

Cleveland State University
Second Six-Week Summer Semester, 2009
Maxine Goodman Levin College of Urban Affairs
Department of Urban Studies

Course Syllabus
UST 202, Section 503
Topic: Cleveland, Past, Present, and Future:
The African American Experience

Instructor: Dr. Wendy Slone

Meeting Time: Web-Based Course

Mandatory In-Class Session: Wednesday, July 8, 2009 from 1:00 p.m. - 2:30 p.m.
Location – West Center.

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.

General Education Requirement:

UST 202 meets the criteria for *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.

Skill Area: Critical Thinking Criteria

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

Skill Area: Information Literacy Criteria

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

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

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 complete two written assignments. The total word count for each written assignment equals 3,000 words for each assignment (double-spaced, in 12-point font, with 1" margins). Students may submit a draft version of each of the two paper assignments for review one week before the due date.
2. The two paper assignments utilize writing-to-learn strategies that foster experiences in learning, and writing-to-communicate strategies that foster students' respect of readers' experiences.
3. Feedback on the written assignments will focus both on writing skills and content, which will be relayed to students' via the corresponding assignment tab in Blackboard.

4. Students' will be required to write SOMETHING every week in this class. Please remember that this is a writing course not only when you are writing your papers, but as you are preparing your other assignments and posting to the discussion boards.
5. 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.
6. 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/>
7. The course will address the needs of students regarding library competency.

Penalties for Plagiarism:

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

Writing Center Page on Plagiarism:

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

Paraphrasing:

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

For Students with difficulty writing it is suggested that you utilize the Writing Center located in Main Classroom 321. You may submit your work to the plagiarism detection service at www.turnitin.com to ensure the legal and ethical use of other's work. Please contact the Writing Center Director if you need the password and ID number (m.murray@csuohio.edu, extension 6982).

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,
- (2) African-American urban history,
- (3) Appreciation of diversity, and
- (4) Enhanced writing, research, critical thinking, and analytical skills through writing assignments, group discussions, virtual in-class presentation, and exams.

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

Course Requirements:

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

- (1) Prepare/submit all written assignments, discussion responses, virtual in-class presentation, and final exam under the appropriate tab via Blackboard on time. Late assignments will not be accepted without prior approval from the instructor, and then only in cases of extreme circumstances with supporting documentation;
- (2) Read all readings assigned for the course;
- (3) Edit written assignments extensively before submission.

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

- (1) Develop work plans to time effectively time manage for there course load,
- (2) Utilize scholarly literature i.e., journals, Internet, etc.,
- (3) Research/collect relevant data/material,
- (4) Complete/submit the writing assignment developed for this course.

Questions regarding the course should be submitted to the instructor via Blackboard e-mail only. The instructor will not respond to e-mails submitted to her university (campus) e-mail address. Students' requiring additional assistance must make an appointment with the instructor by requesting an appointment via the instructors Blackboard e-mail address. Students must indicate the purpose/object of the meeting in the e-mail if they need to request a meeting.

Writing Assignments:

All writing assignments (i.e., concept paper and book reviews only) must be submitted as an attachment using Word 2000 and not Vista. Students are required to use APA style to format citations in the body of their paper, and in their reference section only. Students are not required to include an abstract, footnotes or running headers in their paper.

****Papers that fail to use APA style to format citations and reference page will automatically lose ten (10) points.**

*Students electing to submit a draft of their written assignments must do so one week prior to the final paper submission date. **When submitting a draft paper for review: (1) the draft must be submitted as an e-mail attachment to the instructor via Blackboard, and (2) in the subject bar students must indicate “Draft Version” and list the name of the assignment (i.e., concept paper or research paper).**

I. Concept Paper (100 points)

Students' are to submit a **minimum of 10 pages (3,000 word) or a maximum of 15 pages (3,500 word)** concept paper discussing the history of an issue affecting African-American life in urban American cities. **You may choose from the following five (5) topics for this assignment.**

- (1) **Leadership, Politics, and Institutions in the African-American Community;**
- (2) **Class and Culture in the African-American Community;**
- (3) **The impact of Poverty on African-American Communities;**
- (4) **Public Housing and the African American;**
- (5) **Hip Hop Generation: Young Blacks and the Crisis in African-American Culture.**

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

Legitimate reference resources include the use of: scholarly journals/articles, books, data cited from databases (i.e., U.S. Census, etc.), and reports (i.e., United States General Accountability Office, etc.). Citations from Internet sources that are merely web pages constructed by individuals airing their personal views are unacceptable sources. However, legitimate websites accessing refereed academic journals/reports (i.e., articles published in The Urban Institute, Journal of Urban Affairs, etc.) are legitimate resources.

Utilization of articles found on www.lydiaspeakeshermind.com is not acceptable for this assignment. One way to determine if a website is acceptable or not is to ask yourself, “If the Internet did not exist, would I be able to find this article in the university library?” Newspaper or magazine articles may be used for this

assignment provided they are in-depth articles on the issue, and not just commentaries or editorials. A maximum of two (2) newspaper or magazine articles are acceptable.

II. Research Paper (100 points)

Students are to submit ***(1) research paper***. The research papers must contain a **minimum of 10 pages (3,000) or a maximum of 15 pages (3,500 words)** discussing African-American life in Cleveland. **You must chose one topic** from the list below:

- (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

Students should adhere to the following guidelines for the research paper assignment; 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 research paper includes:

- (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;
- (8) Supporting evidence from legitimate reference sources to support item #7 (your critical analysis of the topic).

Class Assignments:

I. Five Weekly Discussion Question Responses (20 points each/100 points total)

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 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. A good paragraph consists of 5-6 sentences.

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 8:00 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 8:01 p.m. on the due date it is considered late and will not be accepted).**

Students' first discussion question response will be due Wednesday July 15, 2009.
**All discussion responses must be submitted as text under the discussion tab located under the main course menu found on my Blackboard home page. Students' that fail to submit their weekly discussion entries under the discussion tab will not receive credit.*

Articles used for the discussion questions are available on Electronic Course Reserve (ERC) at the CSU library and can be accessed at the following link:
http://www.scholar.csuohio.edu/screen/m_course.html. You can search for the articles using the course and section number or by my last name (Slone) and selecting the appropriate course/section number.

II. Virtual In-Class Presentation (100 points)

Students are required to submit a formal Power Point presentation for the virtual in-class assignment. The Power Point presentation should consist of no more than (10) ten slides 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 Power Point presentation should not be submitted using the Vista application of this software program.*

Written Assignment Evaluation:

Evaluation of student papers is based on the following criteria:

Higher Order Concerns

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

style using appropriate transitions? Is the paper well organized? Did the student adhere to the APA style format suggested for this course?

Lower Order Concerns

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

Final Exam: (100 points)

Final Exam: The **date for the final is Wednesday, August 12, 2009.** *The final exam will cover all the material presented for the semester from the textbook, and weekly discussion 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 is complete. **The final will only be available for students' to take from 1:00 p.m. to 2:30 p.m. on Wednesday, August 12, 2009 only.**

NOTE: Students' are permitted to use class materials to complete the final exam.

Grading:

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

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

FYI: The concept paper, research paper, weekly discussion question responses, virtual in-class presentation, and final exam add up to a total of 500 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 500, which is the total number of points possible (100 points for each of the five required assignments). Students' must keep in mind the final breakdown of grades is based on the overall spread of scores

achieved by the class for the semester. **Below is a summary of the grade weight for the five course assignments.**

Grade Weight for the Six Course Assignments:

| | |
|---|---------------------------------|
| (1) Concept Paper | 100 points |
| (2) Research Paper | 100 points |
| (3) Five Weekly Discussion Question Responses | 20 points each/100 points total |
| (4) Virtual In-Class Presentation | 100 points |
| (5) Final Exam* | 100 points |

Total possible points for the semester: 500

- **Note: The final exam will consist of a combination of 25 multiple-choice/true false 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 textbooks and weekly discussion response reading material presented in the course.**
- **The final exam is open book and will be available for students to access on Wednesday August 12, 2009 from 1:00 p.m. to 2:30 p.m. on Blackboard under the “assessment tab”. Because the exam is open book, no study guide for the final exam will be provided.**

Tips for preparing for the final exam:

- (1) Review all the material presented for the reading assignments from the textbooks.
- (2) Review the reading assignments for the weekly discussion responses.
- (3) Student should make sure they are familiar with the major themes discussed in the readings.

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.

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.
- (2) *Cleveland: A Metropolitan Reader* by W. Dennis Keating, Norman Krulmholtz, and David C. Perry (editors), published in 1995.

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

Reading Assignments:

Students are responsible for reading all the chapters assigned from the textbooks and ERC articles for the weekly discussion 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.**

| Week | Reading and Assignment Schedule |
|-----------|---|
| 1 7.8 | Introduction and class organization. Readings: Kusmer, chps. 1 & 2 (pages 3 – 34); Keating et al., Cleveland: The Making and Remaking of an American City, 1796 – 1993 (pages 29 – 48) ERC Article: How the Media Compound Urban Problems |
| 2 7.15 | Readings: Kusmer, chps. 3 & 4 (pages 53 - 90); Keating et al., Between Spires and Stakes: The People and Neighborhoods of Cleveland & The Impact of Poverty on Cleveland Neighborhoods (pages 177 – 227) ERC Article: (1) Black Picket Fences Privilege and Peril among the Black Middle Class, and (2) Middle Class Blacks are their Brothers Keeper Weekly Discussion Response, How the Media Compound Urban Problems: Due Today |
| 3 7.22 | Readings: Kusmer, chps. 5 & 6 (pages 91 – 154); Keating et al., Politics and the Development of Public Housing & Housing Dynamics of the Cleveland Area, 1950 – 2000 (pages 228 – 262) ERC Article: (1) City Police Stop Blacks more often, Study Says, and (2) Traffic Tickets for One and All Weekly Discussion Response, (A) Black Picket Fences Privilege and Peril among the Black Middle Class, and (B) Middle Class Blacks are their Brothers Keeper: Due Today <i>*Concept Paper: Due Today</i> |
| 4 7.29 | Readings: Kusmer, chps. 7 & 8 (pages 157 – 189); Keating et al., Black Cleveland and the Central-Woodland Community, 1865 – 1930 & Cleveland: The Evolution of Black Political Power (pages 263 – 299) ERC Article: 30 Years after the Kerner Report Weekly Discussion Response, (1) City Police Stop Blacks more often, Study Says, and (2) Traffic Tickets for One and All: Due Today <i>*Virtual In-Class Presentation: Due Today</i> |
| 5 8.5 | Readings: Kusmer, chps. 9 & 10 (pages 190 – 234); |

| | | |
|----------|-------------|---|
| | | Kusmer, chps. 11 (pages 235-274); Keating et al., Black Civil Rights (pages 119-132); Keating et al., The Cleveland Economy: A Case Study of Economic Restructuring (pages 51 – 84) ERC Article: And the Last Shall be First Racial Diversity, Distributive Justice, and Affirmative Action Weekly Discussion Response, 30 Years after the Kerner Report: Due Today <i>*Research Paper: Due Today</i> |
| 6 | 8.12 | Final Exam Weekly Discussion Response, And the Last Shall be First Racial Diversity, Distributive Justice, and Affirmative Action: Due Today |

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

| Due Date | Written Assignments |
|----------------|---------------------|
| July 22, 2009 | Concept Paper |
| August 5, 2009 | Research Paper |

*Draft papers must be submitted at least two weeks prior to the due date as an e-mail attachment to the instructor in Blackboard.

Class Assignments

| Due Date | Class Assignments |
|---|---|
| Every Wednesday: Beginning July 15, 2009 | Weekly Discussion Question Responses |
| July 29, 2009 | Virtual In-Class Presentation |

Text Book & ERC Reading Schedule

| Reading Schedule | Chapters |
|--------------------|----------|
| Weekly as Assigned | |

Final Exam Test Dates

| Date Available On-Line | Test |
|------------------------|------------|
| August 12, 2009 | Final Exam |

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 (2004) noted,
- (B) As Berry and Simmons (1985) indicated,
- (C) In the book, *Understanding Politics* (2007).

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

- (A) In the article “Policy Implementation and Practices,” Dr. Smyth indicate... (State of Ohio, 2008).
- (B) According to a report by the United States Census... (U.S. Census, 2004).

(2) 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 (2001) argued that.... (Kelp and Johnson, 2001).

Referencing Citations from the Internet in your Reference Section

(1) How to Cite Internet Citations in your Reference Section. (Not to be used in the body of your text. ONLY use in REFERENCE SECTION): Cite material from a web site by giving the web address in parenthesis (<http://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:

- (A) “Public Policy Theories.” Retrieved June 15, 2008 from Electronic Library Database on the World Wide Web: <http://www.stateofohio.gov>.

Citation Help: For additional help in utilizing APA citations refer to <http://www.apastyle.org/eleceref.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/>).

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 e-mail;
- (3) Submit written assignments, discussion question 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 e-mails posted for the class. Periodically, the instructor may send e-mails to the class for informational purposes only. The informational e-mails will not require student's response. For example, students may receive e-mails with subject headers such as: Submission of Assignments: Please Do not Respond to this e-mail. The instructor will use informational only e-mails when the entire class can benefit from having additional information on topics relative to the class.*
- (5) **Written assignments (i.e., concept paper/research paper) and virtual in-class presentation must be submitted as an attachment using Word 2000 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 using Word 2000, or rich text will not be accepted.**

Blackboard Policies:

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

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

How to Access Blackboard:

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

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. 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. 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 504. 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:

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

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.

- (3) Keep in mind the instructor will not give incompletes for the course, so you should submit papers, etc. on time to avoid penalties.
- (4) If there is an issue, notify the instructor immediately.

Cleveland State University Important Dates to Remember:

Second Six Week Summer Session

| | |
|-----------------------------------|----------|
| First Weekday class | July 6 |
| July 4th (University Holiday)* | July 3 |
| Last day to add | July 9 |
| Last day to drop classes | July 13 |
| Last day to withdraw from classes | August 3 |
| Last day of classes | Aug 14 |

***The final exam is on August 12, 2009 from 1:00 p.m. to 2:30 p.m.**