

**Cleveland State University**  
Fall Semester 2017  
Maxine Goodman Levin College of Urban Affairs  
Department of Urban Studies

***Course Syllabus***  
***UST 302, Section 504***  
***Contemporary Urban Issues***

**Instructor:** Dr. Michael L. Paquet  
**Office Telephone Number:** (E-mail preferred in order to create full course record)  
**Meeting Time: Online (Blackboard)**  
**E-mail Address: Utilize Blackboard Messaging function only.**  
**Office Hours: By Appointment Only**

**Course Description:**

This is an upper-level undergraduate course designed to explore American urban life through the lens of race, class, and ethnicity, with an emphasis on African-American communities in particular. Through these lenses, we will consider political, societal, and economic issues as they related to urban life.

Many of the topics covered in this course may be controversial and challenge people's opinions relative to the material covered in the course. Therefore, do not take differences in opinion personally. Having respect for people having differences in opinion is fundamental to having open educational discourse.

**General Education Statement:**

This course is approved as a General Education 08 course meeting the requirements for The African American Experience. It meets the requirements for Writing Across the Curriculum (WAC). Skill areas for this class include Critical Thinking and Information Literacy

**African-American Experience Criteria:**

1. This course has a primary focus on the contemporary experience of African Americans and maintains the perspectives, experiences and/or achievements of African Americans themselves as central to the course.
2. This course provides students with knowledge of how the field of Urban Affairs studies and analyzes the African-American experience.

3. This course provides students with a theoretical and empirical framework for understanding inequality and the distinguishing aspects of the African-American experience.

### **Skill Area: Critical Thinking Criteria**

1. This course requires that at least 15% of the student's grade in the course is based on an evaluation of critical thinking.
2. This course requires students to attain skills beyond lower-level knowledge, thereby requiring skills that involve the use of content knowledge (e.g. finding information to solve a problem).

### **Skill Area: Information Literacy Criteria**

1. At least 15% of the student's grade in the course is based on an evaluation of information literacy
2. This course requires students to evaluate the accuracy, authority, currency, objectivity, and reliability of information sources.
3. This course requires students to address the ethical and legal uses of Information.

Information literacy skills require students to address ethical and legal uses of information. At times you may want to quote, or state directly what an author has said. Remember to set off quotations in quotation marks and to document them according to the APA style. If you derive your paraphrased statement from several authors, use a single pair of parentheses and a series of references separated by colons for example, (Johnson, 1999; Perry, 2004; Smith, 2006). ***Plagiarism may result in the student receiving a failing grade for the piece of work involved.***

### **Penalties for Plagiarism:**

The penalties for plagiarism are found in full in the Student Handbook under Academic Regulations (Policy on Academic Misconduct) at the following link: <http://www.csuohio.edu/studentlife/conduct/acadegres.html>

### **Writing Center Page on Plagiarism:**

If you require additional information regarding plagiarism you may also refer to the Writing Centers page on plagiarism, which can be accessed at the following link: <http://www.csuohio.edu/writingcenter/Plagiarism.html>

## **Paraphrasing:**

Paraphrasing should be used to support your thinking and should form, in part, the bulk of your evidence. A paraphrase is a restatement of the author's words or ideas. Paraphrasing adds weight to the argument you are presenting. Where possible maintain the intent of the original passage, or if synthesizing the work of several authors use the style indicated above.

## **Students with Special Needs:**

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. Accommodations need to be requested in advance and will not be granted retroactively. Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.

## **Writing Assistance:**

Students with difficulty writing may contact the Writing Center for assistance. Students should use the American Psychological Association (APA) format for citations and reference pages. A great source for information about APA Style is the Purdue OWL.

## **Course Objective:**

The purpose of the course is to provide students with scholarly and practical skills. By participating in the course, the student is expected to gain a better understanding of:

- (1) Issues and challenges to urban America
- (2) Public policy and politics relevant to race and ethnicity
- (3) Appreciation of diversity
- (4) Enhanced writing, research, critical thinking, and analytical skills through writing assignments, group discussions, virtual in-class presentation, and exams

Because this course is entirely web-based, issues relative to course readings, discussion responses, written assignments, and the mid-term and final exam will occur on-line via Blackboard. Therefore, it is imperative students' taking the course are familiar with computers and the Internet.

## Course Requirements:

Students' are required to meet the following criteria for this course:

- (1) Prepare/submit all written assignments, discussion responses, virtual in-class presentation, mid-term, and final exam under the appropriate tab via Blackboard on time. Late assignments will not be accepted without two-week prior approval from the instructor;
- (2) Read all readings assigned for the course;
- (3) Edit written assignments extensively before submission.

Blackboard will be utilized for the submission of all assignments, and to take the final exam. In addition to using Blackboard, students are required to utilize scholarly literature (i.e., journals, Internet, etc.) to research/collect relevant data/material to complete/submit the writing assignment developed for this course.

**Questions regarding the course should be submitted to the instructor via Blackboard Messaging only.**

Students requiring additional assistance must make an appointment with the instructor. ***Students should contact the University Help Desk (216) 687-5050 or the Center for e-Learning (216 687-3960) for issues related to Blackboard.***

## Writing Across the Curriculum Requirement Criteria:

This course also fulfills the Writing Across the Curriculum (WAC) requirement. The criteria for meeting the WAC requirement are:

1. The course requires students to write between 3,000 and 5,000 words (10-20 pages, double-spaced, in 12-point font, with 1" margins) in writing assignments (which may include drafts).
2. Final versions of at least one of the assignments should total at least 2,000 words (eight pages).  
The course teaches students writing-to-learn strategies that foster students' experiences in learning, and writing-to-communicate strategies that foster students' respect of readers' experiences. Planning assignments (i.e., reading logs, pre-writing strategies) and peer reviews will be included in class assignments.

3. Students will be assigned writing complex enough to require substantive revision for most students. Students will be given feedback to assist them in preparing subsequent papers or drafts of papers. This feedback will consist of more than mechanical correction of punctuation and grammar.
4. The course provides instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation. Students will be required to use the American Psychological Association (APA) style. The CSU Library website lists citation guides including links to the APA style guide: <http://www.ulib.csuohio.edu/research/vrd/citations.html>; or go to the APA website, <http://www.apastyle.org/>
5. There will be writing assignments throughout the semester.
6. The course will address the needs of students regarding library competency.
7. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student's writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

## **Writing Assignments:**

**All writing assignments (i.e., concept paper and book reviews only) must be submitted as an attachment using Word 2000 (minimum), PDF or as a rich text file and not Vista. Papers submitted using any other version of Word will not be graded.**

### **I. Concept Paper**

Students' are to submit a **minimum of 8 pages (2,5000 words) or a maximum of 10 pages (3,000 words)** concept paper discussing the history of an issue affecting life in urban American cities, and its impact on African-American's in particular. **You may choose from the following eight (8) topics for this assignment.**

- (1) **No Child Left Behind, Race to the Top and their effects on city school districts;**
- (2) **Hip Hop versus the Civil Rights Generation;**
- (3) **Health Care Reform and the Under Insured;**
- (4) **Poverty and the Working Poor;**
- (5) **Digital Divide: The Information Technology Gap in Urban Communities;**
- (6) **Economic Segregation;**
- (7) **Housing Policy: The Impact of the Mortgage Crisis;**
- (8) **Race Relations: Ethnic and Cultural Diversity.**

**Students are required to use a minimum of five (5) legitimate reference resources, four (4) of which cannot be from material assigned in this course.**

Legitimate reference resources include the use of: scholarly journals/articles, books, data cited from databases (i.e., U.S. Census, etc.), and reports (i.e., United States General Accountability Office, etc.). Citations from Internet sources that are merely web pages constructed by individuals airing their personal views are unacceptable sources. However, legitimate websites accessing refereed academic journals/reports (i.e., articles published in The Urban Institute, Journal of Urban Affairs, etc.) are legitimate resources. **Citations from Wikipedia are not acceptable reference resources and are not acceptable for use on any written assignments.**

Utilization of articles found on [www.lydiaspeakeshermind.com](http://www.lydiaspeakeshermind.com) is not acceptable for this assignment. One way to determine if a website is acceptable or not is to ask yourself, "If the Internet did not exist, would I be able to find this article in the university library?" Newspaper or magazine articles may be used for this assignment provided they are in-depth articles on the issue, and not just commentaries or editorials. A maximum of two (2) newspaper or magazine articles are acceptable.

## **II. Book Reviews**

Students are to submit ***(2) two book reviews***. The book reviews must contain a **minimum of 6 pages or a maximum of 8 pages**. Students must select two books, one of which must be ***Racial Profiling: Causes and Consequences by W. Reed and D. Dunn***, from the book review list delineated under the supplemental reading list. ***The book reviews should summarize the contents of from the book and discuss from your perspective how the material presented in the book relates to African Americans in urban environments.***

**Students should adhere to the following guidelines for the book reviews; however, your papers should not read like items on a checklist, but instead should be incorporated into a fluid narrative discussion. The minimal requirements for the book report include:**

- (1) Discuss the primary social issue(s) addressed in the book;
- (2) Identify the research question or hypothesis the author presented;
- (3) Indicate the author's thesis or primary argument;
- (4) Identify the segment of the population primarily affected by this issue;
- (5) Indicate the setting or social context within which the issue occurs;

- (6) Discuss the current status of public policy relative to the issue presented in the book;
- (7) Discuss the type of analysis, **if applicable**, conducted in the study [i.e., quantitative (statistical) or qualitative (interviews)];
- (8) What type of data the author used to support his position;
- (9) Discuss notable quotes and/or tables presented in the book, **if applicable**;
- (10) The author's conclusions, recommendations, and the policy implications;
- (11) Your critical analysis of the author's work;
- (12) Supporting evidence for your position.

**Students are required to cite citations used in the book review on a reference page at the end of the review. If you only cite from the book and do not use outside sources, you MUST cite the page number you cited from.**

## **Class Assignments:**

### **I. Weekly Discussion Question Responses**

Students are responsible for responding in writing to the assigned weekly discussion questions. Initial posts for the discussion questions must be between 100 – 150 words in length, and must be submitted under the appropriate weekly discussion tab in Blackboard. Also, students must respond to at least two students in each discussion. Responses should be thoughtful and deliberate as well as relative to content and not the delivery of such.

Students' are required to participate in the weekly on-line discussion questions to promote ***Writing-to-Learn*** exercises, which are intended to explore fundamental aspects of the African-American experience utilizing discussions question responses designed to promote learning at a deeper level than memorization or recitation. Utilizing Blackboard, **students should login several times each week and submit their discussion question responses no later than 8:00 p.m. on Tuesday each week. Students may submit their discussion question responses early if they are reading ahead or anytime prior to the due date/time. Late discussion question responses will not be accepted. Students' first discussion question response will be due Tuesday, September 5, 2017. \*All discussion responses must be submitted as text under the discussion tab located under the main course menu found under my Blackboard home page. Students' that fail to submit their weekly discussion entries under the discussion tab will not receive credit. Late discussion responses will not be accepted.**

**Articles used for the discussion questions are available on Electronic Course**

**Reserve** Electronic Course Reserve (ECR) can be accessed at the CSU Library. You can search for the articles using the course and section number or by my last name (Paquet) and selecting the appropriate course/section number. Please see the Course Announcement for your password to obtain access.

## **II. Virtual In-Class Presentation**

Students are required to submit a formal Power Point presentation for the virtual in-class assignment. **The Power Point presentation should consist of no more than (10) ten slides (not including the title slide)**, and should summarize the information from the topic they selected to explore for their **Concept Paper**, to illustrate their knowledge and understanding of the topic in a new and different way. Students must submit their virtual in-class presentation as an attachment under the appropriate tab in Blackboard. Citations should be offered in a lesser font at the bottom of each slide.

**Written Assignment Evaluation:** Evaluation of student papers is based on the following criteria:

### *Higher Order Concerns*

- (1) **Focus** – The hypothesis or main point of your paper needs to be stated clearly at the beginning of the paper.
- (2) **Development** – The research i.e., literature, date, etc. utilized to support your hypothesis. More specifically, students' incorporation of quotes, paraphrases, examples, inferences, reasoning, opinions, and forecasts relative to supporting their hypothesis.
- (3) **Organization** – The organization/structure of the paper. More specifically, is the paper organized so that the paragraphs proceed from one to another in a logical style using appropriate transitions? Is the paper well organized? Did the student adhere to the APA style format suggested for this course?

### *Lower Order Concerns*

- (1) **Style** – Style can be considered in terms of sentence patterns and diction. Are the sentence patterns varied (preferred) or all the same? Variety in style makes for a far more interesting read. Is the diction appropriate (wording, choice of words) for an upper level college assignment? Is the diction appropriate for the discipline?
- (2) **Mechanics** – Refers to the punctuation, spelling, and grammar. **Students should make sure they proofread their paper prior to submission. Points will be deducted for inappropriate punctuation, improper use of grammar, and misspelled words.**

## Exams:

**Mid-Term Exam:** There is no mid-term exam for this course. The concept paper replaces the mid-term exam for the course.

**Final Exam:** The date for the final is Tuesday, December 12, 2017. The final for the course will be posted on Blackboard under the assessment tab located under the course menu. Students' should complete the final exam on-line under the assessment tab. Grades for the final exam will be posted on Blackboard once the exam is complete. The final will only be available for students to take on Tuesday, December 12, 2017.

*\*NOTE: No study guide will be provided for the final exam. Students' are permitted to use all class materials to complete the final exam. The final exam will consist of a combination of 25 multiple choice/true false questions derived from the textbook readings and ECR articles.*

## Grading:

The following is a breakdown of the letter grades that will be distributed in the course. **No grade of "incomplete" will be given under any circumstances.**

94 - 100	A
90 - 93	A-
87 - 89	B+
83 - 86	B
80 - 82	B-
77 - 79	C+
70 - 76	C
60 - 69	D
59 - Below	F

**FYI:** The concept paper, book reviews, weekly discussion question responses, virtual in-class presentation, and final exam add up to a total of 600 possible points for the semester. The grade breakdown listed above is based on the accumulation of the total number of points students actually receive divided by 600, which is the total number of points possible (100 points for each of the six required assignments). Students' must keep in mind the final breakdown of grades is based on the overall spread of scores achieved by the class for the semester. **Below is a summary of the grade weight for the six course assignments.**

### **Grade Weight for the Six Course Assignments:**

- (1) Concept Paper 100 points
- (2) Book Review #1 100 points
- (3) Book Review #2 100 points
- (4) Ten Weekly Discussion Question Responses 100 points
- (5) Virtual In-Class Presentation 100 points
- (6) Final Exam\* 100 points

\* **Note: The final exam will consist of 25 multiple-choice questions; however, the exam is based on a total of 100 possible points. Each question is only worth one point, but the total score (i.e., 25 out of 25 equal 100 points). The final exam will be based on the material presented in the course.**

### **Class Schedule:**

This course is entirely web-base. Students are required to log into Blackboard on a regular basis to post assignments, check announcements, and stay apprised as to what is going on in the class.

### **Required Text Books:**

*The Twenty-First Century American City: Race, Ethnicity, and Multicultural Urban Life*, by Doreen Swetkis and Wendy Kellogg.

*Racial Profiling: Causes & Consequences*, by Ronnie A. Dunn and Wornie Reed

**Texts are available at the Cleveland State University Bookstore**

### **Supplemental Reading List for Book Review Selection:**

**Students must select two books from the supplemental reading list for the book reviews one of which is the required Racial Profiling text listed above.**

- (1) *L.A. City Limits: African American Los Angeles from the Great Depression to the Present*, by Josh Sides. University of California Press, 2004.
- (2) *Black Corona: Race and the Politics of Place in an Urban Community*, by Steven Gregory. Princeton University Press, 1998.
- (3) *Race, Rights, and the Asian American Experience*, by Angelo Ancheta. Rutgers University Press, 2006.
- (4) *The Hip Hop Generation: Young Blacks & the Crisis in African American Culture*, by Bakari Kitwana. Basic Civitas Books, 2002.
- (5) *Why White Kids Love Hip Hop: Wankstas, Wiggers, Wannabes, and the New Reality of Race in America*, by Bakari Kitwana. Basic Civitas Books, 2006.
- (6) *New Jim Crow*, by Michelle Alexander. New Press, 2010.

**FYI:** (The first book selected will be used to complete the first book review, while the second book selected will be utilized for the second book review).

## Reading Assignments:

**Students are responsible for reading all the articles in each chapter assigned from the textbook, ECR articles for the discussion questions, and books selected for book review assignments.** Below is a listing of the reading assignments for the course. Additional supplemental readings may be added at a later date if needed.

<b>Week Starting</b>	<b>Reading and Assignment Schedule – The schedule and assignments may change at the discretion of the instructor. Refer to the announcement tab under Blackboard for listing of any additional readings.</b>
<b>8.28</b>	Introduction and class organization. Assignments: <b>IAT Exercise: *Go to the website <a href="https://implicit.harvard.edu/implicit/">https://implicit.harvard.edu/implicit/</a>.</b> Read the instructions and take the racial preference test. Do not be upset by your test results, we are all very likely to harbor some racial preferences that we are unaware of or may not be comfortable acknowledging.
<b>9.4</b>	<b><u>Labor Day – University Closed</u></b>  Historical View of Race Relations – <b>*Refer to the PowerPoint notes under the learning module for Week Two.</b> Readings: ECR Article: 30 Years After the Kerner Report Assignments: <b>Weekly Discussion Response - IAT Test Result Due 9.05.17 by 8 p.m.</b>
<b>9.11</b>	Readings: Kellogg, Introduction: Challenges and Opportunities - Changing Demographics in the American City Book Review Reading: Report #1 ECR Article: Middle Class Blacks are their Brother’s Keeper Assignments: <b>Weekly Discussion Response - 30 years after the Kerner Report (For students looking to expand thoughts on this topic search for writings related to “Forty Years After Kerner Report”)</b> <b><u>Due 9.12.17 by 8 p.m.</u></b>
<b>9.18</b>	Readings: Kellogg, Chapter 1: The Development of Ethno-Racial Muslim Communities in the U.S. (Isaken Leonard) Ethnic Enclaves and Cultural Diversity Book Review Reading: Report #1 ECR Article: The Real Deal on Black Unemployment Assignments: <b>Weekly Discussion Response - Middle Class Blacks are their Brothers’ Keeper</b> <b><u>Due 9.19.17 by 8 p.m.</u></b>

<p><b>9.25</b></p>	<p>Readings: Kellogg, Chapter 2: Disentangling Poverty and Race (Johnson)  Book Review Reading: Report #1  ECR Article: And the Last Shall be First Racial Diversity, Distributive Justice, and Affirmative Action  Assignments: <b>Weekly Discussion Response - The Real Deal on Black Unemployment Due 9.26.17 by 8 p.m.</b>  <i>*Concept Paper Draft <u>Due 9.26.17 by 8 p.m.</u> (Submission of a draft paper is not mandatory)*</i></p>
<p><b>10.2</b></p>	<p>Readings: ECR Article - Black Picket Fences Privilege and Peril among the Black Middle Class  Assignments: <b>Weekly Discussion Response - And the Last Shall be First Racial Diversity, Distributive Justice, and Affirmative Action due 10.03.17 by 8 p.m.</b>    <i>*Book Review #1 <u>Due 10.03.17 by 8 p.m.</u>*</i></p>
<p><b>10.9</b></p>	<p>Kellogg, Chapter 3: Racial Profiling: Driving While Black in Cleveland (Dunn)  Readings: Book Review Reading: Report #2  ECR Articles: (a) Driving while Black; A Statistician Proves that Prejudice Still Rules the Road, (b) Data Show Blacks Targeted by Cleveland Police, (c) Traffic Tickets for One and All, (d) City Police Stop Blacks More Often, Study Says  Assignments: <b>Weekly Discussion Response - Black Picket Fences Privilege and Peril among the Black Middle Class Due 10.10.17 by 8 p.m.</b></p>
<p><b>10.10</b></p>	<p><b>Columbus Day – University Offices Open</b></p>
<p><b>10.16</b></p>	<p>Kellogg, Chapter 2: Housing Policy and the Crisis of Affordability in the Southwest (Diaz)  Readings: Book Review Reading: Report #2  Assignments: <b>No Discussion Response Due</b>  <i>*Concept Paper Due <u>10.17.17 by 8 p.m.</u>*</i></p>
<p><b>10.23</b></p>	<p>Readings: Book Review Reading: Report #2  Assignments: <b>Weekly Discussion Response - (a) Driving While Black; A Statistician Proves that Prejudice Still Rules the Road, (b) Data Show Blacks Targeted by Cleveland Police, (c) Traffic Tickets for One and All, (d) City Police Stop Blacks More Often, Study Says Due 10.24.17 by 8 p.m.</b></p>

10.30	Kellogg, Chapter 4: (A) Hip-Hop Generation vs. Civil Rights Generation: The Challenge of Afrocentric Reform (Ginwright); (B) Introduction and 50 years after Brown v. Board of Education: The Promise and Challenge of Multicultural Education (Zirkel and Cantor) Readings: Book Review Reading: Report #2 ECR Article: Turning Black Desegregation (Orfield) Assignments: <b>No Discussion Response Due</b>
11.6	Assignments: <b>Weekly Discussion Response – Turning Back Desegregation Due 11.07.17 by 8 p.m.</b>
11.10	<b>Veterans Day – University Holiday - Friday</b>
11.13	Kellogg: Chapter 5: “My Children Need Medicine” Health Care and Illnesses (Fixico) Readings: ECR Article: White Privilege Shapes the U.S. Assignments: <b>No Discussion Response Due</b> <b>*Book Review #2 Due 11.14.17 by 8 p.m.*</b>
11.20	Kellogg, Chapter 5: Environmental Justice and Information Technologies: Overcoming the Information – Access Paradox in Urban Communities (Kellogg and Mathur) Assignments: <b>Weekly Discussion Response - White Privilege Shapes the U.S. Due 11.21.17 by 8 p.m.</b> Assignments: <b>IAT Retake: Go to the website <a href="https://implicit.harvard.edu/implicit/">https://implicit.harvard.edu/implicit/</a>. Read the instructions and retake the racial preference test.</b> <b>*Virtual In-Class Presentation Due 11.21.17 by 8 p.m.*</b>
11-23-26	<b>Thanksgiving Recess</b>
11.27	Kellogg, Chapter 6: Pulling Apart: Economic Segregation Among Suburbs and Central Cities in Major Metropolitan Areas (Swanstrom, <i>et al</i> )
12.4	Kellogg, Chapter 6: Telecommunications And The Future Of Cities: Debunking The Myths (Graham) Assignments: <b>Weekly Discussion Response - IAT Retake: Record and compare your test results from the beginning of the semester and now.</b> <b><u>Due 12.05.17 by 8 p.m.</u></b>
12.11	<b>Final Exam Tuesday, December 12, 2017 via Blackboard</b>

### **Class Assignments**

<b>Due Date</b>	<b>Class Assignments</b>
Every Tuesday: Beginning September 5, 2017 Ending: December 5, 2017	Weekly Discussion Question Responses
November 21, 2017	Virtual In-Class Presentation

### **Text Book & ECR Reading Schedule**

<b>Reading Schedule</b>	<b>Chapters</b>
Weekly as Assigned	

### **Final Exam**

**Available on Blackboard December 12, 2017**

## APA Style Tips:

Student papers **must** include documentation of at least five (5) scholarly (i.e., periodicals, government documents, books, Internet sources, etc.). However, the basis of your paper needs to come from scholarly literature and not solely from the Internet. **All of your research statements must be documented in the reference section of your paper.**

The APA style utilizes in-text citations that refer to a list of sources. The following are a few examples of the APA style:

### In Text Citations:

#### (1) Direct Quotations

- (A) As Davis (1982) noted,
- (B) As Berry and Smith (1980) indicated,
- (C) In the book, *The Case for the Use of Discretion* (2003).

#### (2) Internet Citations within the Text of your Paper:

- (A) In the article "Child Care Implementation," Dr. Smith indicate... (State of Ohio, 2006).
- (B) According to a report by the United States Census... (U.S. Census, 2004).

(3) **Summary or Paraphrase:** Include the author(s) last name and the date either in a single phrase or in parenthesis at the end of the sentence. For example:

- (A) Baumgartner and Kelly (2002) agree that.... (Baumgartner and Kelly, 2002).

### Referencing Citations from the Internet in your Reference Section

(1) **How to Cite Internet Citations in your Reference Section. (Not to be used in the body of your text. ONLY use in REFERENCE SECTION):** Cite material from a web site by giving the web address in parenthesis (<http://historyofcleveland.org>). If you are referring to the entire site, you do not need a bibliography entry. If you are referring to a specific document from the web site, provide a bibliography entry in the list of references. For example:

- (A) "Child Care Implementation." Retrieved January 15, 2009 from Electronic Library Database on the World Wide Web: <http://www.stateofohio.gov>.

**Citation Help:** For additional help in utilizing APA citations refer to <http://www.apa.org/journals/webref.html> or go to the CUS library home page virtual reference site and click on the drop down list to citation guides <http://ulib.csuohio.edu/vrd/citations.shtml>. Please note that the Purdue OWL is an excellent source for guidance on APA management.

**Where to do Research:** Two excellent ways to access scholarly periodic literature is on the CSU library home page. From the CSU home page, refer to:

- (1) Find articles,
- (2) Journals and Subject Portals.

**Submission of Assignments:**

This class is being taught on-line; however, it is imperative students manage their time and develop a work plan for the course to ensure you meet deadlines established for the submission of assignments, and exams. Students' should:

- (1) Prepare and submit all assignments, discussion responses on time utilizing the appropriate tabs located under the course menu found on Blackboard (i.e., assignment, weekly discussion responses, etc);
- (2) Send all correspondence/questions to the instructor that are not course assignments via Blackboard e-mail;
- (3) Submit written assignments, weekly discussion responses, virtual in-class presentation, and final exam utilizing the appropriate tabs under the course menu via Blackboard.
- (4) Log on to Blackboard at least once a week to check for changes, updates and/or additional information relative to the class. **Students should pay special attention to the announcements posted for the class.** *Students' should pay special attention to the announcements and informational e-mails posted for the class. Periodically, the instructor may send e-mails to the class for informational purposes only. The informational e-mails will not require student's response. For example, students may receive e-mails with subject headers such as: Submission of Assignments: Please Do not Respond to this e-mail. The instructor will use informational only e-mails when the entire class can benefit from having additional information on topics relative to the class.*
- (5) **Written assignments (i.e. concept paper/book reviews) and virtual in-class presentation must be submitted as an attachment using Word 2000, PDF or rich text file only, to the appropriate assignment tab located on the course menu in Blackboard. Written assignments not submitted, as an attachment to the appropriate assignment tab will not be accepted.**
- (6) Weekly discussion responses must be typed into the text box in Blackboard and not submitted as attachments. The only attachments accepted in Blackboard are the written assignments and virtual in-class presentation.

## **Blackboard Policies:**

Please see the course on Blackboard for changes and/or additional information.

**Use of Blackboard Technology in your Workplace:** For those of you that have permission to do your class work at your place of employment, keep in mind that many employers have safeguards in place that may prevent you from being able to optimize your use of Blackboard.

## **How to Access Blackboard:**

Students are automatically enrolled in Blackboard when they register for the class. To access Blackboard you will use your CSU (CampusNet) user id and password information.

## **Submitting Weekly Discussion Responses on Blackboard:**

From the course menu in Blackboard, select the discussion tab and type in your weekly discussion response. Do not submit an attachment for your weekly discussion response. If students have problems entering their weekly discussion response, contact the University Help Desk or Center for E-learning. If students are still having a problem, they should notify the instructor before the due date so an alternative submission format can be discussed.

Students should make sure they include their name and reference the week for which they are submitting their weekly discussion response. **For example: Paquet, Week 1 discussion response: Middle Class Blacks are their Brother's Keepers.**

## **Submitting Written Assignments on Blackboard:**

From the course menu in Blackboard, select the assignment tab and follow the directions to attach your assignments under the appropriate tab (i.e., under the assignment tab located on the course menu select appropriate assignment tab, i.e., Concept Paper, Book Review, Virtual In-Class Presentation, etc., and attach your paper or presentation). Attaching your papers or virtual presentation under the assignment tab is just like sending an e-mail attachment. If students have problems attaching their assignment, contact the University Help Desk or Center for E-learning. **If students are still having a problem, they should notify the instructor before the due date so an alternative submission format can be discussed.**

**YOU MUST NAME THE FILE WITH YOUR NAME. YOU MUST INCLUDE A TITLE PAGE, AND PUT YOUR LAST NAME, PAGE NUMBER, AND COURSE NUMBER AND COURSE SECTION ON THE PAGES OF YOUR ASSIGNMENTS IN THE FOOTER OR HEADER ALONGSIDE THE PAGE NUMBER.**

**For example: (page) #, last name, UST 302, Section 505.** Points will be deducted if you do not include a title page, number on your pages, include your last name, and course number in the footer or header of every page.

### **Late Assignments:**

**No late assignments will be accepted without at least two-week prior permission of the instructor.** The instructor will only grant permission for the submission of late papers based on extreme circumstances. **(Last minute requests for the submission of assignments will only be accepted in cases of extreme emergencies).** Excuses such as, “I got behind in my other classes, etc.) will not warrant an extension for the submission of late written assignments, discussion question responses, or the submission of the final exam. Students are expected to complete all assignments on time.

### **Technology Management:**

**YOU ARE RESPONSIBLE FOR MANAGING THE TECHNOLOGY. YOU NEED TO FACTOR THAT INTO YOUR PLANNING AND ORGANIZATION.** For example, keep copies of your homework in case they don't download correctly. As another example, call the instructor immediately if the computer crashes in the middle of an exam. As a third example, if your personal computer crashes, you will have to find another way to participate such as using school computers.

For those of you who have permission to do your work at your workplace and planned to do so, please be advised that many workplaces have computer safeguards in place that may prevent you from doing so. In particular, workplace pop-blockers may block the quizzes and exams.

### **Failing to Withdraw from Class:**

**Students' are responsible for withdrawing from the class by the drop dates stipulated by the University. Student's failing to withdraw by the dates indicated by the University will receive an "F" for the course at the end of the semester.**

# **A Word of Warning, Caution and Pause:**

Successful completion of this course requires students to:

- (1) Develop a work plan (schedule) for the semester to meet the demands of the course. Once a work plan is developed, students should adhere to the plan.
- (2) Stay focused.
- (3) Keep in mind the instructor will not give incompletes for the course without appropriate documentation. Students should submit papers and assignments on time to avoid receiving a score of zero for assignments submitted late.
- (4) If there is an issue related to timeliness or attendance, notify the instructor immediately.

## **Cleveland State University Important Dates to Remember** **Fall Semester 2017**

Important Dates	
Priority Registration Begins	February 27, 2017
Open Enrollment Begins	May 1, 2017
Term Begins (Saturday)	August 26, 2017
First Weekday Class	August 28, 2017
Last Day to Join a Course Waitlist	September 1, 2017
Last Day to Drop with Full Refund	September 1, 2017
Last Day to Add (CampusNet Registration)	September 3, 2017
<a href="#"><u>Last Day to Drop</u></a>	September 8, 2017
Course Withdrawal Period Begins - 'W' Grade Assigned	September 9, 2017
Last Day to Withdraw from Courses	November 3, 2017
Midterm Grades	October 16-22, 2017
Last Day of Classes	December 8, 2017
Final Exams	December 11-16, 2017
Commencement (Sunday)	December 17, 2017
Fall Semester Student Incomplete Work Deadline	May 4, 2018
Labor Day (University Holiday)	September 4, 2017
Columbus Day (Tuesday no classes - offices open)	October 10, 2017
Veterans Day (University Holiday - Friday)	November 10, 2017
Thanksgiving Recess (no classes on Saturday)	November 23-26, 2017

Academic Calendar dates are subject to change. Please check CampusNet for the most up to date information about specific course dates. Courses scheduled outside of the traditional semester schedule are indicated in CampusNet as ALT (alternative) session courses. Add/drop/withdrawal deadlines for ALT courses are adjusted according to the length of the session. The University is closed on University Holidays unless otherwise noted above. The only time Saturday classes are not held in observance of a holiday is for the Thanksgiving Recess, unless the actual holiday falls on a Saturday.

