

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

Department of History and Military Studies

HIST300 **Research Methods in History** 3 Credit Hours Length of course 8 weeks

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses.

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Instructor Information

Course Description

The purpose of this course is to prepare the student for upper-division course work, research, and writing based on historical methodologies such as quantification or paleography. It is designed to familiarize the student with what historians do and how they do it, and affords the student an opportunity to develop their own skills as a historian by interpreting and evaluating

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Course Scope

This course will introduce the student to historical thinking on a variety of levels and will examine the methods and mechanics of historical research, writing and critical analysis. The course focuses on building the requisite skills for conducting historical research including locating, utilizing, and evaluating sources, and is designed to make the student a more objective and interpretative historian.

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By design, this course requires thoughtful reading and analysis. The class forums and written assignments are designed to allow you to demonstrate a thorough comprehension of the concepts introduced in the readings and case studies. Your perception of the issues introduced in these readings and case studies will be shaped by your worldview and experience. Feel free to report your views but do so in a considerate and thoughtful manner. Since this is upper-level coursework, do not merely regurgitate information from the reading assignments. You are expected to analyze, critique, and challenge the authors, materials, each other, and the instructor. The expectation is that your work is original. Academic integrity is essential. Scrupulously acknowledge the source of direct quotes, paraphrased passages, and others' ideas.

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Course Objectives

Specifically, this course will require the student to:

- CO-1: Identify and apply the methods and mechanics of historical research, writing and critical analysis.
- CO-2: Analyze and critically evaluate readings using relevant concepts and methods.
- CO-3: Discern that historical narratives are interpretations of primary and secondary sources that are affected by voice and perspective.
- CO-4: Demonstrate the ability to synthesize primary and secondary sources into a single narrative.
- CO-5: Correctly format citations using the *Chicago Manual of Style / Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations*
- CO-6: Summarize the theory of historiography, including the various motives and perspectives utilized in writing or reporting history and look for trends in historical classification.
- CO-7: Compose a research paper that demonstrates a grasp of historical method and techniques.

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Course Delivery Method

This course delivery is via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes / exams (both non-proctored), written assignments, and forums.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

All written assignments are due by the last day of each week and are posted in your student folder and associated with the assignment. Do not copy and paste any written assignment into the assignment section. When the

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assignment is ready for your instructor to grade, you must select the box “Submit for Grading” and then submit the assignment. **Instructors at APUS do not search through student folders to find the assignments.**

All Forum postings occur in the forum and specific due dates are in the Course Outline section of this syllabus. Do not place your forum answers in your student folder. Your instructor will only grade the forum postings from the forum

All assignments are due as posted in the syllabus. I will accept late assignments with a penalty. Assignments 1 week late are deducted 25 percent of the grade. Two weeks results in a deduction of 50 percent. Anything later than that will receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.

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Course Materials.

REQUIRED TEXTS

Marius, Richard, and Melvin E. Page. *A Short Guide to Writing About History*, 6th ed. New York: Longman, 2007.

RECOMMENDED REFERENCES

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional.*

WEB-BASED READINGS

- Daddow, Oliver J. “Debating History Today.” *Rethinking History* 8 (March 2004): 143-147. This essay is accessible through the APUS Online Library: EBSCO Academic Search Premier. and in the course materials section of your classroom.
- Gorman, Jonathan. “Historians and Their Duties.” *History and Theory* 43 (December 2004): 103-117. This essay is accessible through the APUS Online Library: EBSCO Academic Search Premier and in the course materials section of your classroom.
- Thompson, Paul. “Oral History and the Historian.” *History Today* 33 (June 1983): 24-28. This essay is accessible through the APUS Online Library: EBSCO Academic Search Premier and in the course materials section of your classroom.

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional [University of Chicago Style Manual and its Turabian offshoot](#). Citations will follow traditional footnote / endnote attribution. **Do not use parenthetical (APA / MLA) variations. Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.**

Recommended References:

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a

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bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of [Adobe Reader](#).

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Evaluation Procedures

There are several types of assignments to complete for this course. Below, in the [Course Outline](#) section, you will find a list of each week's assignments to give you a feel for what will be expected and when. Here, in the syllabus, I have only provided a brief description of each assignment in general terms. I will provide detailed information and instructions in the classroom for each week's assignments. They will be posted in the Lessons section, as well as with each individual assignment.

FORUM ASSIGNMENTS:

Each week our Forum's will involve analyzing and describing primary sources. Each week we will look at a different type of primary source. I will provide archives each week to select material from. The Forum entries for Weeks Two – Eight will be graded. Week One is pass/fail. Please note Week 8 does not require a response to the professor. The first post is due no later than Friday, midnight; responses are due no later than Sunday, midnight EST. These assignments are designed to spark discussion in the classroom. As such, you are expected to be respectful of everyone's opinions and ideas, even if you disagree. Any sort of negative, hurtful, or discourteous talk on the Forum (or any other forum) will not be tolerated.

FORUM INSTRUCTIONS:

Each week our Forum's will involve analyzing and describing primary sources. Each week we will look at a different type of primary source. I will provide archives each week to select material from.

Forum 1: Introduction instructions in Lesson 1 regarding your introduction and Forum 1 regarding selecting a primary source.

Forum 2-8: In at least 250 words, you will present your analysis to your fellow students. Be sure that your description of each source includes a thesis sentence, introduction and concluding sentence. Include a copy of the primary source or a link to the primary source.

You will use the respective Worksheets found at the National Archives to serve as guides for analyzing that Primary Source material for each week. Be sure to answer all of the questions posed on the worksheet. Each week refer to the respect worksheet found at <http://www.archives.gov/education/lessons/worksheets/>.

When responding to other students, assess their analysis of the primary source. Please adhere to the Department's Forum Guidelines.

Forum assignments will be graded using the following rubric:

- ❖ **Thoroughness / Length of Original Post (50 points):** There is no specific length requirement, but a well-organized and well developed post will typically be two-three healthy paragraphs long (assuming a minimum of five sentences per paragraph). If you explain your ideas clearly and use specific details to

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support them, your post should reach an appropriate length. These posts should be **your own ideas**. That being said, you are free and welcome to use quotations from our sources to support your opinions.

However, you **must** cite them appropriately if you do.

- ❖ **Thoroughness of the 4 Peer Responses (30 points):** Again, there is no limit, but your entry must have substance. Your responses should add to the conversation. Simply saying, "I agree" or "I disagree" is not good enough. Explain whether you agree and **why**. Bring up another related point, or ask a question. If you choose to ask a question, though, be sure to give your own answer as well. As a general rule, a thorough response will be one-two paragraphs long (again, assuming a minimum of five sentences per paragraph).
- ❖ **Thoroughness of the Follow-up Question Post (20 points):** Either during the week of the forum, or in the following week between Monday and Friday, your instructor will ask you a Follow-Up Question that relates to either your initial posting or to a posting you made to another student. The Follow-Up Question Post has the same minimum requirements as the initial post. The Follow-Up question increases your critical thinking skills. The citation policy for the follow-up posting is the same as the initial posting.

RESEARCH PAPER FORUM

Weeks 2-6 students will also engage in a discussion about their research paper. Post updates, ask questions, and provide suggestions to fellow students (Total 3 posts: one initial post; two responses to other students). The first post is due no later than Friday, midnight EST of Weeks 2 – 6; Responses are due no later than Sunday, midnight EST of Weeks 2 – 6. Each week this Forum will be worth two percentage points.

RESEARCH PAPER DRAFT

For this course, you are required to write a 4-5 page draft of your research paper which will be due by the end of Week Five. This assignment will be graded using the rubric for the Research Paper that follows.

RESEARCH PAPER PEER REVIEW

For this course, you are required to conduct a peer review of another student's research paper draft. The paper for review will be assigned to you by the professor. You are to complete the Peer Review Form. It is attached to the assignment and a copy is located under resources. The Peer Review will be due by the end of Week Six.

This assignment will be graded using the following rubric:

- ❖ Assessment of Paper(45 points)
- ❖ Suggestions (45 points)
- ❖ Spelling and Grammar (10 points): Please run the spelling and grammar checks before submitting your assignment.

RESEARCH PAPER:

For this course, you are required to write a 10-12 page research paper which will be due during Week Eight. See the **Research Paper Guidelines** in Lesson 1 and the Assignments. Your papers **must** conform to the Chicago style (also called Turabian) for citations and layout. This includes a title page, footnotes, and a bibliography. These "special" pages do **not** count towards the 10-12 page requirement. In the [Course Materials](#) section above, I provided a list of books that will help meet the Chicago style requirement. Below, I provide a list of hyperlinks that have examples and tips about the Chicago format.

As an APUS student, you have access to numerous resources at the Online Library's Tutorial & Student Studies Center that will not only help with Chicago style, but will also help polish grammar skills, organize your papers and help you to avoid plagiarism. I encourage you to take a look at these resources, especially before beginning your research paper, but also as often as you feel is necessary during the actual writing process.

You are not allowed to use Wikipedia or any other encyclopedia (online or not) for any of your assignments.

The Research Paper Draft and the Research Paper will be graded using the Written Assignment Rubric.

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NO PLAGIARISM OF ANY KIND WILL BE TOLERATED ON ANY ASSIGNMENT!!!

ASSIGNMENT FORMAT REQUIREMENTS:

All written assignments should be submitted in the same format:

- ❖ Font: Times New Roman, 12 point.
- ❖ Spacing: Double-spaced, with no additional spaces between lines or paragraphs.
- ❖ Margins: 1” on every side (top, bottom, left and right).
- ❖ Page Numbers: at the top, right hand corner, or centered at the bottom of every page **except** Page One
- ❖ Chicago Format: You need to include a title page, rather than a heading on the first page. You also need to use footnotes and provide a proper bibliography.

If you have any problems with setting up these formats or have any questions, please let me know.

Every assignment is worth 100 points, though they are weighted differently. Your overall grade for this course will be determined in the following fashion:

I will post your grades for each assignment within five days of the due date. I will also provide detailed feedback about what you did well, and what may need improvement. If you have any questions about a grade or need clarification on the feedback, please feel free to email to discuss your concerns.

As I said earlier in this section, I will provide detailed information and instructions in the classroom for each week’s assignments.

<u>Grade Instruments:</u>	<u>% Final Grade</u>
Seven Forum assignments	35%
Research Paper Forum	10%
Research Paper Draft	15%
Peer Review	5%
Research Paper	35%
TOTAL	100%

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Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Forums</u>
1	Introductions	-- Get to know everyone!	-- Review the syllabus. Please let me know if you have questions! -- Get a head start on next	-- Forum 1 assignment & Introduction

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			week's readings	
2	The Study of History and Principles of Historical Research	<p>1. Identify and describe the central issues facing the contemporary historian including sources, fallacies, narrative, and argument.</p> <p>2. Apply critical reasoning to the evaluation and organization of sources, ideas, topics, and proposals.</p>	-- Marius and Page, <i>A Short Guide to Writing About History</i> : Please read the preface, as well as chapters 1-2	-- Forum 2 assignment --Research Paper Forum
3	The Craft of Historical Writing and The Historical Research Process	<p>1. Evaluate and apply historical writing conventions, styles, and principles of construction.</p> <p>2. Apply the ten characteristics of a good historical essay (as proposed by Marius and Page) and begin considering a topic for your research project.</p>	-- Marius and Page, chapters 4-6	-- Forum 3 assignment - Research Paper Forum
4	Questioning and Documenting Sources	<p>1. Describe the methodologies for questioning sources and evaluating materials outlined in Marius and apply the methodologies for questioning sources and evaluating materials to the essays in the Reilly text.</p> <p>2. Identify and apply describe the principles of documentation as outlined in Marius and Page.</p> <p>3. Discuss the importance of critical thinking as a student and as a historian.</p>	-- Marius and Page, appendices -- Reading as needed for your research paper.	-- Forum 4 assignment --Research Paper Forum
5	Historical Bibliography and Attribution	1. Identify and describe Turabian's four uses of footnotes and begin composing a research paper using primary and/or secondary sources.	-- Daddow, "Debating History Today." -- Reading as needed for your research paper.	-- Forum 5 assignment --Research Paper Forum -- Research Paper Draft Due
6	Historical Interpretation and Thinking About History	1. Correctly cite sources from books, journals, and websites.	-- Reading as needed for your research paper.	-- Forum 6 assignment --Research Paper Forum

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				--Peer Review -- Continue working on your research paper
7	The Pursuit of Truth in Historical Analyses and Oral Histories	<ol style="list-style-type: none"> 1. Understand the complexities of personal accounts in historical analyses. 2. Identify both the advantages and limitations in oral history processes. 3. Understand the importance of properly citing your work. 	<p>-- Thompson, "Oral History and the Historian."</p> <p>-- Reading as needed for your research paper.</p>	<p>-- Forum 7 assignment</p> <p>--Continue working on your research paper</p>
8	The Nature, Practice, and Ethical Dimensions of History and The Historical Paper	<ol style="list-style-type: none"> 1. Identify and discuss the current arguments surrounding the status of historical knowledge and the practice of history. 2. Discuss how historians explore the issue of ethics in their writings. 	<p>-- Gorman, "Historians and their Duties."</p>	<p>-- Forum 8 assignment</p> <p>--Research paper due (Wed.)</p>

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. The format is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

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Assignments completed in a narrative essay or composition format must follow the Chicago Manual of Style guidelines. The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. **Please review the Course Assignment Policy within the Course Materials section of the classroom for more information.**

DISABILITY ACCOMMODATIONS

This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs.
- does not compromise essential requirements of a course or program.
- does not impose an undue financial or administrative burden upon APUS.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

Final responsibility for selection of the most appropriate accommodation rests with the University's Disability Support Services Committee and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are encouraged email registrar@apus.edu to discuss potential academic accommodations and begin the review process. It is the student's responsibility to:

- follow the accommodation procedure outlined in this section,
- identify the disability to the staff and/or faculty of the university,
- provide (and incur expense for) current appropriate documentation of disability and accommodation needed from a qualified medical or other licensed professional, and
- request specific accommodations or services.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or

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HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.

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