

World History Advanced Placement (WHAP)

Memorial High School 2011-2012 - Course Syllabus

Mr. Ira Lee Berlet

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Office Hours/Tutorials: Thursday before school (schedule appointment with Mr. Berlet)

Textbook: *World Civilization: The Global Experience*. 3rd AP edition. By Peter Stearns, Michael Adas, and Stuart Schwartz. New York: Pearson, 2003.

Course Description/Overview:

This full-year course explores the expansive history of the human world. You will learn many facts, but also the critical thinking skills necessary to analyze historical evidence.

Five themes will be used as a frame of reference in the chronological study of our world's history; these themes are: Interaction between humans and the environment; development and interaction of cultures; state-building, expansion and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

An important skill you will acquire in the class is the ability to examine change over time, including the causation of events as well as the major effects of historical developments, the interconnectedness of events over time, and the spatial interactions that occur over time that have geographic, political, cultural, and social significance. It is important for each student to develop the ability to connect the local to the global, and vice versa. You also will learn how to compare developments in different regions and in different time periods as well as contextualize important changes and continuities throughout world history.

Historical Writing and Document Analysis/DBQ's:

The course will include extensive instruction in analysis and interpretation of a variety of primary sources. This will include but not be limited to documentary material, maps, statistical tables, works of art, and pictorial and graphic materials. This skill will be driven by the use of several methods of analysis using the acronyms SOAPS, OPTICS, and APPARTS as outlined in the AP Social Studies Vertical Teams Guide.

Assignments:

1. Survey text: You are responsible for reading and studying the survey text by Stearns, et. al. There will be a calendar that will detail the schedule for reading and daily activities as well as quiz and test dates. Also you will be provided with a Study Guide to help you take notes while you read. While some of the text will be discussed in detail, much of it will be covered through independent learning.

**Note: Chapter reading quizzes consisting of 10-20 questions based on the text will be given to encourage students to stay abreast of reading assignments. These quizzes will be announced.

2. Supplemental readings: You will be given primary and secondary reading materials (essays, articles, documents, etc.) throughout the six weeks that will deal with an organizing concept that will be emphasized on the major tests. The materials are to be read and eventually used to help construct and defend a thesis within a timed written essay. These supplemental reading assignments will take the form of individual reading and response to questions, group assignments, and seminar type or group discussions.

3. Notes: Good note taking skills are essential in an AP class. You are required to take notes on all lectures and discussions.
4. Research: Research is a significant part of this college level course. Use of a college library and primary sources in original research will be expected. More information on this assignment will follow.

Evaluation:

Major Grades (50%)

Exams/Projects: During each six weeks at least two major grades will be given. Exams could include both multiple choice and free-response questions. Large projects will also be assigned and be graded as a major grade. **Exams/Projects are 50% of the six weeks average.** Each six weeks there will be at least one exam grade. Exams will be scheduled on EVEN days with other Social Studies classes.

Minor Grades (50%)

1. **Daily Grades:** There will be relatively few daily grades. Homework, group or individual presentations, and any other assignments are considered daily grades. **Daily grades are 20% of the six weeks average.** I will drop the lowest daily grade at the end of the six weeks grading period. Please be aware that all work done in class or for homework may not be taken for a grade. **ALL ASSIGNMENTS ARE INDIVIDUAL ASSIGNMENTS UNLESS IT IS SPECIFICALLY NOTED ON THE ASSIGNMENT THAT IT IS A GROUP ASSIGNMENT** (see Academic Honesty below).

2. **Reading Quiz Average:** Each six weeks you will have an average grade for all reading quizzes taken. They will be open note and will take place at the beginning of class. If you are tardy to class (after the quiz has started) or absent the day of the quiz you will be required to take a make-up quiz that will not be the same quiz or form, but will cover the same material. It will be each student's responsibility to make up missed reading quizzes. **The reading quiz average will be 20% of the six weeks average.**

3. **Participation Average:** This part of your grade will be based on the quality of your responses during classroom activities such as: seminars, discussions, debates, etc. **This will count as 10% of your six weeks grade.**

Makeup and Late Work:

1. Makeup work: Makeup tests and quizzes are to be completed by appointment. This appointment must be made and completed within 5 days after your return to school. If this is not accomplished the result will be a zero for that test/quiz. The responsibility for makeup is entirely the student's!

2. Late work: **NO LATE WORK WILL BE ACCEPTED FOR DAILY WORK/HOMEWORK.** This is a fast moving college level course and you will be expected to rise to those standards. **HOWEVER, I WILL DROP THE LOWEST DAILY WORK/HOMEWORK GRADE EACH SIX WEEKS.**

Special Note: *** Because exams will be curved, the lowest daily work/homework grade will be dropped, and opportunities to raise the reading quiz average with supplemental assignments will be given (film notes, etc.): AT THE END OF THE SIX WEEKS AND SEMESTER, GRADES WILL NOT BE "BUMPED" FROM 79 TO 80, 89 TO 90, ETC. And no additional work will be given. Thus, neither students, nor parents should ask for this consideration. *******

General Information:

1. Attendance: The nature and format of this course make it imperative that you be in class every day. Some of the learning in your absence is virtually impossible to make up, but you can minimize the problem by acquiring notes and such from members of your team.

Excused Absences: It is the student's responsibility to make-up class work, test, and quizzes in a timely manner. If your absence is excused I will be very flexible with you in making anything up, as I know that you do have other classes and all will have work for you to complete.

Unexcused Absences: Unexcused absences are **UNACCEPTABLE**. Key point: **DO NOT SKIP** my class and be sure to have absences officially excused by the attendance office.

2. Teams: Each student will be part of a team during this course. Teams will consist of four to five people and will be chosen by the students. Teams will be used as groups for class activities, study groups, group projects, etc. Each team will be required to have a team captain and you will stay on the same team for the entire semester.

3. Materials: These items are required each day in addition to your textbook:

1. 3 ring binder with dividers
2. Paper (loose leaf, lined, notebook paper / No Spiral Paper Accepted)
3. Blue or Black pen
4. Number 2 pencil (For scantron tests only / no pencil on written assignments)

4. National Exam: The advanced placement national exam is administered at MHS in May. It takes approximately 3 hours and consists of 2 parts, multiple choice and essay. It is my expectation that all students who complete this course will take the National AP Exam. 100% participation is expected.

Expectations:

1. **Work load:** **This is a college level history course.** The amount of reading and writing necessary for success may be a shock to some students. However, if you organized yourself and are diligent with your time, you will find success. If you pace yourself you will not get overwhelmed. As you become accustomed to the course format and texts, things will fall into place and become manageable. It is important to not get discouraged.

2. **Deadlines are deadlines:** Assignments are due on or before a given due date. You will be provided a Unit calendar throughout the course, there will be no surprises and thus no exceptions, unless in the case of emergency (death, severe illness/injury requiring hospitalization, etc.).

3. **Academic Honesty:** **Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion.** Cheating on a test includes copying from another student's test paper; using, during a test, materials not authorized by the instructor; collaborating with another student during a test without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an un-administered test; or bribing another person to obtain a test that is to be administered. Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work for credit. Collusion means the unauthorized collaboration with another person in preparing work offered for credit.

* The instructor considers four (4) words or more taken from someone else or some other written source for which credit is not given as plagiarism.

* Notes for reading quizzes **MUST** be in student's own handwriting.

* Students found to be in violation of this policy will be dealt with severely.

* Major assignments/papers may be submitted to TurnItIn.com

4. **AP Parent/Student Contract and WHAP Course Agreement Form** – Once you have read this course syllabus and attended your first day of class, read and sign the APUSH Course Agreement Form. Also, you must have your parent/guardian read the syllabus and sign the form. Additionally, read and sign the SBISD AP Parent/Student Contract. You must then return both the district contract and course agreement form to Mr. Berlet to continue in the course.

WHAP Course Agreement Form

I have read the entire *Advanced Placement World History (WHAP) Course Syllabus* for Mr. Berlet's class at Memorial High School. I accept the responsibilities and agree to follow the expectations it lays out for me as a student.

PRINT STUDENT'S NAME

STUDENT'S SIGNATURE

DATE

I have read the entire *Advanced Placement World History (WHAP) Course Syllabus* for Mr. Berlet's class at Memorial High School. I understand the responsibilities and expectations it lays out for my son/daughter as a student.

PARENT/GUARDIAN'S SIGNATURE

DATE