Cleveland State University  
Spring Semester, 2017  
Maxine Goodman Levin College of Urban Affairs  
Department of Urban Studies  

Course Syllabus  
UST 202, Section 502  
Topic: Cleveland, Past, Present, and Future:  
The African American Experience  

Instructor: Dr. Wendy Slone  
Meeting Time: NONE. This course is entirely web-based  
E-mail Address: Utilize Blackboard e-mail function.  
Office Hours: By Appointment Only.  

Course Description:  

This course is designed to examine Cleveland’s political, economic, and racial history as typifying older American industrial cities. We will consider current data and trends, and speculate on the future role of African American’s in Cleveland.  

Many of the topics covered in this class may be controversial, and challenge peoples’ opinions relative to the material presented 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.  

Required Text Books:  

Primary Textbooks  

1. *A Ghetto Takes Shape: Black Cleveland, 1870 – 1930* by Kenneth L. Kusmer, published in 1976. The textbook utilized for this course can be purchased at the Cleveland State University bookstore.  


NOTE: The textbooks utilized for this course can be purchased at the Cleveland State University bookstore.  

Electronic Course Reserve Materials: Weekly Discussion Response Readings  

Seven articles will be utilized for the weekly discussion response readings assigned for the course. The articles for the weekly discussion response readings are ALL available on electronic course reserve (ECR) via http://researchguides.csuohio.edu/er.php. ECR can
also be accessed from the course Blackboard home page. Students can search for the articles using the course and section number or under the instructor’s last name (Slone) and selecting the appropriate course/section number. **The password to access ECR is 7931.**

**General Education Statement:**

This course fulfills the criteria for the *African-American Experience* GenEd 08 requirement and the skill areas of *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.

**Criteria for Skill Areas**

**(A) 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).

**(B) 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.
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 assignment should total at least 2,000 words (eight pages).

3. 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 (e.g. reading logs, pre-writing strategies) and peer reviews will be included in class assignments.

4. 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.

5. 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/.

6. There will be writing assignments throughout the semester.

7. The course will address the needs of students regarding library competency.

8. 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.

Course Objective:

The purpose of this course is to trace aspects of African-American life in Cleveland, with emphasis on the economic, political, cultural, social, housing, and poverty issues facing African-American communities in Cleveland. By participating in the course, the student is expected to gain a better understanding of:

1. Issues and challenges of African-American communities in Cleveland.
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, virtual in-class presentation and final exam will occur online via Blackboard. Therefore, it is imperative students’ taking the course are familiar with computers and the Internet.

University/College Policies:

University Deadlines

- For the current semester, the deadline for dropping a course is January 27, 2017;
- The last day to withdraw from the course is March 31, 2017; and
- The final examination week for the university is May 6-12, 2017.
  - (NOTE: There is no mid-term exam for this course. The final exam for the course will be available from 8:00 a.m. Monday, May 1, 2017 to 11:00 p.m. Tuesday, May 2, 2017.)

Course Requirements and Grading Policy:

Course Requirements

This course is entirely web based. The course will not utilize lectures for instruction, and therefore requires students’ ability to:

1. Develop work plans to assist with effective time management for the course load;
2. Utilize scholarly literature i.e., journals, Internet, etc.; and
3. Research/collection relevant data/material.

Students are expected to:

- Read all textbook chapters and other assigned readings before beginning the respective on-line sessions;
- Participate actively in discussions and ask clarifying questions;
- Prepare and submit ALL written assignments. Late assignments will be accepted at the instructor’s discretion;
- Post all discussion response and written assignments via Blackboard;
- Edit written assignments extensively before submission; and
- Log on to the course site daily to check for changes and/or additional information.

Questions regarding the course should be submitted to the instructor via Blackboard email only. Students needing to meet with the instructor in person should send a request
for the meeting to the instructor via Blackboard and should indicate the purpose/object
for the meeting in their email.

Grading Policy

Grades are based on writing assignments (ten weekly discussion response postings,
concept paper, two research papers, virtual in-class presentation) and final exam.

Grade Weight

1. Concept Paper 100 points
2. Research Paper 100 points
3. Seven Weekly Discussion Question Responses (10 points each) 70 points total
4. Virtual In-Class Presentation 100 points
5. Final Exam* 100 points

FYI: The concept paper, research paper, weekly discussion response postings, virtual in-
class presentation and final exam add up to a total of 470 possible points for the
semester. The grade breakdown listed above is based on the accumulation of the total
number of points students actually received divided by 470, which is the total number of
points possible. 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.

* 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.

Grading Scale

The following is a breakdown of the letter grades that will be distributed in this course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59-Below</td>
</tr>
</tbody>
</table>
Grading Rubric for Criteria for Concept Paper and Research Papers

A grading rubric will be utilized to evaluate the concept paper and research paper. Evaluation of student papers is based on the following criteria:

I. 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?

II. 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.**

Grades of “I” and “X”

1. “X” – The grade of "X" can be assigned by the instructor when an attending/participating student has stopped attending/participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the grading period. An "X" automatically becomes an F if not resolved by the last day of instruction of the following semester. An “X” also will be assigned by the University Registrar when no grade is submitted by an instructor.

2. “I” - Incomplete. The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

An "I" grade can be assigned by the instructor when all three of the following conditions are met:

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and

3. Student has notified the instructor prior to the end of the grading period.

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. The Office is located in MC 147. 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:

Plagiarism

1. Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as one’s own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

2. The penalties for plagiarism are found in full in the Student Handbook under Academic Regulations (Policy on Academic Misconduct) at the following link: https://www.csuohio.edu/studentlife/student-conduct

3. **Plagiarism may result in the student receiving a failing grade for the piece of work involved.**

4. 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: https://www.csuohio.edu/writing-center/writing-center-2.

5. For students with difficulty writing it is suggested they utilize the Writing Center located in Main Classroom 321.

**NOTE:** Students MUST submit final versions of their written assignment via Blackboard ONLY and not via turnitin.com.
Paraphrasing

Paraphrasing should be used to support your thinking and should form 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.

Course Method

The course will be conducted on-line in CSU’s Blackboard. Students must log onto the class’s Blackboard site regularly – at least three times a week – to monitor any updates or changes in the class. The class requires extensive use of the site. Information about using Blackboard is available at: http://www.csuohio.edu/center-for-elearning/center-for-elearning

Written Assignment Submission Guidelines:

1. ALL assignments (i.e., weekly discussion response postings, concept paper, research paper and virtual in-class presentation) are due by 11:00 p.m. on the corresponding Tuesday for the week they are assigned.

2. All written assignments (i.e., concept paper and research papers ONLY) must be submitted as a Word document, PDF or as a rich text file, and not Vista.
   A. NOTE: Weekly discussion response postings MUST be typed into the text box and not submitted as attachments.

2. *Students may submit a draft of their concept paper for review. Drafts of students’ concept paper will be accepted from 8:00 a.m. on Tuesday, January 31, 2017 to 11:00 p.m. on Tuesday, February 21, 2017 ONLY. Drafts MUST be submitted under the draft concept paper assignment tab in Blackboard and not as email attachments via Blackboard.

3. 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 for the concept paper and research papers.
   A. 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.
B. Utilization of information/data or articles found on websites such as Wikipedia or www.lydiaspeakeshermind.com are 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.

Written and Class Assignments

I. Written Assignments

(A) Concept Paper

The concept paper is a research paper, which is designed to provide students an opportunity to discuss the history/current status of an issue affecting African-American life in urban American cities. Students’ should select an issue from the following five (5) topics listed below and submit a minimum of 10 pages (3,000 words) or a maximum of 15 pages (5,000 words) paper.

1. Leadership, Politics, and Institutions in the African-American Community;
2. Class and Culture in the African-American Community;
4. The impact of Poverty on African-American Communities;
5. Public Housing and the African American; and

NOTE: The concept paper replaces the mid-term exam.

(B) Research Paper

Students are to submit (1) research paper. The research paper must contain a minimum of 8 pages (2,000) or a maximum of 10 pages (3,000 words) discussing African-American life in Cleveland. Students’ must select one topic from the following (4) topics listed below for this assignment.

(1) Racial Discrimination;
(2) Evolution of African-American Political Power;
(3) Impact of Poverty on the African-American Community; and
(4) Civil Rights and the African-American.

NOTE: Students should adhere to the following guidelines in writing the concept/research papers. However, your papers should not read like items on a checklist, but instead should be incorporated into a fluid narrative discussing. The minimal requirements for the concept/research papers should:
1. Discuss the primary social issue(s) associated with the topic selected;
2. Clearly identify the research question or hypothesis you are presenting in your paper;
3. Indicate the historical setting or social context within which the issue occurs;
4. Discuss the current status of public policy relative to the issue, if applicable;
5. Discuss the type of analysis/research, if applicable, being conducted on the subject [i.e., quantitative (statistical) or qualitative (interviews)];
6. Discuss the political, social, and cultural implications associated with the topic, if applicable;
7. Your critical analysis of the topic as it relates to the literature reviewed for the project; and
8. Supporting evidence from legitimate reference sources to support item #7 (your critical analysis of the topic).

II. Class Assignments

Weekly Discussion Question Responses

1. Students are responsible for responding in writing to the assigned weekly discussion questions. **Responses for the discussion questions must be between 150 – 200 words in length (two full paragraphs),** and must be submitted under the appropriate weekly discussion tab in Blackboard to receive credit. FYI: Keep in mind three sentences does not constitute a paragraph.

**NOTE:** A good paragraph should consist of a minimum of 5-6 sentences.

2. Students’ are required to participate in the weekly on-line discussion questions to promote **Writing-to-Learn** exercises, which are intended to promote learning at a deeper level than memorization or recitation. Utilizing Blackboard, **students should login every Tuesday and submit their discussion question responses no later than 11:00 p.m. every 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, even it is submitted on the due date (i.e., if you submit your discussion response at 11:01 p.m. on the due date it is considered late and will not be accepted).**

3. **Students’ first discussion question response will be due Tuesday January 24, 2017. *All discussion responses must be submitted as text under the discussion tab located under the main course menu found on the Blackboard home page. Students’ that fail to submit their weekly discussion entries under the discussion tab will not receive credit.***

**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 (8) eight slides
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.

Students must submit their virtual in-class presentation as an attachment under the appropriate tab in Blackboard. *Student’s presentations must include a title slide indicating the name of your presentation, the student’s name, and the course/section number. The title slide does not count toward the maximum (8) slide requirement for this assignment.* Sources cited in your presentation should be cited at the bottom of the corresponding slide and should be done so using 10-font size. For example, (Source: U.S. Census Bureau, 2015). *Student’s Power Point presentation should not be submitted using the Vista application of this software program and should be submitted as a PDF file instead of Vista format.*

**Exam:**

**Final Exam:** The final exam will be available for students to access from **8:00 a.m. on Monday May 1, 2017 to 11:00 p.m. on Tuesday May 2, 2017 ONLY.** The final exam will cover all the material presented for the semester from the textbook, and weekly discussion response question readings. 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 period has closed.**

**NOTE:** *The final exam is open book/open notes.* Students’ are permitted to use class materials to complete the final exam. **No study guide will be provided for the final exam because students are able to use their books and notes from the class.**

**Class Schedule:**

This course is entirely web-based and 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.

**Reading Assignments:**

Students are responsible for reading all the chapters assigned from the textbooks and ERC articles for the weekly discussion response questions. Below is a listing of the reading assignments for the course. **Additional supplemental readings may be added at a later date if needed. Refer to the announcement tab under Blackboard for listing of any additional readings.**

**NOTE:** The password to access ECR is: 7931
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading and Assignment Schedule</th>
</tr>
</thead>
</table>
| 1    | 1/17 | Introduction and class organization.  
      |      | **IAT Exercise:** As an introduction to your classmates go to the website  
      |      | https://implicit.harvard.edu/implicit/. Read the instructions and take the racial preference test. Introduce yourself and post/comment on your results via the discussion board. 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.  
      |      | **NOTE:** No credit is given for taking the IAT test, but the test provides a good introduction for the course, which may help promote your thinking about race and racial preferences. |
| 2    | 1/24 | Kusmer, chps. 1 & 2 (pages 3 – 34)  
      |      | ERC Article: “30 Years After the Kerner Report”  
      |      | Weekly Discussion Response, IAT Test Result: Due Today (No credit is assigned for this posting).  
      |      | ** Last day to drop: January 27, 2017 **|
| 3    | 1/31 | Kusmer, chps. 3 & 4 (pages 53 – 90)  
      |      | ERC Article: “Middle Class Blacks are their Brothers Keeper”  
      |      | Weekly Discussion Response #1, “30 years after the Kerner Report”: Due Today  
      |      | *Draft concept paper can be submitted for review: January 31, 2017 to February 21, 2017* |
| 4    | 2/7  | Kusmer, chps. 5 & 6 (pages 91 – 154)  
      |      | ERC Article: “The Real Deal on Black Unemployment”  
      |      | Weekly Discussion Response #2, “Middle Class Blacks are their Brothers Keeper”: Due Today |
| 5    | 2/14 | Kusmer, chps. 7 & 8 (pages 157 – 189)  
      |      | ERC Article: “And the Last Shall be First Racial Diversity, Distributive Justice, and Affirmative Action”  
      |      | Weekly Discussion Response #3, “The Real Deal on Black Unemployment”: Due Today |
| 6    | 2/21 | Kusmer, chps. 9 & 10 (pages 190 – 234)  
      |      | ERC Article: “Black Picket Fences Privilege and Peril among the Black Middle Class”  
      |      | Weekly Discussion Response #4, “And the Last Shall be First Racial Diversity, Distributive Justice, and Affirmative Action”: Due Today  
<pre><code>  |      | ** Last day to submit draft concept paper by 11:00 p.m. **|
</code></pre>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2/28</td>
<td>Kusmer, chp. 11 (pages 235 – 274)</td>
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<tr>
<td></td>
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<td>Keating et al., Black Civil Rights (pages 119 – 132)</td>
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<td>ERC Articles: (1) “Driving while Black; A Statistician Proves that Prejudice Still Rules the Road,” and (2) “Data Show Blacks targeted by Cleveland Police,” Weekly Discussion Response #5, “Black Picket Fences Privilege and Peril among the Black Middle Class”: Due Today</td>
</tr>
<tr>
<td>8</td>
<td>3/7</td>
<td>Keating et al., Cleveland: The Making and Remaking of an American City, 1796 – 1993 (pages 29 – 48)</td>
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<td></td>
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<td>ERC Articles: (1) “Traffic Tickets for one and all,” and (2) “City Police Stop Blacks more often, Study says.” Weekly Discussion Response #6, (1) “Driving while Black; A Statistician Proves that Prejudice Still Rules the Road,” and (2) “Data Show Blacks targeted by Cleveland Police”: Due Today</td>
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<td></td>
<td>*Concept Paper Due Today (Note: The concept paper replaces the mid-term exam therefore, no mid-term will be given).</td>
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<tr>
<td>9</td>
<td>3/14</td>
<td>Spring Break - No assignments due.</td>
</tr>
<tr>
<td>10</td>
<td>3/21</td>
<td>Keating et al., Between Spires and Stakes: The People and Neighborhoods of Cleveland &amp; The Impact of Poverty on Cleveland Neighborhoods (pages 177 – 227)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly Discussion Response #7, (1) “Traffic Tickets for one and all,” and (2) “City Police Stop Blacks more often, Study says”: Due Today</td>
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<td>ERC Article: How the Media Compound Urban Problems.</td>
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<td>No Weekly Discussion Response Due Today</td>
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<tr>
<td></td>
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<td>*Virtual In-Class Presentation Due Today</td>
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<td>**Last date to withdraw: March 31, 2017.</td>
</tr>
<tr>
<td>12</td>
<td>4/4</td>
<td>Keating et al., Black Cleveland and the Central-Woodland Community, 1865 – 1930 &amp; Cleveland: The Evolution of Black Political Power (pages 263 – 299)</td>
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<tr>
<td></td>
<td></td>
<td>No Weekly Discussion Response Due Today</td>
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<tr>
<td>13</td>
<td>4/11</td>
<td>Keating et al., The Cleveland Economy: A Case Study of Economic Restructuring (pages 51 – 84)</td>
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<td>ERC Article: White Privilege Shapes the U.S.</td>
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<tr>
<td></td>
<td></td>
<td>No Weekly Discussion Response Due Today</td>
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<tr>
<td></td>
<td></td>
<td>*Research Paper Due Today</td>
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</table>
IAT Retake: Go to the website https://implicit.harvard.edu/implicit/. Read the instructions and retake the racial preference test.

No Weekly Discussion Response Due Today

Weekly Discussion Response Due Today: Optional IAT Retake: Record and compare your test results from the beginning of the semester and now to see how your views on racial preference may have changed as a result of being exposed to the course material.

NOTE: No credit is assigned for this posting. Posting your comments are optional.

Final Exam: The final exam will be available for students to access from 8:00 a.m. on Monday, May 1, 2017 to 11:00 p.m. on Tuesday, May 2, 2017 ONLY via Blackboard.

*The Schedule and assignments may change at the discretion of the instructor.

Course Calendar:

Written assignments (i.e., concept paper and research papers), weekly discussion question responses, final exam, and virtual in-class presentation for UST 202 are due on the following dates.

### Written Assignments Due Dates

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Written Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 7, 2017</td>
<td>Concept Paper</td>
</tr>
<tr>
<td>April 11, 2017</td>
<td>Research Paper</td>
</tr>
</tbody>
</table>

*Draft concept paper can be submitted from Tuesday, January 31, 2017 to 11:00 p.m. Tuesday, February 21, 2017 via the corresponding assignment tab in Blackboard.

### Class Assignments

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Class Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every Tuesday: Beginning</td>
<td>Weekly Discussion</td>
</tr>
<tr>
<td>January 24, 2017</td>
<td>Question Responses</td>
</tr>
<tr>
<td>Ending: April 25, 2017</td>
<td>Virtual In-Class Presentation</td>
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<tr>
<td>March 28, 2017</td>
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</tbody>
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### Text Book & ERC Reading Schedule

<table>
<thead>
<tr>
<th>Reading Schedule</th>
<th>Chapters</th>
</tr>
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<tbody>
<tr>
<td>Weekly as Assigned</td>
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</tbody>
</table>

### On-Line Final Exam Test Date

<table>
<thead>
<tr>
<th>Date Available On-Line</th>
<th>Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting: 8:00 a.m.</td>
<td>Final Exam</td>
</tr>
<tr>
<td>May 1, 2017</td>
<td></td>
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<tr>
<td>Ending: 11:00 p.m.</td>
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<tr>
<td>May 2, 2017</td>
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</table>
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 bases 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 Smith (2014) noted,
   - (B) As Jones and Clement (2015) indicated,

2. **Internet Citations within the Text of your Paper:**
   - (A) In the article “Policy Implementation and Practices,” Dr. Smyth indicate… (State of Ohio, 2016).
   - (B) According to a report by the United States Census… (U.S. Census, 2015).

1. **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) Kelp and Johnson (2012) argued that…. (Kelp and Johnson, 2012).

**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 REFERENCES SECTION): Cite material from a web site by giving the web address in parenthesis ([http://historyofclevlena.org](http://historyofclevlena.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:

**Citation Help:** For additional help in utilizing APA citations refer to [http://www.apastyle.org/elecref.html](http://www.apastyle.org/elecref.html) or go to the CUS library home page virtual reference site and click on the drop down list to citation guides ([http://library.csuohio.edu/](http://library.csuohio.edu/)).

**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 entirely on-line, therefore 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, group discussion, etc);
2. Send all correspondence/questions to the instructor that are not course assignments via Blackboard email;
3. Submit written assignments, discussion responses, virtual in-class presentation, and exams 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 and informational emails posted for the class. Periodically, the instructor may send emails to the class for informational purposes only. The informational emails will not require student’s response. For example, students may receive emails with subject headers such as: Submission of Assignments: Please do not respond to this email. The instructor will use informational only emails when the entire class can benefit from having additional information on topics relative to the class.
5. Written assignments (i.e., concept paper/research papers) and virtual in-class presentation MUST be submitted as an attachment saved as a 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 or not saved as a Word 2000, PDF or rich text file will not be accepted.
6. Weekly discussion response postings should not be submitted as email attachments. Student’s discussion response postings MUST be typed into the text box under the discussion response tab. 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 students that have permission to do class work at their place of employment, keep in mind the employer may have installed safeguards on their computer system, pop-up blockers, etc., which may prevent access/optimal operation of Blackboard.

How to Access Blackboard:

Students are automatically enrolled in Blackboard when they register for the class.

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, 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: Slone, 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, Research Paper, 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 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.

1. YOU MUST NAME THE FILE WITH YOUR NAME,
2. YOU MUST INCLUDE A TITLE PAGE,
3. 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 202, Section 502. 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 of every page.

Late Assignments:

Late assignments will be accepted at the instructor’s discretion. 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, virtual in-class presentation 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 YOU’RE 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.

**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:**

Successful completion of an Internet based class 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; and
3. Keep in mind the late assignments accepted at the discretion of the instructor;
4. If there is an issue, notify the instructor immediately.

**Cleveland State University Important Dates to Remember:**

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<thead>
<tr>
<th>Important Dates</th>
<th>Date</th>
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<tbody>
<tr>
<td>Term Begins (Saturday)</td>
<td>January 14, 2017</td>
</tr>
<tr>
<td>First Weekday Class</td>
<td>January 17, 2017</td>
</tr>
<tr>
<td>Last Day to Drop with Full Refund</td>
<td>January 20, 2017</td>
</tr>
<tr>
<td>Last Day to Add (CampusNet Registration)</td>
<td>January 22, 2017</td>
</tr>
<tr>
<td>Last Day to Drop</td>
<td>January 27, 2017</td>
</tr>
<tr>
<td>Course Withdrawal Period Begins - ‘W’ Grade Assigned</td>
<td>January 28, 2017</td>
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<tr>
<td>Last Day to Withdraw from Courses</td>
<td>March 31, 2017</td>
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<tr>
<td>Midterm Grades</td>
<td>March 6-12, 2017</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>May 5, 2017</td>
</tr>
<tr>
<td>Final Exams</td>
<td>May 6-12, 2017</td>
</tr>
<tr>
<td>Martin Luther King Day (University Holiday)</td>
<td>January 16, 2017</td>
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<tr>
<td>President's Day (University Holiday)</td>
<td>February 20, 2017</td>
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<tr>
<td>Spring Recess</td>
<td>March 12-19, 2017</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>March 20, 2017</td>
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*The final exam will be available from 8:00 a.m. on Monday, May 1, 2017 to 11:00 p.m. on Tuesday, May 2, 2017 ONLY via Blackboard.*