

2015

HIST 208: History of World War II—A Peer Review of Teaching Project Inquiry Portfolio

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Those Flipping' History Courses!
Can Flipped Classrooms Work in the Discipline of History?

2014-2015 Advanced Peer Review of Teaching Project
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Introduction

Abstract

This Inquiry Portfolio explores the efficacy of the “flipped classroom” format for university-level history courses for students, the professor, and the history department.

Course Overview

History of World War II (HIST 208) is a three-credit-hour, entry-level course that explores the seminal conflict that change the world during the 1930s and 1940s. The University registrar reserves at least one-fourth of all seats for incoming freshmen; even graduating seniors and (a few) graduate students enroll in the course. Once team-taught by several UNL History faculty with the occasional guest lectures, I am the course’s sole instructor. (See [Appendix A](#) for the course syllabus.)

The HIST 208 course in fall 2014-2015, this portfolio’s object of inquiry, started with 87 students and finished with 83 students with 78 students receiving a final course grade not affected by the student’s failure to complete all three regular examinations. (Failure to score at least one point on all of the three regular examinations results in the student receiving an “F” as a final course grade.) This fifty-minute course met at 12:30 p.m. every Monday, Wednesday, and Friday.

Course Goals

As collegiate-level general survey history courses are more intense than their high school counterparts, the student will sometimes find nearly overwhelming the sheer increase of knowledge. To better understand the twentieth century’s most significant war and its continuing effects, the student must have the capacity to explore various nation’s histories and their leaders, battlefield successes and failures, and the ensuing influences—with the ever-increasing need to employ critical thinking skills to evaluate the past and then apply the appropriate lessons to the present and the future.

Many HIST 208 students are relatively new to the collegiate environment, and they must learn to balance their finite time between attending classes, studying, social events, work, family life, travel, relaxation, et cetera against new and exciting opportunities found on and around the university campus. Some of my course goals for each student include, but are not limited to, improving their skills in note-taking and time management, and keeping adequate pace with

lectures, readings, and other assignments. I desire that my students be productive in their studies for this course.

Portfolio's Goals

This portfolio serves several professional and personal purposes. On the professional level, I wish to explore as many creative means as possible with which to better teach my students. While creating a clear outline of expectations, readings, examination and quiz requirements will allow the student to better organize their study time, I wanted to know if the “flipped format” would help my students master the knowledge, develop good discussion skills, and practice critical thinking skills learned during classroom discussions. Also, not having taught any flipped courses, I needed the experience to discuss cogently with my peers the desirability and practicality of offering flipped history courses.

On the personal level, I simply enjoy the intellectual pursuit of doing something “new.” Through the years, the Advanced Peer Review of Teaching projects have given me the opportunity to “dream big,” put my ideas into action, and then share the results with my peers. While I may compete with my peers for my students’ attention and time, we faculty must help each other create the best product possible for our students. I have adopted (and try my best to practice), “Intellectual rigor, not intellectual *rigor mortis*.”

Portfolio's Inquiries

To explore competently the flipped format, I addressed several areas of inquiry to guide my research, including:

- can the flipped class paradigm work for history courses as well as it has for STEM courses?
- regarding creating the flipped course, what materials were necessary; what would be the degree of difficulty in its creation; what, if any, time-saving measures or techniques existed?
- to what degree would students (a) accept having whole class discussions in lieu of traditional lectures during the thrice-weekly class periods; and (b) access video or audio podcasts during their homework sessions (regardless of when their homework sessions occurred)?
- could the flipped course promote the Socratic method of learning?
- would the History Department accept my experimentation with the flipped format?
- would I like the flipped format; in what courses could I potentially use the flipped format; is the new format conducive to my teaching skills?

Instructional Methodology

On the first day of class, I explored with the students HIST 208’s flipped format. I explained the flipped course philosophy, emphasizing the students’ potential for greater learning. Specifically, I discussed that they were now responsible to access the lectures during the time that they usually devoted to homework and, during the schedule class periods, we would analyze propaganda films, hold discussions, participate in other projects, and that I would also answer

students' questions regarding the lectures. Available on Blackboard at any time during the entire semester, the lectures were in both video and audio formats (the audio podcasts being stripped from the video podcasts). I also said that I would encourage discussions by asking questions of students to stimulate their contemplation of the assigned readings and other materials. I described how the traditional fifty-minute lecture period did not always promote in-depth discussions given the amount of lecture material that I needed to cover. Finally, I encouraged the students to provide feedback any time during the semester.

When I was crafting the flipped course, I considered the possibility of returning to the traditional lecture format after the first examination (the accumulation of roughly one-third of the final course grade) based upon student feedback. However, I decided against this event because I wanted to use the flipped course for the full semester. Such a radical change of pedagogy necessitates an entire semester's assessment.

I typically started each class period by asking students if they had any questions regarding the assigned topic. Next, I delved into the topic, exploring it in greater detail than the podcasts. Among other project and topics, we watched propaganda films from Germany, Japan, the Soviet Union, Great Britain, and the United States, sometimes taking two periods for a specific film. On several occasions, I broke students into small groups and completed specific exercises that required their individual opinions in the small groups, and then the small groups' opinions as we discussed the topic as a class.

The syllabus for the HIST 208 flipped course in fall 2014-2015 was identical to the HIST 208 lecture-based course of fall 2013-2014, regarding policies covering examinations, quizzes, attendance, and the final course grade. (See Appendices A and B.) The only syllabus change was the HIST 208 flipped course now included class participation as part of the student's final course grade. Further, for both courses, all computer-generated examinations and quizzes took place in the secure Arts & Sciences Testing Center located on both City and East Campuses.

At the semester's end, I asked students to participate in an extensive survey of their experiences and preferences. (See [Appendix C](#).) Due to the survey's size, I allowed the students to complete the survey at their leisure outside of the classroom and submit it by the last day of class. The students also completed a Department-required course survey on the final day, too.

Portfolio's Inquiries's Results

From the extensive survey, I extracted the data for my conclusions below. While participation was much lower than what I had hoped—32 out of 78 students—the data suggest some rather interesting conclusions.

TO WHAT DEGREE WOULD STUDENTS (A) ACCEPT HAVING WHOLE CLASS DISCUSSIONS IN LIEU OF TRADITIONAL LECTURES DURING THE THRICE-WEEKLY CLASS PERIODS; AND (B) ACCESS VIDEO OR AUDIO PODCASTS DURING THEIR HOMEWORK SESSIONS (REGARDLESS OF WHEN THEIR HOMEWORK SESSIONS OCCURRED)?

I hypothesized that, by the semester's end, students would accept and strongly prefer the flipped format upon discovering the new format's benefits. I was significantly wrong. When asked if I should offer HIST 208 in the flipped format in the next semester I was scheduled to

teach it, seventeen students said, “Yes”; six said, “No opinion”; and nine said, “No.” (See Table 1.) Removing the “no opinion” responses, the “Yes:No” ratio is 1.89 to 1.

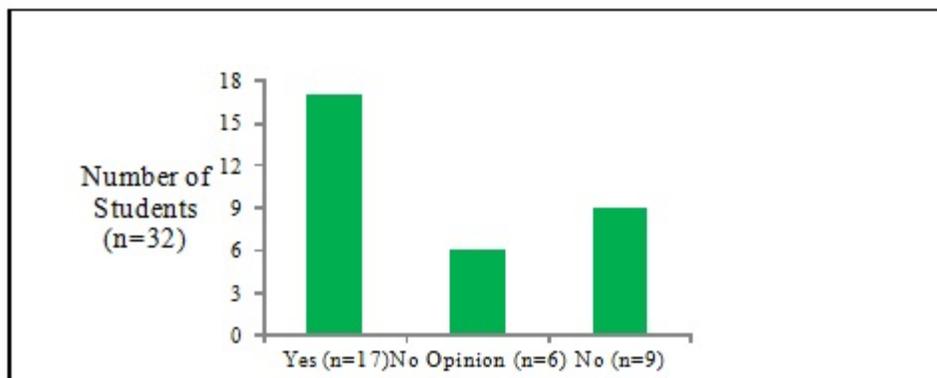


Table 1. Should HIST 208 be a flipped course again?

While this ratio seemingly supports another HIST 208 flipped course, it is nowhere near high enough to convince me. I would seriously entertain teaching a HIST 208 flipped course again if the ratio were 4 to 1 or higher. Of the seventeen “Yes” responses, twelve students expressed reasons; and of the nine students who said, “No,” all nine gave comments. (See Tables 2 and 3.) Of the six “No opinion” responses, only one response: “either would work”.

- yes, helps get a greater understanding of the subject
- to learn so much material, this really worked I thought
- this is a good way of learning for history
- give another option to learn/study

- it is a good system he is using
- it's a good system
- worked well for me
- it's helpful

- it helps move the class along
- it helps with better class discussions

- I feel that it raised my grade

- but only if better outlines are offered on Blackboard to help students know what is relevant for quizzes and tests

Table 2. “Yes” respondents’ comments (grouped by topic).

- I dislike out-of-classroom learning; it doesn't "stick"
- no, because it is effectively lecture 5 days a week
- the assigned readings and videos were too much sometimes; more shorter videos
- a lot of work to watch and read (liked reading)
- it is not fair
- they were stressful to me
- it just adds on to the stress of getting things done; there is no reason not to use the time in class to lecture and discuss
- either make it an online class or an actual lecture class
- flipped class makes class unnecessary (could be online class)

Table 3. "No" respondents' comments (grouped by topic).

CAN THE FLIPPED CLASS PARADIGM WORK FOR HISTORY COURSES AS WELL AS IT HAS FOR STEM COURSES?

The answer is not simple. The peer-reviewed literature and discussions with colleague in various STEM courses assure me that a well-designed flipped course significantly aides students in their studies by having students review the lecture materials outside of class and working homework during scheduled class time. A colleague, who teaches in local four-year college's accredited nursing school, flipped her critical care course and raved about her students' significantly improved performances and outcomes. (The college has maintained a seven-year 100% success rate on senior nursing students completing the National Council Licensure Examination [NCLEX], which is the national computerized adapted test necessary to obtain a nurse's license.)

Despite the above evidence in support of flipped STEM courses and a flipped local nursing critical care course, the HIST 208 flipped course students displayed strong negative and weak positive support for any university flipped courses. When asked, "Should universities offer more flipped courses?" the students responded with a strong negative/weak positive slant. The question did not ask students to specify any discipline or grade level. The strong negative responses are from "0" to "3" and the weak negative responses are from "7" to "10". (See Table 4.)

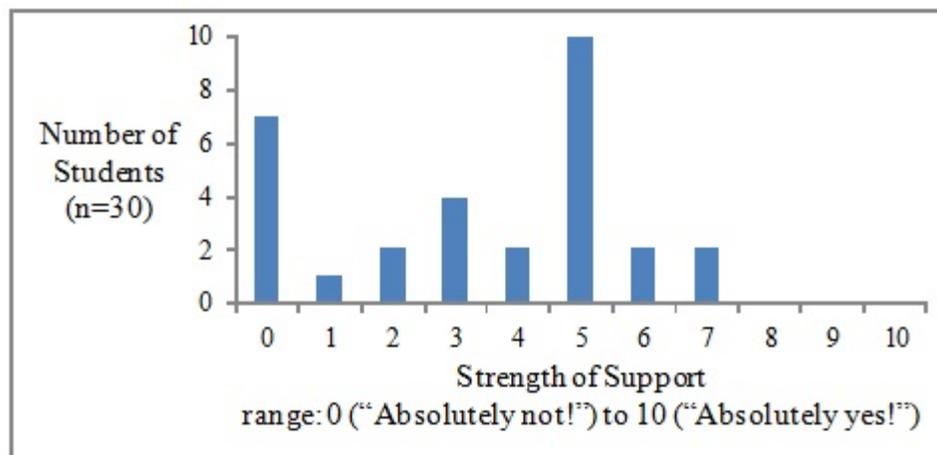


Table 4. Should universities include more flipped courses?

If the students are set against flipped courses, then the professor will need to undertake greater efforts to convince the students that the flipped course offers more than the lecture-based course.

Two bright spots occurred when comparing students' responses toward flipped courses in general and the HIST 208 flipped course, though they must be interpreted with a grain of salt. First, students liked the HIST 208 flipped course just a bit better than any other flipped course (the latter's discipline is unspecified). Second, students thought that the HIST 208 flipped course did help them learn about World War II. (See Table 5.) However, this point is muted a bit as no other similar comparison is available that examines if HIST 208 lecture-based course helped students learn about World War II.

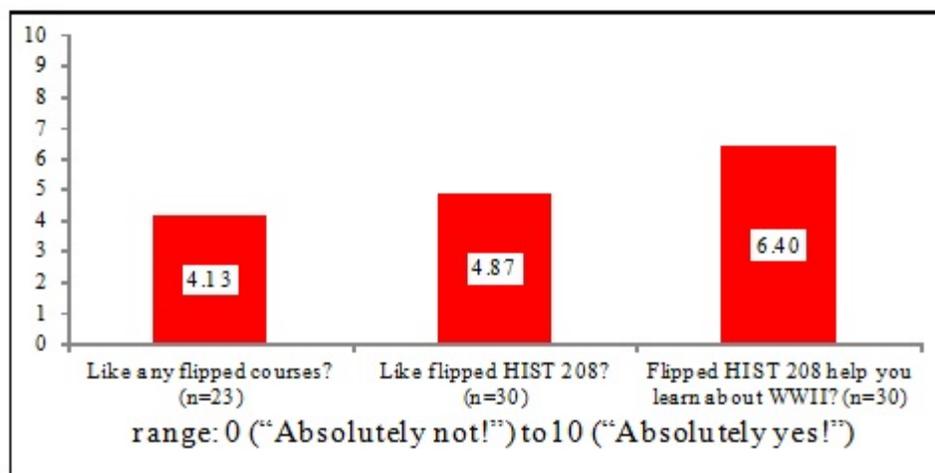


Table 5. Comparison of students regard for flipped courses.

WHAT WOULD BE THE DEGREE OF DIFFICULTY IN CREATING HIST 208 AS A FLIPPED COURSE?

I did not know where or how to start creating a flipped course, so I spent hours upon hours of researching what materials might be necessary, the degree of difficulty of creating a flipped course, if any time-saving measures existed, and other topics. Certainly, I wanted to know what others had experienced with a flipped course in the discipline of history. Ultimately, I created my

own version of the flipped course as I did not find any peer-literature that explored the efficacy of the flipped course for humanities courses, much less a history course. I found no explicit guidelines; rather, I acquired very general ideas. While the empirical and anecdotal evidence that flipped courses are successful in STEM classes and a local nursing critical care course was most encouraging, my inability to find literature specific to my situation was frustrating.

So, my first step to create my HIST 208 flipped course was to copy from my HIST 208 online course all of the video and audio podcasts and outlines, and then “paste” them into my HIST 208 flipped course. In about thirty minutes, I had all of my lectures and outlines posted in my flipped course, which was the vast majority of work in assembling the course.

I did not encounter any ponderous administrative duties or technical problems.

DOES THE FLIPPED FORMAT PROMOTE THE SOCRATIC METHOD FOR LEARNING?

I firmly believed that most students would enjoy the discussions à la the Socratic method, but I was wrong. Many students responded as I had hoped by asking questions; however, the vast majority of questions came from about four or five specific students. When I started to ask questions of students on a “cold call” basis, many either did not know the answer, did not wish to participate and gave one-word answers, or were too stunned. I hoped that my prodding them along a line of inquiry would help them find their way. Sadly, on many occasions, students did not accept my efforts and became quiet. The class size contributes significantly to the utility of the flipped course.

WHAT WOULD THE DEPARTMENT’S REACTION BE TO MY FLIPPED COURSE?

The Department has informally discussed the utility of the flipped format. Several tenured professors who themselves have participated in Advance Peer Review projects support my experimentation with the flipped course. While I posit that the Department will welcome the experiment, especially as it explores other teaching paradigms (specifically online courses), it may use the flipped format, but only after much more conversation, critical review of outside research, and more experimentation.

WOULD I LIKE THE FLIPPED FORMAT?

I both like and dislike the flipped format, though not to the same degree. I like the flipped format for the opportunity to engage the students in the Socratic method. However, this process becomes nothing more than another lecture if the students decide to not participate.

The most significant reason that I dislike the flipped format is because I am not lecturing, which I consider one of my classroom strengths. The lecture is the best method of imparting information to students because the students’ feedback is instantaneous. A good professor can see the students’ faces and know when he/she is not connecting with them. Sometimes when the students are too quiet and not asking questions, the professor can take the initiative and shift gears, finding a new concept that will make sense. The lecture is also a time when you can guarantee that every student has the opportunity to listen to the material; leaving the student to access the lecture on her/his own does not create a similar guarantee. A professor can introduce humor that is timely with the lecture; that same humor on a podcast can be outdated rather soon.

Sometimes diving deep into the lecture is a great opportunity for students as a group to “connect the dots” among different topics.

Conclusions

As history is a narrative, not a STEM discipline, flipped courses do not work in the same manner. Students expect that lower-division introductory history courses will be lecture-based, not discussion-based. With overall support for flipped courses being very weak, professors and departments must make greater efforts to convince students that such a radical departure from traditional lecture-based courses is in their best interest; and even then, the professors must expend much greater effort in the classroom to facilitate the course. Incoming students have yet to learn how to engage in productive discussions, exercise critical thinking, and take various strands of history and synthesize their observations. Certainly, discussions hold a greater significance in upper-division and graduate history courses, becoming a dynamic component of higher education.

Overall, as measured by students’ examination and quiz grades, the HIST 208 flipped course ranks slightly below average versus both lecture-based and online course formats. Perhaps their unfamiliarity with a flipped course contributed to the declines early in the semester; however, but the semester’s end, I thought that I would see significant improvement. I was wrong.

In the final analysis, I would teach another flipped course and I would recommend that the Department of History run another flipped course in the near future provided the selected course meets specific criteria. First, to facilitate discussions, the class must not be larger than 24 students. Second, the course must emphasize discussion. Third, the course’s flipped format must be advertized long before the semester’s start, preferably in the university’s schedule of courses, so that students may assess whether a flipped course is their best option (of course, provided they know what a flipped course is).

Reflections upon this Advanced Peer Review of Teaching Project

While I do not advocate change for its sake alone, I must be intellectually nimble to explore new teaching pedagogies if I am to present the best course possible to my students. I must also witness to them what I teach, that one must be academically honest and brave when exploring history. For this Advanced Peer Review of Teaching project, the exploration is not specific to learning history, but its inculcation.

UNEXPECTED RESULTS

I saw a slight dip in the HIST 208 flipped format course’s students’ quiz scores and a much larger dip in their examination’s scores. Comparing identical quizzes between the HIST 208 flipped course and three other HIST 208 courses, two classroom and one online, the average scores for six quizzes dropped in the HIST flipped course. (See Table 6.)

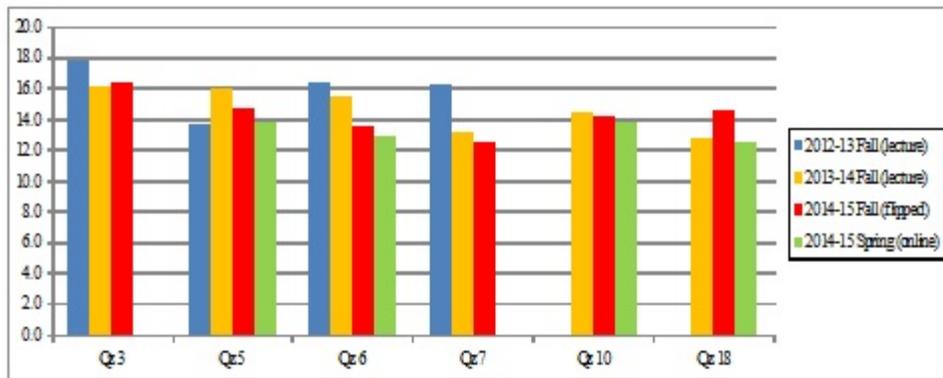


Table 6. Quiz grades in all HIST 208 formats.

Comparing identical examinations between the HIST 208 flipped course and four other HIST 208 courses, two classroom and two online, the average scores for the HIST 208 flipped course examinations decreased. Comparing five objective questions sections, the grades from the HIST 208 flipped course were lower than average for four, but the highest for one. One of the lower grades was on the semester’s first examination and the highest grade was on the last examination. (See Table 7.)

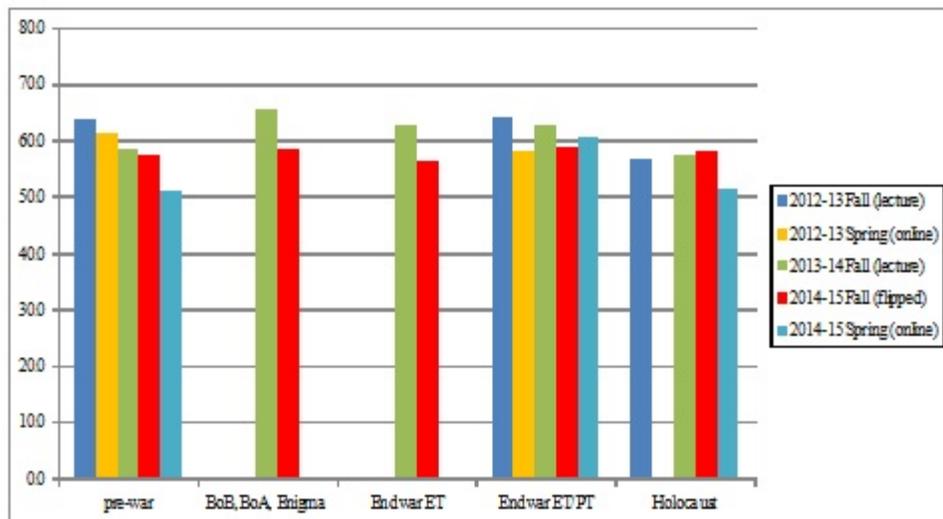


Table 7. Examination/objective questions grades in all HIST 208 formats.

Perhaps the students needed time to become comfort with the flipped format. Similarly, regarding five short answer sections, the grades for HIST 208 flipped course were slightly lower than average. (See Table 8.)

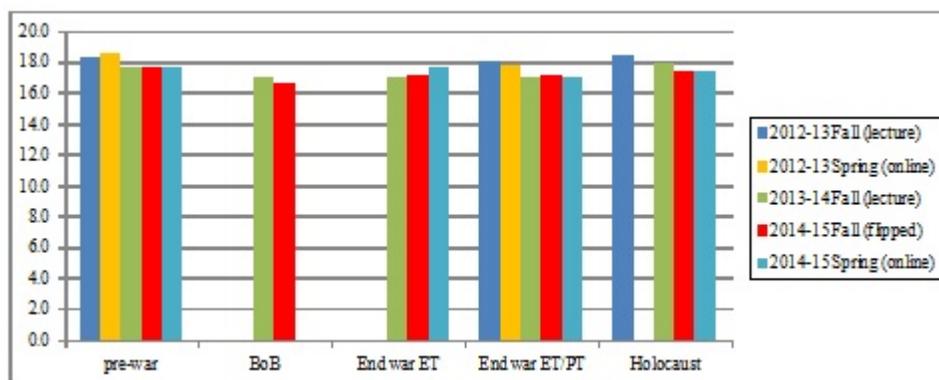


Table 8. Examination/short answer grades in all HIST 208 formats.

One of the most odd data sets involves juniors versus all other students in the HIST 208 flipped course, and the observation has two parts. The first part involves the class of the student completing the survey. While the survey asked for the respondent's name, the fulfillment was optional. Accordingly, of the 32 respondents, juniors accounted for 11, of whom only 5 gave their names, the lowest class percentage by far. (See Table 9.) The reason eludes me.

class	total	names provided	percentage
freshman	3	2	66.7%
sophomores	12	9	75.0%
seniors	3	2	66.7%
graduating seniors	3	2	66.7%
totals	21	15	71.4%
juniors	11	5	45.5%

Table 9. Number and percentage of names provided by class.

The second part involves the how members of each class rated whether HIST 208 should be offered as a flipped course in the future. Of all classes, which includes a special category of graduating seniors separate from seniors, the juniors were the strongest in their support. (See Table 10.) Numerically, the juniors and sophomores each had 7 "Yes" responses, but the juniors' rating of 1.55 is the strongest support. Further, the juniors' support becomes even stronger by eliminating the "No opinion" responses and examining the ratio of "Yes" to "No"

class	Yes	No		rating	<u>Yes : No only</u>	
		opinion	No		rating	ratio
freshman	1	2	0	1.67	1.00	
sophomores	7	1	4	1.75	1.73	1.75
seniors	1	1	1	2.00	2.00	1.00
graduating seniors	1	0	2	2.33	2.33	0.50
totals	10	4	7	1.86	1.82	1.43
juniors	7	2	2	1.55	1.44	3.50

Table 10. Should HIST 208 to be taught as flipped course again?
Yes = 1, No opinion = 2, No = 3

responses. The juniors' rating increases to 1.44, which is significantly stronger than any other class. Also, the juniors ratio of "Yes" to "No" is a very surprising 3.50, which is double the sophomores. (The freshman do not have a ratio as the math does not support that function.)

Several curious questions arise from these two parts. First, why do the juniors not identify themselves in the similar percentages of the other classes? Second, why do the juniors have the most support for having HIST 208 be taught as a flipped course again? Finally, third, what is the relationship, if any, between the previous two questions? I hypothesize that the junior class is in a significant transition in their university and degree programs. To wit, they are no longer underclassmen, thus they are in better command of their academic lives; and they are not as "jaded" as the seniors and graduating seniors. (Please accept a wide definition of "jaded.") Note, a total of three seniors and graduating seniors completed this portion of the survey. Thus, I wonder if juniors would provide the best re

SURPRISING REVELATIONS

A significant benefit of Advanced Peer Review of Teaching projects is discovering more about one's topic course than the stated goals. Certainly, the same is true for me and my target course, HIST 208/History of World War II. I have discovered two significant lessons during my research and I hope to employ them as soon as possible.

In my first lesson, I did not realize the large discrepancy of the total time in class periods versus lecture podcasts. My HIST 208 lecture-based class periods total 36 hours and 40 minutes (44 periods on a Monday/Wednesday/Friday schedule) and my HIST 208 lecture podcasts total 28 hours and 45 minutes, which is 78.4% of the former. As my lecture podcasts cover the exact same amount of information as my lecture-based course and include additional materials from documentaries, the difference in time shocked me. I am stunned that I lose nearly eight hours in the classroom due to sundry announcements; explaining course policies; reviewing examination topics, dates, and times; the electronic gadgets not working properly; inclement weather; fire alarms; disruptive students; personal tangents; among other distractions. As a result, I will endeavor as never before to not waste class time through whatever means that I can.

Two related scenarios come to me. First, if a student in a lecture-based course faithfully attends all lectures but does not study on her/his own, the student receives nearly 37 hours of instruction. As a professor, I should be happy for that alone. Conversely, in a flipped course, if a

student faithfully watches/listens to the lecture podcasts and attends every class period, he/she receives nearly 29 hours of podcasts instruction plus the nearly 37 hours of class time. Just what every professor wants: students spending more time for her/his course than any other professor's!

In the second scenario, using the rule of thumb that students should study at least two hours for every hour of lecture, students should study for just over 73 hours. However, in a flipped course, their "homework" of watching/listening to the lecture podcasts totals just under 29 hours, which "saves" them 44 hours.

As my second lesson, the next time that I teach HIST 208 as a lecture-based course, I will place the video and audio lectures in Blackboard for several reasons. First, and most important, I will include more discussions, propaganda videos, and group activities, knowing that my students will not miss any lectures because I will direct them to watch/listen to the available podcasts. Second, students can use the podcasts to augment their lecture notes. Third, students will no longer be able to claim that they did poorly on an examination because they could not secure the notes.

My third lesson is the creation and posting of additional podcasts that will help my students (a) gain greater insight to specific topics of World War II, and (b) learn how to write and function in the discipline of history. Students sometimes ask fascinating questions of which the answers would take so much time in class. So, I will create a catalog of short-length podcasts that focus on a specific question or issue. I can disperse these into the appropriate modules that contain the lecture podcasts and outline as well as putting them in one large folder. Also, I have started posting interviews with subject-matter experts who discuss World War II's influence on their discipline. These professors provide an outside source of expertise that helps the students realize that World War II affected more than just soldiers on the battlefields.

Further, I will create and post a series of short-length podcasts that relate to the field of history, covering such topics as constructing an essay, writing a paragraph, how to compose footnote and endnotes, writing a research paper, et cetera. I expend valuable lecture time and energies in remedial instruction, and I no longer will by posting the appropriate podcasts. Additionally, by including other history faculty on this project, students will subconsciously understand that history is more than the professor in the front of the classroom, be introduced to other history faculty, and perhaps have greater confidence in me as a professor as I am not threatened in allowing another history faculty to take center stage.

Appendices

- Appendix A: Syllabus for HIST 208/History of World War II, Fall 2013-2014, Lecture-based
- Appendix B: Syllabus for HIST 208/History of World War II, Fall 2014-2015, Flipped format
- Appendix C: Dr. Thomas H. Berg's Extensive Survey for HIST 208/History of World War II,
Fall 2014-2015

Appendix A

Syllabus for HIST 208/History of World War II, Fall 2013-2014, Lecture-based

HIST 208 History of World War II
2013-2014 Fall Semester
MWF, 12:30 p.m.-1:20 p.m.
115 Burnett Hall

Dr. Thomas H. Berg
630 Oldfather Hall
Office: 402-472-5452
Hours: MW, 10:450 a.m.-12:15 p.m.
and by arrangement
tberg3@unl.edu

Department of History
6th Floor Oldfather Hall
Office: 402-472-2414

Required Books

- Williamson Murray and Allan R. Millett, A War to be Won: Fighting the Second World War. Cambridge, Massachusetts: Belknap Press, 2000.
- Doris L. Bergen, War and Genocide: A Concise History of the Holocaust. 2d ed. New York: Rowman & Littlefield, 2009.
- John Dower, War Without Mercy: Race and Power in the Pacific War. New York: Pantheon, 1986.

Course Outline and Goals

The Second World War was one the greatest cataclysms created by man. In it, all belligerents—at one time or another and in varying degrees—forgot or disregarded with impunity all of the politely negotiated conventions regarding the humane waging of war. Stemming from the First World War, in which millions of soldiers and civilians lost their lives, the major European nations willingly tried any means to divert Germany from igniting a second such calamity. Wanting to expand its empire, Japan used the chaos of World War I and its confusing aftermath to promote aggressively its agenda in China and throughout Asia, despite the ominous threats from America. France faced the ignoble armistice with Germany, which later occupied the entire country. Great Britain found itself the only nation fighting Germany for over one year. The Soviet Union suffered more military and civilian deaths as a direct result of combat than any other nation. China fought a brutal civil war while both parties fought against the Japanese. In its efforts to avoid a repetition in European affairs and to focus on its economy, the United States entered the war only after Asia and Europe had been at war for several years. Truly, the Second World War was one of the world’s most calamitous events.

In every nation, victorious and defeated, came monumental social, political, technological, and cultural changes, some for the better and others for the worse, some originating among the defeated and others imposed by the victors. From World War II, the world embarked upon a new war, the “Cold War,” in which the United States and the Soviet Union competed for the hearts and minds of nations around the world. The clash of such titans, which seemed inconceivable in the early-1930s, became the world’s new paradigm through which the world found a new terror—nuclear weapons—the resolution of which was not easily forthcoming.

Final Course Grade Criteria

This course uses varying percentages of attendance, an end-of-semester paper, quizzes, and examinations to calculate a student's final course grade. However, these percentages may vary according to a student's choice.

Each student may choose either the basic option or alternate option to calculate her/his final course grade. The basic option, which is the default option for each student, uses the following exact percentages: Attendance, 5%; Paper, 0%; Quizzes, 10%; and Examinations, 85%. The alternate option allows the student to choose among the following percentages: Attendance, 5% or 10%; Paper, 0%, 5%, or 10%; Quizzes, 10%-30% (in 5% increments); and Examinations, 50%-85% (in 5% increments).

The student will submit a written record of his/her choice of grading options in a manner to be announced. The deadline for each student to choose alternate option with its corresponding final course grade percentages is Friday, September 27, 2013, which is after the first regular examination has closed. If a student elects not to choose or fails to choose the alternate option, the student's final course grade will be calculated using the basic option. After the deadline has passed, the choice is irrevokable.

Attendance

Attendance counts for five percent (5%) or ten percent (10%) for the final course grade; the default is five percent (5%). At the end of each class period and upon the recording of the student's presence in class, the student will receive one (1) attendance point. A student may earn more than one hundred percent (100%) of the possible Attendance points and apply the same to her/his final course grade.

The Attendance policy requires a student's "active attendance," meaning, a student's focus during the lecture should be on the material presented therein and nothing else; hence, the minimum performance demanded of a student is to be present and listen. Active attendance does not permit in any form or any interpretation (but is not limited to) sleeping, texting, cell phone use, internet use (even for "class-related" matters, studying for other courses, reading other materials, conversations beyond quick queries to another student for missed lecture information, et cetera.

Penalties vary for a student who abuses the active attendance policy. On the student's first offense, s/he will lose the lecture's attendance point. The student's second offense results in the student losing the lecture's attendance point and losing the alternate option, reverting to the basic option. For the third and each subsequent offense, a five percent (5%) reduction of the final course grade will occur.

The student may use any and all electronic devices, but solely for taking notes during lecture. Any other use, including (but not limited to) looking for information related to the lecture, visiting social media sites, checking email, and communicating is strictly prohibited. Upon the student's first violation of this policy, the student will lose the Attendance point for that lecture, be dismissed from the classroom, and will not be able to use any other electronic device in the classroom for the remainder of the semester. Upon second and subsequent violations, the student will lose one full letter grade from the final course grade.

Only excused absences will allow a student to earn one (1) Attendance point without being in class, even on days when more than one (1) Attendance point is awarded. No Attendance point is possible with any unexcused absences.

No student can sign the attendance roster for another student; each student will sign only her/his name. As necessary, the student must present upon demand a University-, state government-, or federal government-issued photographic identification. False use of the identification constitutes academic fraud and will result in the student receiving an “F” for the final course grade and a letter stating the same sent to the Dean of Student Affairs. If you are unsure of what false use of identification means, talk to me, your adviser, or any other trusted individual. Consult UNL’s Student Code of Conduct, Section 4.3, “Falsification or Misuse of University Identification and Other Documents” (<http://stuafs.unl.edu/ja/code/three.shtml>) for further information. Students are always and solely responsible for their own actions and any consequences.

A student may accumulate more attendance points than total attendance points possible, allowing the student to earn a maximum of one hundred and ten percent (110%) of the Attendance grade and the final course grade will reflect this reality.

Paper

The end-of-semester Paper counts for zero percent (0%), five percent (5%), or ten percent (10%) for the final course grade; the default is zero percent (0%). Researching, writing, editing, and submitting a five-page paper provides a student a low-pressure opportunity to understand and practice best practices for writing in the history genre. Specific guidelines for the Paper’s components will appear under Blackboard’s “Paper” tab at the appropriate times.

The topic is worth five percent (5%) of the Paper grade. Selecting the topic provides five-page paper’s general direction. Without penalty, the topic may change completely as circumstances warrant.

The annotated bibliography is typically a work-in-progress and is worth ten percent (10%) of the Paper grade. This crucial portion of the paper is the broad roadmap of the work that the student has consulted and continues to consult in researching the topic. Once submitted, the working on the annotated bibliography does not end; indeed, adding to, deleting from, and refining the annotated bibliography should continue until the student submits the final draft.

Each student will submit a rough draft and edit another student’s rough draft, worth ten percent (10%) and fifteen percent (15%), respectively, of the Paper grade. In the student’s rough draft of four (4) pages, s/he should incorporate best writing practices for the history genre. The rough draft will include any pictures, graphs, or other relevant materials and the annotated bibliography, but none of these items will count among the four (4) pages. Proper organization, development of the thesis, the history writing style, punctuation, use of footnotes and endnotes, and bibliography are a few key concepts that promote a readable history paper. Also, the editing of another student’s rough draft allows the student to practice the crucial editing techniques that enable her/him to identify and correct mechanical errors, the paper’s technical requirements, problems in organization, and presentation. I will provide several internet sites that provide good assistance or refreshers for students.

The final paper of five pages counts for sixty percent (60%) of the Paper grade. The paper will include a separate cover page, the research in coherent and lucid written form that conforms to good history best practices, endnotes (not footnotes or parenthetical references), and an annotated bibliography. The five-page paper's length excludes the cover page, photographs, charts, endnotes, and annotated bibliography; to wit, the five-page paper must have five full pages of written work. Table 1 lists the due dates and percentages for the Paper's components.

	<u>due date</u>	<u>percentage of Paper's grade</u>
topic	Friday, September 13	5%
annotated bibliography	Friday, October 18	10%
student's first rough draft	Friday, November 1	10%
student's second rough draft	Friday, November 15	15%
final paper	Friday, December 6	60%

Table 1. Due Dates for the Paper's Component Assignments.

If the student falsely claims authorship on any portion of the five-page paper, the student will receive an "F" as a final course grade with a letter stating the reason(s) sent to the Dean of Student Affairs.

Though extremely rare, a student can earn one hundred and ten percent (110%) on the Paper grade, and the final course grade will reflect this reality.

Quizzes

Quizzes count for ten percent (10%) to thirty percent (30%) in five percent (5%) increments for the final course grade; the default is ten percent (10%). All quizzes will take place only in the Arts & Sciences testing facilities in 127 Burnett Hall (City Campus) and 218 Biochemistry Hall (East Campus) during posted hours. (See http://scimath.unl.edu/wba/testingcenter_home.php for further information.) Each student must be acquainted with the testing facilities' rules and will follow them as administered by the testing facilities's director and proctors just as if I had issued such rules.

Regular quizzes cover assigned readings, lectures, and other topics as assigned. As each student may take each quiz three times and only once per day, the highest-scoring attempt will count as that regular quiz's official grade and, thus, toward the Quizzes grade and the final course grade. If a student scores at least one point in each regular quiz official grade, the student's highest-scoring regular official quiz grade will replace the lowest-scoring regular official quiz grade while retaining the integrity of the original highest-scoring regular official quiz's grade.

Bonus quizzes cover the same material as regular quizzes. As each student may take each quiz three times and only once per day, the highest-scoring attempt will count as that bonus quiz's official score and, thus, adding the point(s) to the student's total regular official quiz points used to calculate the Quizzes grade and the final course grade. However, bonus quizzes

do not count toward the exchange of the highest-scoring regular quiz official grade for the lowest-scoring regular quiz official grade. Further, a student cannot apply to the Quizzes grade more than 10% of total regular quiz points possible. The first quiz of the semester is a bonus quiz and its purpose is to acquaint the student with the style and format of regular and other bonus quizzes.

Regular and bonus quizzes utilize, but are not limited to, true/false, multiple choice, fill-in-the-blank, matching, chronological, map-oriented questions. All quizzes are open for only a specific length of time, typically from Wednesday morning (9:00 a.m.) to the following Tuesday evening (10:00 p.m.). (However, some alterations due to the University schedule will occur and the student is responsible to be aware of them.)

Absences of any type do not permit the extension of the period during which a student can take the quiz unless the absence is four (4) days or more as the student has seven (7) or eight (8) days during which to take most regular and bonus quizzes.

A student does not need to take any quiz to pass the course. Missing the quizzes inflicts its own penalty of no credit for the Quizzes portion of the final course grade.

If a student cheats on a quiz, the student will receive an “F” as a final course grade with a letter stating the reason(s) sent to the Dean of Student Affairs.

A student can earn one hundred and ten percent (110%) on the Quizzes grade, and the final course grade will reflect this reality.

Last Day Policy

Each student has one (1) final opportunity to complete a quiz on the “last day,” which is 9:00 a.m.-10:00 p.m. on Wednesday after the quiz closes and under specific conditions. During the last day, if a student is unable to complete the quiz due to circumstances of any kind, no further opportunity exists to take that quiz. Such circumstances include, but are not limited to, the Testing Center’s complete destruction, the computer/server crashing, the student’s assignment data is irretrievably lost, an allergic reaction to air that forces the student to go to the hospital’s emergency room, et cetera. If a student has not attempted the quiz before the last day, the student suffers the specific penalty.

If circumstances compel the extension of the quiz’s closing date, no new last day will be scheduled. No circumstances whatsoever allow a second attempt for the original last day.

Only approved extenuating circumstances shall allow for a student to take any quiz at a later time, the completion of which shall be no later than one week after the original quiz. Each student must give advanced notification for missing a quiz. (See **Absences and Extenuating Circumstances** policy.) Further, as circumstances warrant, I reserve the right to change the quiz’s format.

Examinations

Examinations count for fifty percent (50%) to eighty-five percent (85%) in five percent (5%) increments of the final course grade; the default is eighty-five percent (85%). All examinations (except the optional comprehensive examination) will take place only in the Arts & Sciences Testing Center in 127 Burnett Hall (City Campus) and 218 Biochemistry Hall (East Campus) during posted hours. (See http://scimath.unl.edu/wba/testingcenter_home.php for further

information.) Each student must be acquainted with the Testing Center's rules and will follow them as administered by the Testing Center's director and proctors just as if I had issued such rules.

Comprising the Examination grade are one (1) evaluation examination worth ten percent (10%) and five (5) regular examinations collectively worth ninety percent (90%). A student must score at least one point in each of the five (5) regular examinations to pass the course; failure to do so results in an "F" for the final course grade. An optional comprehensive examination is available for each student and can add a maximum of five percent (5%) to the Examinations grade. Though extremely rare, a student can amass more than one hundred percent (100%) on any regular examination, and the final course grade will reflect this reality. If a student cheats in any way whatsoever on any examination, the student will receive an "F" as a final course grade with a letter stating the reason(s) sent to the Dean of Student Affairs.

Each of the five (5) regular examination covers material as announced in class, and the fifth regular examination is not comprehensive. The Examinations grade will count the highest-scoring regular examination grade for thirty-five percent (35%); the middle-scoring regular examinations for thirty percent (30%); and the lowest-scoring regular examination grade for twenty-five percent (25%).

The evaluation examination counts ten percent (10%) of the Examinations grade, and its points are "all-or-nothing." The evaluation examination and all regular examinations are available in either objective question format or essay format. The objective question format is the default examination format for each student unless a student submits her/his choice via computer in the testing facility no later than the Friday, September 27, 2013. Once the deadline has passed, the choice of examination format is irrevokable and will apply to all three (3) regular examinations.

An optional comprehensive examination is available for each student and can add a maximum of five percent (5%) to the Examinations grade. The score is scaled and does not reflect a symmetric parallel to the course's grade ranges as listed in **Grading Policy**.

Table 2 shows the dates for all examinations.

A student can earn one hundred and ten percent (110%) on the Examinations grade, and the final course grade will reflect this reality.

	<u>opens</u>	<u>closes</u>	<u>last day</u>
evaluation examination	Wed., September 4	Tues., September 10	Wed., September 11
first regular examination	Wed., September 18	Tues., September 24	Wed., September 25
second regular examination	Wed., October 9	Tues., October 15	Wed., October 16
third regular examination	Wed., October 30	Tues., November 5	Wed., November 6
fourth regular examination	Wed., November 20	Tues., November 26	Tues., November 26
fifth regular examination	Wed., December 11	Fri., December 13	not even possible!
comprehensive examination	Wed., December 11	Fri., December 13	not even possible!

Table 2. Schedule of Examinations.

Objective Question Examinations

The Evaluation examination and all regular examinations will have an objective section (worth eighty [80] points) and a short-answer section (worth twenty [20] points). The objective and short-answer sections will be in their own distinct files. The student may take the objective section two (2) times with the higher grade counting toward the Examinations grade and the final course grade. The student will not be able to see the answers on the objective section without my assistance. The student may take the short-answer section only once.

The evaluation and all regulation examinations are available during extended time periods. The third regular examination does not have a make-up day as it falls on the Friday of Finals Week and no further examinations at the University are possible. Typically, examinations open on Wednesday at 9:00 a.m. and close on the following Tuesday at 10:00 p.m., creating a seven-day period during which the examination is available as the facilities are open over the weekend. Each student is guaranteed at least three (3) days to complete an examination. If a student with an excused absence (see **Absences and Extenuating Circumstances** policy) misses five (5) or more days during which an examination is open, the student and I will seek the appropriate remedy—of which I am the final arbiter—to give the student the opportunity(ies) to attempt the examination. I will extend the period during which each student may complete an examination by the same number of days that University-responsible, weather-related, or other circumstances, of which I am the final arbiter, force all testing facilities to close for four (4) or more days. No additional days for completing an examination will be granted if all testing facilities close for three (3) days or less.

Last Day Policy

Each student has one (1) final opportunity to complete an examination (or quiz) on the “last day,” which is 9:00 a.m.-10:00 p.m. on Wednesday after the examination closes and under specific conditions apply. During the last day, if a student is unable to complete the examination due to circumstances of any kind, no further opportunity exists to take that examination. Such circumstances include, but are not limited to, the Testing Center’s complete destruction, the computer/server crashing, the student’s assignment data is irretrievably lost, an allergic reaction to air that forces the student to go to the hospital’s emergency room, et cetera. If a student has not attempted the examination before the last day, the student suffers the specific penalty.

If circumstances compel the extension of an examination’s assignment’s closing date, no new last day will be scheduled. No circumstances whatsoever allow a second attempt for the original last day.

Only approved extenuating circumstances shall allow for a student to take any examination at a later time, the completion of which shall be no later than one week after the original examination. Each student must give advanced notification for missing an examination. (See **Absences and Extenuating Circumstances** policy.) Further, as circumstances warrant, I reserve the right to change the examination’s format, including (but not limited to) a hand-written, timed essay on the same question conducted outside of class time.

Essay Examinations

Each student will complete the essay examinations in the Testing Center during the schedule as listed in Table 2.

The student will use best writing practices, including (but not limited to) proper writing mechanics, spelling, and organization; lucid prose; and proper use of evidence. Consult “Guidelines for Writing Essay Examinations in the Testing Center” as found in Blackboard > Course Documents. Each student will receive comments and a grade approximately one (1) week after completing the examination.

Evaluation Examination

The evaluation examination gives each student the opportunity to understand the regular examination’s format and process. The evaluation examination counts ten percent (10%) of the Examinations portion of the final course grade, and its points are “all-or-nothing.”

The evaluation examination’s purpose is to acquaint the student with each examination format. Each student can complete the evaluation examination in both examination formats, but each format only one (1) time. A student must complete the evaluation examination in the Arts & Sciences testing facilities during posted hours. No student will be able to see the evaluation examination’s answers on the objective question format; however, the student may see the answers with my help.

Comprehensive Examination

The comprehensive examination is optional and students may take it in the Testing Center according to the schedule in Table 2.

Extra Credit

No extra credit is available outside of the opportunities to earn extra points in Attendance, Participation, Paper, Quizzes, or Examinations.

Grading Policy

As no University, College, or Department policy establishes the grading scale, the following grading scale applies for all papers, quizzes, examinations, and other materials:

>100% = A+	89%-87% = B+	79%-77% = C+	69%-67% = D+	59%-0% = F
100%-94% = A	86%-84% = B	76%-74% = C	66%-64% = D	
93%-90% = A-	83%-80% = B-	73%-70% = C-	63%-60% = D-	

Absences and Extenuating Circumstances

Students are responsible for completing all work in the prescribed time frame, though extenuating circumstances may dictate otherwise. Extenuating circumstances include, but are not limited to, any University-sponsored event, serious personal issue, or family health issue.

The student is responsible to relay as quickly and competently as possible the information that compels the absence. If participating in a University-sponsored event, the student must provide the explanation on department or club letterhead with the sponsor's contact information and in advance of the date of absence. If the absence is due to a non-University-sponsored event, the student must provide the appropriate documentation from an appropriate authority with contact information that the student was unable complete the assigned work.

Grading Appeals

If a student exercises the right to appeal what he/she believes to be an unfair grade, please talk to me first; most problems find resolution at this point. If the student is not satisfied, talk with the Dr. William Thomas, Chair of the Department of History. If the student is still not yet satisfied, contact the Dr. Steve Goddard, Interim Dean of the College of Arts & Sciences, for further information.

While appealing the final course grade must take place within the first two (2) weeks after the University releases the semester's grades, please be patient as its final resolution may take longer due to the collection and presentation of the relevant material to the responsible individual(s). This policy means that the student must initiate the appeal within the time period, not that the issue must be solved.

ADA Students

If necessary, students with disabilities may contact the Services for Students with Disabilities or me for a confidential discussion of their individual needs for academic accommodation. The University of Nebraska-Lincoln provides flexible and individualized accommodation to students with documented disabilities that may affect their ability to participate fully in course activities or to meet course requirements. To receive accommodation services, students must register with the Services for Students with Disabilities office (132 Canfield Administration; 402-472-3787 voice or TTY). I am willing to work with each student to provide the best opportunity to receive a fair grade.

Miscellaneous Course Policies

Above all else, please use common sense and courtesy before, during, and after class.

The best way for a student to receive answers to complicated questions, to convey crucial information, and to avoid the vast majority of confusion is a personal conversation with me. Therefore, face-to-face communication will be the primary means of contact between a student and me. A student will use the face-to-face format on all questions, including (but not limited to) attendance, the paper, examinations, classroom policy, course policy, final course grades, et cetera. A student will use e-mails and telephone calls exclusively for the most dire situations, including (but not limited to) physical injury requiring hospitalization, a death in the family that compels a student to depart immediately, an accident that compels the student to miss more than two (2) days of classes, et cetera. Each student has ample opportunity to communicate with me

because I am in the classroom before the lecture starts and I am the last to leave the classroom after the lecture ends. Conducting one-on-one conversations significantly reduces the possibility to nearly zero percent of missed communications and miscommunication, promotes interpersonal communication skills, and ensures that the relevant information reaches its intended recipient. At best, e-mails and telephone messages are secondary means of communications and cannot compete with a face-to-face conversation. A student should not expect a return of her/his e-mail or telephone call unless it involves the most dire situations as previously described.

During the lecture, do not inappropriately whisper or talk, do not sleep in the classroom, and do not read or work on non-class materials. At the very least, the student's job during the lecture is to pay attention and not distract any other student in any way whatsoever. Also, turn off cell phones, pagers, and the hour chime on watches.

If a student knows that she/he will receive an urgent cell phone call, turn the cell phone to a silent-ring option and sit near the door to facilitate completing the call outside the classroom.

All students using computers will sit where directed, which can change without prior notice at any time during the semester at my discretion. The use of a computer is not a right, it is a privilege; therefore, its use depends upon the student's ability to follow the rules regarding active attendance (see Attendance policy) and my discretion.

A student should sit near the exit to assist his/her late arrival or early departure. Continual entering and leaving the classroom during a single class period or several class periods is disruptive and no student or professor appreciates the constant interruption.

A student can lose points from her/his final course grade total for violating class policies, up to and including receiving an "F" for unprofessional conduct and continual and/or disruptive violations (see Attendance policy).

No e-mailed work of any kind is permissible without prior arrangements.

Each student must be aware of, and I adhere to, the University's regulations regarding "drop," "withdrawal," "pass/no pass," and "incomplete" grade options.

Students cannot contract this class for Honors for this expedited term.

Academic Dishonesty

Academic dishonesty of any kind, including (but not limited to) plagiarism, false identification related to student rosters, falsely claiming authorship of a portion or all of the five-page paper, cheating during a quiz or an examination—even once!—will result in the student failing the course with a letter stating my action, the evidence, and the rationale filed with Dr. Matt Hecker, Dean of Students. If you are unsure of what "academic dishonesty" means, talk to the instructor, your adviser, or any other trusted individual; or consult the appropriate portions of the UNL's Student Code of Conduct, Section 4.2, "Academic Dishonesty" (<http://stuafs.unl.edu/ja/code/three.shtml>). Students are always and solely responsible for their own actions and any consequences.

Appendix B

Syllabus for HIST 208/History of World War II, Fall 2014-2015, Flipped format

HIST 208 HISTORY OF WORLD WAR II

2014-2015 Fall Semester
MWF, 12:30 p.m.-1:20 p.m.
115 Burnett Hall

DR. THOMAS H. BERG

630 Oldfather Hall
Office: 402-472-5452
Hours: MW, 10:30 a.m.-12:00 p.m.
and by arrangement
tberg3@unl.edu

Department of History
6th Floor Oldfather Hall
Office: 402-472-2414

REQUIRED BOOKS

- Williamson Murray and Allan R. Millett, A War to be Won: Fighting the Second World War. Cambridge, Massachusetts: Belknap Press, 2000.
- Doris L. Bergen, War and Genocide: A Concise History of the Holocaust. 2d ed. New York: Rowman & Littlefield, 2009.
- John Dower, War Without Mercy: Race and Power in the Pacific War. New York: Pantheon, 1986.

COURSE OUTLINE AND GOALS

The Second World War was one of the greatest cataclysms created by man. In it, all belligerents—at one time or another and in varying degrees—forgot or disregarded with impunity all of the politely negotiated conventions regarding the humane waging of war. Stemming from the First World War, in which millions of soldiers and civilians lost their lives, the major European nations willingly tried any means to divert Germany from igniting a second such calamity. Wanting to expand its empire, Japan used the chaos of World War I and its confusing aftermath to promote aggressively its agenda in China and throughout Asia, despite the ominous threats from America. France faced the ignoble armistice with Germany, which later occupied the entire country. Great Britain found itself the only nation fighting Germany for over one year. The Soviet Union suffered more military and civilian deaths as a direct result of combat than any other nation. China fought a brutal civil war while both parties fought against the Japanese. In its efforts to avoid a repetition in European affairs and to focus on its economy, the United States entered the war only after Asia and Europe had been at war for several years. Truly, the Second World War was one of the world's most calamitous events.

Throughout the semester, we will study and learn about not only the Second World War's battles, weapons, tactics, and strategies, but also the monumental social, political, technological, and cultural changes, some for the better and others for the worse. From your studies, directed conversations in class, and independent observations, you should be able to form and explain your opinions in evaluating the decisions and actions of Allied and Axis political and military leaders, the home fronts, and the common soldiers. Further, you should take the opportunity to contemplate the use of power and the morality of war, especially as wars do not appear to be ending any time soon. After all, history must be practicable.

FINAL COURSE GRADE CRITERIA

One thousand (1,000) points comprise the final course grade, divided among attendance, in-class exercises, quizzes, and examinations as described in the appropriate sections. See Table 1 for a quick breakdown of the final course grade.

	<u>Regular Points</u>		<u>Bonus Points</u>	
	<u>Possible</u>	<u>Percentage</u>	<u>Possible</u>	<u>Percentage</u>
Examinations	500	50%	25	5%
Quizzes	300	30%	15	5%
Attendance	100	10%	5	5%
In-class exercises	100	10%	5	5%
Total	1,000	100%	50	5%

Table 1. Final Course Grade breakdown.

Attendance

Attendance counts for ten percent (10%) or one hundred (100) points of the final course grade. Over forty (40) class periods, the student will receive two-and-a-half (2.5) points for attending class. A student may accumulate more than the total Attendance points possible, allowing the student to earn a maximum of one hundred and five percent (105%) of the Attendance grade, and the final course grade will reflect this reality.

The Attendance policy requires a student's "active attendance," meaning, a student's focus during the lecture should be on the material presented therein and nothing else; hence, the minimum performance demanded of a student is to be present and listen. Active attendance does not permit in any form or any interpretation (but is not limited to) sleeping, texting, cell phone use, internet use (even for class-related matters, studying for other courses, reading other materials, conversations beyond quick queries to another student for missed lecture information, et cetera. The student may use any and all electronic devices, but solely for taking notes during lecture. Any other use, including, but not limited to, looking for information related to the lecture, visiting social media sites, checking email, and communicating is strictly prohibited. The use of any electronic device during the course is a privilege, not a right.

Penalties vary for a student who abuses the active attendance policy. On the student's first violation of this policy, s/he will receive a warning. The student's second and each subsequent violation results in losing the lecture's attendance points, and if the violation involves an electronic device, s/he also will lose the privilege to use any electronic device whatsoever for the remainder of the semester. For the third offense, an additional twenty percent (20%) reduction of the student's final Attendance grade will occur. For the fourth and each subsequent offense, a five percent (5%) reduction of the student's final course grade will occur.

Only students present in class or with an excused absence can receive attendance points. (See **ABSENCES AND EXTENUATING CIRCUMSTANCES.**)

In-class exercises

In-class exercises count for ten percent (10%) or one hundred (100) points of the final course grade. A student may accumulate more than the total In-class exercises points possible, allowing the student to earn a maximum of one hundred and five percent (105%) of the In-class exercise grade, and the final course grade will reflect this reality.

These exercises may include, but are not limited to, individual and group activities, pop quizzes, and other concepts.

Quizzes

Quizzes count for thirty percent (30%) or three hundred (300) points of the final course grade. A student may accumulate more than the total Quizzes points possible through bonus quizzes, allowing the student to earn a maximum of one hundred and five percent (105%) of the Quizzes grade, and the final course grade will reflect this reality.

Regular and bonus quizzes utilize, but are not limited to, true/false, multiple choice, fill-in-the-blank, matching, chronological, and map-oriented questions; and both regular and bonus quizzes cover assigned readings, lectures, and other topics. A student may take any quiz three times, but only once per day, and the highest-scoring attempt will count as that quiz's official score. Regular and bonus quiz points comprise the student's total quiz points used to calculate the Quizzes grade. Further, if a student scores at least one point on each regular quiz, the student's highest-scoring regular official quiz grade will replace the lowest-scoring regular official quiz grade; however, no bonus quiz is eligible for this process.

Quizzes will take place only in the Arts & Sciences testing facilities in 127 Burnett Hall (City Campus) and 218 Biochemistry Hall (East Campus) during posted hours. (See http://scimath.unl.edu/wba/testingcenter_home.php for further information.) Each student must be acquainted with the testing facilities' rules and will follow them as administered by the testing facilities's director and proctors just as if I had issued such rules.

All quizzes are open for only a specific length of time, typically from 9:00 a.m. Wednesday morning to 10:00 p.m. on the following Wednesday. However, some alterations due to the University schedule will occur and the student is responsible to be aware of them. Only approved extenuating circumstances permit a student extra time during which s/he can take a regular or bonus quiz, and the student must complete the missed quiz within one week. (See **ABSENCES AND EXTENUATING CIRCUMSTANCES** policy.) As circumstances warrant, I reserve the right to change the quiz's format.

A student does not need to take any quiz to pass the course. Missing the quizzes inflicts its own penalty.

Examinations

Examinations count for fifty percent (50%) or five hundred (500) points of the final course grade. A student may accumulate more than the total Examination points possible, allowing the student to earn a maximum of one hundred and five percent (105%) of the Examination grade, and the final course grade will reflect this reality.

The course utilizes regular, evaluation and comprehensive examinations, each counting differently toward the Examinations grade. See Table 2 for all examination dates.

	<u>opens</u>	<u>closes</u>
evaluation examination	Wed., September 10	Wed., September 17
first regular examination	Wed., September 17	Wed., September 24
second regular examination	Wed., October 15	Fri., October 24
third regular examination	Wed., November 12	Wed., November 19
fourth regular examination	Wed., December 10	Fri., December 19
comprehensive examination	Wed., December 10	Fri., December 19

Table 2. Schedule of Examinations.

Regular Examinations

Four (4) regular examinations worth one hundred (100) points each plus the highest regular examination score worth one hundred (100) points comprise the Examinations grade exclusive of any bonus points available from the evaluation and comprehensive examinations. A student must score at least one point on each regular examination to pass the course; failure to do so results in an “F” for the final course grade. A student can amass more than one hundred percent (100%) on any regular examination, and the final course grade will reflect this reality. Each regular examination covers material as announced in class, and the fourth regular examination is not comprehensive.

Each student is guaranteed at least three (3) days to complete an examination. If a student with an excused absence (see ABSENCES AND EXTENUATING CIRCUMSTANCES policy) misses five (5) or more days during which an examination is open, the student and I will seek the appropriate remedy—of which I am the final arbiter—to give the student the opportunity(ies) to attempt the examination. I will extend the period during which each student may complete an examination by the same number of days that University-responsible, weather-related, or other circumstances, of which I am the final arbiter, force all testing facilities to close for four (4) or more days. No additional days for completing an examination will be granted if all testing facilities close for three (3) days or less.

Evaluation Examination

The evaluation examination is a bonus points assignment for the Examinations grade, and its purpose is to acquaint the student with the regular examination format without any grading penalty whatsoever. The evaluation examination will add twelve-and-a-half (12.5) points or two-and-a-half percent (2.5%) to the Examinations grade. The examination’s grade is “all-or-nothing,” to wit, regardless of the examination’s actual score, if the student scores at least one (1) point, s/he will receive the full bonus points; and a student failing to score one (1) point will receive zero (0) points. Hence, the examination’s actual score means nothing.

Each student can complete the evaluation examination in both examination formats, but each format only one (1) time.

Comprehensive Examination

The comprehensive examination gives each student the opportunity to draw upon the semester's studies and demonstrate understanding of a "big picture" essay question at the semester's end. This examination may add up to twelve-and-a-half (12.5) points or two-and-a-half percent (2.5%) to the Examinations grade. Unlike the evaluation examination, the comprehensive examination is graded; its score is not an "all-or-nothing" format.

Examination formats

The examination format is either a combined objective question/short answer format or essay format with a few caveats. A student may complete only the first regular examination in both formats and select the higher of the two grades as her/his official grade. The combined format is the default examination format unless the student informs me otherwise before Friday, October 3, 2014; once the deadline has passed, the choice of examination format is irrevocable and will apply to the remaining regular examinations.

The combined objective questions/short answer format has an objective questions section worth eighty (80) points and a short answer section worth twenty (20) points. The student may complete the objective questions section two (2) times with the higher grade counting toward the examination grade. The student will not be able to see the answers on the objective section without my assistance. The student may take the short-answer section only once.

The essay format is worth one hundred (100) points. The student will complete the essay question using best writing practices, including, but not limited to, proper writing mechanics, spelling, and organization; lucid prose; and proper use of evidence. Consult "Guidelines for Writing Essay Examinations in the Testing Center" as found in Blackboard > Course Documents. Each student will receive comments and a grade approximately one (1) week after completing the examination.

ARTS & SCIENCES TESTING CENTER

All examinations will take place only in the Arts & Sciences Testing Center in 127 Burnett Hall (City Campus) and 218 Biochemistry Hall (East Campus) during posted hours. (See http://scimath.unl.edu/wba/testingcenter_home.php for further information.) Each student must be acquainted with the Testing Center's rules and will follow them as administered by the Testing Center's director and proctors just as if I had issued such rules.

GRADING POLICY

As no University, College, or Department policy establishes the grading scale, the following grading scale applies for all papers, quizzes, examinations, and other materials:

>100% = A+	89%-87% = B+	79%-77% = C+	69%-67% = D+	59%-0% = F
100%-94% = A	86%-84% = B	76%-74% = C	66%-64% = D	
93%-90% = A-	83%-80% = B-	73%-70% = C-	63%-60% = D-	

EXTRA CREDIT

No extra credit is available outside of the opportunities to earn extra points in Attendance, In-class Exercises, Quizzes, or Examinations.

ABSENCES AND EXTENUATING CIRCUMSTANCES

Students are responsible for completing all work in the prescribed time frame, though extenuating circumstances may dictate otherwise. Extenuating circumstances include, but are not limited to, any University-sponsored event, serious personal issue, or family health issue.

The student is responsible to relay as quickly and competently as possible the information that compels the absence. If participating in a University-sponsored event, the student must provide the explanation on department or club letterhead with the sponsor's contact information and in advance of the date of absence. If the absence is due to a non-University-sponsored event, the student must provide the appropriate documentation from an appropriate authority with contact information that the student was unable complete the assigned work.

GRADING APPEALS

If a student exercises the right to appeal what he/she believes to be an unfair grade, please talk to me first; most problems find resolution at this point. If the student is not satisfied, talk with the Dr. William Thomas, Chair of the Department of History. If the student is still not yet satisfied, contact the Dr. Joseph Francisco, Dean of the College of Arts & Sciences, for further information.

While appealing the final course grade must take place within the first two (2) weeks after the University releases the semester's grades, please be patient as its final resolution may take longer due to the collection and presentation of the relevant material to the responsible individual(s). This policy means that the student must initiate the appeal within the time period, not that the issue must be solved.

ADA STUDENTS

If necessary, students with disabilities may contact the Services for Students with Disabilities or me for a confidential discussion of their individual needs for academic accommodation. The University of Nebraska-Lincoln provides flexible and individualized accommodation to students with documented disabilities that may affect their ability to participate fully in course activities or to meet course requirements. To receive accommodation services, students must register with the Services for Students with Disabilities office (132 Canfield Administration; 402-472-3787 voice or TTY). I am willing to work with each student to provide the best opportunity to receive a fair grade.

MISCELLANEOUS COURSE POLICIES

Above all else, please use common sense and courtesy before, during, and after class.

The best way for a student to receive answers to complicated questions, to convey crucial information, and to avoid the vast majority of confusion is a personal conversation with me.

During the lecture, do not inappropriately whisper or talk, do not sleep in the classroom, and do not read or work on non-class materials. At the very least, the student's job during the lecture is to pay attention and not distract any other student in any way whatsoever. Also, turn off cell phones, pagers, and the hour chime on watches.

If a student knows that she/he will receive an urgent cell phone call, turn the cell phone to a silent-ring option and sit near the door to facilitate completing the call outside the classroom.

All students using computers will sit where directed, which can change without prior notice at any time during the semester at my discretion. The use of a computer is not a right, it is a privilege; therefore, its use depends upon the student's ability to follow the rules regarding active attendance (see ATTENDANCE policy) and my discretion.

A student should sit near the exit to assist his/her late arrival or early departure. Continual entering and leaving the classroom during a single class period or several class periods is disruptive and no student or professor appreciates the constant interruption.

A student can lose points from her/his final course grade total for violating class policies, up to and including receiving an "F" for unprofessional conduct and continual and/or disruptive violations (see ATTENDANCE policy).

No e-mailed work of any kind is permissible without prior arrangements.

Each student must be aware of, and I adhere to, the University's regulations regarding "drop," "withdrawal," "pass/no pass," and "incomplete" grade options.

Students wishing to contact this course for Honors must do so before Friday, September 12, 2014.

ACADEMIC DISHONESTY

Academic dishonesty of any kind, including, but not limited to, plagiarism, falsely signing the attendance roster on another student's behalf, false identification related to student rosters, cheating on or during a quiz or an examination—even if the student commits any of the preceding examples only one (1) time!— will result in the student receiving an "F" as her/his final course grade with a letter stating my action(s), the evidence, and the rationale sent to Dr. Matt Hecker, Dean of Students. If you are unsure of what "academic dishonesty" means, talk to the instructor, your adviser, or any other trusted individual; or consult the appropriate portions of the UNL's Student Code of Conduct, Section 4.2, "Academic Dishonesty" (<http://stuafs.unl.edu/ja/code/three.shtml>). Students are always and solely responsible for their own actions and any consequences.

Appendix C

Dr. Thomas H. Berg's Extensive Survey for HIST 208/History of World War II, Fall 2014-2015

1. What is this class? HIST 208 Section 1 / 2014-2015 Fall Semester
2. What is your name? _____ (optional)
3. What is your class standing? FR SO JR SR Graduating SR
4. Including this course, how many History classes have you taken at UNL or any other college or university? _____
5. What do you estimate your grade to be in this class?
A A- B+ B B- C+ C C- D+ D D- F Pass
6. What do you estimate your GPA to be at UNL, using a 4.0 scale? _____
7. A. In high school, how many History courses did you take? _____
B1. How would you rate your enjoyment of your high school History courses?
0 1 2 3 4 5 6 7 8 9 10
“I could not care less!” “They were okay. No big deal.” “I loved them all!”
B2. Please state your reason (in a short sentence or phrase) for your above answer.
C1. To what degree do you consider your high school History courses to be valuable?
0 1 2 3 4 5 6 7 8 9 10
“No value whatsoever!” “No big deal.” “High value!”
C2. Please state your reason (in a short sentence or phrase) for your above answer.
8. A. What is your overall opinion of History as a subject?
B. What do you hear from your friends about History as a subject?
C. What do you hear from your family about History as a subject?
D. What other influence(s) or experience(s) do you think have influenced your opinion on History as a subject?
9. A. What is your major? _____ B. What is your minor? _____
B. If you are a History major/minor, how many courses have you completed so far towards your degree? _____

20. A. After taking this History course, to what degree has your appreciation of History in general changed?
- | | | | | | | | | | | |
|---|---|---|--------------------------------|---|---|---|--------------------------------------|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| “I still despise
all History courses!” | | | “History courses
are fine.” | | | | “I now love
all History courses!” | | | |

B. Please state your reason (in a short sentence or phrase) for your above answer.

21. A. How fair to you was Dr. Berg's percentage for Attendance, which is 10%?
- | | | | | | | | | | | |
|----------|---|---|---------|---|---|---|----------------|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| not fair | | | neutral | | | | extremely fair | | | |

B. Should class attendance be an absolute requirement for a final course grade? YES NO NO OPINION

C. If you think it relevant, please state your reason (in a short sentence or phrase) for your above answer.

D. What is the best percentage for attendance if it were to count for a student's final course grade? _____%

E. If you were to change Dr. Berg's range for Attendance, what would it be? _____% - _____%

F. Was Dr. Berg's Attendance policy fair? YES NO NO OPINION

G. If you think it relevant, please state your reason (in a short sentence or phrase) for your above answer.

22. A. How fair to you was Dr. Berg's percentage for In-class exercises, which is 10%?
- | | | | | | | | | | | |
|----------|---|---|---------|---|---|---|----------------|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| not fair | | | neutral | | | | extremely fair | | | |

B. Should class attendance be an absolute requirement for a final course grade? YES NO NO OPINION

C. If you think it relevant, please state your reason (in a short sentence or phrase) for your above answer.

D. What is the best percentage for these exercises if counted for a student's final course grade? _____%

E. If you were to change Dr. Berg's range for In-class exercises, what would it be? _____% - _____%

F. Was Dr. Berg's In-class exercises policy fair? YES NO NO OPINION

G. If you think it relevant, please state your reason (in a short sentence or phrase) for your above answer.

23. A. How fair to you was Dr. Berg's percentage for Quizzes, which is 30%?
- | | | | | | | | | | | |
|----------|---|---|---------|---|---|---|----------------|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| not fair | | | neutral | | | | extremely fair | | | |

B. Should quizzes be an absolute requirement for a final course grade? YES NO NO OPINION

C. If you think it relevant, please state your reason (in a short sentence or phrase) for your above answer.

D. What is the best percentage for quizzes if it were to count for a student's final course grade? _____%

E. If you were to change Dr. Berg's range for Quizzes, what would it be? _____% - _____%

F. Was Dr. Berg's Quizzes policy fair? YES NO NO OPINION

G. If you think it relevant, please state your reason (in a short sentence or phrase) for your above answer.

30. What positive benefit(s), if any, do you find in flipped classes?

31. What negative consequence(s), if any, do you find in flipped classes?

32. If you were to listen to audio podcasts or watch video podcasts, what type of a device would you use?

PC computer iMAC (or any Apple machine) iPad iPod other _____

33. How would you describe how you learn in school?

- "I learn best when I see the material either on the screen (like a PowerPoint or using television)."
- "I learn best when I hear the material either in class lecture or on a podcast with sound."
- "I learn best when I read the material on my own."
- "I learn best with a combination of learning techniques."
- Other _____

34. A. To what degree does your learning style work well with History?

0	1	2	3	4	5	6	7	8	9	10	
no connection				some connection				complete connection			

B. If you think it relevant, please state your reason (in a short sentence or phrase) for your above answer.

35. A. To what degree does studying for History frustrate you?

0	1	2	3	4	5	6	7	8	9	10	
no frustration				mild frustration				extreme frustration			

B. If you think it relevant, please state your reason (in a short sentence or phrase) for your above answer.

36. A. Why would you listen to or watch the podcasts? Please select all that apply.

- "To help me study the material to the best of my ability."
- "Podcasts are a good way for me to catch material that I may have missed in class."
- "If decide to skip classes occasionally, the podcasts would help me stay current in class."
- "Since I really do not want to go to class at all, I could rely on the podcasts for my final course grade."
- "If podcasts made my life easier, I would not attend at all if attendance does not count in my grade."
- Other _____

B. To what degree would you attend a course that offered an audio or video podcasts that did not require attendance as part of the final course grade?

0	1	2	3	4	5	6	7	8	9	10	
"I would skip as often as possible!"				"I'd probably attend about 50% of the time."				"I would always attend every class!"			

C. If you think it relevant, please state your reason (in a short sentence or phrase) for your above answer.

37. A. Should Dr. Berg offer to other students next semester the same system of requiring students to watch or listen to the lectures with posted outlines and assigned readings in this class? YES NO NO OPINION
 B. Please state your reason (in a short sentence or phrase) for your above answer.
38. What two pieces of advice would you give to other students if Dr. Berg were to offer his system of pre-recorded lectures to another class?
 A.
 B.
39. Do you have any other information/advice that Dr. Berg should have regarding his system of pre-recorded lectures?
40. What two pieces of advice would you give to other students who take a course from Dr. Berg?
 A.
 B.
41. A. Regarding examinations, which do you prefer: essay examinations or Dr. Berg's computer-generated examinations?
 0 1 2 3 4 5 6 7 8 9 10
 in-class essays only no real difference(s) between the two styles computer-based examinations only
- B. Excluding this course, how many collegiate-level classes (at UNL or elsewhere) have required you to complete essay examinations? _____
- C. If you have completed any essay examinations at the university level, what is your level of satisfaction in the examination format?
 0 1 2 3 4 5 6 7 8 9 10
 "I hated it!" "No big deal." "I adored it!"
42. To what degree are Dr. Berg's computer-generated combined objective questions/short answer examinations fair?
 0 1 2 3 4 5 6 7 8 9 10
 "Completely unfair!" "No big deal: all exams are what they are." "Completely fair!"
43. A. On Dr. Berg's computer-generated combined objective questions/short answer examination, is the balance between the objective section (80%) and the short-answer section (20%) fair? YES NO
 B. If you answered NO to the above question, what percentages do you think would be fair?
 Objective section: _____% Short-answer section: _____%

