



## Course Description

American History II explores the social, political, and economic history of the United States from the advent of the Gilded Age to the early 21st century.

## Course Material(s)

No physical text required; text and resources are integrated within the course.

## Course Learning Outcomes

Upon completion of this course, students should be able to:

1. Evaluate the impact of United States industrial expansion on the evolution of big business.
2. Assess the influences toward urban blight in 19th century America, including immigration, political machines, and government corruption.
3. Compare and contrast the 19th century values of the Gilded Age and the Progressive Era.
4. Interpret the role expanding leisure played in reinforcing class segregation and access to opportunity.
5. Analyze contradictory theories and perspectives concerning American Imperialism, including expansionism, foreign policy, and trade.
6. Explain how the shift from isolation to intervention during the World Wars made the United States a superpower.
7. Evaluate the role of the United States during the Cold War era from Korea to the fall of the Berlin Wall.
8. Analyze the social, political, and economic impact on civil rights from the mid-20th century to today.
9. Evaluate the challenges and opportunities the United States faces regarding terrorism, globalization, and technological progress.

## Credits

Upon completion of this course, the students will earn three (3) hours of college credit.

## Course Structure

1. **Study Guide:** Each unit contains a Study Guide that provides students with the learning outcomes, unit lesson, required reading assignments, and supplemental resources.
2. **Learning Outcomes:** Each unit contains Learning Outcomes that specify the measurable skills and knowledge students should gain upon completion of the unit.
3. **Unit Lesson:** Each unit contains a Unit Lesson, which discusses lesson material.
4. **Reading Assignments:** Each unit contains Reading Assignments from outside resources.
5. **Suggested Reading:** Suggested Readings are listed in Units I, II, and IV-VIII. Students are encouraged to read the resources listed if the opportunity arises, but they will not be tested on their knowledge of the Suggested Readings.
6. **Learning Activities (Non-Graded):** These non-graded Learning Activities are provided to aid students in their course of study.
7. **Discussion Boards:** Discussion Boards are part of all CSU term courses. More information and specifications can be found in the Student Resources link listed in the Course Menu bar.
8. **Unit Quizzes:** This course contains three Unit Quizzes, one to be completed at the end of Units III, V, and VIII. It is suggested that the quizzes be completed before students complete the Unit Assessments. Quizzes are used to give students quick feedback on their understanding of the unit material and are composed of matching and ordering questions.

9. **Unit Assessments:** This course contains two Unit Assessments, one to be completed at the end of Units IV and VI. Assessments are composed of matching, written-response, and ordering questions.
10. **Unit Assignments:** Students are required to submit for grading Unit Assignments in Units I-III and V-VIII. Specific information and instructions regarding these assignments are provided below. Grading rubrics are included with each assignment. Specific information about accessing these rubrics is provided below.
11. **Ask the Professor:** This communication forum provides you with an opportunity to ask your professor general or course content related questions.
12. **Student Break Room:** This communication forum allows for casual conversation with your classmates.

## CSU Online Library

The CSU Online Library is available to support your courses and programs. The online library includes databases, journals, e-books, and research guides. These resources are always accessible and can be reached through the library webpage. To access the library, log into the myCSU Student Portal, and click on "CSU Online Library." You can also access the CSU Online Library from the "My Library" button on the course menu for each course in Blackboard.

The CSU Online Library offers several reference services. E-mail ([library@columbiasouthern.edu](mailto:library@columbiasouthern.edu)) and telephone (1.877.268.8046) assistance is available Monday – Thursday from 8 am to 5 pm and Friday from 8 am to 3 pm. The library's chat reference service, *Ask a Librarian*, is available 24/7; look for the chat box on the online library page.

Librarians can help you develop your research plan or assist you in finding relevant, appropriate, and timely information. Reference requests can include customized keyword search strategies, links to articles, database help, and other services.

## Unit Assignments

### Unit I Essay

In this unit, you have learned many things regarding the Gilded Age while also getting a quick peek into the Progressive Age. Based on this knowledge from the lesson and readings, identify the events introduced in this post-Civil War era that you feel best represent Twain's imagery of "The Gilded Age." Explain your reasoning for this selection.

The essay should focus on, but not be limited to, the following:

- Identify events surrounding the Native American assimilation efforts, specifically the Dawes Act.
- Distinguish how opportunities in mining and trade out west impacted values during the Gilded Age or were impacted by values of the Gilded Age.
- Examine the values, both social and political, that you learned within this unit regarding the Gilded Age, and evaluate how they impacted, or were impacted by, Manifest Destiny.

Your response should be a minimum of two pages in length (not including the title and references pages). You are required to use only source material deemed academically permissible for your response. All sources used, including textbooks, must be referenced; paraphrased and quoted material must have accompanying APA citations.

### Unit II Journal Assignment

Being new to a place is challenging. The list below includes some provocative discussions related to the events in this unit's reading and related to being new to the United States.

For this assignment, you will write two journal entries that reflect on Parts 1 and 2 below. The total length of your journal assignment must be a minimum of three pages in length, with each journal entry being at least one page.

(For example, this means that you could have one journal be one page and the other be two pages, each could be one and a half pages, or some other means by which each is at least one page in length and your total overall pages total three.)

The journals will need to reflect your understanding of the time period and need to avoid being anachronistic. (Remember that this term loosely means to apply today's values or perspectives on the past.)

To accomplish this, you will need to write both journals as if you are a first generation immigrant (in the first person). Your first journal entry needs to be from the viewpoint of an immigrant from Europe (e.g., Ireland, Italy, Germany, England, or France). Your second journal entry needs to come from the standpoint of an immigrant from Asia (e.g., China or Japan).

You will need to develop an argument within both journal entries based on the bulleted items below. In your own words, justify academically the side of the argument you choose, remembering to cite your sources along the way.

### *Part 1*

- Are you treated as an equal by earlier generations residing here?
  - What are others' attitudes toward you?
  - Why do you think they act this way?
- Would you feel pressured to pledge your loyalty to a political machine?
- Would you agree to engage in a strike?
- Talk about some leisure opportunities and how they are divided by race or class or are for everyone.

### *Part 2*

- What is the "American dream?"
- What did this "dream" look like for immigrants coming to the United States after the Civil War was over?
- Explain which leisure opportunities could be part of the American dream.
- What part did the anti-immigration sentiment play in the American dream?

As this is a point of view essay, a modern perspective will not accurately address what the question is asking for. It is strongly suggested that you use at least one selection from the America: History and Life with Full Text database within the CSU Online Library. All sources and their use must be appropriately identified per 6th edition APA format.

## **Unit III Scholarly Activity**

THIS JUST IN: You work for a national radio broadcasting company and it is your job to create the typed broadcast for the evening news, recapping the experiences of Americans from before WWI all the way to their experiences after the war. For your story to be valid and accepted by a wide audience, it must include the home front experiences of many groups and cover the topics below. You are to choose only *one* of the two options below to complete for this assignment to highlight all seven key points below.

- Examine the experiences of the local populations and varied demographics, including African Americans, women, and lower classes.
- What changed because of the movement from isolationism to expansionism?
- Assess the relevance of people's concerns about the war's impact on the international community.
- Assess the war's economic impact, including the expansion of factories (big business) due to wartime production.
- Compare and contrast pre-war and post-war experiences.
- Include at least three key domestic figures and at least three key international figures.
- Include how the United States in the post-war era is positioned to become a superpower.

### *Option 1*

With any good news story, you must utilize multiple sources. Your story must be a minimum of two pages. A minimum of two reputable sources must be used, cited, and referenced, one of which must come from the CSU Online Library. This means you will need to find at least one additional source on your own. Inappropriate resources or failure to use resources available in the CSU Online Library can lead to deductions (and loss of your news audience).

### *Option 2*

If you have ever dreamed of broadcasting on the radio, this is your chance! If you choose this option, you will be able to record your broadcast. There are many options available to make your audio recording. A few options are listed below.

- Audacity: <http://www.audacityteam.org/>
- Online Voice Recorder: [www.online-voice-recorder.com](http://www.online-voice-recorder.com)
- Ipadio: [www.ipadio.com](http://www.ipadio.com)

You may also video record your broadcast using your webcam and upload the file to YouTube. You may also search for other programs or ways to make your recording to upload.

The following list will guide you as you prepare your speech:

- Read the grading rubric that follows these instructions. If you need clarification on any of the grading elements, please contact your professor.
- Your broadcast recording must be no less than five minutes and no more than eight minutes. Speaking outside these time limits will result in a grade penalty of 10 points.
- Plan everything out and be sure to practice your broadcast before recording it.
- When you have recorded your broadcast, play it back. Ensure that your voice is audible, that you are clearly in the center of the screen, and that your facial expressions and body language are easily seen.
- You will submit an outline of your broadcast in bulleted form, which should be at least 200 words in length. Your outline does not need to be in essay form; rather, it should include the highlights of your speech along with some expansion to each bulleted item to provide details and clarity when necessary.
- You are required to use a minimum of two reputable sources, which must be cited and referenced, only one of which can be an assigned or provided text or source. Please include these on a separate reference page with your outline.
- *You must upload your outline document at the same time that you upload your broadcast file or broadcast hyperlink. You will be uploading two separate files for this assignment if you choose option two. To submit your files for this assignment, you must upload them all before clicking submit.*

Direct any questions to your professor prior to beginning the assignment. CSU librarians are also available should you need assistance with your research for this assignment.

### Unit V Essay

The list below includes some provocative discussions related to the events in this unit's reading. Choose *one* of the five topics to write about. Compose a one-page essay in which you will take a first-person perspective of the situation, describe the debate in your own words, and provide a justified and academically defended argument for one side or the other. The essay will need to reflect your understanding of the time period to avoid being anachronistic, and your argument must relate to one of the viable outcomes from that time.

- As a multi-generational American citizen, in the wake of Pearl Harbor, do you support the internment of your Japanese neighbors?
- As an 18-year-old male high school senior, are you eager or fearful of going to war?
- As an 18-year-old female high school senior, are you eager or fearful of going into the wartime factories?
- Is the crisis in Europe something that the U.S. should join, or should the U.S. remain isolated? (Use a perspective from no later than November 1941.)
- You are an important congressperson. How do policies and economics that are in place at the end of the war impact America's position in the world?

In addition to the topic you selected from the list above, you must consider the influence of the below factors and conditions, which are relevant to all the topics above, and provide historical detail relevant to your topic:

- perceptions or impacts of limitations on and advocacy for civil rights,
- influence by propaganda or stereotypes,
- impacts of international events or crises,
- impacts of economic conditions, and
- effects on the U.S. isolationist policies.

As this is a point of view essay, a modern perspective will not accurately address what the question is asking for. You are required to use a minimum of two reputable sources, which must be cited and referenced, only one of which can be an assigned or provided text or source. It is strongly suggested that the one selection is from the America: History and Life with Full Text database located within the CSU Online Library. Inappropriate resources or failure to use resources that are available in the CSU Online Library can lead to deductions. All sources and their use must be appropriately identified per 6th edition APA format.

CSU librarians are available should you need assistance with your research for this assignment.

## Unit VI Outline

This course has introduced and assessed many noteworthy figures related to the continuing buildup of the United States and its place within the world and globalization during the last 140 years. For this assignment, you will choose a noteworthy civil rights leader from the mid-20th century to the present. Your selection may be taken from speakers or religious, economic, or social leaders. You may *not* use any U.S. President. This assignment is open to any reform discussed in this course (e.g., creed, race, age, status, or gender).

Prepare an outline of how you would choose to communicate that figure's relevance to today. This is not a biography. Your argument should highlight how society remembers him or her now.

For this assignment, you will be creating a one-page outline (minimum of 300 words) about your chosen figure. If you choose, this could be used to help write your transcript for the Unit VII assignment described below. Submit your outline in this unit. It is suggested, though not required, that you include potential sources.

The goal of this assignment is to prepare you for the Unit VII assignment described below. However, it is not required that you use the same person from your Unit VI Outline for the Unit VII Scholarly Activity. If you do intend to use this outline in Unit VII, it is highly advised that you review the instructions below and prepare with that assignment in mind.

## Unit VII Scholarly Activity

This course has introduced and assessed many noteworthy figures related to the continuing buildup of the United States and its place within the world and globalization during the last 140 years. For this assignment, you will choose a noteworthy civil rights leader from the mid-20th century to the present. Your selection may be chosen from speakers or religious, economic, or social leaders. You may *not* use any U.S. President. This assignment is open to any reform discussed in this course (including, but not limited to, creed, race, age, status, or gender).

This is not a biography. Your argument should highlight how society remembers him or her now.

The style of project is a multimedia presentation with both audio and video components; however, the medium is up to you. Examples may include a speech, self-guided PowerPoint presentation, or video. Creativity and effort will impact your final grade for this assignment.

Your submission will be graded on the following:

- preparation and submission of a two-page reflection, ideally based on the outline assignment from Unit VI;
- creation and submission of a visual presentation with your reflection as an audio transcript;
- use of a minimum two sources that can be found in the Online Library (at least one from the American History and Life database);
- proper APA citations and references for sources used;
- length within three to five minutes (in the case of PowerPoint, slides and audio should progress and stop automatically like a taped presentation); and
- content accuracy and avoidance of anachronism.

Many options are available for creating this assignment. A few options are listed below.

- Audacity: <http://www.audacityteam.org/>
- Online Voice Recorder: [www.online-voice-recorder.com](http://www.online-voice-recorder.com)
- Ipadio: [www.ipadio.com](http://www.ipadio.com)

You may also use your webcam and upload the file to YouTube. You may also search for other programs or ways to create your presentation/recording to upload.

*You must upload your reflection document at the same time that you upload your presentation file. You will be uploading two separate files for this assignment.* To submit your files for this assignment, you must upload them all *before* clicking submit.

Direct any questions to your professor prior to beginning the assignment. Librarians are also available should you need assistance with your research for this assignment.

## Unit VIII Scholarly Activity

Trace the evolution of your profession (or another chosen profession), field of study, or branch of service, starting in the Cold War era and continuing all the way to the present, globalized world.

As you begin gathering research, make sure to consider important social, political, and economic movements, as well as Civil Rights struggles, that have impacted the profession you chose to write about.

You must include, but are not limited to, the following, and how they impact your chosen profession, field of study, or branch of service:

- major themes from Cold War era;
- themes or movements of the Civil Rights era; and
- challenges and opportunities of the present, globalized economy, including the realms of terrorism and technological progress.

Your final product should be a minimum of one page in length. You are required to use a minimum of two reputable sources, which must be cited and referenced in APA style, one of which must come from the America: History and Life with Full Text database located within the CSU Online Library.

Encyclopedias (online or print), message boards, or any source that can be amended without educated review, such as Wikipedia, are not considered appropriate. Failure to use appropriate resources or resources that are available in the CSU Online Library can lead to deductions. Librarians are available to help you if you should need assistance with your research.

## APA Guidelines

The application of the APA writing style shall be practical, functional, and appropriate to each academic level, with the primary purpose being the documentation (citation) of sources. CSU requires that students use APA style for certain papers and projects. Students should always carefully read and follow assignment directions and review the associated grading rubric when available. Students can find CSU's Citation Guide in the myCSU Student Portal by clicking on the "Citation Resources" link in the "Learning Resources" area. This document includes examples and sample papers and provides information on how to contact the CSU Success Center.

## Grading Rubrics

This course utilizes analytic grading rubrics as tools for your professor in assigning grades for all learning activities. Each rubric serves as a guide that communicates the expectations of the learning activity and describes the criteria for each level of achievement. In addition, a rubric is a reference tool that lists evaluation criteria and can help you organize your efforts to meet the requirements of that learning activity. It is imperative for you to familiarize yourself with these rubrics because these are the primary tools your professor uses for assessing learning activities.

Rubric categories include: (1) Discussion Board, (2) Assessment (Written Response), and (3) Assignment. However, it is possible that not all of the listed rubric types will be used in a single course (e.g., some courses may not have Assessments).

The Discussion Board rubric can be found within Unit I's Discussion Board submission instructions.

The Assessment (Written Response) rubric can be found embedded in a link within the directions for each Unit Assessment. However, these rubrics will only be used when written-response questions appear within the Assessment.

Each Assignment type (e.g., article critique, case study, research paper) will have its own rubric. The Assignment rubrics are built into Blackboard, allowing students to review them prior to beginning the Assignment and again once the Assignment has been scored. This rubric can be accessed via the Assignment link located within the unit where it is to be submitted. Students may also access the rubric through the course menu by selecting "Tools" and then "My Grades."

**Again, it is vitally important for you to become familiar with these rubrics because their application to your Discussion Boards, Assessments, and Assignments is the method by which your instructor assigns all grades.**

## Communication Forums

These are non-graded discussion forums that allow you to communicate with your professor and other students. Participation in these discussion forums is encouraged, but not required. You can access these forums with the buttons in the Course Menu. Instructions for subscribing/unsubscribing to these forums are provided below.

[Click here for instructions on how to subscribe/unsubscribe and post to the Communication Forums.](#)

### Ask the Professor

This communication forum provides you with an opportunity to ask your professor general or course content questions. Questions may focus on Blackboard locations of online course components, textbook or course content elaboration, additional guidance on assessment requirements, or general advice from other students.

Questions that are specific in nature, such as inquiries regarding assessment/assignment grades or personal accommodation requests, are NOT to be posted on this forum. If you have questions, comments, or concerns of a non-public nature, please feel free to email your professor. Responses to your post will be addressed or emailed by the professor within 48 hours.

Before posting, please ensure that you have read all relevant course documentation, including the syllabus, assessment/assignment instructions, faculty feedback, and other important information.

### Student Break Room

This communication forum allows for casual conversation with your classmates. Communication on this forum should always maintain a standard of appropriateness and respect for your fellow classmates. This forum should NOT be used to share assessment answers.

## Grading

Discussion Boards (8 @ 2%)	= 16%
Quizzes (3 @ 4%)	= 12%
Essays (2 @ 7%)	= 14%
Unit II Journal Assignment	= 7%
Assessments (2 @ 8%)	= 16%
Unit III & VIII Scholarly Activities (2 @ 8%)	= 16%
Unit VII Scholarly Activity	= 13%
Unit VI Outline	= 6%
<b>Total</b>	<b>= 100%</b>

## Course Schedule/Checklist (PLEASE PRINT)

The following pages contain a printable Course Schedule to assist you through this course. By following this schedule, you will be assured that you will complete the course within the time allotted.



By following this schedule, you will be assured that you will complete the course within the time allotted. Please keep this schedule for reference as you progress through your course.

Unit I	America's Gilded Age
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
<b>Read:</b>	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
<b>Discuss:</b>	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
<b>Submit:</b>	<input type="checkbox"/> <b>Essay</b> by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

Unit II	Progressive Era
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
<b>Read:</b>	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
<b>Discuss:</b>	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
<b>Submit:</b>	<input type="checkbox"/> <b>Journal Assignment</b> by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

Unit III	America in the Great War
<b>Review:</b>	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
<b>Read:</b>	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide
<b>Discuss:</b>	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
<b>Submit:</b>	<input type="checkbox"/> <b>Quiz</b> by Tuesday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Scholarly Activity</b> by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	



HY 1120, American History II		Course Schedule
Unit IV	America between the Wars	
Review:	<input type="checkbox"/> Unit Study Guide	
Read:	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide	
Discuss:	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)	
Submit:	<input type="checkbox"/> <b>Assessment</b> by Tuesday, 11:59 p.m. (Central Time)	
Notes/Goals:		

Unit V	America and World War II
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
Discuss:	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
Submit:	<input type="checkbox"/> <b>Quiz</b> by Tuesday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Essay</b> by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

Unit VI	Cold War America
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide
Read:	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
Discuss:	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
Submit:	<input type="checkbox"/> <b>Assessment</b> by Tuesday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Outline</b> by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	

HY 1120, American History II		Course Schedule
Unit VII	Vietnam: Home and Abroad	
Review:	<input type="checkbox"/> Unit Study Guide <input type="checkbox"/> <b>Learning Activities (Non-Graded):</b> See Study Guide	
Read:	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide	
Discuss:	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)	
Submit:	<input type="checkbox"/> <b>Scholarly Activity</b> by Tuesday, 11:59 p.m. (Central Time)	
Notes/Goals:		

Unit VIII	Globalization and the New Millennium
Review:	<input type="checkbox"/> Unit Study Guide
Read:	<input type="checkbox"/> <b>Reading Assignment:</b> See Study Guide <input type="checkbox"/> <b>Suggested Reading:</b> See Study Guide
Discuss:	<input type="checkbox"/> <b>Discussion Board Response:</b> Submit your response to the Discussion Board question by Saturday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Discussion Board Comment:</b> Comment on another student's Discussion Board response by Tuesday, 11:59 p.m. (Central Time)
Submit:	<input type="checkbox"/> <b>Quiz</b> by Tuesday, 11:59 p.m. (Central Time) <input type="checkbox"/> <b>Scholarly Activity</b> by Tuesday, 11:59 p.m. (Central Time)
Notes/Goals:	