



**LIT 260 History and Literature of the Holocaust
Section 110**

Office: S-14

Delta Office Phone (989) 686-9015.

E-mail Address: nadinedavis@delta.edu

Resources

Night by Elie Wiesel; *The World Must Know* by Berebaum; *In My Hands* by Opdyke; *Clara's War*; *From Auschwitz to Freedom*, *The Boy in the Striped Pajamas* by John Boyne

eLearning <http://elearning.delta.edu>

Various web sites and videos that I will provide at the course site; various films and presentations in class

If you have a laptop computer, please bring it to class.

Holocaust Memorial Center, Farmington MI—field trip. Details will be provided in early September as to the time and date, probably on a Sunday in October. The cost is \$5. We will carpool to the Center.

Welcome

Hello Students! I am always excited to teach Holocaust literature! I have been a scholar in the area for over 30 years (yea, I'm that old!) and find that by teaching the subject area, I learn so much each semester from my students. My students always offer new insights and bring me new resources. I have no doubt this semester will be the same!

I am a graduate of Michigan State University where I earned a degree in English. I earned my master's degree from SVSU. Currently, I pursued a doctorate in instructional design for online learning from Capella University

I look forward to working with each of you this semester.

ENGLISH DIVISION POLICIES The professors of English Division spent considerable time discussing the policies that would apply to all of our courses. I have listed the official policies as an attachment to this document. As a member of the Division, I will be strictly enforcing all these policies. The key to doing well in this class is communication. Do not hesitate to contact me for clarifications or to explain a position; however, once I hear your position, I will not guarantee that my mind will be changed. If you wish an in-person private meeting, please let me know.

My Policies

Classroom Policies The following policies are my personal classroom policies. The policies carry the same weight as the Division policies and will be strictly enforced.



- No food in class. We will be using laptop computers. To ensure that they are not damaged, food is prohibited. If you bring a drink to class, please keep it away from the laptops!
- Please turn your cell phones to silent during class. Please do not answer cell phones during class. If you have an emergency call, please leave the room to answer it.

Attendance Policies

Attendance

- You need to be in class each week as much of class time is spent discussing the literature and viewing related films and videos. You will need to refer to class discussion, the in-class activities, and the films in your assignments on the literature.
- Assignments that are completed in class cannot be made up due to absence.
- Missed quizzes must be made up within seven days of the absence unless you have in writing from me an exception.
- An absence includes time missed due to tardiness and leaving class early.

Tardy Policy

- Coming to class late or leaving early is not acceptable behavior. You are responsible for anything missed during the time you are not there except for assignments that cannot be made up (i.e. group activities, discussions, quick writings); however, interrupting me or another student to become familiar with what is happening is not acceptable. If the class is in the middle of an activity, please wait to an appropriate time to ask me or a classmate for directions.
- Some in-class activities cannot be made up. If you are late or leave early, you will miss the assignment just as if you are absent.

Inclement Weather Policy Delta College *rarely* closes during inclement weather. Please be aware of the official inclement weather statement <http://www.delta.edu/community/AboutDelta/AdverseWeatherSituations.aspx>. Based upon the College policy, I have drafted these guidelines.

- **If I am unable to make it to class because of inclement weather or illness,** check the course site at eLearning to see if I have posted an announcement **before** you leave for campus. If you do not have web access, call my office phone at (989) 686-9015 and listen to my message. I will indicate if I will be canceling class.
- However, if Saginaw, Midland and Bay County schools ALL are closed, **class will be held online.** We will use Eluminate—a way to video conference in place of class. Please go to eLearning for directions as to how class will be conducted. If you do not have Internet access at home, you will have until the next class period to complete the assignment.
- If you miss class due to inclement weather in your area that does not affect Delta College, I will not count it as an absence **as long as you follow the directions provided here.** To make sure that each of you is treated fairly, I will require those of you who miss due to the weather to provide to me the name of the school district in which you live and if it was closed the day that you missed



class. Do not, HOWEVER, feel you can just take the day off if the school district where you live is closed. If you can safely make it to campus, you are to make every effort to be here.

Academic and Integrity Policies

- No obscene or offensive language in the classroom, including offensive language on your clothing. If you engage in obscene or offensive language in class, I will enforce the Disruptive Student Policy (see policy at <http://www3.delta.edu/catalog/StudentsRights.asp> or under the English Division Policies) to dismiss you from the course.
- Academic Integrity is of the utmost importance. Plagiarized work of any kind will result in immediate failure in the course. See the plagiarism policy at <http://www3.delta.edu/catalog/StudentsRights.asp> or see the policies under the English Division policies.
- If you disagree with a grade on an assignment, please contact me privately. It is a private matter between you and me that I want to address but not publicly. I am happy to explain how a grade was determined. *Do not let a concern fester*. Contact me immediately to save both of us from having to submit to the Disputed Final Grade Policy <http://www3.delta.edu/catalog/DisputedFinalGrade.asp>.

Student Responsibilities

Respect

- You are expected to treat your classmates and me respectfully in your correspondence and discussion.
- You are expected to notify me of concerns, questions, and problems.
- You are responsible to keep copies of your assignments.
- You are responsible to obtain the course materials and textbooks.
- I expect you
 - To have the texts which were selected for the course:
 - To find the Internet links for the other short stories, resources, and links
 - I expect you will conduct yourself by being punctual and respectful and by showing academic integrity and honesty.
 - Punctuality in posting to the discussion board and submitting assignments. You must regularly log into the wiki, check the course calendar for assignments, and promptly complete the work.
- **Late work is not accepted**. You are expected to meet all deadlines for assignments and tasks. Since most of the class time will be spent discussing and sharing our work, if you come without your assignment you will miss an integral part of the course.
- I **do not** give extra credit for missed assignments or under any circumstances. I do, however, provide opportunities to earn 5-10 points throughout the semester.

Your Responsibilities for Assignments

- All assignments must be submitted to eLearning using the dropbox unless I state otherwise. I will demonstrate in class how to submit assignments at the site.
- You are responsible to check the course due dates. Just because I do not remind or mention to you in class a due date does not mean that something isn't due.
- You are responsible to keep copies of your assignments.



- Any paper or assignment should be saved on a flash/thumb drive and backed up!
- Save copies of e-mail messages sent to me or that I send you.
- Save assignments I return to you. Save copies of your notes and other drafts of your papers.
- You are responsible for all assignments that are given.
- -->To ask about your progress if you are unsure about how I am grading. Grades can be found at Educator-> Assessments-->Grades. Check it regularly! Do not ask for extra credit or for the permission to complete assignments well after the due date to raise a grade. Please do not tell me the last week of class that you must pass the course. Be responsible for your progress throughout the semester. You are responsible to contact me by phone, e-mail, or during my office hours, if you have personal questions and concerns. I cannot know if you are having difficulty if you do not let me know.
- You are responsible for your academic progress. *I do not give grades; you earn them.*
- When I return an assignment, I give specific feedback based upon the assessment criteria given to you when the assignment is given. If you have questions about the way an assignment is graded, please contact me.
- Grades can be found at Assessments-->Grades. Check it regularly! Please report any discrepancies between my records and yours. I do not send grade reports. You must check your own academic progress at the course site in this same area. It is available 24/7.

Delta College Writing Center

The Delta College Online Writing Center will be open in the third week of the semester. I will provide details when it is open I strongly suggest you make regular use of the center for help with the papers and journals. Papers that have been worked on at the Online Writing Center Café' will receive a 2 point bonus. At times, I may advise you to see tutoring or advice from the Writing Center. Do not take this advice lightly. If I make the suggestion, act upon it.

Grading Policies A-F grades will be given. I have included a grading guide in this syllabus to indicate my standards for each grade. In addition, specific assignments will have their own rubric.

General Grading Guide

Read carefully the description for each grade. You must have met all the criteria to earn the grade.
Other criteria may be included with specific assignment

Grade	Description
A	<ul style="list-style-type: none"> ✓ Must meet all gateway criteria (name, on time, MLA format, and other as specified by the assignment) ✓ All sources documented ✓ Assignment must state main idea clearly ✓ Main idea must be well supported with significant, specific examples, facts, and ideas ✓ No misspelled words ✓ Grammatical errors, if any, do not stand in the way of understanding the meaning
A-	<ul style="list-style-type: none"> ✓ Must meet all gateway criteria (name, on time, MLA format, and other as specified by the assignment) ✓ All sources documented ✓ Assignment must state main idea clearly ✓ Main idea must be supported with significant, specific examples, facts, and ideas ✓ 0-3 misspelled words ✓ Grammatical errors do not stand in the way of understanding the meaning
B+	<ul style="list-style-type: none"> ✓ Must meet all gateway criteria (name, on time, MLA format, and other as specified by the assignment) ✓ All sources documented ✓ Assignment must state main idea ✓ Main idea must be mostly supported with significant, specific examples, facts, and ideas ✓ 0-5 misspelled words ✓ Grammatical errors, mostly, do not stand in the way of understanding the meaning
B	<ul style="list-style-type: none"> ✓ Must meet all gateway criteria (name, on time, MLA format, and other as specified by the assignment) ✓ All sources documented ✓ Assignment must state main idea ✓ Main idea must be mostly supported with significant, specific examples, facts, and ideas ✓ 0-5 misspelled words ✓ Grammatical errors, mostly, do not stand in the way of understanding the meaning
B-	<ul style="list-style-type: none"> ✓ Must meet all gateway criteria (name, on time, MLA format, and other as specified by the assignment) ✓ Nearly all sources documented ✓ Assignment must state main idea ✓ Main idea must be mostly supported with significant, specific examples, facts, and ideas

	<ul style="list-style-type: none"> ✓ 0-5 misspelled words ✓ Grammatical errors, mostly, do not stand in the way of understanding the meaning
C+	<ul style="list-style-type: none"> ✓ Must meet all gateway criteria (name, on time, MLA format, and other as specified by the assignment) ✓ Nearly all sources documented ✓ Assignment must begin to state main idea ✓ Main idea should begin to be supported with significant, specific examples, facts, and ideas ✓ 0-5 misspelled words ✓ Grammatical errors, mostly, do not stand in the way of understanding the meaning
C	<ul style="list-style-type: none"> ✓ Must meet all gateway criteria (name, on time, MLA format, and other as specified by the assignment) ✓ Some of the sources documented ✓ Assignment must begin to state main idea ✓ Main idea should begin to be supported with significant, specific examples, facts, and ideas; however, some details are not relevant ✓ 0-5 misspelled words ✓ Some grammatical errors stand in the way of understanding the meaning
C-	<ul style="list-style-type: none"> ✓ Must meet all gateway criteria (name, on time, MLA format, and other as specified by the assignment) ✓ Some of the sources documented ✓ Assignment starts to state main idea ✓ Main idea should begin to be supported but the ideas aren't significant or appropriate ✓ 0-5 misspelled words ✓ Grammatical errors stand in the way of understanding the meaning
D	<ul style="list-style-type: none"> ✓ Must meet all gateway criteria (name, on time, MLA format, and other as specified by the assignment) ✓ None of the sources documented ✓ Assignment starts to state main idea ✓ Main idea should begin to be supported but the ideas aren't significant or appropriate ✓ 0-5 misspelled words ✓ Grammatical errors stand in the way of understanding the meaning
F	<ul style="list-style-type: none"> ✓ Does not meet all gateway criteria (name, on time, MLA format, and other as specified by the assignment) ✓ None of the sources documented ✓ Assignment does not state main idea ✓ Main idea not supported ✓ More than 5 misspelled words ✓ Grammatical errors stand in the way of understanding the meaning



ENGLISH DIVISION POLICIES

Instructor Initiated Drop for Lack of Attendance

Your English Division instructor will drop you from this course if you miss, for any reason, in excess of 2/15 of your classes for this course. For this particular course that means in excess of two weeks of class. This is an English Division policy.

Disabilities

If you have a documented disability which affects your academic performance, and need an academic accommodation, please contact the Office of Disability Services in D102. The telephone number is 686-9330. Mike Cooper, Disability Services Director, D-WING, D102, 989-686-9322.

Integrity of Academic Work (From the Delta College Catalog)

I. Statement of Values

The principles of truth and honesty are fundamental to a community of learners. All members of the Delta College Community are expected to honor these principles and are responsible for maintaining the integrity of academic work at the College.

Plagiarism or any misrepresentation of work, unsanctioned collaboration, use of prohibited materials, and participation in any form of dishonesty all constitute violation of this policy.

Violations of this policy will result in the actions and consequences specified within this policy.

II. Faculty determine standards of integrity for academic coursework.

Examples of academic dishonesty that would constitute violations of this policy include, but are not limited to, the following:

- A. Plagiarism*
- B. Cheating on tests, quizzes, or any assignments
- C. Fabrication
- D. Aiding and abetting dishonesty
- E. Falsification of records and official documents

*Plagiarism is defined as, "the false assumption of authorship; the wrongful act of taking the product of another person's mind and presenting it as one's own." As developed by Alexander Lindey in "Plagiarism and Originality" (N.Y.: Harper, 1952)

III. Faculty and Staff Responsibilities.

Faculty should do the following, where applicable and when appropriate:

- A. Provide clarification about the nature of academic dishonesty.



- B. Clarify expectations for homework, assignments, collaborative student efforts, research papers, exams, etc.
- C. Identify any specific style/format requirements for assignments.
- D. Communicate ethical and professional standards associated with courses and programs.
- E. Honor principles of truth and honesty and in so doing protect the validity of college grades.

IV. Student Responsibilities and Rights

Delta College Students are responsible for understanding/following

- A. All provisions of this policy including, but not limited to, examples under I and II above.
- B. Specific course policies for academic work.
- C. Other College policies as specified in the current Delta College Catalog.
- D. Commonly understood principles of personal honesty and integrity.

The student may appeal, through the Disputed Final Grades policy, any grade affected by a charge of academic dishonesty.

V. Process for Policy Violations by Students

- A. Faculty may use their discretion and judgment in any suspected violation of this policy, including limiting action to a warning. If the faculty member determines that this policy has been violated, then the process outlined below will be followed.
 - 1. If the faculty member decides that a violation of this policy will not affect the student's assignment or course grade, the faculty member will explain the violation to the student and warn the student of future consequences for similar behavior.
 - 2. If a faculty member decides that a violation of this policy will affect the student's grade in the course, then the faculty member will explain the decision in writing to the student within a reasonable time frame. The faculty member will then send copies of the written explanation to the appropriate Division Chair, Academic Dean, and the Chief Academic Officer of the College.

Both the Division Office and Academic Office will maintain permanent records of these violations.

- B. When a violation is reported to the Academic Office, the Chief Academic Officer of the College will determine appropriate consequences beyond the course grade for the student, including, particularly in the case of a repeated violation of this policy, possible dismissal from the College.

Disruptive Students (From the Delta College Catalog)



Disruptive conduct taints the educational atmosphere and may endanger the safety of students and staff. Accordingly, when student conduct on campus creates a serious enough disruption such that the only reasonable solution is removal of the student, a faculty/staff member may temporarily suspend or permanently expel that student from class/campus.

This policy and accompanying procedures assumes that the faculty/staff has made every attempt to resolve this issue with the student through such informal methods as individual conferences and/or written messages. If these informal methods have not met with success, the following formal procedures will be implemented.

1. The student will be verbally warned by the faculty or staff member the student's behavior is considered to be disruptive (describe the behavior to which the faculty/staff member is referring) and that if the student continues the behavior, s/he will be asked to leave the class/building.
2. If the student persists with the disruptive behavior, the faculty/staff member can then ask the student to leave the class or campus. At this time the faculty/staff must warn the student that failure to leave may result in police intervention. The faculty/staff must indicate whether the suspension is just for that day or if the student must appeal to the appropriate Division Chair to reenter the class. In other words, clarify for the student whether the suspension is temporary or permanent.
3. If after the previous verbal warnings the student continues to demonstrate disruptive behavior, the faculty/staff will summon the appropriate police agency who will have the option of arresting the student for criminal trespass, if necessary. The faculty/staff member's request for the student to leave provides the police agency with sufficient probable cause to effect an arrest.
4. If as a result of faculty/staff member's request for expulsion the student leaves the classroom/campus, the faculty/staff will notify their Division Chair or immediate supervisor in writing within 24 hours of the incident. The written report must include the student's identity and the behavior that was considered to be disruptive. Sufficient detail must be provided to allow the Chair/Supervisor to assess whether or not the policy was followed. Please note that the written report is only necessary when considering expulsion. Temporary suspension is handled informally by the faculty/staff member.
5. The Division Chair/Supervisor must immediately contact the student by phone, with a follow-up through registered mail, notifying them of the opportunity to explain the incident from the student's point of view. In addition, this notice will include the date by which the student must respond back to the Division Chair (or designee) or else forfeit their right to appeal the expulsion. Generally, the student will be given three class* days to respond in person, by phone, or mail (postmarked). Within 24 hours of the conclusion of the meeting to review the suspension, the Chair/Supervisor will decide if the removal was justified or if the student should be reinstated. The Chair/Supervisor may find it necessary to consult with other College employees, students, or records for additional information upon which to base their decision. The Chair/Supervisor may support or deny the removal, or make other arrangements for the student.
6. The decision of the Chair/Supervisor will be conveyed to the student and the faculty/staff member who caused the removal as soon as possible, either in person or by phone. A written confirmation of the decision will be sent to both the staff member and the student within three class days. Within three class days of the receipt of the written decision, the student or the staff member may appeal in person, by phone, or in writing the decision to the appropriate Dean/Supervisor (identified in the written decision by the Chair); whose decision will be final.



7. It is important to emphasize that each step of the process should proceed as quickly as possible, while maintaining fairness and objectivity.

*For the purpose of this policy, class days include only Monday-Friday when Delta College classes are in session.



Major Assignments

Aside from small in class assignments (worth between 5 and 15 points), you will complete the following major assignments.

August 30- September 12 at 11:59 PM *Night and Fog* (film) and *The World Must Know (TWMK)* (50 points)

Night and Fog will be shown in class on August 30. Also, you will read Part 1 and 2 of *TWMK* by September 13.

Between August 30 and September 12 at 11:59 PM, you will post to the discussion board called *TWMK* at eLearning a minimum of five original posts and five responses to your classmates that examine the key ideas that the film and the text discuss.

I have three suggestions for you to use to organize your five original posts. Choose at least two of them (you may do all three. For the remaining posts, either repeat my suggestions or develop an idea of your own.

- Using the notes that you took during the film, *Night and Fog*, that was shown in class, explain to your classmates the effect that the film had on you. Do so by examining one scene or image that was particularly interesting or upsetting to you. Describe the scene and relate the details to your reaction. Be specific. Do not try to write everything that affected you. Pick one idea and develop it.
- As you read *TWMK*, keep track of key events and persons. Examine one thoroughly in a post by doing outside research using Google or another search engine.
 - Spend a sentence or two explaining the event, policy, or person. Cite your source using internal citation (where in the book did it come from). Also include a list of resources at the end of the post. See Norton Lit Web Writing about Literature <http://www.wwnorton.com/college/english/litweb05/writing/36-2.asp> and two You Tube videos at <http://www.youtube.com/watch?v=KqkiEFmlWlw> and <http://www.youtube.com/watch?v=Ke1W8GRPyGw&feature=related>.
 - Explain why you chose this item and how it affected you. (Be specific: did it remind you of something you already knew, did it surprise you—why, what makes this incident unique compared to what you already know or believe.)
- Find an example from today’s society that echoes the event. In other word, what is happening today that is similar to the events of the Holocaust? Pick one specific event—don’t generalize. The event could be something personal that has happened to you, from the news, or from recent history (2000-now).
- You must respond to at least five posts that your classmates have created. Do not simply respond by saying you agree. You must add to the conversation. Create a conversation with your classmates. Add your ideas, refer to other ideas in the text or what you have learned in another setting. Be sure to cite your sources.

Grading Criteria

Criteria	Non-proficient Performance 0	Basic Performance 1	Proficient Performance 2	Distinguished Performance 3

Uses complete paragraph structure	The writing does not use proper paragraph structure.	The writing may have some elements of a paragraph.	The writing has the essential elements of a paragraph.	The writing skillfully uses the elements of a paragraph.
Selects, organizes, and presents details to support a main idea	The post lacks detail. The few details that are included are not well organized.	Some of the details in the post pertain to the thesis but the organization may not make the meaning hard to follow.	Most of the details in the post pertain to the thesis and are organized to present the intended meaning. More detail may be needed to explain the points.	Details are selected and organized so that the main idea of the post is presented in a logical method. Enough detail needed to explain the ideas fully.
Shows attention to the purpose and audience for which the writing is intended	The writer is not aware of audience or the purpose of the writing.	The writer has a basic awareness of the audience or the purpose of the writing.	The writer is aware of the audience or the purpose of the writing.	The writer uses awareness of audience and purpose to convey the meaning of the writing.
Uses appropriate capitalization, grammar, and usage rules.	The writer does not engage the appropriate use of capitalization, grammar, and usage rules.			The writer engages the appropriate use of capitalization, grammar, and usage rules.
No words are misspelled	There are misspelled words			All words are spelled correctly
Applies relevant Professional and/or personal experiences where appropriate.	Does not apply relevant professional and/or personal experiences where appropriate.	Applies an example of professional and/or personal experience but the experience is not appropriate or tied to the main idea being discussed.	Applies an example of professional and/or personal experience and begins to relate it to course concepts.	Applies an example of professional and/or personal experience and relates it to course concepts to expand the conversation.
Responds to fellow learners, relating the discussion to relevant course concepts and providing substantive feedback.	Does not respond to fellow learners.	Responds to fellow learners but does not add new information to the conversation.	Responds to fellow learners providing some additional information to the conversation	Responds to fellow learners and ties the course concepts to the post and provides feedback to the learners.



Uses MLA or APA citation format correctly to note where paraphrases and quotes are used.	Does not use MLA or APA citation or does not use it correctly.	Uses MLA or APA citation format correctly to note where paraphrases and quotes are used.		
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What is Literary Criticism and Responses to the Literature

A. Between September 13 and September 19 at 11:59 PM Literary Criticism Assignment (10 points; use discussion board assessment criteria from above)

Literary Criticism Post: Read and study the following web sites. (10 points)

- “Literary Criticism” <http://www.textetc.com/criticism.html> While the site refers to the study of poetry, I am mostly interested in your understanding the schools of criticism in the middle of the article and then how to use the approaches.
- A Handbook of Rhetorical Devices <http://www.virtualsalt.com/rhetoric.htm> This is reference site that defines terms that can be used to analyze literature.
- Reader Response Criticism <http://owl.english.purdue.edu/owl/resource/722/06/> and http://bcs.bedfordstmartins.com/virtualit/poetry/critical_define/crit_reader.html These sites discuss a bit more about how to use reader response when reading literature. In Holocaust lit, I rely a lot on this form of criticism. Please pay careful attention to them.

At the discussion board called Literary Criticism, post a 150 word (approximately—don’t count words or panic if you are a lot over or a little under!) reaction to what you have read about literary criticism. By this I mean, what in the past has confused or worried you about a literature class and the idea of analyzing works of literature. How do these sites help to eliminate or (I hope not) increase your fears? What do you think reader-response is? How comfortable would you be using this as you read the literature in this course?

We will use your posts in class to discuss how to examine literature.

B. Reader-Response Journal on Each Text (25 points for each text) Due dates for each book will be announced in class!

Each journal will be uploaded to the drop box at the course site by the due date announced in class.

- Journal length minimum of 500 words
- The journal must involve a number of the following suggestions for the journal:
 - Refer to specific incidents in the book and give an analysis of why you chose this incident.



- Explains how the incidents (people) in the text relates to the information you have learned from your blog research.
- Explains how the book relates to class discussions.
- Explains how the book relates to films viewed in class where appropriate.
- Explains how the book relates to what you learned in *The World Must Know*.
- Use literary terms (<http://www.virtualsalt.com/rhetoric.htm>) as appropriate in analysis. Use terms you are comfortable with or that we have discussed in class if you are not comfortable with them.

September 20 to October 31 at 11:59 PM (specific deadlines given in assignment) Holocaust Blog (50 points)

- Create a blog by September 26 at 11:59 PM

Word Press <http://wordpress.com/>. Word Press is a blog that is easy to use and offers a lot of options. After you create a Word Press account you can watch this video to learn how to use Word Press <http://www.youtube.com/watch?v=KuxWu1D3Mk4>.

Send me an email that gives me your site address. The name needs to be written as <http://...> whatever your site name is.

I will create a list of these addresses and post them at the course site.

- Blog Post #1 by October 3 at 11:59 PM

Find a news article that relates to the Holocaust or something that relates to genocide or human rights from today's news. Write a 200-300 word post that explains what you have learned about the Holocaust that relates to the news article.

- Blog Post #2 by October 10 at 11:59 PM

Find a video on YouTube to embed in your blog that relates to something you are learning about the Holocaust and how it affects your life today. Write a 200-300 word post that explains how this video relates to the Holocaust and your life.

- Blog Post #3 by October 17 at 11:59 PM

Find a web page to link to your blog entry that relates to something you are learning about the Holocaust and how it affects your life today. Write a 200-300 word post that explains how this video relates to the Holocaust and your life.

- Blog Post #4 by October 24 at 11:59 PM

Research a rescuer that we are not discussing in class and create a tribute page to the person.

- Blog Post #5 by October 31 at 11:59 PM

Define genocide. Research and discuss a specific genocide incident aside from the Holocaust and how it relates to your definition of genocide.

Criteria	Non-proficient Performance 0	Basic Performance 1	Proficient Performance 2	Distinguished Performance 3
Uses YouTube video, article, etc. that focuses on a current issue about human rights, the Holocaust, anti-Semitism, genocide, or related issues	The article is not related to the course content.	The article has a tangential relationship to the course content.	The article pertains to the course content.	The article pertains to the course content and highlights a key issue discussed in the course.
The paragraph summary is succinct	The summary rambles and does not contain the main ideas	The paragraph misses main ideas or contains irrelevant information	The paragraph is succinct and accurate	The paragraph captures the key points that relate to the course content.
The paragraph that reflects on the ideas that are in the article relates to what is being learned from the readings in the course	The reflection does draw on course materials and ideas	The reflections tangentially relates to the course materials and ideas	The paragraph that reflects on the ideas that are in the article relates to what is being learned from the readings in the course	The paragraph that reflects on the ideas that are in the article not only relates to what is being learned from the readings in the course, but it also refers directly to course readings and course discussion posts.
The entry includes appropriate picture or graphics	The entry does not include a graphic	The entry includes a graphic that is only tangentially related to the entry	The entry includes appropriate picture or graphics	
Uses complete paragraph structure	The writing does not use proper paragraph structure.	The writing may have some elements of a paragraph.	The writing has the essential elements of a paragraph.	The writing skillfully uses the elements of a paragraph.
Selects, organizes, and presents details to support a main idea	The post lacks detail. The few details that are included are not well organized.	Some of the details in the post pertain to the thesis but the organization may not make the meaning	Most of the details in the post pertain to the thesis and are organized to present the intended meaning. More	Details are selected and organized so that the main idea of the post is presented in a logical

		hard to follow.	detail may be needed to explain the points.	method. Enough detail needed to explain the ideas fully.
Shows attention to the purpose and audience for which the writing is intended	The writer is not aware of audience or the purpose of the writing.	The writer has a basic awareness of the audience or the purpose of the writing.	The writer is aware of the audience or the purpose of the writing.	The writer uses awareness of audience and purpose to convey the meaning of the writing.
Uses appropriate capitalization, grammar, and usage rules.	The writer does not engage the appropriate use of capitalization, grammar, and usage rules.			The writer engages the appropriate use of capitalization, grammar, and usage rules.
No words are misspelled	There are misspelled words			All words are spelled correctly

December 6 Final Essay (50 points)

Who would you consider responsible for Nazi crimes, those who made the laws of persecution, those who carried them out, those who did not interfere? Discuss the following question: "Do you think that a bystander is guilty of the crime s/he stands by and let it happen?"

