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Jefferson College Mission Statement
Jefferson College is a student-centered comprehensive community college, committed to providing an accessible, quality college experience as it strives to meet the diverse needs of the students and the community. Superior teaching and services foster a supportive learning environment, which promotes intellectual, social, and personal growth. A strong general education curriculum, college transfer and technical programs, personal enrichment courses, and on-campus experiences prepare students to succeed in their careers, further their education, and prosper in a diverse world. Jefferson College’s ongoing assessment of students, programs, and services assures that it is a responsive and progressive community college.

The Department of History supports the College Mission statement and the values of the college. In addition, the department supports the following Jefferson College General Education program objectives for the Associate of Arts degree-see the College Catalog:
(http://vega.jeffco.edu/website/CATALOG%202015-16%20WEB.pdf)

I. Writing and speaking clearly and concisely using edited American English.

II. Analyzing the themes of human experiences through exploration of great works and ideas.

III. Examining diverse historical and social events as well as personal experiences in order to determine possible sequences, relationships and causes.

IV. Demonstrating the use of computer information systems for personal, cultural, intellectual, occupational or social development.

Welcome to the Jefferson College History Faculty. We in the department recognize and appreciate the contributions that adjuncts make to the College. The faculty, administration and support staff are ready and willing to support your teaching and student learning processes. Please feel free to contact any of us with any questions or concerns you might have. We have created these guidelines to better assist you in the teaching and student learning processes, to illustrate our expectations, to help you navigate the College and departmental requirements and to show you the resources we have to offer.

These guidelines are intended to supplement the College Adjunct Faculty Handbook that each adjunct instructor receives when you start at the College. A copy of the Handbook can be found at “myjeffco” – Faculty tab – lower right side under the Center for Teaching and Learning- Adjunct Handbook. Also located at http://vega.jeffco.edu/khester/Adjunct_Handbook_2014.pdf
Specific departmental rules supersede the Adjunct Handbook.

The Department

The History Department serves a wide variety of purposes at this College. We offer courses in the Dual Enrollment and Dual Credit programs with local high schools. History courses form an integral part of the Honors Program. The Department of History offers courses in the Humanities Division as well as offering classes in the Social Sciences. The U.S. History 103 course, Colonization to 1877 is a Missouri state educational requirement, a requirement that every Missouri college student must learn about the history and processes of both the national and state constitutions. The U.S. History 104 course also counts as a Missouri state constitutional requirement. We also offer global/diversity courses for Jefferson students with Asian Civilization, African-American History and Modern Europe.

The courses offered include:

- HST103 U.S. History I to 1877
- HST103H Honors U.S. History I
- HST104 U.S. History II from 1877
- HST104H Honors U.S. History II
- HST201 Ancient/Medieval Civilization
- HST202 Renaissance to Early Modern Europe
- HST203 Modern Europe
- HST205 African-American History
- HST210 Asian Civilization
- HST230 Women in American History
- HST240 Missouri History

Three Full Time Professors teach in the History Department. In addition to teaching a minimum of 15 hours per semester, full time faculty are required to hold 10 office hours a week, be on a campus every single day, advise up to 20 students per semester and serve on a myriad of institutional committees, including hiring committees, accreditation committees, and regular governing committees. Professors are expected to also participate in community and institution events as needed. Every year, each Professor is required to go through a Performance Evaluation and every five years the History Program is reviewed for currency and
strength of purpose and altered as needed in the Institutional Program Assessment process.

Full Time Faculty

1) Scott Holzer has taught at Jefferson since 1997.

sholzer@jeffco.edu - Office: ASI 107C - Telephone: 636 481 3346

Education: PhD and MA from University of Mississippi, BA from Humboldt State University. Awards and recognitions: Phi Theta Kappa Professor of the Year, Emerson Award for Excellence in Teaching, Missouri Governor’s Award for Teaching Excellence, Jefferson College Foundation’s Excellence in Teaching Award, Student Senate Professor of the Year.

Scott teaches US History and the early Western Civilization sequence as well as African-American History and Missouri History. Dr. Holzer has been a key figure in the College governance process as a Faculty member.

2) Gabrielle Everett has taught at Jefferson since 2002.

geverett@jeffco.edu - Office: ASII 410 – Telephone: 636 481 3345

Education: MA and Specialist in Community College Teaching from Arkansas State, AR., BA, Lyon College. Awards and recognitions: Emerson Electric Award for Teaching Excellence, Jefferson College Foundation’s Excellence in Teaching Award, Member of the Completion Academy, Past Faculty Senate President and JCNEA President.

Gabie teaches Western Civilization, the later sections, in class and online in addition to US History I and II, including Honors versions and Women in American History.

3) Elizabeth “Lisa” Hollander has taught at Jefferson since 1997.

Dual Credit Liaison and Adjunct Liaison- cell: 314 614 4879

lholland@jeffco.edu –Office:ASII 406 - Telephone: 636 481 3352

Education: PhD work in History at the University of Wyoming, MA in International Politics, Columbia University, Diploma in Comparative Politics at the London School of Economics, BA, University of Denver. Awards and recognitions: Student Senate Professor of the Year, Governor’s Award for Teaching Excellence, Jefferson College Foundation’s Excellence in Teaching Award, Global Educator of the Year (MCCA).
Lisa teaches American, European and Asian History, World Regional Geography and US and MO governments in a variety of formats.

The History department is creating a centralized College Website History webpage= http://www.jeffco.edu/node/336#.VWobPht_nIU.

Once up and running, this History department webpage in the Programs and Departments section of the College website will list all the courses, the current faculty, the Academic Degree Plan for History majors and a host of transfer institutions and ideas on what to do with a history degree.

A Blackboard webpage has been created for internal communication and sharing of resources including exams, projects, grading criteria.

See the bottom of all your courses in BB:

**My Courses**

- History Department

I have everyone listed as Instructors so that you can make changes and add to the core folders.

Lisa Hollander is the contact for all webpages in History.

**Teaching Assignments**

Sandy Frey is the Social Science Division Chair, the Division in which the History Department is located. She makes all faculty offerings to adjuncts with the full time faculty input. All questions about contracts, maximum and minimum teaching loads, hours and pay should be addressed to her or to the Division Secretary, Fran Moore. All course decisions are as per the College’s Strategic Enrollment Committee.

Dr. Sandy Frey - szak@jeffco.edu - (636) 481-3348 - ASI110

Ms. Fran Moore - fmoore1@jeffco.edu - (636) 481-3314 –AS110

**Will my class make?**

Jefferson College Administration is in charge of all enrollment decisions but usually 12-15 students mean the class will go, both face-to-face and online. Cancellations may occur, it happens to the full time faculty as well, who then have to bump an adjunct. Full time faculty are required to teach 15 hours and if our classes do not make, we regretfully have to take adjunct classes. Please make sure that the Division and Human Resources has your latest contact information.
Contracts will be issued via Human Resources and are only valid for one semester. Contracts may show up after a course has started—this just means that the Board has not met yet to agree to the contract. Payment options and pay amounts are all handled by Human Resources—636 481 3153 (or ext. 3153). Fran and Sandy are your first line of offense/defense in all instances.

**Who makes decisions about textbooks?**

The Division Chair requires the full time faculty to select main textbooks for all classes and keep that book for 4-5 years. Additional reading materials can be assigned as needed—book orders are usually given to the FT faculty in October and March. Lisa Hollander will send out a notice of text ordering when the time comes—the main text cannot be changed but adjuncts may add secondary sources.

As you may note, we have a different textbook for online courses. The reason for this is both personal and professional. Exploring American Histories has superb primary documents for analysis which provide rich discussions and postings by students. Also the EAH website has the answers for every document question and essay test question which makes it a lot easier for faculty users!

**Syllabus Requirements**

The syllabus is an important, legal document that informs the students of exactly what to expect during the semester, including what is expected of them. You will create your own syllabi and course outline within the following History Department guidelines.

**ALL Adjunct syllabi must be submitted to the Adjunct Liaison via email to Lholland@jeffco.edu ONE-week PRIOR to the beginning of all classes. Professor Hollander and Dr. Frey will ensure that everything is in order and that way a copy is lodged with your immediate supervisor, Dr. Frey, Division Chair.**

Syllabus: You should have received the official syllabus for your class as per the College’s department regulations when you started with us. The History website at “myjeffco” will have copies of all current official syllabi revised in 2015 posted within the month (September 2015). The History Blackboard page will also have copies of the official draft syllabi for US History 103 and 104 starting August 7. The official documents for all classes will be posted by end September—the History department has recently completed an Instructional Review of the department and the new documents need the Dean’s okay still.

Copies of the most up to date but still unofficial US History 103 and 104 syllabi are located in the appendix of this document.
Format is exemplified below: Start Syllabus ____________________________

JEFFERSON COLLEGE SYLLABUS

I. Course Name and CRN number including classroom location, times of meetings and Instructor name- see “myjeffco” – Academics tab -Class Schedule

CATALOG DESCRIPTION – see “myjeffco” – Academics tab - for the College Catalog – http://vega.jeffco.edu/website/CATALOG%202015-16%20WEB.pdf

A. Pre-requisite: Reading Proficiency Requirement
B. Credit hour award: 3
C. Description: as per the official syllabus

II. EXPECTED LEARNING OUTCOMES – see official syllabus

III. OUTLINE OF TOPICS – see official syllabus. You may turn this list into a semester calendar of topics by chapter including exam dates and due dates but keep in mind, this calendar must follow the College’s Academic Calendar (see “myjeffco -- Academics tab) AND it must include a final exam to be completed during Finals week. The final exam can be a unit exam but it must be scheduled during Finals week.

IV. METHOD(S) OF INSTRUCTION – select which ones apply to your class or leave as is.

A. Lecture
B. Class Discussion
C. Film and Video analysis
D. Internet research
E. Historical analysis (i.e. primary source document exercises)
F. Reading of required texts and other materials
G. Multimedia presentations

V. REQUIRED MATERIALS

A. Textbooks – please list by Title including Volume number, Author, publication date and company and ISBN
B. Other required readings – please list by Title, Author, publication date and ISBN or journal location or internet address if articles, videos etc….

C. Access to Blackboard course webpage – Every course has a BB webpage. It can and should be used at the minimum as a repository for course materials (Class notes and study aids), links to websites and videos, and announcements

D. Access to newspapers, periodicals and the internet

VI. **METHOD OF EVALUATION** (basis for determining course grade).
Please assess the weight of each evaluation method you plan to use and list it. *The majority of the grade MUST come from summative assessments* – proctored and non-proctored). Objective questions cannot form the bulk of exams – the History department requires identifications (see appendix for a definition), short answer essays or take-home critical thinking essays in addition to objective testing. More than 2 tests should be administered in a semester. A homework project such as a book analysis cannot count for more than a third of all class points.

*Please make sure that your points total is rounded up/down to the nearest fifty or one hundred as students prefer and comprehend points totals such as 400, 550 – avoid numbers like 889 or 426.*

Please select which options apply to your class.

Please also include your makeup/late policies on assessments. This is very important as if there is a Grade challenge, the syllabus must reflect a policy.

*You are NOT required to provide makeups unless you have a DSS student.*

Consult the GRADING section of this History Adjunct Handbook for additional information.

Standard formatting for all typed projects is 12 point font, Times New Roman in Word. Students are expected to communicate in well presented, correct American English.

A. Periodic examinations- please describe the format and points per exam.

B. Class participation – please describe how this will be assessed. You may just take roll or perhaps you have a BB discussion board or required presentations, etc. Attendance at every class meeting is required. Since life happens, please describe your policy for student contact in emergencies and also how students must get caught up. One suggestion is to get class notes
from a colleague. Perhaps the student can email an assignment because of illness.

C. Book Analysis– please describe the format and points for assessment. The History department recommends book analysis projects based on instructor provided questions rather than the generalized book review. Instances of plagiarism from the internet are absurdly high.

D. Video and documentary analysis - please describe the format and points for assessment. The History department requires that all video, film, documentary analysis be high level, preferably a response to instructor posed questions that will require critical thinking from the students.

E. Research projects/Essay Homework - please describe the format and points for assessment.

F. Map Projects/ Pop quizzes - please describe the format and points for assessment.

G. Student presentations - please describe the format and points for assessment.


I. Extra Credit not to exceed 10% of total course points.

J. GRADING SCALE – The most common form of points numbering is 60-70=D; 70-80=C; 80-89=B; 90-100=A.

However, Instructors have some discretion within limits. The example below illustrates that leeway.

A= 91-100% (consistent, superior work, near perfect attendance, participation)

B= 82-90% (good, above average work, few absences, participation)

C= 70-81% (average, missed classes and assessments)

D= 59-69% (below average in all categories)

F= 0-58% (failing (and/or missing 15% of the class)

The definition of each letter grade is set in stone – an A grade must be awarded for superior, exceptional performance only. Some examples of grading levels will be located on the department’s Blackboard webpage. It is important that we all maintain the same standards across the board.
VII. Classroom Policies

A. This is a required paragraph = ADA-AA Statement: Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library; phone 636-481-3169).

B. This is a required paragraph = Academic Honesty Statement: All students are responsible for complying with campus policies as stated in the Student handbook located on the college website: www.jeffco.edu. Instructors can add additional information here including a definition of academic dishonesty and an indication of the consequences of violation. An example is listed in the appendix.

C. This is a required paragraph = Attendance Policy:

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details. Instructors can add additional information here such as noting that attendance will be taken at every class meeting. The Attendance link for every class is found under Student Participation under the Faculty tab on the College webpage.

D. Class Compartmentment – here the Instructor can list how they wish to be addressed, cell phone policies, tardiness, class discussion, freedom of speech, sleeping in class, etc. An example is listed in the appendix.

E. Withdrawal Dates or the link to that information may be included here.

VIII. Outside of Class Academically Related Activities

This is a required paragraph= The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as reading,
studying, and completing assignments. Specifically, time spent on academically-related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour= 112.5 hours per 3 credit hour class. An on campus class meets face-to-face for 37.5 hours over the 16 weeks, so it is expected that 75 hours (about 5 hours a week) be spent on outside-of-class activities. This is PER CLASS.

*Please rework the hours for the class you are teaching for example a 14 week Online, an 8-week nighttime, a once a week class, etc. Obviously Online courses need to add in more prep hours as they are substituted for face to face time.

Example: Online, 8-week, 3 credit hour class, the expectation is that 112.5 hours be spent on academically related activities over the 8-week period. This means you should spend about 14 hours each week reading the textbook, completing assignments, studying for exams, etc.

IX. INSTRUCTOR INFORMATION

Information on the Instructor should include full name, form of address, office hours and location, telephone number and myjeffco email address or the course Messages system of the Blackboard Course. Please signify your communication policy, for example “I will reply to all emails within 24 hours”. Please return all calls and emails in a timely fashion.

Some background information could be included, as well as tips for student success, favorite quotes, motivational information, etc. Learning and Student Support services could be mentioned here as the College has an extensive support network for students.

Last on the syllabus should be this statement: The Instructor reserves the right to change this syllabus in the interests of learning opportunities and unforeseen events.

END OF Syllabus Requirements

Grading

From the Faculty and Staff Handbook:
https://myjeffco.jeffco.edu/group/mycampus/employee

Faculty are expected to test students frequently enough to get a fair appraisal of the quality of their work and to give students ample opportunity to improve their grades. The type of testing found frequently in graduate schools - only one or two tests per semester-should be considered unsuitable for survey courses in a community college.
There shall be no fixed quotas or “curves” for grades at the College. Should faculty encounter problems in assigning grades, or when analyses show that grades awarded in particular courses or by particular instructors are consistently at variance from those found in most other courses, the instructor should feel free to consult with other faculty members, the division chair, or their dean. The dean should also feel free to consult with faculty members when analyses show that grades awarded in particular courses or by particular faculty are consistently at variance from those found in most other courses. This should be looked upon not as an attempt to dictate grades but as a way to be of possible help in one of the most difficult areas of teaching.

**Class Meetings**

a. All class periods must meet for the required time – start and end times must be adhered to *this is a Federal and State defined period of time*. If the College cancels a class, the College will notify faculty and staff via text message and with a message on the College webpage.

b. In the case that an instructor cannot make a class, please contact Fran Moore immediately with instructions on what you would like the class to work on. Blackboard is an effective communication process for keeping students moving forward in their learning. Fran will send a text message to all the enrolled students.

c. On exam days during the semester in classes that meet for 75 minutes or less, class may conclude at the end of the exam with students allowed to take the full class for the exam if needed. On exam days during the semester in classes that meet longer than 75 minutes, the exam may take up to 75 minutes with the remaining 75 or more minutes of the session scheduled to cover course material.

d. During final exams, you are required to meet during the time listed on the Final Exam Schedule but are not required to use the full 2 hours and students may leave after completing the examination. A comprehensive final exam is not required.

**Preparing for Class Meetings**

a. Classes should be organized so that coverage of the course material is paced as evenly as possible throughout the semester.

b. ALL faculty must use the required textbook as the foundational resources for all lectures and class assignments. The textbooks usually have faculty resources such as power point slides, Instructor’s Resource Manual with suggested interactive
activities, lecture outlines, short videos and test banks. In some cases, these resources are contained on a CD-ROM; in other cases, you must register as an instructor and log into the textbook website.

These resources can be used to create your own handouts, outlines or power point slides. Most publisher created PPT slides are pretty lame but you can add to them and use the maps and drawings and pictures from the textbook.

NOTE: It is critical that instructor-only resources such as test banks be kept secure.

c. The textbooks have some primary documents embedded in the chapters or refer to a particular article or document that would enhance the study of the material in the textbook. Please use these resources. The History department believes that some interaction with primary sources is required in all first and second year history courses.

d. Tell your students how to read the textbooks for maximum effect. Terms in bold or highlighted are important and most chapters have chapter or section questions that can be answered from the chapter material. One example of reading a history textbook using the identification sequence is located in the appendix.

e. After you know the material that you want to cover during that class, prepare the presentation of the material. Remember to include some structure to the presentation to aid in student note taking. One way to add structure is to put a brief outline of the day on the chalkboard that stays up for the entire session. Another way is to put the learning goals into the presentation to “tell them what you are going to tell them, tell them, and then tell them what you told them”. Lastly, PowerPoint slides can aid in the presentation of the material. PPT Handouts (.pdf) posted on Blackboard are a very effective way to ensure that students have the upcoming lecture/class discussion material. If you do not know how to create a handout using .pdf, ask Lisa or Fran.

f. “Ye Olde History Book Review”: many first year history courses used to require serious book reviews of classic history monographs. The History department believes that this format is outdated (and susceptible to plagiarism from the web) so what is much more effective as a learning tool, is the book analysis or book exam, based on one book that everyone reads and answers Instructor posed questions that promote critical thinking about the material. Class discussions can also then take place as students can debate their findings.
g. In the US History I to Reconstruction 103 course, a multi-section instrument exists focused on the Federal and State constitutions. All instructors are required to give their students the multi-section assessment instrument – it may be counted into the grade or not. All multi-section assessment data is due at the end of each semester. Lisa Hollander will accept it – mailbox in ASI110 or email: Lholland@jeffco.edu.

An assessment for the US History II since Reconstruction 104 course will be developed and distributed prior to the spring 2016 semester.

**Support for Faculty at Jefferson College**

a. Jefferson College is very lucky to have high technology classrooms with Smart technology and presentation devices as well as access to the web and discs of power points and photos. If you are unfamiliar with the equipment and would like some training, please call Fran Moore at extension 3314 for help. It makes life easier!

b. Blackboard is the course presentation system and *every course should have a page with basic info such as the syllabus and academic tips, a communication process, links to interesting websites etc.* There is a discussion board for online discussions. For all training on Blackboard, please call Karen Hester at ext. 3361.

c. Technology support for “myjeffco”, Smart classrooms and Blackboard is available at ext. 3234.

d. Faculty Certification for Online and Hybrid courses is available for those adjuncts who teach those types of courses. Contact the Division Chair, Sandy Frey for additional information.

e. Adjuncts are given a jeffco.edu email address, access to a computer and a faculty mailbox at the relevant campus or campuses. The campus email system, whether jeffco.edu or the Blackboard messaging system **should be the ONLY way you communicate to students for various legal reasons.** Always ensure that all communication is within FERPA. If a student contacts you electronically from another source, please reply only to tell them to use the College system.

f. Telephones are located in some adjunct offices but are not designed for student contact as several instructors may share the same phone and desk. Email is the best communication method. Instructors may give out their own phone numbers if they are comfortable with that process. Remember that FERPA is always looming in the background and you can only talk to your students about their work, not their spouses, parents or friends.
Office space may be a faculty lounge or a small desk in a row of desks. Contact Fran Moore (fmoore1@jeffco.edu) for Hillsboro space and Sharon Meyer for Arnold space (smeyer@jeffco.edu) – JCA ext. 3594

Copies – ext. 3138. Any job consisting of more than 30 pages must be sent to Central Office Services (COS) for copying. The code is FUND – 1, ORG – 55406, PROGRAM – 11. You will need to fill out a form or you can also request copies online via the Faculty tab of “myjeffco” under the COS Print Request. It usually takes about two days for them to get the copies made and delivered to you. However, copies can take up to a week during busy times (beginning and end of the semester).

Copiers for Faculty use are located in the Hillsboro faculty lounge in ASI and at Arnold, in the Assessment Center on the third floor. The same ORG code works.

These copiers are for small or last minute copying only. Please use two-sided copies for all documents.

Help with student performance - https://myjeffco.jeffco.edu/group/mycampus/faculty

Under the Faculty tab at “myjeffco”, to the right side of the page is Academic Early Alert – here you report students who are struggling in your class and need help. Student Support Services will step in to assist.

Below the AEA link is the Maxient Reporting button. This is Employee Incident Reporting and covers classroom behavior such as rudeness, insults to the Instructor and other students, threats, plagiarism and cheating and a host of other issues, such as student suicidal ideation, incidents of harassment etc.

If a student has a problem with any instructor, by the Student Handbook, they are required to discuss the issue with the instructor. If it needs to be escalated, Sandy Frey, Division Chair is the person to contact.

Teaching and Learning help:

Every Fall and Spring semesters, an Adjunct Professional Development Seminar is scheduled at Jefferson College - Hillsboro. Breakout sessions include technology training, teaching ideas, discipline specific content, etc. and adjuncts are paid a small stipend to attend.

1) Talk to the full time faculty and ask for whatever you need

2) Talk to the Faculty Secretary, Fran Moore – fmoore1@jeffco.edu or the Division Chair, Sandy Frey – szak@jeffco.edu
3) Once the Blackboard History department webpage is active, check there for ideas – exams, book projects, video examples, course outlines, academic tips for students (some examples are located in the appendix).

4) Make use of the Center for Teaching and Learning – CTL

http://www.jeffco.edu/academics/faculty-ctl

The Center for Teaching and Learning is a faculty-driven endeavor, dedicated to promoting, facilitating, and honoring excellence in teaching and learning. Teaching tips can be found on the main webpage and also in Teaching Toolbox, Online Teaching and Assessment tabs at the CTL website.

Physically the CTL has paper resources in LIB 201 plus a computer and printer for faculty use if the room is not occupied. Occasionally, the CTL holds meetings on teaching and learning topics and all faculty are welcome.

Support for Students at Jefferson College = Academic Services-
http://www.jeffco.edu/node/499#.VWs2QBt_nIV

a. The Academic Success Center at Jefferson College Hillsboro supports the educational development of students and reinforces classroom learning. Our desire is to empower students to achieve their academic goals by providing opportunities to enhance student learning, course success, and personal growth. We partner with the College community to help meet the College’s academic success goals, retention and graduation goals.

The Academic Success Center consists of the following services: Science Lab, Math Lab, Writing Lab, Computer Information Systems Lab, and Psychology Tutoring. These labs are staffed with professionals who have degrees and instructional experience in their respective fields. Many are full-time faculty.

For more information on any student related assistance, click on the Student tab of MyJeffco.

Academic Success Centers are a proven initiative nationally to help students meet their educational goals. Please stop by and get to know us, and learn more about the services offered. For more information, call (636) 481-3494.

b. Help Desk- for all Technical issues

For assistance by phone, please call our Help Desk at:

(636) 481-3234 or (636) 797-3000, ext. 3234

Prompt 2 (security question is required to assist with login problems.)
Help Desk Hours: (when college is open)

Monday - Thursday: 8:00 a.m. - 9:00 p.m.
Friday: 8:00 a.m. - 5:00 p.m.
Saturday: 8:00 a.m. - 5:00 p.m.
Sunday: 12:00 p.m. - 5:00 p.m.

Email questions may be sent to: helpdesk@jeffco.edu

(Please note that email questions are not monitored on weekends, holidays, or other times when campus is closed.)

c. Testing Center

The Hillsboro Testing Center, located next to the library, will be more than happy to administer an exam to a student requiring disability accommodations (such as extended time) or a student who just couldn’t make it to class the day you were giving an exam. All you need to do is drop the test off at the center ahead of time (and fill out the form, of course!) and they will administer the exam and return it to you in your campus mailbox. For questions about the Testing Center, call ext. 3164. Arnold has a testing center on the third floor of the building.

d. Tutoring Center

The Tutoring Center located in the Hillsboro Library offers two services to assist students in their academic success. Peer Tutoring provides one on one tutoring with a fellow student who has already been successful in the course. Professional Tutoring provides drop in tutoring from Jefferson College faculty with a set schedule during the fall and spring semesters. Professional Tutoring targets the higher level math and science courses. More information can be found at the College webpage - Current Students tab or

http://www.jeffco.edu/node/590#.VWtbcht_nIU

Instructor Evaluation Process

To ensure that our students receive a quality education in all classes, all adjunct faculty are evaluated periodically, as are full time faculty. You will be evaluated either by a full time faculty member, a division chair, or the Dean. The evaluator will observe one class meeting and may meet briefly with you afterward to discuss their observation. The forms that will be used for these evaluations are included in your Adjunct Faculty Handbook.
In addition, your students will provide feedback each semester. These forms are reviewed by the Division Chair. You will receive them after you post final grades each semester.

We need you to work with the faculty secretary or evaluator, who will contact you to schedule a time for the observation. Please make sure that this is a class during which you will be teaching and not giving an exam. You may be asked to provide your evaluator with the following prior to the observation:

Your course syllabus and calendar
A description of what you will be teaching on the day of your observation
A copy of an exam you have given during the semester
A sample of graded student work (preferably from a variety of students)

We are providing you with guidance and feedback designed to help you become more effective in providing a consistent quality education to our students.

**REPORTING GRADES**

We need you to report your grades at various times, for various purposes throughout the semester. The reports we need are:

**PSSA Grades** during the 6th, 8th, and 10th weeks of the semester. PSSA (Project Success, Student Athlete, probation) students are students that are served by one or more of many support services on campus. If these offices know how their students are doing, they can work with them to improve their performance if necessary. You should be notified by email when these are due.

**Midterm Grades** at the middle of the semester. These are required for students earning a D or F, but are encouraged for all students. No matter how well you explain how you calculate grades, there always seem to be students who have no idea how well or poorly they are doing. Midterm grades remove all doubt and put the students who are at risk of failing on notice. We suggest you inform students of the scores used to calculate the midterm grade (i.e. only the first exam and activity are used to calculate your midterm grade).

**Final Grades** are due at the end of the semester. These are due within a few days after Final Exam week. You must report a grade for every student enrolled in the course.
It is important that all of these reports are made before the deadline. Late reporting of grades causes a ripple effect of negative consequences all around campus. See the Adjunct Faculty Handbook for details.

We are providing a simple method for grade reporting using “myjeffco”. Throughout the semester, you will receive an e-mail reminder of what grades are due and there will be a button on the Faculty tab of your ‘myjeffco” page to link you to the report page. If you ever have any difficulty with this reporting process, contact your division chair, the Help Desk at ext. 3234, or the Office of Student Records at ext. 3206/3222/3205/3207/3210.

APPENDIX —check the History BB page for more examples of documents and web links to resources

A. Official syllabi 103 and 104 (att.)
B. IDs
C. Student Conduct
D. Cheating policy
E. How to read and take notes in history
F. Grading Rubric

#The History Blackboard webpage contains a plethora of academic documents to help adjuncts with class comportment. Also examples of testing instruments can be found there as well as links to the textbook publisher’s websites.

##A list of visual History Library resources will be located there as well as YouTube suggestions for your classes along with web links.

B. (Hollander/Everett) ONE WAY OF TAKING NOTES: IDENTIFICATION SYSTEM

a. As you proceed through the material, you will encounter many terms and people and events and concepts that may be new to you. The best way to take notes on those items is using the identification and significance format. Place your identifications under the relevant conceptual theme (found usually in a subheading of the chapter) when you are completed so that you can see “the fit”.

Identify
b. means define. The best way to answer that part is to ask these questions: who, what, where, when, how…. Some of these questions will not apply so you don’t need to use them

c. WRITE the answer down in your own words ask yourself –don’t just copy the text words – will you really remember what the text said or will you remember what you interpreted the term or concept to be?
d. The full answer may require you to add bits and bobs from the whole chapter - that is- the full answer to an Identification may not be found just on one page.

Significance

e. BUT that is not all. The most important part in college level reading: why is this person, place, event, concept relevant to the greater story? You will find the significance by reading the material properly, understanding the material by thinking through the ideas, linking facts, events and concepts to the key topics of each chapter in the textbook. What is the greater point? Explain why we should be learning about this person, place, concept, and event. In the grand scheme of things, why is this term relevant? Can you exemplify the point?

How to write an identification: who, what, when, where and why address the significance to the time –period and/or American history

Nat Turner was a slave preacher and leader of a group of black followers. In the summer of 1831 he led a massacre of sixty white men, women and children in Southampton County, Virginia. (Textbook, page XXX) It was one of very few violent rebellions by slaves in the South, but scared the South enormously. Turner and his men were executed but so were many innocent blacks in the ensuing panic. Southern states passed laws banning the teaching of reading and writing to slaves, manumission was restricted by law and slave codes were made stricter. Nat Turner’s massacre served as an example and a defense to many southerners for the maintenance of slavery, the fear for the south was that abolishing slavery and turning out thousands of slaves from the plantations, would create mobs of destitute and revengeful blacks.

C. Student Conduct

*Jefferson College Board of Trustees Procedure VII -007-Student Conduct Defined:*

The College recognizes that students are both citizens and members of the academic community. As citizens, students enjoy the same freedoms and rights that all citizens enjoy—freedom of speech and assembly, freedom of association, freedom of the press, right of petition, and right of due process. As members of the academic community, students are expected to conduct their affairs in accordance with the standards set forth in this Student Code of Conduct. Because the College must maintain its credibility as an institution of higher education, it has established and maintains standards of academic honesty against which students are regularly evaluated in the performance of their course work.

Upon enrolling in the College, each student assumes an obligation to conduct himself/herself in a manner compatible with the College’s function as an educational institution and to comply with the laws enacted by Federal, State, and local governments. If this obligation is neglected or ignored by the student, the College must, in the interest of fulfilling its function, institute appropriate disciplinary action.

*(Hollander) Class Comportment:*

The Instructor encourages discussion and debate on historical, course and other relevant subjects at any time. It is a courtesy though to allow all speakers to speak without interruption.
It is also a courtesy not to monopolize discussion, offend colleagues or trivialize the experiences of others. The college environment must remain a crucible for open debate, academic license, mature argument, honest disagreement and wide ranging viewpoint exchange all in the name of learning.

Students are expected to attend each lecture (on time), add to class discussion, complete assigned readings before class, turn in assignments on time, be ready for presentations, take quizzes and exams, come to office hours if necessary and locate notes missed due to absence. Obtaining class notes from a colleague is the way to get up if a student misses a class. Electronic equipment must only be used for in class learning activity

D. (Hollander) CHEATING/PLAGIARISM: The Instructor has no tolerance for either. Dishonesty is a violation of the academic honesty policy and indicates a failure to meet the standards of the course, violates the Jefferson College Student Code of Conduct and indicates disrespect for the Instructor.

*If you are in any doubt about whether or not you might be plagiarizing, assume that you are and cite your source.

Definition of the above: Using other people’s (another student, a published or unpublished work, etc) words and ideas as your own. In college, anything that is not completely your own work may be suspect unless you include citations and references.

Additional information on this important topic will be located on the course webpage. See Plagiarism and citation note. (ON History BB webpage)

Students who are caught cheating or plagiarizing will receive a ZERO for that portion of the assignment. If the plagiarism is too much paraphrasing, then the student may be asked to resubmit. The second time the student cheats or plagiarizes regardless of severity, the student will earn an F for the assignment, asked to withdraw or assigned an F for the class and referred to the Dean of Arts and Sciences. I will not grade plagiarized work.

E. How to read a college level textbook and or material:

What is not college level is going to the index and finding the page number of a term and just writing the answer down in the exact same words. Chances are that the full answer is not just there in that paragraph and you will miss out on the larger point.

What is not college level is going to the glossary and wiring out the definition. Again you are not placing the term in larger context.

What is not college level is memorizing facts; in college we are more interested in what the facts say about a concept.

What is not college level is writing down sentences verbatim from the book even if you are just using those for pre-test study. It is much easier to learn new concepts when you use your own
words to describe, much easier to remember your version than some formal, dry, textbook definition.

**What is college level** is to finish the whole chapter and then go back to take notes. You need the big picture to understand its building blocks.

**What is college level** is to take notes from the textbook and other materials using your own words so that you fully understand the concept. Using your own words and voice is KEY TO ALL COLLEGE level work.

**What is college level** is also to read the introduction and preface of the text and get a feel for who the author is and his/her viewpoint and reason for writing this book.

**What is college level** is to view concepts and terms highlighted in the margins and/or the terms in bold face or italics embedded within the written material. Don’t write anything down yet.

**How to take notes from a textbook and/or explanatory notes and other materials.**

1) Lightly read the chapter in its entirety. THEN reread again, in sections.

2) Plan to read a certain amount of each chapter and then go ahead and read carefully, as you proceed through the chapters, examine the major themes of the chapter. These themes will be found at the beginning of the chapter in the introduction and all subheadings and key concepts should relate to them in one way or another.

3) Examine ALL the maps and graphs and understand how they tie into the author’s notes material of the chapter.

4) Consult the textbook website link for (if relevant):
   a) a list of each chapter’s main themes and learning objectives
   b) list of identification terms and study questions
   c) interactive learning exercises

F.  (Everett) **Grading Rubric Example**

*All assignments must be typed. I will not grade it otherwise.*

*I use a 5-point scale and multiply it appropriately to fit the assignment.*

5 points (“A” papers): a clear thesis, well supported arguments, few to no grammatical or spelling errors, and written in a clear style. They must demonstrate independent evaluation of the course material while incorporating information from lecture, class discussions, and readings. Interpretations must be more than mere opinion.

4 points (“B” papers): some analysis, but does not have the analytical depth of an “A” paper. They may have grammatical or stylistic problems and often have vague theses.
3 points (“C” papers): descriptive rather than analytical; has many grammatical and stylistic errors; or suffer from sloppy editing. They demonstrate an understanding of course information but tend to read like a book report rather than a college-level essay. “C” papers often don’t have theses.

1-2 points (“D” papers): fails to meet the above standards; usually is a repetition of the question or some such nonsense.

0 points (“F” papers): fails to meet the above standards; a blank answer; completely off topic; plagiarized, etc.