/A

**ISBN 10:** 9781777263102

**ISBN 13:** 9781777263102

**Purchase/Rent at FIU Bookstore:** Purchase at FIU Bookstore

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### **GIVE ME LIBERTY!,BRIEF-VOL.2-ACCESS**

**Required/Recommended:** Required

**Authors:** Eric Foner, Kathleen DuVal and Lisa McGirr

**Publisher:** WW Norton

**Publication Date:** 2023

**Copyright Date:** 2023

**ISBN 10:** 978-1-324-04199-3

**ISBN 13:** n/a

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## **Course Communication**

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Communication in this course will take place via the Canvas Inbox. Check out the [Canvas Conversations Tutorial](#) or [Canvas Guide](#) to learn how to communicate with your instructor and peers using Announcements, Discussions, and the Inbox. I will respond to all correspondences within 24 hours.

You should use Canvas Messages to communicate with me or the teaching assistants. Barring unforeseen or major disruptions, I will respond to inquiries via Canvas messages within 24 hours Monday through Friday between the hours of 8:00am and 5:00pm. In the interest of professional and respectful communication, I ask that you to consider these guidelines when writing your messages.

As a reminder, you are also welcome to visit me in my physical office in SIPA II, room 331. My open hours are posted on the home page. My office door is always open to students, but I may be busy or have meetings at other times, so my office hours are the best time to drop by.

Note: email was not listed as a communication option for a reason. My email typically takes several hours to work through per day, so it is not the most effective way of reaching me for students. Should you need to contact me after the semester has ended, my email is LMaxwell@FIU.edu.

## Discussion Forums

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### Example:

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

## Zoom Video Conference

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Zoom is a video conference tool that you can use to interact with your professor and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities. I utilize this tool for student meetings when a physical meeting is not an option.

Zoom meetings can be accessed via the Zoom link in the course navigation menu. Once you click on the Zoom link, it will route you to join the meeting for the respective class session. You will also be able to view upcoming meetings, previous meetings that you have already joined, and meeting recordings. Before joining an actual class session:

- Reference the [Zoom Student Tutorials](#) to learn about the tool, how to access your meeting room, and share your screen.
- Access the [Zoom Test Meeting Room](#) to test out the software before joining an actual session.

If you encounter any technical difficulties, please contact the [FIU Canvas Help Team](#). Please ensure you contact support immediately upon the issue occurring.

## Policies

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As a member of the FIU community, you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Conduct and Honor Code](#).

In addition, the [FIU Policies and Procedures Library website](#) serves as the official repository for university-wide policies and procedures.

## Technical Requirements and Skills

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One of the greatest barriers to student success is a lack of basic computer literacy. By computer literacy, we mean being able to manage and organize computer files efficiently and learning to use your computer's operating system and software quickly and easily.

Privacy Policy Statements for some of our Partners and Vendors

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [YouTube](#)
- [LinkedIn](#)
- [ProctorU](#)
- [HonorLock](#)
- [Turnitin](#)
- [OpenStax](#)
- [Zoom](#)
- [Respondus LockDown Browser](#)

## Accessibility and Accommodation

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The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

For additional assistance please contact [FIU's Disability Resource Center](#).

Web Accessibility Statements for Partners and Vendors

- [Canvas](#)
- [Microsoft](#)
- [Adobe](#)
- [YouTube](#)
- [LinkedIn](#)
- [ProctorU](#)
- [HonorLock](#)
- [Turnitin](#)
- [OpenStax](#)
- [Zoom](#)
- [Respondus LockDown Browser](#)

Please visit [accessibility.fiu.edu](https://accessibility.fiu.edu) for additional information about accessibility at FIU.

## Academic Integrity

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Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly demonstrate the quality of their

learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the University's educational mission. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Conduct and Honor Code.

Academic Misconduct includes:

### **Cheating**

- The unauthorized use of any materials, information, study aids, or assistance from another person on any academic assignment or exercise unless explicitly authorized by the course Instructor;
- Assisting another student in the unauthorized use of any materials, information, or study aids, unless explicitly authorized by the Instructor; and
- Having a substitute complete any academic assignment or completing an academic assignment for someone else, either paid or unpaid;

### **Plagiarism**

- The submission of any work authored by another person or automated tool without proper acknowledgement of the source, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- Assisting another student in the submission of any work authored by another person or automated tool without proper acknowledgement of the source, whether that material is paraphrased or copied in verbatim or near-verbatim form.

Learn more about [Student Conduct and Academic Integrity](#).

## **Course Academic Misconduct Policy**

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Academic honesty offenses provoke penalties that range from a “0” on the assignment to an “F” course grade. To protect the due process rights of the student, academic



misconduct cases will always be accompanied by a formal charge to the [Office of Student Conduct and Academic Integrity](#). If found responsible for academic misconduct in this class, first offenses at minimum will result in zero credit for the assignment in question. Any subsequent offenses will result in an “F” on the course. There will be no exceptions to this rule, and no resubmissions of plagiarized assignments are allowed.

## Artificial Intelligence Tool Policy

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### AI Writing Tools Policy

**Purpose:** AI writing tools, such as ChatGPT, Jasper.io, Elicit, etc., can assist in brainstorming, structuring, proofreading, reviewing, and self-editing your work. However, they have limitations and can potentially curb your creativity and independent thinking.

**Ethical Use:** Students are expected to use AI tools responsibly and ethically, adhering to all relevant laws and avoiding academic dishonesty, including plagiarism.

### Guidelines:

- Use AI tools as aides, not as primary content creators.
  - You may not use ChatGPT or any other automated tool in any part of the discussion posts/responses.
  - You may not use ChatGPT or any other automated tool to write your papers in this class.
  - You may not use ChatGPT or any other automated tool for any form of assistance on quizzes or exams.
  - You *may* use automated tools to brainstorm ideas for your essays, write outlines, edit citations, and assist with proofreading and self-editing. **These are the only approved ways to use these tools in this class.** Any other unauthorized use will be considered academic misconduct. See me if you have any questions about this policy.

- Be wary of inaccuracies or incomplete information generated by AI tools. YOU are ultimately responsible for the accuracy of your submissions.
- Understand that AI-generated content may derive from past training data and is not original thinking.
- **Fake citations** as defined as citations which are either 1) entirely fabricated, 2) partially fabricated and/or missing critical information, 3) real but irrelevant to your writing, or 4) real but impossible for you to have used in your writing will be considered as a form of plagiarism and/or cheating in this class and will be reported to SCAI.

### **Consequences of Misuse:**

- Submissions suspected of AI-generation may be queried. An inability to show proof of your work progress may result in disciplinary hearings.
- AI-generated assignments, wholly or in part, will be treated as plagiarism, resulting in:
  - Zero grade for the specific assignment with no resubmission.
  - Reporting to the university.
  - A second offense leads to an automatic 'F' grade for the course.

**Responsibility:** Stay informed about academic integrity policies and ensure your use of AI tools aligns with this policy. If unsure, consult with the instructor before proceeding.

## **Panthers Care & Counseling and Psychological Services (CAPS)**

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If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate's well-being or yours; you are encouraged to share your concerns with [FIU's Panthers Care website](#).

[Counseling and Psychological Services \(CAPS\)](#) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don't wait to call (305) 348-2277 to set up a time to talk or visit the online self-help portal.

## Inclusivity

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This course will serve to embrace the diversity and inclusivity found within Florida International University. We appreciate and respect diversity, equality, equity, cooperativeness, community, and sustainability within our online courses. We are committed to the ongoing education of our students and their participation within the course regardless of gender, ethnicity, age, sexual orientation, geographical location, religion, and disability. We strive in encouraging collaboration by preparing our students to value the differences in others. At the core of our intentions is the encouragement of acceptance and appreciation of differences within our student population and community.

## Copyright

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The following conduct is prohibited by the Student Conduct and Honor Code. A lack of familiarity with University policy is not a defense to a violation of this Code. Unless specifically noted, the intent is not a required element to establish a policy violation. The following conduct violation or any attempt to violate the Code will be used in charging all Students or Student Organizations;

### Section 5 | Conduct Violations - g. Computer Misuse

- vii. Unauthorized distribution or downloading of copyrighted materials, including but not limited to, unauthorized peer-to-peer file sharing. This is a violation whether the user is using their own personal computer or the University's information technology system for unauthorized distributions.

Copyright Statement: The materials and content in this course are provided solely for student use during the course. Course materials may not be shared outside of the course or with any third party without the explicit permission of the instructor or content

publisher. Visit FIU [Library's Copyright Lib Guide](#) to learn more about copyright law and restrictions.

Additional Resources:

- [Student Conduct and Honor Code](#)
- [Digital Millennium Copyright Act Policy](#)
- [FIU - Copyright Guidance for Students](#)
- [FIU Library's Copyright Lib Guide](#)

## Proctored Exams

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All students are required to register for **Honorlock** to complete the Midterm and Final exams in this class.

Through a careful examination of this syllabus, it is the student's responsibility to determine whether this online course requires proctored exams. Please visit our [Student Proctored Exam Instructions webpage](#) for important information concerning proctored exams, proctoring centers, and important forms.

## Syllabus Disclaimer

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This syllabus may be subject to change without prior notice. The latest changes will be announced via Canvas announcement.