

**Minimum Departmental Standards and Requirements for Courses taught by Contingent
and/or Dual Enrollment Faculty in the History and Geography Department at the
University of Louisiana, Lafayette**

Spring, 2011

All courses taught in the History and Geography Department by Contingent and/or Dual Enrollment faculty must meet the following minimum standards.

1. **Syllabus:** Prior to the beginning of each term, faculty members must submit a syllabus for approval to the UL History Department. Pending approval, faculty members then must provide a written syllabus, at the beginning of each term, to all students in their classes. As per the guidelines below, the syllabus must provide the course overview/guidelines, the reading assignments, grading procedures and course requirements, office hours, the weekly or daily course calendar, the attendance policy for students, and the emergency evacuation procedures. The syllabus must also meet university and SAC's standards.
2. **Catalog:** All instructors must abide by the catalog description of the courses being taught. If the instructor does not have access to the catalog description, the instructor should contact the history department office.

(provide most recent 221/222/101/102 catalog descriptions here?)

3. **Office Hours:** Faculty must dedicate at least one hour per class, per week, to office hours. The faculty member must be present during office hours and available to students. If a student is unable to meet during the scheduled office hours, the faculty member should develop a way to address that student's concerns, either through scheduling a meeting time that accommodates the student's schedule, or through phone calls, emails, or other means of communication. It is the student's responsibility, however, to contact the faculty member with such a request.
4. **Attendance Policy:** The instructor must create a clear set of attendance guidelines and incorporate them into the syllabus. Students are expected to maintain high attendance. Likewise, the instructor is expected to be present at every class meeting, unless the instructor is away on official business or is incapacitated due to illness or other reasons deemed acceptable by university policy for his/her absence. Classes must begin on time and last through the duration of the scheduled class time; instructors may not end class early; likewise, the attendance policy in the syllabus must mandate that students arrive before class begins, and not leave before the class is dismissed.

The choice of syllabus language regarding attendance policy is up to the instructor. We have provided one example of an attendance policy below, which you may feel free to draw upon as a model:

Attendance will be taken. You will be allowed three 'free' absences. After your third absence you will lose two points from your final grade (out of 100 points) for every

subsequent missed class. Tardiness is not tolerated and will be treated as an absence. In any case, you should strive to come to class on a regular basis in any case. When you miss class you miss material and interpretations for that day's presentation as well as the opportunity to ask questions and interact with your classmates – an important part of the learning process. The likelihood of your grade dramatically suffering as a result of missing class tends to increase with the number of classes you fail to attend.

5. **Course Readings:**

Textbook

The instructor is required to assign the most recent edition of the course textbook as assigned by the UL History Department. Instructors must require students to read the textbooks. Instructors are required to organize the class along the lines prescribed by the textbook. For example, the latest version of the first volume of *Experience History: Interpreting America's Past* is organized into 17 chapters. Instructors must insure that the lectures and class assignments reflect the organization and contents of material covered in these chapters, and that students complete their study of and testing on all 17 chapters of the textbook. The currently assigned textbooks for the HIST 221 and HIST 222 are listed below:

HIST 221: _Davidson, DeLay, Heyrman, Lytle, and Stoff, *Experience History: Interpreting America's Past, Volume 1, to 1877*. New York: McGraw-Hill, 2011.

HIST 222: Davidson, DeLay, Heyrman, Lytle, and Stoff, *Experience History: Interpreting America's Past, Volume 2, 1877 to the Present*. New York: McGraw-Hill, 2011.

HIST 102: Jerry H. Bentley and Herb F. Ziegler, *Traditions and Encounters: A Global Perspective on the Past, vol. I: From 1500 to the Present*, 5th Ed. McGraw Hill, 2011.

HIST 102: Jerry H. Bentley and Herb F. Ziegler, *Traditions and Encounters: A Global Perspective on the Past, vol. II: From the Beginnings to 1500*, 5th Ed. McGraw Hill, 2011.

(note secure our ISBNs)

Instructors must contact the UL History Department before they order the books for the class, to insure that they are utilizing the current textbook/textbook editions.

Additional Reading Assignments

Instructors must assign at least 300 pages of readings, in addition to the textbook, as required reading over the course of the semester. These readings should include both primary and secondary sources and must meet with the approval of the UL History department head prior to the beginning of the semester. Instructors must employ proper

testing methods to ascertain that the students are completing the required reading.

In consequence of assigned primary and secondary source readings, instructors must teach students how to analyze and interpret primary sources. See **appendix A and B** of this document for helpful materials on teaching students how to critically engage primary and secondary sources.

- (We have listed examples of successful additional readings in **appendix C** of this document. Please note that these selections are merely suggestions for the instructor to consider and do not denote required readings for the classes.

6. **Grading and Exam Policy:** Instructors must devise written assignments and exams that demonstrate upon successful completion of them the students' abilities to distinguish between and interpret primary and secondary sources, to interpret and analyze evidence and develop an historical argument supported by evidence, and to produce historical essays that are coherent, cogent, grammatically correct and well supported by primary and secondary sources.

At least two exams (Including the final) must include essay components that require students to craft, at minimum, a five paragraph historical essay. They must contain a strong thesis statement that is clearly set out in the introduction and which is then followed consistently throughout the essay. It must contain clear, tangible historical examples as evidence in support of the thesis. The essay should demonstrate the student's ability to make use of all relevant materials covered in the course. Among the most important criteria for assessing essay exams are the clarity of the argument and the accuracy and effectiveness of the evidence provided in support of it, as well as the clarity and the quality of the writing. The essays should comprise at least 40 percent of the exam grade. If the instructor wishes to design an exam or another course component that mandates an extensive writing component other than an essay (such as book reviews), the instructor must submit the exam(s) or additional writing assignments to the department head or his/her designated faculty representative for approval.

Please see **appendix D** for helpful materials and handouts on writing history essays.

Instructors must provide students with a clear sense of their expectations in the class. Some faculty members include grading rubrics in their syllabi to clearly demonstrate how they assess student class work, writing assignments, and exams. In **appendix E**, instructors will find examples of rubrics that proved successful in the past. These rubrics should demonstrate a sense of what the department expects of students receiving A's, B's, C's, D's, and F's for their written/essay work.

7. **Geography Component:** Each course should include a geography component that requires students to learn such minimal data as the locations of major cities, landmasses, bodies of water and rivers.

Appendix A

How to read a primary source (history): Below are aids on how to read primary sources. These are helpful for students and teachers and include more than just directions. Other examples attached.

<http://www.wisconsinhistory.org/turningpoints/primarysources.asp>

<http://www.bowdoin.edu/writing-guides/primaries.htm>

<http://www.uiowa.edu/~histwrit/how.htm>

http://www.yale.edu/collections_collaborative/primarysources/primarysources.html