Course Syllabus

Department Name: POLS & IA  
E-mail Address: charles.wilson@ung.edu

Instructor: Charles H. “Trey” Wilson III  
Office Location: Hansford Hall 336

Course #: POLS 4470  
Office Phone #: (706) 867-2581*

Title: “Senior Seminar in Political Science”  
Office Hours: Tuesdays & Thursdays, 9:00 a.m. until 9:30 a.m., 12:15 p.m. until 2:00 p.m., & from 5:00 p.m. until 5:45 p.m. (appointments preferred)

Scheduled class time: Tuesdays & Thursdays, 11:00 a.m. - 12:15 p.m. in Newton Oakes Center room X013 and 3:30 p.m. - 4:45 p.m. in Newton Oakes Center X107**

*Note that email is the better way to reach me.  
**Note that virtual and/or outside-of-class activities may occur in lieu of some class meetings.

Prerequisites/Corequisites: POLS 1101 or POLS 1101H (prerequisite)

Course Description: This course is a capstone experience for political science majors. The course provides an analytic survey of the subfields within the discipline [here, American government & politics, public law, comparative government & politics, and political theory] and involves intensive reading, research, and writing on the part of students.

Course Objectives

• Students will demonstrate collegiate level reading comprehension and effective writing
• Students will demonstrate collegiate level analytical and contextual thinking
• Students will analyze forms of expression that reflect individual, social, or cultural values
• Through critical reflection, students will demonstrate knowledge and understanding of global perspectives
• Students will describe human behavior as a function of the commonality or diversity within or between groups
• Students will explain the interaction between US culture, history, or governance
• Students will demonstrate the ability to interpret, analyze, evaluate, make inferences, or explain an issue, artifact, or event
• Students will incorporate appropriate terms and theories in the discipline of political science into writing assignments
• Students will demonstrate an understanding of gathering and evaluating sources for research in the field of political science
• Students will demonstrate an ability to create a thesis statement or research question for a research project in political science
• Students will be able to communicate effectively orally and in writing using the appropriate terms and theories in political science.
• Students will be able to identify and evaluate current research in the field of political science leading to the development of a clear and focused thesis statement or research question for a research project.

Methods of Instruction
In-class lecture, discussion, and perhaps via outside-of-class activities (virtual or otherwise).

Evaluation Methods
Your final letter grade for the course will be comprised of the following graded aspects, weighted as shown:

  U.S. Government & Politics Examination – 20% 
  Public Law Examination – 10% 
  Examination over Student Presentations Material – 20%
Research Paper – 20%
Student In-class Presentation about Research Paper – 5%
Virtual Assignments (I, II, & III) over Political Theory – 10%
Class participation (may include outside of class/virtual activities) – 15%

(Please see below for additional information about each of these evaluation methods.)

I will total the percentage points you accrue from these means and assign your final letter grade based upon the following grading scale: 100 - 90%: "A", 89 - 80%: "B", 79 - 70%: "C", 69 - 60%: "D", 59% and below: “F”

Students must accept that not all grades can be derived entirely objectively (e.g., class participation). I will be judging your performance in some aspects and will assign grades based solely upon my assessment of how well you did. I pledge to be fair and impartial in any grading I must complete subjectively.

Knowledge Base/Required Textbook


Additional reading assignments may be required. These will be of reasonable length and accessible either online or in class.

General Expectations & Course Policies
The following items detail various course policies and expectations. Additional policies and guidelines that supplement this syllabus are also located online at the following URL: http://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php . Students should familiarize themselves with the materials at this link as well as the policies detailed below.

- Class attendance policy: "If a student’s total number of absences exceeds 14% of the scheduled classes, it shall become the prerogative of the instructor to drop the student from the class roll with a W or WF or to continue the student in class" (Student Handbook, 14). By the second session of class, please choose a permanent seat so a seating chart may be kept for discussion and attendance purposes.

- Class participation policy: Please see below under “Evaluation Methods.”

- Individual vs. collaborative work policy: Students shall work individually on all assignments unless otherwise specified (though studying together is encouraged).

- Class withdrawal policy: In cases other than for excessive absences, it is the responsibility of the student to withdraw from a course. 4:59 p.m. on the published semester mid-point date is the last moment to withdraw from the course with a grade of “W;” you must withdraw by 5:00 p.m. on this date to avoid an academic penalty. Withdrawal through this date, for whatever reason, should result in a grade of “W” for the course. Withdrawal after this date will likely result in a grade of “WF,” which will negatively impact your GPA.

- Academic integrity: The UNG Honor Code operates in this course and reads: “On my honor, I will not lie, cheat, steal, plagiarize, evade the truth, conspire to deceive, or tolerate those who do” (Student Handbook). Suspected violations of the Academic Integrity policy should be referred by students to the instructor. The identity of individuals reporting violators will be kept confidential. If the professor concludes that a violation of the Academic Integrity
policy has occurred, the professor will either (1) penalize the student “in house” and/or file an incident report with the Academic Integrity Council or (2) refer the matter directly to the Academic Integrity Council. If an incident report is filed by the instructor, the instructor will review the completed report with the student and will request that the student sign the report as an indication that the student is aware of the contents of the report.

Above all, note that the instructor reserves the right to give a student a lower grade, such as an "F," on either individual assignments or in the course overall in case of academic integrity violations such as cheating or plagiarism.

• TurnItIn.com: Broadly defined, plagiarism is the act of presenting another’s words and/or ideas as one’s own original work in the absence of proper citations that would attribute the matter to an actual source. This is a very serious offense. Students agree that by taking this course any required work may be subject to submission for textual similarity review to services such as TurnItIn.com for the detection of plagiarism. Students also agree that other methods for checking for plagiarism (e.g., simply “Googling” excerpts from papers) may likewise be employed. All submitted work may be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the TurnItIn.com service is subject to the Terms and Conditions of Use posted on the TurnItIn.com site.

• Make-up work: Make-ups for missed examinations (possibly in a different format from that of the regularly scheduled examination) will be administered only for students with prompt and proper documentation (e.g., physician’s note, etc.) for missing an examination. Absent such documentation, make-up examinations are not possible. Also, any students with significant religious or vocational commitments that conflict with a scheduled examination will be accommodated, providing accommodating arrangements are made with the instructor well in advance of a published examination date. Regarding making up virtual assignments and absences on days when work (such as a research paper) is due: Because due dates are published so far in advance and because submission of these items occurs electronically, no make-up opportunities or extensions will be given for these assignments.

• Student behavior: Courtesy is ALWAYS expected of students. Students who exhibit behaviors that are considered to obstruct or disrupt this class or its learning activities will be considered under the Board of Regent’s Policy on Disruptive Behavior. Behaviors which are considered to be inappropriate in the classroom include sleeping, eating, coming in late, interrupting others, talking out of turn, inappropriate behavior during group work, verbal (or nonverbal) behavior that is disrespectful of other students or the faculty member, or other behaviors that may be deemed disruptive by the instructor. Students who exhibit such behaviors may be temporarily dismissed from the class by the instructor and may be subject to disciplinary procedures. Disruptive behavior may also result in a failing grade in addition to disciplinary action. Please note that the spirit of this policy extends to online interactions between students as well. Behaviors unacceptable in an online environment would primarily include making inappropriate comments in online discussion posts or in other forms of electronic communication to fellow students or the instructor. Such behaviors will also not be tolerated. Please be respectful of the views and opinions of other students even if they differ from your own. Also, please keep an open mind and a positive (maybe even enthusiastic…) attitude.

• Make-up Work, Extensions of Due Dates, and Extra Credit: All deadlines in this course are firm. Other than described above for missed examinations, no opportunities to make up any missed work will be provided, nor do I anticipate offering any extra credit. Simply put, for any assignment, late work will not be accepted nor due dates extended for any reason, so please do not even ask about it. In particular, students would be VERY wise to bear this in mind while deciding when to tackle virtual assignments. Do the assignments sooner
rather than later. Note that this policy applies even in the face of circumstances that may be beyond your control. So, for example, if you get sick toward the end of a week or if a thunderstorm knocks out your power and/or Internet connection over a weekend leaving you in the lurch when you otherwise might have had time to finish participating in that online discussion virtual assignment, you will not be permitted to make up the assignment missed or to turn it in late. Complete your work early to guard against these kinds of things.

- Accommodation of students with disabilities: This University is committed to equal access to its programs, services, and activities, and welcomes otherwise qualified students with disabilities. Students who require accommodations and services must register with Disability Services and submit supporting documentation. Disability Services provides accommodation memos for eligible students to give to their instructors. Students are responsible for making arrangements with instructors, and must give reasonable prior notice of the need for accommodation.

- Class evaluations: Class evaluations at North Georgia are conducted online through BANNER. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week.

Course Content

<table>
<thead>
<tr>
<th>Weeks in Semester</th>
<th>Material for class discussion will relate to corresponding reading assignment in the textbook, so please read prior to class to better inform class discussion.</th>
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| **1 (Jan. 6, 8) & 2 (Jan. 13, 15)** | Introduction to course; BoAG, Chapter 1  
BoAG, Chapter 2; BoAG, Chapter 3 |
| **3 (Jan. 20, 22) & 4 (Jan. 27, 29)** | BoAG, Chapter 4; BoAG, Chapter 5  
BoAG, Chapter 6; BoAG, Chapter 7 (Virtual Assignment I due @ 5 p.m. on Jan. 29) |
| **5 (Feb. 3, 5) & 6 (Feb. 10, 12)** | BoAG, Chapter 8; BoAG, Chapter 9  
Review for U.S. Gov’t & Politics Examination; **U.S. Gov’t & Politics Examination** |
| **7 (Feb. 17, 19) & 8 (Feb. 24, 26)** | Discussion of research paper and assignment of topics; BoAG, Chapters 10 & 11  
BoAG, Chapters 10 & 11; BoAG, Chapters 10 & 11 (Virtual Assignment II due @ 5 p.m. on Feb. 26) |
| **9 (Mar. 3, 5) & 10 (Mar. 10, 12)** | BoAG, Chapters 10 & 11; **Public Law Examination**  
Individual appointments to discuss research papers held during office hours and during class scheduled meeting time in Dr. Wilson’s office. |
| **11 (Mar. 17, 19) & 12 (Mar. 24, 26)** | March 16 – March 22: Spring Break!  
Student presentations |
| **13 (Mar. 31, Apr. 2) & 14 (Apr. 7, 9)** | Student presentations  
**No class** (Virtual Assignment III due @ 5 p.m. on Apr. 7); Student presentations |
| **15 (Apr. 14, 16) & 16 (Apr. 21, 23)** | Student presentations  
Student presentations, Research Paper due (Apr. 23) |
| **Third Examination, Thursday, April 30, 10:20 a.m. – 12:20 p.m.** |
Appendix One: Course Evaluation Methods

Examinations
There will be three (3) examinations in this course spaced several weeks apart from each other. Each examination may consist of any combination of multiple-choice, short answer, or essay questions deemed appropriate by your instructor. The first examination will cover “U.S. Government & Politics” and pertain to the material under study for the first six or so weeks of the course. The second examination will test students on what was learned in the unit on “Public Law.” The third examination will be administered during the period reserved for the final examination in the course in late April. This examination will cover material studied during the last six weeks of the course (including material pertaining to “comparative government & politics”), which will be drawn from the several student presentations made in the last third of the course. Each examination will count for 20%, 10%, and 20% of a student’s final course grade, respectively.

To prepare for the examinations, in addition to thoroughly reading any appropriate assignments from your textbook and/or elsewhere (such as online), students should pay attention in class and diligently take detailed class notes. Since it is unlikely your future employers and/or graduate and law school programs will distribute “study guides” to you for any reason, I shall not do so in this course either. I will, however, happily meet with any student to discuss how one might develop such guides independently and to discuss other study and test-taking strategies that might prove worth noting.

Also, please note that students may use on the third examination given during the final examination period any handwritten (not typed) notes taken during the several student presentations delivered in the weeks prior to the test. While this is meant to be an inducement for students to stay fully engaged with each presentation via note taking, students would be wrong not to study for each examination. You will only have a limited amount of time to take this examination and the test will likely consist of many questions. This would not be enough time for you to be shuffling through notes in an effort to answer each question. Your best plan would be to study thoroughly for the third examination as if it was “closed book,” answer most of the questions based on the knowledge you commit to memory in doing so, and then toward the end of the testing period use your notes to answer the remaining questions you could not answer on the first pass through.

Virtual Assignments (I, II, & III) over Political Theory
Students will complete three virtual assignments in the course, each one dealing with topics pertaining to political theory. These assignments may be found on the D2L website corresponding to this course. Each virtual assignment will be due by 5:00 p.m. on the date specified in the course content calendar. The format for each virtual assignment may vary, but each will require students to do something like complete a reading quiz, prepare a short essay, or participate in an online discussion. Each virtual assignment will be keyed to one or more chapters in Part One of the Marsh & Stoker textbook. Completing the assignment will require reading and understanding the selections in this text. Collectively, the virtual assignments will count for 10% of your final course grade.

Please note that some assignments such as online discussions (if assigned) cannot really be adequately completed in a single sitting by your making a single discussion post. So, you will want to start work on a virtual assignment of this nature sooner rather than later and certainly well in advance of its due date so that you will be able to make multiple posts and responses in the discussion forum over the course of several days. Note also that virtual assignments may not be submitted late or made up for any reason. So, it would be prudent not to procrastinate as you tackle completing these assignments.
If a virtual assignment asks you to participate in an online threaded discussion, please bear the following things in mind. Each of your discussion posts and responses to other students’ posts need to be substantial, relevant, thought-provoking, and/or should generally demonstrate that some time and effort were behind it. This may require including information gleaned from independent research, which you should cite (informally will be fine). I will monitor the forums and keep a tally of both the quantity and quality of student discussion posts. It is OK to disagree with each other in posts, but please do so civilly. Posts that amount to name-calling or personal attacks and the like will receive no credit and may get a student barred from the discussion forum.

Online discussion posts should typically build upon one another to form a discussion thread relevant to the discussion assignment. Please avoid “hijacking” the thread. Do this by acknowledging to some degree the previous post. Then, if you wish to work in a new point, do so at an appropriate time or in a new thread. For example, assume an assignment in a class asks students to discuss current events in an online forum. The following examples will give you an idea of exceptionally good posts that would earn their authors much credit:

Susan Smith: “I saw on ABC news last night that the Supreme Court struck down a Washington, D.C., law that banned the registration of handguns. Under the law, you could own a rifle but not a pistol. The Court ruled that the second amendment protects an individual’s right to possess a handgun and to use that firearm for traditionally lawful purposes, such as self-defense within the home. I think it’s a good ruling. Why else do we have a second amendment if not to let people defend themselves? I agree with gun licensing and background checks and what-not to try to do something to keep guns away from criminals—that stuff seems reasonable to me. But the DC law that would’ve banned handguns entirely was over the top. That would leave only the criminals holding the guns, in my opinion.”

John Jones: “Interesting point you raise, Susan. However, I’ve got to respectfully disagree with you. The way I read the second amendment, it talks about a “well-regulated militia.” I think the framers meant for people to be able to keep hunting rifles and such that they could muster with but that they would not have approved of people keeping the kinds of automatic, concealable guns like the ones DC was trying to get rid of. I got some stats off of the website of the NEA, which is a very large and prominent teacher’s union. It’s at this URL: http://www.neahin.org/programs/schoolsafety/gunsafety/statistics.htm. It said that in 2002, over 3000 kids were killed by gunfire in the U.S. I think that’s a sad, sad number that could be greatly reduced by letting laws like the one in DC stand. When you’re talking about defending a home, I think you could grab a rifle off the wall just as quick as you could get a pistol out of a drawer to confront a burglar. However, I don’t think you’d have much luck trying to sneak a rifle into a store to rob it, which you could easily do with a handgun. Keeping that pistol off the street might mean that the store would never get robbed in the first place.”

[W after Susan and John (and anyone else who joins in) exchange comments in their debate for several posts, the topic might be shifted as follows:]

Wes Williams: “I thought I’d change the subject to bring up another recent Supreme Court ruling that I read about in yesterday’s AJC. It said that the Court...”

While students are certainly free to post them, one sentence responses or posts that merely say things like “I agree.” will receive no credit. You should probably anticipate writing at least a paragraph in composing a quality online discussion post.

Students who, in response to a virtual assignment built around an online discussion, consistently write many quality posts and who frequently and productively contribute to the online discussions will receive grades closer to the maximum credit possible for this graded aspect of the course. Students who author several fewer quality posts than their peers in the course will do poorly on this component of your grade.
Class Participation
At minimum, "satisfactory" class attendance and participation are expected of all students. All students should plan on attending class and making some contribution to the class discussion during each and every class session. However, conscientious students will greatly exceed this base criterion. Students with exemplary attendance records who consistently and productively engage in class discussions whether by being called upon or by volunteering to speak will be rewarded for their excellence. Conversely, students who demonstrate a lack of preparation for class by being unable to answer questions or by being inattentive in class may be penalized.

The instructor also reserves the right to dismiss from any class meeting any student who seems to be particularly unprepared or inattentive. It is simply not fair for unprepared students to sit idly by in class taking notes while their peers who actually prepared for class by reading and digesting the material do all of the work by carrying the class discussion along. If you consistently do not read and take notes from the reading assignments that we will be discussing in our class meetings, then please do not bother showing up to class. What you must NOT do when called upon would be to try to hastily read the text for the first time on-the-spot and clumsily try to formulate an answer. That wastes everyone’s time. If you do not know the answer to a question posed to you, simply admit that you cannot answer and I will ask another student to assist you. There is no shame at all in not knowing the correct response to an occasional question—just don't make a habit of it.

Regarding class participation on days when students will be presenting: Students who seem engaged with the presentations, who are obviously paying attention to the speakers, who are evidently taking notes, and who refrain from seeming distracted, nodding off, checking their smartphones, etc., will be viewed as participating. At the conclusion of each presentation, students who viewed the presentation will be expected to discuss what was presented. Comments may support or challenge points brought up during the presentation but should, overall, foment discussion about the topics under consideration. Students who frequently raise good points toward their presenting classmates during these brief opportunities for audience exchange will be viewed as participating.

Students must understand and accept that, by nature, determining one’s class participation grade is largely a subjective process. Know that throughout the term I will call on several students in any given class meeting session to answer questions; consequently, everyone will have ample opportunity to contribute to the class discussion, either by being called upon or by volunteering to speak. Also, know that I will never ask a question with the intent to “stump” or embarrass a student. I will keep a rudimentary tally of all students’ performance during the semester. Generally speaking, I note the most students who consistently participate well and students who consistently participate poorly; everyone else would be doing about “average” in terms of class participation. If they wish, any student may periodically inquire with me before or after class for an informal assessment of about where I esteem them to be in terms of their class participation grade. I will generally include in that assessment references to other students in the class who I believe are doing “A quality” work in class participation so as to give a basis for comparison. (Any student who would prefer that I not use them as exemplars of good-quality class participation may communicate this to me and I will refrain from mentioning them.) Please note that final grades for class participation, which counts for 15% of your course grade, are cumulative and so cannot be calculated until the end of the semester.

Research Paper & Class Presentation
In this course, students will write a research paper exploring issues pertaining to three of the subfields of political science (American government & politics, public law, and comparative government and politics). This will count for 20% of your overall course grade. In writing the paper, students will incorporate appropriate terms and theories in the discipline of political science. Students will also demonstrate an understanding of gathering and evaluating sources for research in the field of political science. Finally, in writing the paper, students will demonstrate an ability to
create a thesis statement or research question for a research project in political science. As an ancillary component of this major writing assignment, students will deliver an oral presentation incorporating visual aids on the findings of their paper.

Topics for the paper will be assigned to students. Topics will be derived from U.S. Supreme Court cases decided in recent decades. For the research paper, students will compare and contrast the U.S. governmental policy pronounced in the assigned Supreme Court case (supplemented with any relevant policymaking from other sources) with the policies of at least two other countries bearing upon the same subject matter.

Each research paper should have several parts. The paper’s introduction will broach the topic under consideration and present the research question that will be addressed by the paper. For instance, a student assigned the case of Roe v. Wade might include in her paper's introduction discussion of how divisive abortion policy can be, how abortion policy is very important, etc., before stating a research question that would inquire about how other countries have crafted abortion policy.

The next two sections of the research paper will contain, respectively, detailed discussions about the policy in question as it stands in the United States and detailed discussions about the policies of two other countries on the same matter. Discussion of the policies should not be limited to a discussion of solely court cases. For example, while the student writing about U.S. abortion policy would certainly discuss Roe in detail in the second section of her paper, she would also want to mention policymaking efforts undertaken by the executive and legislative branches that bear upon abortion since the Supreme Court’s decision. The following part of the research paper will discuss and present research about how at least two counties besides the U.S. make policy in this area. So, the student writing about Roe v. Wade might choose to examine abortion policy in, say, Spain and China. In doing so, she would research and write about what courts, legislatures, etc., in these countries have proclaimed about abortion.

The final narrative part of the paper would be its conclusion. In this, a student should answer the research question posed in the introduction. It would also be appropriate in the conclusion to suggest avenues of future research that scholars might undertake pertaining to the policy in question.

In writing the research paper, students will make use of a minimum of 10 political science journal articles, court cases, law review articles, academic book chapters from edited volumes, and/or books. While one may use sources such as newspapers or magazine articles from popular publications (i.e., Time, Newsweek, etc.), do so sparingly. Most of your sources should be academic ones you find on GALILEO library databases. (If you are a bit rusty in using GALILEO, visit the following URL and make use of the several tutorials and learning aids that the USG has housed there: http://help.galileo.usg.edu/searching/tutorials/) All sources should be included in a bibliography, which must be turned in along with the final research paper.

You may use only reputable sources to develop anything you produce for this class. Examples of such sources might include the Oxford Dictionary of Politics, the Encyclopedia of U.S. National Security, Europa World Online, West's Encyclopedia of American Law, and the Oxford Guide to the United States Government, to name but a few representative examples. Many others may be found by browsing around the UNG Department of Political Science & International Affairs’ Faculty Research Resources, which you can find under “Student Resources” on the departmental homepage. Generally speaking, steer toward online materials housed at academic or government websites when utilizing electronic sources.

Overall, students should probably anticipate writing around 15-20 pages of narrative material, excluding a cover page, bibliography, etc. This assumes you employ (which you should) something standard like Times New Roman 12 point font, 1” margins, and double spacing. Please use
endnotes and APA citation. Purdue University maintains a pretty good website to help you with proper citation formatting. You can find it at https://owl.english.purdue.edu/owl/resource/560/01/.

Please note from the tentative course schedule that your final research paper must be submitted on the 23rd of April by 5 p.m. The rubrics available via D2L will indicate how your paper will be scored. Overall, though, clarity, originality, grammar & mechanics, proper use of sources and citations, etc. will be evaluated. Higher marks will go to papers that are well-organized, clearly written, original, error-free, thoroughly and properly cited, etc. Incidentally, it goes without saying that committing plagiarism in a Senior Seminar would be a really, really bad idea, so do guard against this. The University of North Carolina—Chapel Hill maintains a good website about how to do so at http://writingcenter.unc.edu/handouts/plagiarism/.

During about week ten in the semester, I will be available in my office during both class time and during office hours to meet with students to discuss any aspect of your research paper. While this is not required, I encourage each student to stop by.

In addition to producing a research paper, each student will be responsible for making an in-class presentation about their paper. This presentation will count for 5% of a student’s final course grade and will give students experience with which to improve oral communication skills that political science majors would do well to hone before pursuing professional employment or graduate/law school.

Students will be responsible for preparing a 10-15 minute presentation on their research paper topic. The main aim of the presentation will be to give a very informed overview of the topic to classmates. This exercise might be equated to real-life circumstances political science majors might encounter. For example, you might find yourself one day on the staff of a congresswoman who, in anticipation of meeting the Spanish ambassador to the United States, wants to know how government in Spain works. Or you may find yourself attached to a foreign embassy where local dignitaries have expressed interest in learning about the executive branch of the U.S. In these hypotheticals just as in the real world, the reality is that you would have about 15 minutes to brief your principals on whatever topic is in question. Any less, you’ll have left out valuable information; any more, you’ll start to lose them. So, whether your professional aspirations take you into politics, the business world, or into the military, you will doubtless eventually be responsible for briefing somebody on something. You would do very well to acquire a good command of this communicative modality. (For some additional tips on giving class presentations, visit: http://www.usnews.com/education/blogs/professors-guide/2010/02/24/15-strategies-for-giving-oral-presentations.)

**Special note regarding attendance for your presentations: It is IMPERATIVE that students not miss any given class in which they are scheduled to present. Doing so would disrupt the entire class since we will operate on a tight schedule regarding student presentations. Short of serious illness or grave family emergency, you should plan on showing up on time to present when you are supposed to. If you find you must miss a presentation, contact me immediately. Know that you will be required to provide prompt and proper official documentation to substantiate the necessity of your absence and arrange a make-up presentation. Failure to do so will earn you a zero (0) for the presentation you miss and, so, drop your final grade in the course by half a letter.

In addition to delivering your brief orally in class, you will prepare three (3 and only 3) PowerPoint slides to accompany your presentation. These should complement and accentuate your talk. They should not be cluttered things you load up chock-a-block full of text and read to your audience. Rather, your PowerPoint slides should be visually engaging and contain things like bullet points and images to help you deliver your message. (For some additional tips on using PowerPoint, consider visiting and making use of material on this URL: http://presentationsoft.about.com/od/classrooms/tp/student_tips.htm.)