

Application for a New Course v9

Course ID <i>Subject and Number</i>	History 458
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Vernon L. Williams
2	Course Teacher	Vernon L. Williams
3	Course Title	World War II: A Military and Social History
4	Course Abbreviation (if title is over 30 characters)	World War II
5	College	CAS
6	Department	History
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	
12	Explanation for variable credit	
13a	Course contact hours - LEC	3 hours per week
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours - Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours - Other (specify)	
14	Instructor Workload	3 hours
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	18
17	Catalog Description (50 words or less)	World War II is a military and social history of the global conflict, 1939-1945 and provides the student with a basic understanding of the major themes relating to the world at war and the

		factors that shape human activity, particularly in time of war.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Junior standing or completion of 6 hours of lower level history
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	Yes
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	Even years
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2014
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes, see revised degree plan submitted by Ron Morgan that reflects all new proposed history courses.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes. Spring 2007, HIST400.01, 7 students Spring 2009, HIST400.01, 8 students
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	World War II Society is an upper level history elective listed in a degree plan menu from which students may choose, providing an additional
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Course Competencies

	Competency	Measurement Instrument	Measurement Standard
1	Demonstrate the application of primary research in historical writing, the proper use of the Turabian style manual, and the use of a thesis statement to develop a comprehensive analysis of an historical topic on World War II.	Research paper assignment	See Research Paper Rubric on pages 10-11.
2	Examine the consequences of World War I on the causation of World War II.	Major and final exams	See Grading Rubric for Major and Final Exams on page 4.
3	Explain how battle narrative influenced the developing outcomes of	Major and final exams	See Grading Rubric for Major and Final Exams on page 4.
4	World War II. Assess the impact of war on civilian populations within the theatres of operation and on the home fronts of the warring powers.	Major and final exams	See Grading Rubric for Major and Final Exams on page 4.
5	Demonstrate an understanding of the major themes of World	Major and final exams	See Grading Rubric for Major and Final Exams on page 4.
6	War II. Explain the causes of World War II	Major and final exams	See Grading Rubric for Major and Final Exams on page 4.
7	Know the military chronology of World War II and the role that leadership played on the conduct of the	Major and final exams	See Grading Rubric for Major and Final Exams on page 4.
8	Explain how problems that existed in society before World War II manifested themselves during the	Major and final exams	See Grading Rubric for Major and Final Exams on page 4.
9	Demonstrate how film can be a delivery system for disseminating historical information and the role that narration, imaging, music, research, and set design has on telling the historical story.	Film presentation assignment	See Film Presentation Rubric on page 12.

ASSIGNMENT GRADING RUBRICS:

The research paper and the film presentation assignments will be graded using a grading rubric designed for each assignment. These two rubrics are attached follow below. I will discuss these assignments and the grading rubrics in the first class meeting. It is essential that you are familiar with the grading rubrics as you complete the two assignments.

		course selection in their degree plan menu.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	World War II is an important addition to the history curriculum, giving students important understandings of the Second World War, with a special emphasis on the economic, political, social and military history of the war.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	World War II is an elective option for history majors, international studies students and others in a variety of disciplines who need an understanding of World War II, the watershed events for the twentieth century, and the impact that the war played on the human experience across the globe. Junior standing or completion of three hours of 100-299 history.
2	State the overarching course goal(s) in performance terms.	Successful students in this course will develop a clear understanding of the themes of World War II and the impact of the war on people across the world. Course activities and requirements will allow the student to incorporate that understanding into well-crafted literary pieces that will demonstrate their grasp of the historical content and essential scholarly practice.

2. Competencies and Measurements

	Competency	Measurement
1	Demonstrate the application of primary research in historical writing, the proper use of the Turabian style manual, and the use of a thesis statement to develop a comprehensive analysis of an historical topic on World War II.	Research paper assignment
2	Examine the consequences of World War I on the causation of World War II.	Major and final exams
3	Explain how battle narrative influenced the developing outcomes of World War II.	Major and final exams

4	Assess the impact of war on civilian populations within the theatres of operation and on the home fronts of the warring powers.	Major and final exams
5	Demonstrate an understanding of the major themes of World War II	Major and final exams
6	Explain the causes of World War II	Major and final exams
7	Know the military chronology of World War II and the role that leadership played on the conduct of the war.	Major and final exams
8	Explain how problems that existed in society before World War II manifested themselves during the war.	Major and final exams
9	Demonstrate how film can be a delivery system for disseminating historical information and the role that narration, imaging, music, research, and set design has on telling the historical story.	Film presentation assignment

3. Text and Resources

Books:

- Michael J. Lyons, *World War II: A Short History*, 5th edition, Prentice-Hall, 2009.
- Stuart Antrobus, *We Wouldn't Have Missed It for the World: The Women's Land Army in Bedfordshire, 1939-1950*, Book Castle Publishing (UK), 2008.

Articles & Offprints: (This will be provided—do not purchase)

- James Harrell, "February Mission," a war poem about the bombing of Dresden
- Vernon L. Williams, "Soldiers from Nyon: The African American Combat Experience in the European Theater of Operations"
- Vernon L. Williams, "The Eighth Air Force in World War II England: Early Operations in Daylight Bombing, 1942-1943"
- Vernon L. Williams, "A Community in Crisis: Race and the Anglo-American Exchange in World War II England"
- Vernon L. Williams, "Military Medicine in World War II"

2. For combined undergraduate/graduate courses, make two lists:

- a. full publication information; label **Undergraduate**.
- b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Department Chair

1/31/14
Date

Dean of the College
2-21-14
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions Place all actions on one page.

Course ID: HIST 458

Course Title: World War II: A Military + Social History

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Lynette Sharp Penner 2-21-14
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (undergraduate level courses)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Syllabus`

World War II

History 458.01 3 hrs. credit

Spring 2011 Monday, 4:00-6:50 p.m., Admin.

323 Dr. Vernon L. Williams, Professor of History

Connections:	In Office Hours:	Monday-Tuesday:	1:30-4:00 pm
	Virtual Hours:	Thursday:	1:30-4:30 pm

Telephone:	Office: 674-2150
Office:	Admin. 324G
Email:	vwilliams@acu.edu

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the Department of History is to provide a strong academic program designed to prepare students for Christian service through a knowledge of and appreciation for their own heritage and the heritage of peoples throughout the world.

History 458: World War II is an upper level history elective suitable for use in liberal arts bachelor degree programs at Abilene Christian University. The course provides the student with a basic understanding of the major themes relating to World War II. This course will survey the causes, conduct and consequences of the Second World War and will provide a perspective on the factors that shape human activity, particularly in time of war. Prerequisites: Junior standing or completion of three hours of 100-299 history.

Successful students in this course will develop a clear understanding of the themes of World War II and the impact of the war on people across the world. Course activities and requirements will allow the student to incorporate that understanding into well-crafted literary pieces that will demonstrate their grasp of the historical content and essential scholarly practice.

BOOKS:

Michael J. Lyons, *World War II: A Short History*, 5th edition, Prentice-Hall, 2009.

Stuart Antrobus, *We Wouldn't Have Missed It for the World: The Women's Land Army in Bedfordshire, 1939-1950*, Book Castle Publishing (UK), 2008.

ARTICLES & OFFPRINTS: (This will be provided—do not purchase)

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Vernon L. Williams, "Soldiers from Nyon: The African American Combat Experience in the European Theater of Operations"

Vernon L. Williams, "The Eighth Air Force in World War II England: Early Operations in Daylight Bombing, 1942-1943"

Vernon L. Williams, "A Community in Crisis: Race and the Anglo-American Exchange in World War II England"

Vernon L. Williams, "Military Medicine in World War II"

ORAL HISTORY INTERVIEW ARCHIVES:

The following oral history interviews archives are available for use by students in this course. They are particularly useful for primary sources on research paper topics assigned for this semester. Some interviews will be used in class to support appropriate lecture presentation.

British Women's Land Army Oral History Collection
African-American Combat Volunteer Oral History
Collection East Anglia Air War Oral History Collection

FILM REVIEW PRESENTATION:

Each student will produce a film review on an assigned World War II film and present the review to the class with film clips and other appropriate illustrations. The professor will provide an assignment instruction session in class prior to making specific film assignments to students. The professor will announce presentation dates for each student in class. See the class schedule for group presentation dates. The grading rubric for this assignment is on page 12. FAILURE TO PRESENT THE FILM REVIEW ON YOUR SCHEDULED DATE WILL RESULT IN A GRADE OF 0. In the event of an emergency situation, contact the professor to reschedule the presentation.

RESEARCH PAPER:

Each student will research and write a 15-25 page research paper on a subject assigned by the professor. The professor will assign topics no later than January 26th. LATE PAPERS WILL BE ACCEPTED AT THE RATE OF ONE LETTER GRADE OFF FOR EACH CALENDAR DAY LATE. This assignment is a semester-long activity and students are expected to plan and organize their work to meet the final deadline. Early submission of the research paper is encouraged to avoid the penalties of last minute efforts or emergency situations that can arise.

EXAM INFORMATION:

MAJOR EXAMS: There will be two major exams on lectures, class materials, and reading assignments. Major exams will include essay, short answer, and objective questions. You will need a #2 pencil and a #2052 scantron form for Part I: the objective section of the midterm exam. Bring notebook paper for Part II of the exam. Dates for all exams can be found on the class schedule on page 6.

FINAL EXAM: The final exam will cover material from on lectures, class materials, and reading assignments. The final exam will include essay, short answer, and objective questions. You will need a #2

pencil and a #2052 scantron form for Part I: the objective section of the final exam. Bring notebook paper for Part II of the final exam. The date for all exams can be found on the class schedule on page 6.

Note: The final exam will not be comprehensive. It will cover lectures, class materials, readings, and assignments over the last half of the course.

EXAMS MUST BE TAKEN ON ANNOUNCED EXAM DATES OR STUDENT IS SUBJECT TO RECEIVING A ZERO ON THE EXAM. Make ups on exams will be given only in an emergency situation or for students who represent the university in a Provost-approved absence. Please keep in mind that all student absences, regardless of reason must meet the Attendance Policy below. The Provost requires that all students who participate in University-sponsored activities must be present for all classes at least 80% of the time. In paragraph 6 of the Provost advanced travel form, the attendance requirements are clarified: "The student should not be permitted to participate if he/she has absences of more than 9 MWF meetings, or 6 TR meetings, or 3 meetings of a one-day-per-week class. These include "approved absences" under this policy as well as other absences." Should such a situation arise, students must contact the instructor to arrange for a makeup. Exams and quizzes are never given early.

GRADE SCALE:

A= 90-100 B= 80-89 C= 70-79 D= 60-69 F= 0-59

ATTENDANCE POLICY:

Each student is required to attend every class meeting. Failure to attend at least 80 percent of the classes in a semester will result in a grade of F, **no matter what the cause of the absences or what your course average at the time**. The course meets once a week for three hours. Three (3) classes constitute 20 percent of a semester's classes and are the maximum number of absences allowed for a passing grade.

Attendance Curve: If your point total at the end of the course is at the 8 or 9 digit level of the tens scale, good attendance will result in a curve up to the next highest letter grade. For example, if your average at the end of the course happened to be 58 or 59, 68 or 69, 78 or 79, 88 or 89, you would be eligible to be considered for the curve. **GOOD ATTENDANCE IS DEFINED AS HAVING NO ABSENCES AND NOT MORE THAN ONE TARDY.** If a student violates either category, in other words misses one or more classes or is tardy two or more times, he or she will not be eligible for the curve.

You are tardy if you arrive after the instructor takes the official roll. If you are tardy you must notify the professor at the end of class and request the absence on the official roll be changed to a tardy **BEFORE THE PROFESSOR LEAVES THE CLASSROOM**. Otherwise the absence will stand.

GRADING RUBRIC FOR MAJOR AND FINAL EXAMS:

Essays on Major and Final Exams

	Grade of A Superior	Grade of B Above Expectations	Grade of C Meets Expectations	Grade of D Needs Improvement	Grade of F Unacceptable
Objective Portion of the Exam	90% or more correct answers on objective question section of the major or final exam.	80% or more correct answers on objective question section of the major or final exam.	70% or more correct answers on objective question section of the major or final exam.	60% or more correct answers on objective question section of the major or final exam.	59% or less correct answers on objective question section of the major or final exam.
Essay Portion of the Exam: Thesis paragraph	The thesis paragraph included all major themes needed to provide for a comprehensive treatment of the top. The thesis paragraph concluded with a superior transition to the first major section in the paper.	The thesis paragraph included all major themes needed to provide for a comprehensive treatment of the top. The thesis paragraph concluded with an above average transition to the first major section in the paper.	The thesis paragraph included all major themes needed to provide for a comprehensive treatment of the top. The thesis paragraph concluded with an average transition to the first major section in the paper.	The thesis paragraph included all most themes needed to provide for a comprehensive treatment of the top. The thesis paragraph concluded with a below average transition to the first major section in the paper.	The paper had no thesis paragraph or transition.
Essay Portion of the Exam: Development paragraphs	The body of the paper included a well-developed presentation on each point included in the thesis paragraph. The content of the body is judged to be superior in quality of writing, research, and presentation.	The body of the paper included a well-developed presentation on each point included in the thesis paragraph. The content of the body is judged to be above average in quality of writing, research, and presentation.	The body of the paper included an average presentation on most points included in the thesis paragraph. The content of the body is judged to be average in quality of writing, research, and presentation.	The body of the paper included a below average presentation on most points included in the thesis paragraph. The content of the body is judged to be below average in quality of writing, research, and presentation.	The body of the paper is not acceptable and does not cover the major points of the topic. The paper does not demonstrate acceptable writing, research, or presentation.
Essay Portion of the Exam: Conclusion	The conclusion demonstrates that the thesis statement has been successfully proven with a superior presentation of evidence and arguments.	The conclusion demonstrates that the thesis statement has been successfully proven with an above average presentation of evidence and arguments.	The conclusion demonstrates that the thesis statement has been successfully proven with an average presentation of evidence and arguments.	The conclusion does not demonstrate that the thesis statement has been successfully proven with an average presentation of evidence and arguments.	There is no conclusion.

OVERALL GRADE COMPUTATION:

Research Paper	30% of course grade
Film Review Presentation	10% of course grade
Major Exam 1	20% of course grade
Major Exam 2	20% of course grade
Final Exam	20% of course grade

COURSE TOPICS (class lectures, activities, and readings drawn from this list):

Introduction—WWI Versailles Settlement and the Postwar Rise of totalitarianism WWII in Europe, September 1939 Poland, Phony War, & Scandinavia The Fall of France Dunkirk and Britain Alone The Mediterranean and Balkans Barbarossa Occupied Europe The Final Solution Prelude to War--the U.S, 1939-1941 <i>Thurleigh at War</i> film	Asia and the Origins of the Pacific War <i>Tora, Tora, Tora</i> film Pearl Harbor to Guadalcanal—Turning Point Stalingrad and El Alamein— Turning Point Prelude to Normandy War in the Atlantic The Combined Bomber Offensive <i>Target for Today</i> film The Home Front: The Allies and the Axis The Eastern Front, 1942-1944 The End of the War in Europe The Pacific War, 1943-1945 China-Burma The Collapse of Japan Consequences
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EXAM/ASSIGNMENT SCHEDULE:

- January 18: Syllabus, Introduction,
Lecture--The Road to Twentieth Century
War Lecture--WWI and the Inter-War Years
Research Paper assignment discussed
Oral History Archives access and use discussed
Read for next week and be prepared to discuss—Lyons, pp. xi-47
- January 25: Lecture—World War II Overview, Part I
Read for next week and be prepared to discuss—Lyons, pp. 48-116
Research paper topics announced
- February 1: Lecture—World War II Overview, Part II
Film Presentation Content and Procedures discussed
World at War—“Banzai: Japan, 1931-1942
Watch for next week’s discussion—*Tora, Tora, Tora*
- February 8: Discussion of *Tora, Tora, Tora*
Lecture—Race and the Anglo-American Exchange in WWII
England Read for next week and be prepared to discuss—Lyons, pp. 117-144
- February 15: Oral History Transcripts and Presentation due at beginning of class
Discussion: Early Days of the European War (Lyons, pp. 119-144.)

- Read for next week and be prepared to discuss—Lyons, pp. 145-168
- February 22: Lecture--The Eighth Air Force in England: Infrastructure, Operations, and the Impact on Community, 1942-1945
Read for next week (last reading assignment for ME1)—Lyons, pp. 169-192
- March 1: Major Exam 1-Lectures, Class Materials, and Assignments
Lecture--Turning Points: Europe and the Pacific
Read for class after spring break and be prepared to discuss—Lyons, pp. 193-225
- March 8: Lecture--War in the Atlantic
Lecture--The War Front at Home
Read for next week and be prepared to discuss—Lyons, pp. 226-254; Williams, “The Eighth Air Force in WWII England”—all.
- March 15: Spring Break—No Class
- March 22: Lecture--Combined Bombing Offensive
Target for Today film
Read for next week and be prepared to discuss—Antrobus, “*We Wouldn’t have Missed It*,” xi, Chapters 1, 5-6, 8-10; and Harrell, “February Mission.”
- March 29: Lecture—War, Up Close and Personal
Thurleigh Memories film; Dawn Skeggs Filby oral history interview
- April 5: Major Exam 2-Lectures, Class Materials, and Assignments
Read for next week and be prepared to discuss—Lyons, pp. 237-254 and Williams, “Soldiers from Nyon”—all.
- April 12: Lecture--Race and World War II--Two Case Studies
1) Hitler and the Jews 2) Japanese-American Relocation Camps
Days of Waiting film
Read for next week and be prepared to discuss—Lyons, pp. 255-290
Research Paper Due at beginning of class
- April 19: Lecture--Allies on the Offensive and the Roll to the Bitter End
Film Review Presentations, Group 1
Read for next week and be prepared to discuss—Lyons, pp. 291-327
- April 26: Lecture--The Pacific War—Island Hopping to Tinian and the Bomb
Film Review Presentations, Group 2
Lecture--China-Burma Theater of Operations
Read “Military Medicine” for next week

Lecture—Consequences of World War
II A Final Word

May 9: Dead Day—No Classes

May 10: Final Exam-Lectures, Class Materials, and
Assignments Wed. 4:00-5:45 p.m. in our class room

The contents of this syllabus are subject to change. Announcements of any changes will be made in class. Always bring your syllabus to class so you can update the document as needed.

COURSE POINT TALLY WORKSHEET:

Research Paper (30% of course grade)	-
Film Review/Presentation (10% of course grade)	_____
Major Exam 1 (20% of course grade)	_____
Major Exam 2 (20% of course grade)	_____
Final Exam (20% of course grade)	_____
Course Average	_____

SPECIAL NEEDS (ADA):

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, students must be registered with Alpha Scholars Program and must complete a specific request for each class in which accommodations are needed. Any student who has a documented disability and wishes to discuss academic accommodations is invited to call the Alpha office directly at (325) 674-2667.

ACADEMIC INTEGRITY:

Abilene Christian University is a community of learners that supports the quest for knowledge and truth through intellectual and personal integrity and honesty in learning, instruction, research and service. Its educational programs, faculty and staff, administration, and student environment all exist to educate students for Christian service and leadership throughout the world.

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying. As Christians, the norms for our behavior flow from the nature of God (Deuteronomy 6:4-5). God does not lie (1 Samuel 15:29, Titus 1:2); therefore, those who claim His name should not lie. God is described as the one whose Son is “*the way, the truth, and the life*” (John 14:6) and as one whose Spirit is “*the Spirit of truth*” who guides “*into all truth*” (John 16:13). If we, as people of God, strive to be like Him, then we will be about truth and truthfulness (Ephesians 4:20-25).

The most powerful motive for integrity and truthfulness comes from one’s desire to imitate God’s nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Academic integrity is essential to the most effective development of a person’s intellectual skills and abilities. In its work to prepare students for the future, ACU must introduce students to the kind of professional censure they will encounter in the workforce. The university’s enforcement of standards of academic integrity and academic consequences are set as a way of drawing students’ attention to the greater consequences they will find in the professional world.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others.

DEFINITION OF ACADEMIC INTEGRITY

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research.

The following examples of **academic dishonesty** include:

- Acquiring answers for any assigned work or examination from any source not authorized by the instructor for the specific assignment, such as opening the book on a closed book test or using notes on a test when not authorized.
- Observing the work of other students during any examination or other assignments where inappropriate.
- Claiming credit for an attendance or service activity without attending or performing the activity.
- Gaining access to the content of any examination prior to its being given.
- Receiving, giving, or using unauthorized aid on an examination.
- Informing any person(s) of the contents of any examination prior to its being given.
- Providing answers for any examination or assigned work when not specifically authorized to do so by the instructor(s).
- Offering to sell or buy unauthorized aids or information for an assignment or examination.
- Allowing other members of a group to provide a disproportionate fraction of a required group project or activity.
- Collusion with (an)other person(s) on an assignment for which the instructor has specified independent work.
- Using the work of (an)other person(s) in place of independent work.
- Permitting formal or informal tutors or editors to provide more than tutoring or editing, such as completing or rewriting work assigned by the instructor for the individual student to complete or write, or telling the student the steps in solving a problem rather than guiding the student to discover the proper steps.
- Altering, misrepresenting, or falsifying a transcript, course record or graded work to gain unearned academic credit.
- Agreeing to change or have changed academic records, including arranging for a grade or credit not earned.
- Offering or accepting a bribe related to academic work or records.
- Written or oral presentation of falsified materials and facts, including but not limited to the results of interviews, laboratory experiments, and field-based research.
- Written or oral presentation of the results of research or laboratory experiments without the research or experiment having been performed.

Plagiarism includes, but is not limited to, the following:

- Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own.
- Submitting for credit in whole or in part the work of others.
- Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.

The full policy can be found at: http://www.acu.edu/campusoffices/studentlife/judicial/Documents/Acad_Integ_Policy_20.pdf

10	8	6	4	2	0
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Film Review Presentation - Standards for Assessment

Instructions for use: Select a rating for each criteria (row) by highlighting the selected description in yellow. Then add the points earned for each column. The student's total score will be calculated automatically. Students will receive a graded version of this sheet with the highlighted scores marked and instructor comments in the box below.

	Superior (A)	Above Expectations (B)	Meets Expectations (C)	Needs Improvement (D)	Unacceptable (F)	Missing (F, score of 0)
Research	Research effort on the film assigned and the historical event portrayed is superior.	Research effort on the film assigned and the historical event portrayed is above average.	Research effort on the film assigned and the historical event portrayed is average.	Research effort on the film assigned and the historical event portrayed is below average.	Research effort on the film assigned and the historical event portrayed is not sufficient to produce a successful presentation.	No research completed.
	40	32	28	24	20	0
Wiki Illustration	The Wiki illustration site produced in support of the presentation is superior.	The Wiki illustration site produced in support of the presentation is above average.	The Wiki illustration site produced in support of the presentation is average.	The Wiki illustration site produced in support of the presentation is below average.	The Wiki illustration site produced in support of the presentation is not acceptable.	No Wiki produced.
	20	16	14	12	10	0
Historical Accuracy and Significance of Film	Conclusions supported by a superior set of evidence.	Conclusions supported by a above average set of evidence.	Conclusions supported by a average set of evidence.	Conclusions supported by a below average set of evidence.	Conclusions supported by evidence that is not acceptable.	There is no conclusions presented
	20	16	14	12	10	0
Oral Presentation	Oral presentation was superior with superior use of Wiki illustrations, film clips, images, documents, and knowledge of subject.	Oral presentation was superior with superior use of Wiki illustrations, film clips, images, documents, and knowledge of subject.	Oral presentation was superior with superior use of Wiki illustrations, film clips, images, documents, and knowledge of subject.	Oral presentation was superior with superior use of Wiki illustrations, film clips, images, documents, and knowledge of subject.	Oral presentation was superior with superior use of Wiki illustrations, film clips, images, documents, and knowledge of subject.	There is no presentation.
	20	16	14	12	10	0
COLUMN TOTALS						

Student's Name:

Student's Score:

Comments:

Primary and Secondary Sources Cited	The paper is based upon a significant body of primary sources. The paper also includes a comprehensive array of secondary sources that provides context and body for the primary evidence presented. The research and sources presented is a superior.	The paper is based upon a significant body of primary sources. The paper also includes a comprehensive array of secondary sources that provides context and body for the primary evidence presented. The research and sources presented is above average.	The paper is based upon many primary sources. The paper also includes an adequate number of secondary sources that provides context and body for the primary evidence presented. The research and sources presented is a average.	The paper is based upon limited primary sources. The paper also includes an adequate number of secondary sources that provides context and body for the primary evidence presented. The research and sources presented is below average.	The paper is based upon little or no primary sources. The paper also includes a less than adequate number of secondary sources that provides limited context and body for the paper presented. The research and sources presented is well below average.	Sources are not cited.
	14	12	10	8	2	0
Bibliography	All resources used are listed in the bibliography, and all have the required information.	All resources used are listed in the bibliography, and most have all required information.	All resources used are listed in the bibliography.	One or two resources are not listed in the bibliography.	More than two resources are not listed in the bibliography.	There is no bibliography.
	6	4	3	2	1	0
Spelling and Grammar	Spelling and grammar is superior.	There are 1-2 mistakes.	There are 3-4 mistakes.	There are 5-6 mistakes.	There are 7-10 mistakes.	There are 11 or more mistakes.
	5	4	3	2	1	0
COLUMN TOTALS						

Student's Name:

Student's Score:

 0

Comments:

Research Paper - Standards for Assessment

Instructions for use: Select a rating for each criteria (row) by highlighting the selected description in yellow. Then add the points earned for each column. The student's total score will be calculated automatically.

	Superior (A)	Above Expectations (B)	Meets Expectations (C)	Needs Improvement (D)	Unacceptable (F)	Missing (F, score of 0)
Coverage of Topic	Paper includes a comprehensive coverage of the topic and the development of the thesis statement is superior.	Paper includes a comprehensive coverage of the topic and the development of the thesis statement is above average.	Paper includes an adequate coverage of the topic and the thesis statement is satisfactorily developed.	Paper is missing one element of coverage and the thesis statement is not fully developed.	Paper is missing multiple elements of coverage and the thesis statement is not fully developed.	Coverage and thesis statement have no essential content.
	15	15	15	12	10	0
Thesis Statement and Content Extensiveness	Thesis statement is comprehensive and the paper content is superior in terms of scope.	Thesis statement is comprehensive and the paper content is above average in terms of scope.	Thesis statement is comprehensive and the paper content is average in terms of scope.	There is a missing element in the thesis statement and the paper content is less than average in terms of scope.	There are significant elements missing in the thesis statement and the paper content is less than average in terms of scope.	There is no written content.
	25	22	19	17	15	0
Depth of Thought	Student is able to draw conclusions, recognize patterns or demonstrate historical realities based on the information used. In addition, there are many above average insights based on analysis of the evidence presented.	Student is able to draw conclusions, recognize patterns or make predictions based on the information used. In addition, there are some above average insights based on analysis of the events of the period.	Student is able to draw conclusions, recognize patterns or make predictions based on the information used.	Several conclusions, patterns or predictions are included, but most information is simple statements of fact.	Only 1 or 2 conclusions, patterns or predictions are included, but almost all information is simple statements of fact.	There is no depth of thought included.
	25	22	19	17	15	0
Adherence to Turabian	Paper adheres to Turabian in all cases of notes, bibliography, and style.	Paper adheres to Turabian in most cases of notes, bibliography, and style.	Paper adheres to Turabian in at least 75% of the notes, bibliography, and style.	Paper adheres to Turabian in at least 50% of the notes, bibliography, and style.	Most of the paper does not adhere to Turabian in the notes, bibliography, and style.	There is no adherence to Turabian in this paper.

November , 2013
Dr. Vernon L. Williams
vwilliams@acu.edu

Re: Review of History 458: World War II

Dear Dr. Williams,

Thank you for the submission of the application for the new course History 486: World War II that you will be teaching. We reviewed the syllabus based on the ACU Syllabus Guidelines. We found the syllabus to be very detailed, including the items specified in the guidelines, however, we found the following minor details which you might want to check:

- "Spring 2011" in the course headings section should be changed to a future semester;
- Paragraph alignment in your syllabus is not consistent, with some paragraphs indented, while others are not.
- Your upper case for entire sentences for emphasis in the text which may be negatively perceived by students when using boldface may be sufficient for emphasis.
- Course topics are listed in two cells in a table, which makes it difficult to see how topics and activities are grouped or matched.

Please consider revising these items if making the recommended changes will help your potential students. If there are reasons that would justify not making the changes, please prepare to share them with the council when your course is submitted for approval.

If there is any aspect of the application or syllabus you would like to discuss further, please let me know and we can schedule a time. Please know the Adams Center is here to serve you in any aspect of your course development, implementation, and/or ongoing teaching of the course.

Again, thank you for allowing the Adams Center team to review your course application and if there is any way we can serve you, please know we are here to serve you.

Berlin Fang
Director, Instructional Design, Adams Center

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: January 12, 2014
TO: Dr. Ron Morgan
FROM: Mark McCallon, Library Associate Dean for Library Services
RE: Course Application for HIST 458 – World War II: A Military and Society History

Based on the recommendation of Karen Hendrick, Library Liaison to the History Department, the library can adequately support the proposed course. Please contact Karen Hendrick at hendrick@acu.edu if there are other resources required in the future in support of the course. Thank you for letting us review the course application.