

Honors U.S. & Global Studies 3 & 4

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Course Overview:

Welcome to U.S. and Global History 3 & 4. This full-year class is designed as a course of study that will complete the sequence of US and Global History, preparing students for the Ohio Graduation Test.

My goal in this class is to prepare you for your future classes at North, the OGT, and ultimately, life after high school (college and then productive citizens). Along the way I hope to, if not pass along my love of history, culture, writing, etc., generate an appreciation on your part for the events that shape our lives. This class is designed with a variety of different activities to appeal to many different learning styles, interests and intellectual abilities. My hope is that by the end of this year, you will have significantly improved your critical thinking and oral and written communication skills, as well as have a heightened sense of cultural literacy and sensitivity ... oh yeah, and of course ... learn a little about **and from** history (The world's AND your own).

1st semester topics of study will include:

- The Height of Imperialism
- America Becoming a World Power
- Progressivism
- World War I
- The Roaring 20's
- The Great Depression
- The New Deal
- World War II

2nd semester topics of study will include:

- The Atomic Age
- The Cold War
- Post WWII Social Change
- The Civil Rights Movement
- Kennedy and Johnson Years
- The Turbulent 60's
- The Vietnam War
- Nixon, Ford and Carter
- The Conservative Revolution/End of Cold War
- New Challenges

Texts:

- World History: Modern Times, Glencoe
- America: Pathways to the Present, Prentice Hall

To keep costs down and prolong the useful lives of the books, a complete online version of this text will be made available to you.

- Various primary and secondary source readings will also be provided for you by me where applicable.

Materials:

In order to optimize your success in this class, I am going to insist that every student come prepared, every day, with the following items:

- Notebook paper - There will be some writing in this class nearly every day. It is imperative that you have something to write on.
- Writing utensil - Either pencil or pen, with **blue** or **black** ink, are permissible. Any assignment submitted in any other color, or by any other medium (marker, crayon, blood, etc.) will not be accepted.
- Notecards - Any size or color is acceptable, but you may choose to use these throughout the year for vocabulary terms.
- Planner - In order to be as organized as you can be, I feel it is important that you have some method to track your assignments and other school and daily obligations. The school store will be selling low-cost planning books, but by no means am I requiring you purchase something - as long as you have something. In the addendum at the end of this syllabus, I have included a planning sheet that you may copy and add to your binder, if you wish.
- USB drive (thumb drive) - While the computers in our labs have the capability of allowing you to save your work to a student drive, that drive is not secure or password protected. The result is that numerous times each year students are faced with the problem of losing work on that drive due to other students' malfeasance. Saving to a thumb drive will not only prevent that from happening to you, but will allow you to always have a copy of your work available to email to me, or allow me to upload if you have technology problems on the computer you usually use. (This should effectively eliminate the two most widely used excuses for work not being completed, "My printer's broken/out of ink/out of paper/etc.", and "My computer crashed...")

Grading:

Honors U.S. & Global 3 & 4 is considered a year-length course. Each semester will be weighted in the following manner:

- **1st/3rd Quarter: 40%**
- **2nd/4th Quarter: 40%**
- **Final Exam/Project: 20%**

The categories in which each student will be evaluated are:

- Exams (Tests & Quizzes)
- Projects/Group work
- Writing

No one category is weighted more than any other. Each opportunity for a grade in this class is worth what it is worth. (except for the final – *see below) The grading scale is consistent with what is accepted by Westerville City Schools, and can be found in the student handbook:

Homework - You may have noticed that homework is not one of the categories that are figured into your grade. That is because I will not be giving grades for homework. Rather than include a 30-page treatise, with data, explaining my philosophy, I'll try to boil it down to two main points:

- It has long been my experience that students, by the time they've reached high school, have learned how to "do school". By this I mean, they know how to complete homework in such a manner that requires as little effort and understanding as possible. They skim the text for answers without reading or fully comprehending relationships between ideas just to complete the worksheet or questions in the book. By giving students grades for successfully completing homework in this way, I am essentially grading their behavior (*what they do*), rather than their understanding or mastery of the material (*what they know*). Consequently, I feel far too many students are falling into two categories:

1. Those who were getting above-average overall grades because they were turning in all their homework, even though they were underperforming on exams, and...
2. Those who, when I talked to parents about them I'd say, "Boy, Johnny would be getting an A or B in this class, if only he'd do his homework."

In both of these groups, the students' grades clearly were not an accurate measurement of their mastery of the material. I believe that by placing a series of assessments throughout the unit/lesson from beginning to end (some graded, some not), I can do a better job of understanding how well a student is mastering the material, and find that students are more amenable to being accountable for the material if the punitive nature of daily grades is taken away.

- I feel that most assessments do not do a good job of measuring how well a student understands a concept, but instead how well the student is able to memorize facts and then quickly forget them. I am making great effort to try and make assessments in this class more meaningful, and will strive to hold you responsible for the things that I believe are really important to know.

For example: I contend that while you may win money on Jeopardy by knowing that Germany invaded Poland on Sept. 1, 1939, thus officially beginning WWII, it is much more important that you know the many interrelated reasons behind Hitler's aggression, leading all the way back to before WWI, and what the global and American ramifications were of that conflict.

That said, in this class you will be responsible for something nearly every day, whether it be reading, researching, revising drafts, reviewing notes, etc. Please DO NOT interpret the lack of homework grades as permission for you to ignore it. You will have a very difficult time being as successful as you want to be in this class by ignoring its daily requirements. I will never assign something to you simply to keep you busy. Therefore you may assume that if I've assigned it, whether we cover it in class or not, eventually you will be responsible for it on some type of assessment. One of my favorite sayings, that you'll hear me say over and over is, "**You can't cheat the reading.**" If there is something you do not understand, please make sure you bring it up in class.

Everything for which I hold you accountable will correspond with content or skill standards set by the Ohio Department of Education, and will be communicated to every student before the unit begins. I will try to be as transparent as I can be with what I expect students to know, as my goal is to, once again, achieve an accurate assessment, not to trick students into bombing a test.

Assignments - There will be times when I will assign work for students to turn in to me for assessment purposes. My policy on late work is as follows:

- | | |
|-------------------------|-----------------------------|
| - On-time | 100% possible credit |
| - after that ... | not accepted |

While you may think that harsh, it is my opinion that by choosing the honors track you are tacitly agreeing to having more expected of you. As an AP teacher, I know what will be asked of you the next two years, and as a college graduate, I know what that will entail for you. By lowering the bar, I feel I would be doing you a disservice by not preparing you for these eventualities, and again, not giving you a realistic measurement of your effort and mastery.

Absences - If you have an absence that is excused by the attendance office, you will have as many days as you missed to complete all missed work without penalty. You may not make-up assignments missed due to an unexcused absence. **MAKE-UP WORK IS YOUR RESPONSIBILITY.** To facilitate this, all assignments are clearly posted in the classroom and on the class website.

I will not chase after you, nor worry if you choose not to get it from me. Again, read the section above about being an honors student.

Suspensions – Per Westerville North policy, students who are suspended may make up missed work for up to a maximum of 59% credit. Students will have as many days to make up work as they were suspended.

***Final Exam** – Per the policy of the Westerville North Social Studies Department, the final exam will be worth 20% of each semester grade.

Extra Credit - In my experience, students usually do not receive the kind of grade they hope for because they fail to turn in required work. It is my strong belief that it is unfair to those students who have been diligent about this work to offer extra-credit to those students who have not. Therefore, I do NOT offer any extra-credit on an *individual* basis. However, because I understand that sometimes students legitimately struggle with certain material, I do offer extra-credit, but only in instances where it is available to the entire class. 'Nuff said.

Sound-offs – The #1 fear in America today is not terrorism, or cancer, or packs of wild dogs, rather it is public speaking. As a communication scholar, I am constantly chagrined at the level of proficiency at public speaking from today's youths. Therefore, as one of the instances where I offer extra-credit to everyone, I will allow anyone to stand up in front of the class and say whatever they want (e.g. an amusing anecdote; a public service announcement; a rant about me, school, government, etc.; a clean joke) Do this and I will award 5 extra-credit points. There are a few ground rules, however:

- I will not censor your message, but your language must be school-appropriate.
- You must stand up in front of the class and speak for at least 3 minutes.
- While you may participate as many times as you wish, you are only eligible for points once per calendar week.

My goal here is to give you all an opportunity to get some public speaking practice – all you want. Sounds easy right? You'll be surprised.

Class Policies:

Unlike the rest of this syllabus, I like to keep this short and sweet. Students are expected to follow the school's Code of Student Conduct. You are expected to reflect the maturity and responsibility that will be demanded of you now and in the future. No inappropriate actions will be tolerated. Other than that, I have four standing rules:

1. Time is short and we have a lot to cover, so I will always strive to start on-time. It is my belief that by accommodating late-comers, I would be, in essence, rewarding them for being late. To that end, you must be in the classroom before the tardy bell rings. If you are late to class without an excuse from me or another staff member, you will receive a warning. The third unexcused tardy will result in a detention to be served at lunch. Each additional tardy after that will warrant another detention. Excessive tardies will result in parent communication and/or referral to the front office. Parents will be able to track tardies using PowerSchool.
2. Falsely claiming another's work as your own is called plagiarism. I consider it to be the gravest educational offense, and will deal with it harshly. At the **least**, you will receive zero credit for that particular assignment.

3. The foundation of the Warrior Way is built on the idea that RESPECT IS A TWO-WAY PROPOSITION. Please show me and all of your colleagues the same consideration that you would wish to receive, and I will reciprocate. Any other instance where I *could* come up with a policy is much more simply covered by following this cardinal (and gold) rule. ;-)

Conferences:

This course should be somewhat challenging, but not overwhelming, tedious, boring, or anxiety-producing. If you have a problem, it's best to talk it over with me. Don't let my forthrightness frighten you. Most of the time we can find a solution and the problem will pass. **Don't** put it off. Talk with me. I think you'll find that I'm very laid back and will help you the best I can. I'll be available in the classroom before school, during 6th period lunch, my 7th period prep period and after school most days. My door is always open, and I'm happy for you to visit with a question, a problem, a joke, or even a good political debate.

Communication:

It is vital that the student, parent and teacher all work together towards the goal of a student's education. I passionately believe that communication plays a vital role in reaching that goal. To that end, students and parents can please feel free to contact me at their leisure.

The very best way to get in touch with me is through e-mail. I have voice mail at school, but usually will only think to check it if the classroom phone's beacon is flashing, thus I cannot promise that I will hear your message the same day. I am, however, **constantly** in touch with my e-mail accounts and will always try to respond the same day (usually within an hour or two). Those accounts are listed at the top of this syllabus.

If you do not have reliable internet access, you may still leave a voice mail and I will get back to you as soon as I get your message.