Meeting Time: Monday and Wednesday 4:00pm-5:15pm.

Instructor: Michael Ghedotti, 204 Science Building, (303) 458-4091, e-mail: mghedott@regis.edu (Office hours will be announced in class.)

Course Books:

Sophomore Seminar Description (Regis Bulletin): Asks fundamental questions about justice, diversity, and liberty in the diverse and complex society of the United States. Analyzes issues of power and privilege in contemporary society and nurtures concern for social justice. Integrates academic study with community-based service learning projects.

Brief Section Description: This course will focus on immigration to the United States in both historic and contemporary contexts. Immigrants of all types built this country and contributed their cultures and perspectives to form what is now the vibrant and distinctive culture of the United States. This “building” and creation of a distinctive culture has not ceased, and contemporary immigration continues this process today.

Course Goals: This course aims to provide students both with an awareness of diversity in the United States as generated by immigration and a sense of how we all share an immigrant ancestry. This course also seeks to explore questions of social justice, culture, and belonging in an immigrant nation. Specifically:

- Students should understand what occurred when the Americas, despite a large native population, were “colonized” by Europeans. In addition, students should understand how points of view about individual and societal motivations influence explanations about why and how this colonization occurred.
- Students should understand the patterns of immigration into North America since the 1600s and how these patterns have molded society and culture in the United States. Students should also be able to place their own family’s immigration history into this historic context.
- Students should understand how race and ethnicity were and are defined in the United States, and the role of race and ethnicity in economic, social, and cultural assimilation to American society.
- Students should generally understand past and contemporary nativist movements in the United States.
- In general, students should understand and be able to develop informed opinions concerning contemporary immigration issues.
- Students should be able to demonstrate the ability to give a simple short presentation, conduct academic research, and write effectively.

Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Presentation on Family Immigration History</td>
<td>5%</td>
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<tr>
<td>Service Expectations/Immigrant Interview Protocol Assignment</td>
<td>3%</td>
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<tr>
<td>Service/Immigrant Interview Final Write Up</td>
<td>10%</td>
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<tr>
<td>Entry Slips</td>
<td>10%</td>
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<tr>
<td>Paper (6-12 pages citing 8+ academic sources, excludes popular sources and course texts)</td>
<td>25%</td>
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<td>Peer Reviews of 2 Papers (2 @ 1% each)</td>
<td>2%</td>
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<td>Midterm Examination</td>
<td>20%</td>
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<tr>
<td>Comprehensive Final Examination (Essay/Short Answer)</td>
<td>25%</td>
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<td>Total</td>
<td>100%</td>
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GRADING SCALE—The grading scale based on a percent scale will be as follows.

A = 100.0 – 92.50  
A- = 92.49 – 89.50  
B+ = 89.49 – 86.50  
B = 86.49 – 82.50  
B- = 82.49 – 79.50  
C+ = 79.49 – 76.50  
C = 76.49 – 72.50  
C- = 72.49 – 69.50  
D+ = 69.49 – 66.50  
D = 66.49 – 62.50  
D- = 62.49 – 59.50  
F = <59.49
Participation: As a seminar course, it is a basic assumption that students will participate actively in discussions in class. Participation will be monitored in class. Students with substantive participation during the semester starting the third week of class will have met the minimum requirement for this course. A student who does not substantively participate will have between 1-3% removed from his/her final course grade (based on level of participation). A mid-semester participation assessment will be given to each student so that students can be aware of if they need to increase their participation.

Presentation: Students will briefly present a 5-7 minute personal immigration history that places their own immigration history into the larger immigration patterns discussed in class.

Service or Interview Assignment: This assignment will involve interviewing and developing a personal relationship and interviewing someone who is an immigrant or providing 20 hrs. of service in an immigrant serving setting. Two written assignments will be required for either option.

Entry Slips: Completed for every day’s reading. Includes a 1 paragraph summary of the main point of the reading and 2 questions based on the reading. Must be typewritten/word processed.

Paper: The paper comprises a significant part of the course grade. It must be completed as a complete final draft, a revised draft, and a re-revised draft (each due as indicated in this syllabus). The paper will explore an issue concerning current or past immigration to/in the United States related to your interview or service and will be written in support of a clearly stated thesis. (8+ academic sources) Completion of the paper will require submission of both an initial research question and a research question with an annotated bibliography before the first draft in which the student will support a clearly stated thesis.

Examinations: The two examinations will be based on the readings and class discussions. The exams will involve short answer, short essay (about 1 paragraph), and long essay (>1 paragraph) questions.

Attendance: This is a discussion-focused course. Therefore, attendance is required and will be taken at each class period. If you miss three classes without an accepted excused absence documented with an accepted excused assignment form your grade will be reduced by one letter grade (e.g., a B+ would become a C+). Your grade will be reduced by an additional letter grade for each absence beyond three.

Excused Absence: Serious illness documented with health care provider note (not a regularly scheduled appointment), a death in the family, and NCAA athletic competition are reasons for excused absences. Quizzes (“pop” and scheduled) or Presentations missed for an excused absence will be averaged out of your grade after a completed excused assignment form with attached documentation has been turned in and verified. Other assignments missed for an excused absence will be rescheduled. Regardless of excused absences, students will all still be held to the “14 days of active participation” standard for the participation grade.

Absence for Athletic/Forensic Competition: If you are a member of an official Regis athletic or debate team and must miss a class period, you MUST present the instructor with an official schedule provided by your coach (with the days to be missed highlighted) during the first week of the semester. You must ALSO notify me in writing a week in advance using the excused assignment form. Failure to notify the instructor as outlined above means that an absence is UNEXCUSED.

Late Papers & Assignments: It is expected that all assignments will be turned in on the date indicated in this syllabus. Late final papers (not drafts) and final interview/service assignments will be accepted late with a significant penalty (10% off within one week). No late assignments will be accepted after one week post due date. Paper drafts and the presentation may NOT be completed late. Excuses such as computer malfunction are not acceptable. Be sure to back your work up.

Inappropriate Academic Conduct: In the event that plagiarism or cheating occurs, the consequences will be severe. Plagiarism or cheating will minimally result in a failing grade (F) for the course. Any offense will be reported to the Regis College administration. Plagiarism – The use of another writer’s words or ideas without using proper documentation to credit the other writer. (This includes drafts as well as final papers.) Not citing paraphrased information and conclusions is also plagiarism.

Learning or Physical Disability: If you are a student with a documented disability and need accommodation for this class, then please let me know immediately. If you think you may have an undocumented learning disability contact Learning Support Services (Life Directions Center 118, disability@regis.edu, Phone: 303-458-4941). Retroactive accommodation will not be provided.
**Schedule and anticipated activities:** The due dates given for papers, written assignments, reading assignments, the examinations are fixed (barring any emergencies). However, the dates for topics and activities are estimates and may change. Do the reading assigned for each class BEFORE class and complete an entry slip. The reading assignments are indicated in the calendar below.

### AUGUST / SEPTEMBER

<table>
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<td>28</td>
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</table>
| **Introduction: What is an American?**  
**In-class: Young (on e-reserve)** | **What is an American?**  
Are Americans diverse?  
**Immig. & Amer. Div.: 1-17**  
--Service/Community Learning-- | **Human Migrations & 1st Contact**  
**Guns, Germs, & Steel: 13-52**  
**Immig. & Amer. Div.: 18-30** | | |
| **LABOR DAY**  
(no classes) | **ADD/DROP DEADLINE** | **Service/Interview Contract**  
Pilgrims, “Squanto,” and the first Thanksgiving  
1491: 33-66 (on e-reserve) | | |
| 10     | 11      | 12        | 13       | 14     |
| **video (50 min.) & story time**  
First Contact Between Europe & the Americas  
**Guns, Germs, & Steel: 67-81** | | **A Second Look at First Contact & HISTORY Overview**  
**Guns, Germs, & Steel: 354-375** | | |
| 17     | 18      | 19        | 20       | 21     |
| **Comparing Afroeurasia to the Americas**  
**Guns, Germs, & Steel: 176-214** | | **Race and African Americans in America**  
Reinv. the Melt. Pot: 235-247 | | |
| 24     | 25      | 26        | 27       | 28     |
| **short video**  
Colonial Immig. & a “Black & White” America  
**Immig. & Amer. Div.: 31-46** | **by 5pm Service/Int. Protocol Due** | | | |

### OCTOBER

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| **The Construction of a Nation.**  
**Immig. & Amer. Div.: 47-72** | **by 5pm Research Quest. & 2 Sources Due** | **Immigrants, Conquest, & Strife; 1820-1860**  
(short video)  
**Immig. & Amer. Div.: 73-105** | | |
| 8      | 9       | 10        | 11       | 12     |
| **Nativism, Anti-Catholicism, & Racism I**  
**Immig. & Amer. Div.: 106-135** | | **Midterm Examination** | | |
| 15     | 16      | 17        | 18       | 19     |
| **FALL BREAK**  
(no classes) | | **Academic Source Overview—**  
“New” Immigrants, 1890-1924  
(short video)  
**Immig. & Amer. Div.: 136-167** | | |
| 22     | 23      | 24        | 25       | 26     |
| **Res. ? & Annot. Bib. Due**  
Nativism, Anti-Catholicism, & Racism II  
**Immig. & Amer. Div.: 168-199** | | **Plagiarism Overview—**  
Modern Immig.: Assim. and Multicult.  
short video  
**Im. & Amer. Div.: 200-264** | | |
# October / November

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</table>
| 29 Assimilation and Multiculturalism  
*Reinv. the Melt. Pot:* 3-10; 17-59; 125-138 | 30 by 5pm  
*Complete Paper Due*  
(2 copies) | 31 Assimilation and Multiculturalism  
*Reinv. the Melt. Pot:* 211-232; 235-247  
(re-read & include in entry slip) | 1 |
| 5 *Guest Lecturer(s)*  
Immigrant Library/Ed. Services in Denver  
*Reinv. the Melt. Pot:* 155-166 | 6 | 7 STUDENT PRESENTATIONS | 2 |
| 12 STUDENT PRESENTATIONS | 13 | 14 *Crossing Over* & Cherán, México I  
*Crossing Over:* 1-20 | 3 |
| 19 Cherán, México II  
*Crossing Over:* 21-83; 133-137 | 16 Deadline for paper conf. with instructor | 5 |
| 26 *Receive Papers to Review*  
Crossing The Mexican-U.S. Border: “Border Justice”  
*Crossing Over:* 169-219. | 27 | 28 Paper Peer Reviews Due  
Life in the U.S.  
*Crossing Over:* 220-293 | 6 |

## December

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| 3 Future in the U.S.: Strawberry Fields Forever  
*Crossing Over:* 294-325 | 4 | 5 What is an American?  
Young 4 pages (on e-reserve)  
*Imm. & Amer. Div.*: 265-275  
*Reinv. the Melt. Pot:* 293-314 | 6 |
| 10 *Final Exam 1:15pm* | 11 | 12 by 5pm  
*Interview/Service Write-Up & Re-Revised Paper Due* | 7 |

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**Please read the syllabus carefully. It outlines the policies and procedures that will govern this course. It is expected that you have read and understand everything in this syllabus.**
Entry Slips

Due whenever there is a reading assignment due (most times the class meets).

General Explanation
Entry slips involve summarizing the main point(s)/thesis of the day’s reading. They are meant to ensure that you do the required readings and think about what you have read.

Each entry slip assignment should include the following two sections:

1. You should briefly explain the point(s)/thesis/author’s perspective from what you read in one paragraph. DO NOT simply identify the topic or summarize the factual content of the reading. You will mention the content when you explain the point(s) of the reading. If you have read from multiple books or multiple authors from the same book for the same day summarize each in a separate short paragraphs.

2. You should write down two (2) clearly phrased, legible questions raised by your reading. These can be questions for clarification but they should be refined and based on specifics in the reading. They should clearly show that you have read the assigned text.

Entry slip grading:
- Entry slips will be collected at the beginning of class and will be given percent grades based on completion and demonstration of an understanding of what was read.
- Entry slips may not be completed late. Entry slips not turned in due to unexcused absence will be given a grade of 0%. (Grades for entry slips will be averaged out of a student’s final grade if it was not completed due to an excused absence and the student fills out an excused absence form.)

Specific requirements are:
- Entry slips must be typed or word processed.
- Entry slips will NOT be accepted if handwritten.
- Entry slips will NOT be accepted if turned in via e-mail.

Family Immigration History Presentation

General Explanation
This assignment will involve an accounting, as far as is possible, of your own immigrant ancestry in the United States. For students who are in less traditional family situations, feel free to choose your own definition of the people whose immigration history you wish to discuss.

Your presentation should address the following:

1. BRIEFLY mention where you “grew up” – This should discuss the parts of the United States or world other than Regis that you consider(ed) to be “home.”

2. A brief explanation of your immigrant roots – You should discuss what past immigration to North America is part of your personal family history. Who came from where when (approximately or precisely depending on what you can find out)?

3. Briefly put your family’s immigration history into a historic context as discussed in our course or additional readings. This may require reading sections of Immigration and American Diversity not generally required for class reading or other sources. The source Coming to America by Daniels (on reserve in library) may also be helpful.
General Explanation

This assignment will involve planning and outlining your expectations about your service learning experience. Planning involves arranging your 20 hours of service over the semester, turning in your signed service contract to the Service Learning Office, and identifying your expectations.

Your protocol must include the following:

1. **Purpose.** Briefly (about 1 short paragraph) indicate what you hope to learn that will best contribute to your future paper or that address issues of particular interest to you. What do you want to know? (Or what would be useful to know?)

2. **Identify the service you plan to perform.** You need arrange your service through the Service Learning Office and to indicate where you will be working.

3. **Identify your expectations and biases concerning your experience** (in three paragraphs or more). In general what are you expectations about your upcoming service learning experience? What “type” of people do you expect to work with? What issues do you expect to encounter and what difficulty do you expect to help ameliorate in your service? Specifically address if you have any biases about the people you will work with or the issue your service will address. You always have some biases you can identify, even if the biases are positive. Because everyone has biases, students who indicate that they are completely unbiased will receive a grade no higher than 65% (D) on this assignment. Give some careful though to this.

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General Explanation

This assignment will involve placing your service learning experience into the context of the course.

Your final service learning assignment must include the following:

1. **Immediate response.** Directly after your first service experience write down your first impression of the experience (about 1 paragraph). It can include your general impressions or anything else you might say if a friend asked you “How did it go?” and “What did you learn?”

2. **Synthetic response.** After you have completed all or almost all of the 20 hours for the semester, consider your expectations assignment, your immediate response, and all your subsequent experiences. Synthesize the results of your service experience in 2-3 typed pages in light of your initial expectations and the issues discussed in the course. What can you generally conclude? Was anything about your experience surprising to you? Did your experience confirm or contradict any of the previously identified expectations or biases?

Service learning assignments grading:

- The expectations and final assignment must have the sections outlined above.
- The expectations and final assignment will be given percent grades based on completion and demonstration of thoughtful analysis and clarity of explanation.
- Both assignments must be typed or word processed, double spaced (or space and a half), and stapled. Otherwise they will not be accepted.
General Explanation

This assignment will involve planning and outlining your interview. Try to complete an interview that will help you write your paper. Planning involves both determining what types of questions you would like to ask and identifying the biases and presuppositions that you will be bringing into the interview. It is important to remember that you are one of the two people involved in an interview. You need to carefully consider how your biases likely will influence your interview. You should plan for a 30-45 minute interview. You also will need to visit a place of some significance to the person you are interviewing (either with or without your interviewee). You also will need to turn in a Service Learning Contract to the Service Learning Office.

Your protocol must include the following:

1. **Purpose.** Briefly (about 1 short paragraph) indicate what you hope to learn that will best contribute to your future paper or that address issues of particular interest to you. What do you want to know? (Or what would be useful to know?)

2. **Identify the person you plan to interview.** You need arrange your interview through the Service Learning Office and to indicate who you will be interviewing.

3. **Identify how you will record the results of your interview.** Will you record it (you’ll need interviewee permission)? Will you bring someone along to take notes? Do not try to take your own notes during the interview. (Recorders may be checked out from Media Services in the Library.)

4. **Write the questions you plan to ask in your interview.** “Good questions are those which make sense to and animate the narrator; guide the direction of testimony while giving him or her plenty of space for self expression; and ensure that the necessary topics are covered and all leads, however unexpected are followed through.” (Slim & Thompson, 1995: 76-77) Choose questions that will contribute to your future paper or address issues of particular interest. The questions must cover at least two major “systems” (e.g., education, employment, government, health care, housing). Read ahead of the class in relevant sections of the required course books to guide question construction. Remember that the exact wording of the questions is not crucial because it is expected that you will modify them as the interview progresses. However, writing down some likely questions is important to guide your interview and help identify biases. Also plan to ask about a place of significance to your interviewee as an immigrant that you can visit.

5. **Identify your biases** (in three paragraphs or more). Do your questions indicate any biases in what you value or expect your respondent to say? In general do you have any expectations about your interviewee’s responses or perspective? Specifically address if you have any biases based on your relationship to this individual or her/his profession. (Is this person in a profession or position with which you interact and how will this affect how you interpret the person’s responses?) You always have some biases, even if the biases are that you think your interviewee will respond in a particular way (even a positive bias is bias). **Students who indicate that they are completely unbiased in both their planned questions and expected responses will receive a grade no higher than 65% (D) on this assignment.** Give some careful thought to this.

Protocol grading:
- The protocol must have the five sections indicated above.
- The protocol assignment will be collected at the beginning of class and will be given a percent grade based on completion and demonstration of thoughtful planning and understanding of the interview.
- Protocols must be typed or word processed, double spaced (or space and a half), and stapled. Otherwise it will not be accepted-

Option 2: Interview (& Site Visit) Final Assignment

General Explanation
This assignment involves interviewing someone who is in some way an immigrant herself/himself and visiting a place of significance to your interviewee as an immigrant. The interview (and possibly the visit) will also be the basis of an academic paper. The details of how you will conduct your interview were outlined in your interview protocol assignment.

Your final interview assignment must include the following:

1. Immediate response to the interview. Directly after your interview write a short (about 1 paragraph) impression of your interview. It can include your impressions of the “tone” or anything else you might say if a friend asked you “How did it go?” and “What did you learn?”

2. Interview transcript. You will need to provide a typed transcript of the interview. The transcript does not need to be verbatim. You may paraphrase. However, you need to type a transcript to ensure that you listen carefully to the audiotape of the interview or that you looked very carefully at the interview notes. You may leave an interview thinking that it affirmed a particular point that you wish to make. However, when you construct a transcript you may be surprised to find that a different conclusion was supported. When writing the transcript try to remain aware of your biases and, as far as is possible, not to include them in your transcription.

3. Individual question interpretation. For each question you asked:
   a) note if you asked the question in a way that was innately “neutral,” “positive,” or “negative” (this will be discussed in class, keep in mind that a “negative” question is not intrinsically a bad thing) and if it was planned (asked directly from your protocol) or spontaneous (asked spontaneously during the interview);
   b) Summarize the interviewee’s response in a single sentence (or two to three if the response was especially long) being certain to catch any attitudes or opinions of the respondent;
   c) indicate if the respondent had difficulty understanding the question, took the question in a different direction than you intended, showed strong emotion, or anything else of note.

4. Site visit response. Describe the site you visited. Where is it? What happens there? When did you visit? Explain how the site is connected to the person you interviewed. Indicate what you learned from the experience. What can you generally conclude based your visit?

5. Synthetic interview & site visit response. Consider your immediate response, transcript, your individual question interpretation, and site visit carefully in light of the purpose(s) you indicated in your Interview Protocol. Synthesize the results of your interview and site visit in 4-5 typed pages in light of the purpose(s) you identified in your Interview Protocol. What can you generally conclude based the questions you asked? Were any of the interviewee’s responses surprising to you? Were your immediate responses (1. above) still justified after preparing the transcript? Did your interview confirm or contradict any of the previously identified biases in your Interview Protocol? What have you learned about your interviewee as a person?

Final interview assignment grading:
• The final interview assignment must have the five sections indicated above.
• The final interview assignment will be given a percent grade based on completion and demonstration of thoughtful interpretation of the interview.
• The final interview assignment must be typed or word processed, double spaced (or space and a half), and stapled. -Otherwise it will not be accepted-
Migration – Movement from one place to another on a geographic scale (without reference to borders of nation states).

Immigration – Crossing a border into a nation state for the purpose of long-term residence.

Immigrant – A person who has undergone immigration in the past.

Emigration – Crossing a border out of a nation state for the purpose of long-term residence outside of the nation being left.

Emigrant – A person who has undergone emigration in the past.

Colonization – Extension of political and economic control over an area by a nation state whose nationals have occupied the area.

Colonist – A person who has migrated from the colonizing nation state to an area being colonized. (Thus, a colonist migrates to a colony rather than immigrates because a national boundary has not been crossed.)

Internally Displaced Persons – Individuals who are forced to leave their geographic area of residence within their nation state for social, political, or religious reasons, or who are forced to leave this area, as a result of a disaster.

Refugee – Individuals who leave their nation state for social, political, or religious reasons, or who are forced to leave, as a result of a disaster. (Refugees may or may not at the same time be immigrants, depending on if they are seeking long-term residence.)

(Granting) Asylum – The extension of hospitality and protection by a nation state to a refugee or fugitive. (Asylum may or may not allow legal immigration of individuals to which it is granted.)

Naturalization – The act of providing an alien with the rights and privileges of a citizen in return for allegiance to a nation state.

Citizen – A person owing allegiance to a particular nation state who is entitled to all rights to those who qualify for that status.

Alien – A person who is not a citizen of the nation state in which the person currently is located.

Deportation – Removal of an alien from the nation state in which the person currently is located to the nation state of which that individual is a citizen.

Native – One born in, a long-term childhood resident of, a lifelong resident of, and/or a long-term resident of a place, and/or one whose ancestors inhabited a place and/or one who is completely culturally identified with a place.

Assimilation – The process in which a group with its own cultural practices and attitudes adopts the customs and attitudes of another group.

Multiculturalism – The maintenance of different cultural practices and/or attitudes in different groups within the same society. (A multicultural society is one in which all groups do not assimilate completely to the cultural practices and attitudes of a single group in the society.)
CCS 300, SOPHOMORE SEMINAR: IMMIGRATION AND AMERICA
Research Paper (6-12 pages, 8+ Academic Sources)

General Explanation

Compose a 6-12 page (excluding the literature cited page) paper taking a position on an issue relating to a current immigration issue in the United States. This paper could focus on a specific ethnicity or nationality of U.S. immigrants; OR it could focus on immigration challenges in the specific area in which your interviewee lives or where you performed your service; OR it could focus on a specific immigration policy or practice relevant to your interviewee or the people you served. This is a research paper that will require factual research and a clear explanation of the relevant history and/or other relevant social or political background in support of a thesis. The specific research question you choose will need to be approved by your instructor.

Your paper should include:

- An introduction that includes the paper’s clearly stated thesis. This thesis should take a clear position and should answer the initially posed research question.
- A body citing information from at least eight (8+) academic works (NOT “popular” works) supporting the thesis in a logical, coherent, and developmental way.
- A conclusion addressing the thesis.
- A literature cited/references section listing the 8+ academic sources that were cited in the text in an approved format (e.g., APA, MLA, “Biological”). You will be creating a literature cited/references section, NOT a Bibliography. All sources in the literature cited must be cited in the text. If a source cannot be cited in the text, clearly it was not used directly in the paper.

Specific requirements are:

- A research question and annotated bibliography for the paper must be turned in earlier in the semester. -5% off if not
- Papers must be typed or word processed and stapled. -Otherwise they will not be accepted-
- Papers must have margins between 3/4 and 1 ¼ inches. -20% off if larger margins-
- Papers must be double spaced or space and a half. -20% off if not appropriately spaced-
- Must have a font size of from 10-12 point and be in a reasonable font face (e.g., Times, Times New Roman, Palatino). -20% off if inappropriate font size or style-
- Must be within the page limits EXCLUDING the references section (6-12 pages for papers). The minimum length is the length in FULL pages. -20% off if inappropriate length-
- Literature must be cited in text and then listed as a full citation in the References/Literature Cited section in APA, MLA, “Biological,” or another instructor-approved format. -2% off for each format error; -20% if a References/Literature Cited section is not included -
- You will need to refer to and appropriately cite as references a minimum number of ACADEMIC SOURCES of information (eight). You may use non-academic sources (beyond the minimum eight academic sources for each paper) if you wish to emphasize a point of popular conception or popular culture. You could cite articles from popular magazines such as Time or Newsweek to support this assertion. Note that the Center for Immigration Studies website, the Economist, the National Review, the New York Times, The Nation, the Wall Street Journal, and the Washington Post are considered popular, not academic, sources for this assignment. -10% off for each missing academic source below the minimum requirement-
- You must use words correctly, in a manner consistent with each word’s definition. You must also use correct grammar. –two “free” errors then 2% off for each error-
CCS 300 RU05 EXCUSED ASSIGNMENT OR QUIZ FORM

Student Name: ___________________________ Date of absence: ___________________________

This form must be filled out to have the score for an assignment or quiz averaged out of a student’s grade as a result of an excused absence. **Assignments or quizzes may not be taken/turned in after the syllabus indicated class periods** (they also may NOT be sent via e-mail). This form also must be filled out for a Paper, Final Interview Assignment, or Final Exam missed for an excused absence. However, these must be re-scheduled or turned in later and will not be averaged out of a student’s grade.

**A photocopy of documentation of the absence**, such as a note from a health care provider or a photocopy of a funeral card/program, must be stapled to this form for it to be accepted. The instructor reserves the right to follow up with the Office of Student Life or other sources to verify excused absences (e.g., faxing a health provider’s note back to the office and asking the office to officially verify its authenticity).

**If this form is not received the missed quiz or assignment will be graded as a 0%**.

This form is for the following assignment (circle one):

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<tr>
<th>Entry Slip</th>
<th>Midterm Examination</th>
<th>Final Interview/Service Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>date: ___________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interview/Service Protocol</td>
<td>Presentation</td>
<td>Paper</td>
</tr>
<tr>
<td>Research Question or Thesis &amp; Annotated Bibliography</td>
<td></td>
<td>Final Examination</td>
</tr>
</tbody>
</table>

The above assignments missed for an excused absence must be re-scheduled or a grade of “I” given. They will not be averaged out of a student’s grade.

This excused absence if for the following reason (circle one):

<table>
<thead>
<tr>
<th>Illness</th>
<th>NCAA Game</th>
<th>Very Serious Injury of a Close Relative or Friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serious Injury</td>
<td>Death of a Close Relative or Friend</td>
<td>Other</td>
</tr>
</tbody>
</table>

Documentation of illness or serious injury requires a note or photocopy of a note from a certified health care provider. Documentation of a death would include a photocopy of a funeral card, memorial program, or other document with the deceased’s name. Documentation of these will vary. Please discuss appropriate documentation with your instructor.

Include a **brief** explanation of the reason for the excused absence below. (Medical details are **NOT** required.)

I the undersigned certify that this was an excused absence of the nature indicated above and request that the indicated assignment be treated as resulting from an excused absence.

Signature: ___________________________ Date: ___________________________