Our goal in Section is to develop our academic voices in our writing, in your speaking, and even in our internal, intellectual monologues. We want to start thinking in questions, and discussing and writing about the possible answers. Here are 4 important things to consider as we begin the quarter:

1) **You are expected to do all of the reading.**
I cannot emphasize enough how important it is for you to read, and to keep up with the reading. Without the reading, you will be unable to participate in class discussions and activities effectively, and thus, will find yourself unable to get much out of them. Even more tragically, you won’t add much to them. Also, I will know that you don’t know what you’re talking about. I do not often lecture, and when I do it is never about what you were supposed to have read the night before. You will be talking a lot both to each other and to me. I assure you that after years of teaching, I know who has read and who hasn’t. I may not call you out on it, but I assure you, I’ll know. Know what you we are talking about BEFORE you come in here and do not expect me to tell you what you should think is important. To be blunt, everyone (every last one of you) is expected to complete every reading assignment. Everyone is expected to read the whole text. Coming to the table unprepared, without having read, is bad for class dynamics as well, because the whole team will know who is putting in the effort and who isn’t. I know you all know what I am talking about. I consider the reading not only a requirement, but a task which you must do on your honor, even if you could get away with not doing it sometimes. Please also know if you are having trouble completing the assignments and I will do whatever it takes to help you learn how to read better if you are having trouble. But you’ve got to be willing. Not reading here is like coming to practice with no gear, to rehearsal with no instrument, to your driving test with no car, to the mall with no visa…I could go on.

2) **You will be a discussant in this class.**
This is a team. I hope you are interested in improving your skills and self-awareness as a discussant, because I am. We will learn not only about the Making of the Modern World in this class, but about discussion and about ourselves. This will be a very student-centered, participatory experience. You may be forced out of your ‘classroom comfort zone’. In fact, you probably will be. You and your classmates will be responsible for the success of the class. If this sounds exciting and challenging to you, wonderful. If this sounds like a nightmare to you, this is a great opportunity to challenge yourself. It might be easy, hard, new, or weird for you depending on your background and your experiences in other classes, but I promise I will do whatever it takes to help you find a way to be a part of this class. This, as I said, is a team. Welcome to it.
3) **Part of developing your Academic Voices means developing as writers.**
   We will be doing a lot of writing in this class. The more writing you do, the better you will become at writing. Also, writing will help us enter discussions, and debrief discussions. In here we will honor the notion that writing leads to thought. We will do 2 types of writing. Almost daily we will explore short, focused free-writing, both at home and in class, in our notebooks. Also, we will be working the whole quarter on writing an 8-10 page academic paper which we will work on in section in a series of 4, formal writing assignments each of which builds up to the completion of this paper.

4) **I am here to help you.**
   This is different, I think, than me doing the work for you or telling you what is important. I can help clarify the things you find confusing, and encourage you to deepen your understanding of the material we cover. In terms of writing, I can function as your coach. We are all in different places in terms of our writing skills and in terms of areas where we can improve. Working with you, I intend to find areas of growth for all of you so that by the end of this class, no matter where you started out as a writer, you end up as a better, more confident writer who enjoys writing more than they might have at the beginning.

**Course Objective:**
MMW 13 provides a framework for understanding developments in the global past from 1200 CE to 1750 CE and the transition from the medieval to the early modern world. This course is the second of two writing-intensive quarters in the MMW sequence.

**Section Objective:**
Section has two main purposes: (1) to improve your understanding of the course content from lecture and readings and (2) to improve your critical thinking, reading, writing, studying, listening, and speaking skills.

When you successfully complete this course, you will be better able to:

- Articulate how new ideas and cultural encounters shape the development of the early modern world
- Engage in critical thinking and substantive and respectful discussion of course concepts with peers
- Understand the process of analytical reading and respond to college-level texts with confidence
- Interpret and analyze course material in its historical context
- Make connections between course readings, assignments, and lectures, and focus on important points
- Use evidence and reasoning to support your arguments
- Conduct academic research and use library resources
- Understand the process of writing academic research papers and write coherent, compelling argumentative essays that address a significant issue and accurately use and cite sources
- Produce reflections on your course learning

**Letter Grade Requirement:** You must take MMW courses for a letter grade. If you have selected Pass/No Pass as a grading option for MMW 13, you should immediately change your
option to letter grade, or you will not fulfill the ERC General Education Requirement and will have to take MMW 13 again.

**Attendance, Participation, and Section Requirements:**
Regular attendance and participation in section is mandatory. Students who miss 5 sections—excused or unexcused—will fail section. Students who miss 7 sections—excused or unexcused—will fail the course. Any absence can lower your grade.

You must arrive on time and be prepared to discuss and write about course material. Consistent tardiness will lower your grade.

You are REQUIRED to bring a paper notebook of some sort in which you will write. This can be a journal, or a spiral-bound notebook. Please also bring your reader (and textbook if possible) to section each week. We will be working with this material hands-on in the classroom.

**Homework, Quizzes, In-Class Work:** I would like you to do the reading in anticipation for each section (thus, do the assigned lecture reading for Monday and Wednesday by the time section meets on Wednesday, and the assigned section reading for Friday lecture by the time section meets on Friday). When you read, ask questions. Jot these down in your textbook and reader, or on post-its which you stick into your textbook and reader, or in the notebook/journal you are using for section. As you read the textbook, focus on Level 1-2 questions which you would like to ask in section to help you understand things you didn’t quite get when you were reading. In the reader, please ask at least 3 Level 3 Questions. When you come to section, please be prepared to discuss your L3Qs and some potential answers. Why were these L3Qs interesting to you?

As the 4 writing assignments come up, we will be going over those in section, too.

**Grading:**
Section counts for 10% of the overall class grade. This will be determined by how often you attend, by whether you do the work, by how much you evolve as a discussant, and by how much you evolve as a writer. Essentially, everyone much show up prepared, and improve as speakers and writers during the quarter.

**Writing Assignments and Late Policy:**
In MMW 13, you are required to write an academic research paper in 4 stages. The assignments will build your research skills and argumentative writing skills. Assignments will be covered in section, along with the handout “MMW Guidelines for Essays” on how to format and submit your papers. Failure to meet ALL criteria for writing assignments will result in the loss of points.

All papers must be turned in directly as a hard copy to me in section, lecture, or office hours, in addition to an electronic copy uploaded to www.turnitin.com. Papers left in my mailbox or the MMW office will not be graded. You will lose one-third of a letter grade for each day a paper is late (including weekends). If you are unable to attend section the day the paper is due, you must make other arrangements to submit your work. In addition to taking the mid-term and final exams and attending section regularly, you must submit ALL writing assignments (both as a hard copy to me and to turnitin.com) in order to pass the course.
Communicating with Me/Office Hours/Email:

1) Please let me know via text or email if you will not be in class.
2) Please feel free to schedule extra time to meet with me.
3) Please plan on having 2 mandatory meetings with me during the quarter.

Course Resources:
Course Website:

MMW13 Homepage: http://roosevelt.ucsd.edu/mmw/courses/mmw13.html

UCSD Writing Center: http://writingcenter.ucsd.edu/
The Cornell Note-taking System (in case you need help with note-taking):
http://lsc.sas.cornell.edu/Sidebars/Study_Skills_Resources/cornellsystem.pdf

Counseling and Psychological Services (CAPS):
College life can be stressful, and it is normal to feel overwhelmed at times. UCSD has a staff of professionals that are available for confidential meetings to discuss any personal concerns you might have. Feel free to contact CAPS at anytime to set up an appointment:
http://psychservices.ucsd.edu/#students

Students with Disabilities: Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD), which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact OSD for more information: 858.534.4382 (phone), osd@ucsd.edu (email), http://disabilities.ucsd.edu (website)

Academic Integrity: You are responsible for the honesty and integrity of your academic work at UCSD. The University has a strict policy prohibiting cheating of any kind. If you are suspected of cheating, you will be required to meet with an academic coordinator, who will then discuss your case with the professor. If the professor charges you with misconduct, the professor will determine the penalty for your grade in the course, which can range from deductions to failing the paper, section, or the course. Then you will have to meet with the Dean of Student Affairs, who will determine additional penalties, which can range from failing the course and taking an academic integrity seminar to suspension to expulsion.

Throughout this process, a hold will be put on your grade. Even a first offense can result in a quarter’s suspension, and the standard sanction for a second offense is suspension or permanent dismissal from the university. Any instance of academic misconduct can be recorded in a student’s file. Such a record might interfere with a student’s acceptance into law, medical, or graduate school, or might make that student ineligible for positions requiring a security clearance, such as a government internship.
In brief, the University’s *Policy on Integrity of Scholarship* states that students are expected to complete the course in compliance with the instructor’s standards. No student shall engage in any activity that involves attempting to receive a grade by means other than honest effort; for example:

1. No student shall knowingly procure, provide, or accept any unauthorized material that contains questions, or answers to any examination or assignment to be given at a subsequent time.
2. No student shall complete, in part or in total, any examination nor assignment for another person.
3. No student shall knowingly allow any examination or assignment to be completed, in part or in total, for himself or herself by another person.
4. No student shall plagiarize or copy the work of another person and submit it as his or her own work.
5. No student shall employ aids excluded by the instructor in undertaking course work or in completing any exam or assignment.
6. No student shall alter graded class assignments or examinations and then resubmit them for regrading.
7. No student shall submit substantially the same material in more than one course without prior authorization.

Please read the full Policy: [http://students.ucsd.edu/academics/academic-integrity/policy.html](http://students.ucsd.edu/academics/academic-integrity/policy.html). If you have any questions, ask me.