American Public University System

The Ultimate Advantage is an Educated Mind

HUMN561
Social Contract, Class and Wealth
3 Credit Hours
16 Week Course
Prerequisite(s): HUMN500

Table of Contents

<table>
<thead>
<tr>
<th>Instructor Information</th>
<th>Course Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Description</td>
<td>Evaluation Procedures</td>
</tr>
<tr>
<td>Course Scope</td>
<td>Grading Scale</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Course Outline</td>
</tr>
<tr>
<td>Course Delivery Method</td>
<td>Policies</td>
</tr>
<tr>
<td></td>
<td>Academic Services</td>
</tr>
</tbody>
</table>

Instructor Information

Course Description (Catalog)

This course provides a study of distinctive perspectives of the social sciences. Course topics include the development of modern political and social understanding as it relates to the impact of economic, social, and political issues on societies— the state of nature, the social contract, the invisible hand, class conflict, and self-denial. Readings for this course include: Ibn Khaldun, The Muqaddimah; Thomas Hobbes, The Leviathan; John Locke, Second Treatise on Government; Jean-Jacques Rousseau, Discourse on the Origin of Inequality; Alexis de Tocqueville, Democracy in America; Adam Smith, Wealth of Nations; Max Weber, The Protestant Work Ethic and the Spirit of Capitalism; Karl Marx and Friedrich Engels, Selected Works.
This course is divided into 16 weeks and is organized to give students a broad overview of theories about the social sciences. The course is generally concerned with evaluating those theories. The specific objective of the course is to achieve knowledge levels within the students such that they will be able to perform satisfactorily or better in the following areas: (1) essays--students will be expected to apply what they are learning to the writing, evaluation and analysis of arguments and (2) online discussion--students will be expected to apply what they are learning to the online discussion.
Objectives:

1. Investigate social, economic, and political issues from a variety of modern historical perspectives.
2. Critically analyze works for their contribution to the understanding of the impact of social, economic, and political issues on societies.
3. Articulate written positions on these issues for yourself in a clear and logically consistent manner.
4. Apply appropriate graduate-level analytical, research and writing skills in essays.
5. Synthesize the concepts in this course with independent research to produce graduate level essays.
6. Assess competing social, economic and political theories and their implications for contemporary life.

Table of Contents

Course Delivery Method

This Humanities course is delivered via distance learning and enables students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system are made available to each student.

Online assignments are usually due by Sunday at 11:55 p.m. each week (may vary based on the type of weekly learning activities) and must include Forum questions (accomplished in groups through threaded or roundtable forums) and individual written assignments (submitted for review to the faculty member).

In online courses we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction between faculty members and students is a key feature of the educational experience. For that reason, faculty members encourage students interact with fellow students and the course instructor during the course as specified in the course syllabus, and students can contact the instructor during posted office hours. The faculty member will initiate contact if a student is absent from class and makes no attempt to contact the faulty member during the week. Students are dropped from the class if they do not log into the classroom during the first week of class and post an Introduction in the first Forum.
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Table of Contents

Course Materials
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All students majoring in the Humanities should have a mastery of online research methods; these include researching appropriate primary resources through the Web, belonging to relevant professional discussion forums, and understanding the relevant literature for this course so that they can do required assignments involving research. Faculty must actively encourage students to:

- Demonstrate the proper techniques for conducting advanced online historical research, with initial focus through The Online Library.
- Locate and evaluate online primary and secondary source materials.
- Identify errors and apply corrective measures in online historical research methodologies.
- Explore existing literature and digital archives in support of research interests.

As indicated by successful completion of research and writing requirements, students should also demonstrate proficiency in Web navigation, including exploration of the evolving environment of the —Invisible College, primary resources, historical research sites, and such advanced web applications as:

**Web 2.0:** H-Net offers the most established forum for scholarly communications, but may be augmented by other discussion groups, blogs, wikis, or Second Life-type of experience.

Graduate students should explore the research holdings of The Online Library and their ability to support research needs. Each student will be required to write on particular research issues, with specific attention afforded to:

- **Online Scholarly Journals:** Students will identify and monitor the key refereed journals in their research area as part of their ongoing scholarly portfolio; and

- **Electronic Books/Subject Clusters:** Students will identify key texts or clusters or resources (e.g., Praeger Security International) in their research area and explore the electronic researching ability for such genre as a complement to print-based immersion.

University libraries, including the APUS Online Library, national libraries, and college professors have created major sites with information resources, links to other trusted sites, and electronic networking potential. Students will determine appropriate archival repositories and government agencies for their research interests. Students are expected to learn about archival research and the use of government documents, but also advanced Web tools like Encoded...
Archival Description, finding aids and associated online searching tools for government and academic sites. While certainly not inclusive – as the student is expected to conduct his or her own independent research.

**Texts:**

<table>
<thead>
<tr>
<th>Author</th>
<th>Book Title</th>
<th>Web link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ibn Khaldun</td>
<td>The Muqaddimah</td>
<td><a href="http://www.muslimphilosophy.com/ik/Muqaddimah/">http://www.muslimphilosophy.com/ik/Muqaddimah/</a></td>
</tr>
<tr>
<td>Thomas Hobbes</td>
<td>Leviathan</td>
<td><a href="http://oregonstate.edu/instruct/phl302/texts/hobbes/leviathan-contents.html">http://oregonstate.edu/instruct/phl302/texts/hobbes/leviathan-contents.html</a></td>
</tr>
<tr>
<td>Jean-Jacques Rousseau</td>
<td>A Discourse on Inequality</td>
<td><a href="http://www.fordham.edu/halsall/mod/1782rousseau-inequal.html">http://www.fordham.edu/halsall/mod/1782rousseau-inequal.html</a></td>
</tr>
<tr>
<td>Alexis de Tocqueville</td>
<td>Democracy in America</td>
<td><a href="http://xroads.virginia.edu/~HYPER/DETOC/home.html">http://xroads.virginia.edu/~HYPER/DETOC/home.html</a></td>
</tr>
<tr>
<td>Karl Marx, Friedrich Engels</td>
<td>Miscellaneous texts</td>
<td><a href="http://www.marxists.org/archive/marx/works/cw/index.htm">http://www.marxists.org/archive/marx/works/cw/index.htm</a></td>
</tr>
</tbody>
</table>

For those of you who prefer to have a paper text in hand, see the below texts. *(Please note that while particular editions are listed, any edition of these books will do.)*

<table>
<thead>
<tr>
<th>Author</th>
<th>Book Title</th>
<th>Publication Info</th>
<th>ISBN</th>
</tr>
</thead>
</table>
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<table>
<thead>
<tr>
<th>Thomas Hobbes</th>
<th>Leviathan</th>
<th>Viking Press, 1982</th>
<th>0140431950</th>
</tr>
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<tbody>
<tr>
<td>John Locke</td>
<td>The Second Treatise of Government</td>
<td>Prentice Hall, 1952</td>
<td>0023933003</td>
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<td>Jean-Jacques Rousseau</td>
<td>A Discourse on Inequality</td>
<td>Viking Press, 1985</td>
<td>0140444394</td>
</tr>
<tr>
<td>Adam Smith</td>
<td>The Wealth of Nations</td>
<td>Bantam, 2003</td>
<td>0553585975</td>
</tr>
<tr>
<td>Alexis de Tocqueville</td>
<td>Democracy in America</td>
<td>Signet, 2001</td>
<td>0451528123</td>
</tr>
<tr>
<td>Max Weber</td>
<td>The Protestant Ethic and the Spirit of Capitalism</td>
<td>Routledge, 2001</td>
<td>041525406X</td>
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</tbody>
</table>

RECOMMENDED REFERENCES (For All Humanities Majors)


Accessible through The Online Library.

IMPORTANT NOTE: The Department of Humanities requires conformity with the traditional *MLA Handbook*.

Table of Contents

Evaluation Procedures

Students are expected to complete all reading and written assignments within the specified time. Unless specified otherwise the due date is always Sunday 11:55 p.m. for each week. Exceptions will be made at the discretion of the instructor in certain circumstances. If you are unable to complete an assignment on time it is your responsibility to notify me as soon as possible and explain why the work was not completed. Documentation may be required.

Your final grade will be based on the following course requirements:

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Percent</th>
</tr>
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<tbody>
<tr>
<td>Faculty Expectations response</td>
<td>20</td>
</tr>
<tr>
<td>Self-Introduction and response to two others</td>
<td>30</td>
</tr>
<tr>
<td>Prewriting</td>
<td>40</td>
</tr>
<tr>
<td>Literature Review</td>
<td>100</td>
</tr>
<tr>
<td>Biographical Study</td>
<td>100</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Outline</th>
<th>50</th>
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<tbody>
<tr>
<td>Final Essay</td>
<td>200</td>
</tr>
<tr>
<td>Journal</td>
<td>100</td>
</tr>
<tr>
<td>Participation (30 points each for 12 discussion boards)</td>
<td>360</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

**Response to Faculty Expectations:** Please read the Faculty Expectations message and respond affirmatively that you have read and understood it.

**Self Introduction:** Each

**Journal** – You will be expected to keep a journal as you do your reading. Keeping a journal serves several purposes:

- It helps synthesize your learning at the conclusion of each course.
- It documents the depth and breadth of your personal growth.

Your journal should reflect what you are learning from the texts, as well as any thoughts, ideas or inspirations sparked. Journals will be used as the basis of the weekly discussion and will also be graded at the end of the term in their entirety. **However, the journal will certainly contain more than just the entries posted in the weekly discussions.** Entries can include:

**Log Entry**

Brief observations of events

*literature log* – record your responses to readings — things you understand as well as things you don’t

**Reflection Entry**

Feelings about an event or reading.

Questioning what, why, and how one does things and asking what, why, and how others do things

Seeking alternatives Asking —what if...?‖ Considering consequences

**Theoretical Entry**

Research Entries into your interest areas

Make meaning of the observations and experiences related to your interests.

Theories put things known into a system so that meaning is provided… the *-Why?‖

**Creative Entry**

White spaces or *-out of the box‖

Looking beyond the obvious.

*Thinking that creates new ideas.*
Imagination plays a key role in this mode of thinking.

What would it be like if I tried to...?

Writing Assignments – The essays must contain information that indicates thoughtful consideration of the subject under examination. Well-organized structure, focused discussion, clarity of message and reasoned evaluations will all enhance the paper's value.

If you will be late handing in a paper or assignment, you should let me know before the time the paper is due. Late papers will be accepted, but you will lose points for lateness. Notice that the due date of an assignment is not the only day that you may submit your paper. It is merely the last day that you may do so without incurring a penalty.

A scholarly paper will generally have multiple sources (your textbook and the lectures count as one source) and will contain a maximum of 10 percent quotations. I am interested in seeing how you can amalgamate the research into your own ideas, not just how well you have mastered copy and paste. Quotations should support your thinking, not replace it. Additionally, quoted material is not included in the paper's word count. OWL at Purdue's APA page says: "You should try to use your own words (citing appropriately) whenever possible. . . Therefore, you should use quotations sparingly, if at all." http://owl.english.purdue.edu/workshops/hypertext/apa/sources/quotes.html. In general, a paper should be no more than 10% someone else's words. If you want to use the information you need to paraphrase it. Put it into your own words—and be sure to use a citation at the end of the passage.

Late papers will be heavily penalized, as will papers with technical errors, superficial and/or careless grammatical or content errors. As a general rule, technical errors (e.g. typographical mistakes, misspellings, sloppiness, sentence fragments, etc.) totaling in number an amount greater than the number of pages in the paper, will result in grade penalties that become more severe as their frequency increases. Moreover, papers that deviate significantly from MLA format will likewise be penalized.

Substance of information, while vitally important in its own right, may be seriously impaired if presented in a manner that renders the communication process clouded. Clarity of message is vital to such communication. More simply, what one says is important, but saying it clearly is also critical.

You have five written assignments which will use the "scaffolding" technique, whereby you begin with the smaller, easier pieces and use them to support the final product. The idea is to break up the writing of your final 20-30 page paper into a series of steps or stages. You begin with relatively easy assignments, and move gradually through more difficult cognitive tasks as you build expertise.

1. Prewriting: choose a topic of your choice based on the readings. BEFORE you do any further research on the topic, write a short (2+ pages) paper about
the topic--your current thoughts, beliefs, interests, etc. Why are you interested in the topic? Why would someone else be interested in the topic? What do you hope to learn from your research on the topic? What do you hope your READER will learn from your final essay? This paper does not need to be a standard form (introduction, body, conclusion) kind of thing. It may be messy. :-) This assignment might also include lists, idea trees, flow charts, concept maps, etc. if you are a more visual learner.

The idea is simply to start thinking about the topic so that a) you don't create your own initial opinion based on what someone else has to say about it and b) you do generate ideas to help you focus your thesis and that you can use in later stages of the project.

2. Literature review (at least 10 sources): In order to write a proper paper, you have to know three things--the facts, what other scholars have thought about it, and what you think about it. Once you have established the basic facts of your topic, the literature review helps you to understand the various schools of thought on it, what the experts have to say, what new or ground-breaking research is going on, etc. Helpful sources:

http://guides.library.ucsc.edu/write-a-literature-review (very brief overview)

http://writingcenter.unc.edu/handouts/literature-reviews/

http://libguides.library.ncat.edu/literaturereview

3. Biographical study of one of the key players involved in your topic. Since people aren't one dimensional, a biographical study helps the you see the overall context of the issue through the eyes of one individual. It helps you to look for connections and relationship, how various institutions operated and may or may not have been a factor in the issues they are researching. Supply brief background material on the person's early life, with an eye to factors which influenced their later behavior and writings, and then discuss the person's role in your topic. You should discuss the outside influences on the main actor and what went in to his decision-making. It's as much analysis as it is biography, and it should be 10-15 pages.

4. Outline of paper should include your thesis statement and an organized list of what will be discussed in the main paper. The final paper is supposed to be between 20 and 30 pages, so I'm looking for serious analysis. The best research in the world is useless if it's not presented in a coherent manner. I don't REQUIRE the type of outline we learned in grade school with Roman numerals, Arabic numerals, indents and so on (although you can use that form if you like). I simply want something which includes your thesis statement and a complete table of organization (this does NOT mean writing paragraphs which you will then reuse in the final paper. The idea is to present an organized
list/chart/table/scaffolding to show how you expect to progress.) This is not a "two words for each level" outline—it should be a fully fleshed out guide to your final paper, and as such will probably run to several pages. See the following for what I do NOT want: http://www.indiana.edu/~wts/pamphlets/outlines.shtml (scroll down to the bottom of the page for the "outline to hand in". This is perfect example of what is NOT sufficient for this assignment.) The second and third examples at http://www.austincc.edu/tmthomas/sample%20outline%201.htm are closer to what is required, although both are for much shorter papers.

5. **Final paper** will be at least 20 - 30 pages (5000-7500 words) (double-spaced, exclusive of title page and references). If you’ve completed all the steps properly, writing the paper is not a big deal. You have already developed your thesis statement, collected the important sources, seen how many of the pieces fit together, and organized the material in a logical fashion. Grammar, neatness, spelling, etc., count! Plagiarism will not be tolerated, in whole or in part. Please review the Plagiarism policy in the Student Handbook. If you have any questions, or need any help, please feel free to contact me.

**Online Discussion:** Each student must actively participate in online discussion. Each Forum will cover one week (but three weeks will not have discussion requirements.) A great deal of learning in this course will take place during class discussions. The quality and length of your responses are important to how effectively they contribute to class discussions. Each week, students will be responsible for posting an initial journal entry of between 250 – 500 words. Each student should respond to at least two other students’ postings with a substantive comment, question, or argument for debate. Lengthy or wordy responses are difficult to read and may not generate substantial feedback. This also is the case with abbreviated responses that do not contain sufficient information for the reader to understand what you’re "talking about." When responding to a question or comment, include enough of the original statement(s) for others to place your response in context, and maintain the same subject so others may follow the thread of discussion.

The quality of your responses during class discussions is an important way for you to demonstrate your comprehension of course material. "I agree" and "Yes, that's correct" are **NOT** quality responses. Quality responses illustrate your level of understanding of the subject by expanding upon the original statement, whether it is a discussion question or a comment made in class. Likewise, if you do not fully understand a particular subject, here's your chance to ask a question about it. Legitimate questions about course subjects usually generate further class discussion.

It is important to remember that these Forums are interactive—it is an ongoing conversation, and thus timeliness is important. Forum responses will be worth 390 points (30 points for each of 13 discussion boards). These will be evaluated both on your initial contribution as well as your conversation and questions with
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Correct grammar, punctuation, spelling, and sentence structure are expected in your assignments. These rules are not as stringent for class discussions, where the style is more informal and "conversational." I would, however, encourage you to carefully edit each message as well as each assignment that you post. Substance of information, while vitally important in its own right, may be seriously impaired if presented in a manner that renders the communication process clouded. Clarity of message is vital to such communication. More simply, what one says is important, but saying it clearly is also critical.

Participation will be graded as follows:

15 points for content of original journal entry
5 point for timeliness
10 points for responses to 2 other students

Your original response (journal entry) to the Forum is due no later than **Wednesday** at midnight. Your responses to other students are due no later than Sunday at midnight (although, in practice, if you post before I check on Monday morning, I will count them "on time.") If these deadlines are not met, you will lose points for "timeliness".

**Turn-Ins** – Although Distance Learning provides you with a flexible schedule to meet your professional, personal and academic responsibilities, you are expected to follow the student course guide and submit assignments on time and on schedule. If you know you are going to be late, you **may** avoid a penalty to your grade by e-mailing me in advance that you will be late and provide me with your planned completion date. Or, you may e-mail me as soon as possible after the due date with a planned completion date. I will be happy to work with you but you must keep me informed of your situation. Late submissions can cost you points!

**Assignments are due no later than 11:55 p.m. (EST) on the last day of the week indicated (that is, Sunday) unless otherwise specified.**

Table of Contents

<table>
<thead>
<tr>
<th>Grading Scale</th>
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Please see the student handbook to reference the University's [grading scale](#).
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Course Outline
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<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feb 4 – Feb 10</td>
<td>Ibn Khaldun</td>
<td>Faculty Expectations&lt;br&gt;Self Introduction</td>
</tr>
<tr>
<td>2</td>
<td>Feb 11 – Feb 17</td>
<td>Hobbes</td>
<td>Week 1 Forum&lt;br&gt;Week 2 Forum</td>
</tr>
<tr>
<td>3</td>
<td>Feb 18 – Feb 24</td>
<td>No Discussion</td>
<td>Prewriting&lt;br&gt;Week 4 Forum</td>
</tr>
<tr>
<td>4</td>
<td>Feb 25 – Mar 3</td>
<td>Locke</td>
<td>Week 5 Forum</td>
</tr>
<tr>
<td>5</td>
<td>Mar 4 – Mar 10</td>
<td>Literature review</td>
<td>Week 7 Forum</td>
</tr>
<tr>
<td>6</td>
<td>Mar 11 – Mar 17</td>
<td>No Discussion</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mar 18 – Mar 24</td>
<td>Rousseau</td>
<td>Week 8 Forum</td>
</tr>
<tr>
<td>8</td>
<td>Mar 25 – Mar 31</td>
<td>Smith</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Apr 1 – Apr 7</td>
<td>Biographical study</td>
<td>Week 10 Forum</td>
</tr>
<tr>
<td>10</td>
<td>Apr 8 – Apr 14</td>
<td>de Tocqueville</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Apr 15 – Apr 21</td>
<td></td>
<td>Week 11 Forum</td>
</tr>
<tr>
<td>12</td>
<td>Apr 22 – Apr 28</td>
<td>Marx and Engels</td>
<td>Week 12 Forum&lt;br&gt;Outline</td>
</tr>
<tr>
<td>13</td>
<td>Apr 29 – May 5</td>
<td>Week 13 Forum</td>
<td></td>
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<tr>
<td>14</td>
<td>May 6 – May 12</td>
<td>Weber</td>
<td>Week 14 Forum</td>
</tr>
<tr>
<td>15</td>
<td>May 13 – May 19</td>
<td>Final Essay</td>
<td>Week 15 Forum</td>
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| 16 | May 20 – May 26 | No Discussion Journal |

Table of Contents

Policies

Please see the Student Handbook to reference all University policies. In addition to other important policies, the Student Handbook will cover the:

- Drop/Withdrawal Policy
- Plagiarism Policy
- Extension Process and Policy
- Disability Accommodations

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

MLA Format

Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor). 11- or 12-point font, using Arial or Times New Roman. Top, bottom, left and right side page margins = 1 inch, with reasonable accommodation made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Attention Please: Students will follow the Modern Language Association as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the MLA Handbook for Writers of Research Papers, 7th ed. (NY: The Modern Language Association of America, 2009). See the MLA Handbook Tutorial.

Don’t forget to give your essay a creative title and number your pages. No separate cover sheet is required. Instead, please put your name, course number, and date in the upper left-hand corner of the first page of your essay. Below is an example.
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

John Smith
Prof. Edwards
HUMN510
Date

Essay Title

The first sentence of the essay begins here.

Length: Your essay should be 10-12 pages minimum. All papers should be size 12 Arial or Times New Roman font. Follow the format on pages 320-1 in the MLA Handbook. Use this link to view a sample paper in MLA Style:

http://www.dianahacker.com/pdfs/Hacker-Daly-MLA.pdf

Because this is a graduate level course, your professor assumes all students already have a strong writing ability and all written work should demonstrate your writing skills. Grammar, punctuation, mechanics, spelling, organization, word choice, and effective expression of ideas all matter and count with every piece of writing submitted in this course.

CLASSROOM TECHNOLOGY REQUIREMENTS
Studying online requires that you use a computer, an internet connection and desktop productivity software to complete your degree. To access the full functionality of our campus and classrooms you are expected to meet or exceed the requirements below. Some programs and classes may require additional software.

Basic Requirements
- Internet access
- Email client and an email address
- Windows XP or higher or Mac OS X
- Sound card and speakers and a microphone
- 20 GB of free hard disk space
- Monitor and video card (350MHz or better) capable of 1024x768 resolution
- Inkjet or laser jet printer
- 2 GB of RAM
- CD-ROM

Software Requirements
- The most recent version of Internet Explorer (IE 8) or Firefox (3.6.x)
- Microsoft Office 2003 or higher/
  Open Office / Mac Office 08
- Adobe Flash Player 9 or higher
- QuickTime 7 or higher
- Adobe Acrobat Reader 8 or higher
- A current Anti-virus software regularly updated according to the software manufacturer.
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Windows Media Player 7 or higher  .docx conversion pack  Java 1.5.0 or higher

American Public University System has entered into an agreement with CDWG to provide students and faculty discounted software from Adobe and Microsoft. Click the Help button from inside your classroom for additional information.

LATE ASSIGNMENTS
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

NETIQUETTE
Online universities promote the advance of knowledge through positive and constructive debate—both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and flaming. Such activity and the loss of good manners are not acceptable in a university setting—basic academic rules of good behavior and proper netiquette must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

Humor Note: Despite the best of intentions, jokes and—especially—satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add —emoticons to help alert your readers: ;‐), : ), 😊

DISCLAIMER STATEMENT
Course content may vary from the outline to meet the needs of this particular group.
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