

GRAYSON COLLEGE

Course Syllabus

Course Information

HIST 1301: IN1

ONLINE

December 15th through December 30th, 2015

Professor Contact Information

Chase E. Machen, Ph.D.
Phone: 903-415-2587
E-mail: Per Canvas

Office: LA 106
Office Hrs: By appointment or via online Chat.
(Check my Contact info in our Canvas Shell)

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Reading/Writing Intensive

Course Description

United States History I is a survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

Student Learning Outcomes

- υ The student will be able to examine a historical person or event through a written component using the MLA Style of Documentation.
 - υ The student will be able to describe and trace social, political, economic, and cultural developments in U.S. History.
 - υ The student will be able to analyze cause and effect of historical events.
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Required Textbooks (ISBN # included) and Materials

American: The Essential Learning Edition. Custom Ed. David Shi & George Tindall. This text will satisfy text requirements for both History 1301 and History 1302. **ISBN 978-0-393-93587-5**

Suggested Course Materials

Online Access

Course Objectives

This course endeavors . . .

1. To introduce students to a selection of important texts from U.S. History.
2. To build further general knowledge of not only U.S. History topics and their historical context, but also of interdisciplinary issues raised by the texts we read.
3. To sharpen critical reading, thinking, and writing skills.
4. To provide students opportunities to discuss a wide range of ideas relevant to U.S. history and of interest to thinkers/readers/writers for generations.
5. To encourage students to understand, articulate, and develop their own ways of looking at texts and at the world, at the same time becoming more aware of historical and contemporary alternatives.

****Geography:**

Although this is not a geography class, students must ground their understandings of historical events and movements on accurate geographical knowledge. Students will know where places are, and their geographical relationships with other places.

Required Assignments & Academic Calendar

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

All Dates and Assignments are tentative and can be changed by instructor with notice!

Week	Due Date	Topics, Readings, Assignments, Deadlines
1	12-15-15	<p>Acknowledgment of reading / listening to the Academic Integrity / Syllabus Statement Assignment, and Audio Introduction are due by midnight, 12-15-15.</p> <p>We begin our course with an examination of the early populations / contact / conquest of the Americas. Please read Chapter 1 from your textbook. We also take a look at the origins of the first permanent colony in North America - Jamestown. Please read Chapter 2 from your textbook.</p>
	12-15-15	<p>Chapter One & Chapter Two reading Quizzes are due by Midnight tonight, 12-15-15. Access and complete online. Worth 10pts each.</p> <p>Today we move into what is referred to as “The Old Colonial System.” Please read Chapter 3 from your text.</p>
	12-16-15	<p>Chapter 3 reading Quiz due by Midnight tonight, 12-16-15. Access and complete online. Worth 10pts.</p>
	12-16-15	<p>Discussion Board (1) Responses concerning portions of Chapter’s 2 - 3 of your text and related podcasts are due by Midnight, 12-16-15. Worth 25 pts.</p> <p>We now begin discussing the American Revolution. Please read Chapter 4 & 5 of your textbook.</p>
	12-17-15	<p>Chapter 4 & 5 reading Quizzes are due by Midnight tonight, 12-17-15. Access and complete online. Worth 10pts each.</p>
	12-17-15	<p>Discussion Board (2) Responses concerning arguments surrounding the American Revolution - are due by Midnight, 12-17-15. Worth 25 pts.</p>

Week	Due Date	Topics, Readings, Assignments, Deadlines
1	12-18-15 (Exam One)	Major Test (1) on the Early Migration / European Contact, Colonial Period, and the American Revolution. Material on this test includes chapters 1-5 from <i>America: the Essential Learning Edition</i> & any assigned materials from Modules 1-2. Don't forget those podcast summaries of the chapters! The exam will open at 12:30 AM on the 18th and close at 11:59 PM. Worth 100 pts.
	12-19-15	With Exam One behind us, we now begin our discussion of what is referred to as "The Early Republic" period. Please Read Chapter's 6-7 from your text. Chapter's 6 & 7 reading Quizzes are due by Midnight tonight, 12-19-18. Access and complete online. Worth 10pts each.
2	12-21-15	Discussion Board (3) Responses concerning the Causes of The War of 1812 are due by Midnight, 12-21-15. Worth 25 pts.
		This week we also take a look at the "Emergence of a Market Economy." Please read Chapter 8 of your text.
	12-21-15	Chapter 8 reading Quiz due by Midnight tonight, 12-21-15. Access and complete online. Worth 10pts.
		Next we begin by examining concepts of Nationalism and Sectionalism. Please read Chapter 9 of your text. We also take a look at what I refer to as the democratization of American society. This is sometimes referred to as Age of Jackson. Please read Chapter 10 of your text.
	12-22-15	Chapter's 9 & 10 reading Quizzes are due by Midnight tonight, 12-22-15. Access and complete online. Worth 10pts each.
	12-22-15	Discussion Board (4) Responses concerning Andrew Jackson (Chapter's 8-10 in your text & related podcasts) are due by Midnight, 12-22-15. Worth 25 pts.

Week	Due Date	Topics, Readings, Assignments, Deadlines
2	12-23-15 Exam Two	Major Test (2) on Securing the New Nation-1783 –1815, Nationalism & Sectionalism, and The Age of Jackson (Chapter's 6-10 from <i>America: the Essential Learning Edition</i> & any assigned materials from Modules 3-4). Don't forget those podcast summaries of the chapters! The exam will open at 12:30 AM on the 23rd and close at 11:59PM. Worth 100 pts.
	12-26-15	Next we begin examining the institution of slavery in America. We also take a look at many of the social reform movements during the 19 th Century. Please read Chapter's 11 & 12 of your text. Chapter 11 & 12 reading Quizzes are due by Midnight tonight, 12-26-15. Access and complete online. Worth 10pts each.
3	12-28-15	Discussion Board (5) Responses concerning Social Reforms (Chapter's 11-12 in your text and related podcasts) are due by Midnight, 12-28-15. Worth 25 pts. We have now moved into that period of U.S. History where it quickly starts to slide towards Civil War. We begin in Chapter 13 with the concept of Manifest Destiny. We also dive into a discussion surrounding "The Sectional Crisis" as we inch towards WAR! Please read Chapter 13 from your text.
	12-28-15	Chapter 13 reading Quiz due by Midnight tonight, 12-28-15. Access and complete online. Worth 10pts.
		We continue our conversation on "The Sectional Crisis" and begin discussing "The American Civil War." Be sure to have read chapter 14 in your text.
	12-29-15	Chapter 14 reading Quiz due by Midnight tonight, 12-29-15. Access and complete online. Worth 10pts.
	12-29-15	Discussion Board (6) Responses concerning causes of the American Civil War (Chapter's 13-14 in your text and related podcasts) are due by Midnight, 12-29-15. Worth 25 pts. Today we wrap up the semester with a discussion concerning the period known as "Reconstruction." Be sure to have read chapter 15 in your text.
	12-30-15	Chapter 15 reading Quiz due by Midnight tonight, 12-30-15. Access and complete online. Worth 10pts.

Week	Due Date	Topics, Readings, Assignments, Deadlines
Final Exam	12-31-15	Final Examination December 31st (12:30AM) to (11:59 PM). Emphasis will be on Sectionalism, Slavery, the Civil War and Reconstruction - 1846-1877. Material for this part of the final will include (Chapter's 11-15 from <i>America: the Essential Learning Edition</i> & any assigned materials from Modules 5-7). Don't forget those podcast summaries of the chapters! Exam is Worth 100 pts

Methods of Evaluation

Course Assessment

Student success is measured by assessment techniques aligned with course goals and learning outcomes. A variety of techniques may be used, including but not limited to objective exams, essay exams, written reports, written journals, oral presentations, and group projects. Exams will be taken from the text, any supplemental assignments, lecture/class discussion and information included in the Canvas Shell for each unit of study.

Exams: 300pts

Tests during the semester will consist of a series of multiple choice questions, short identification terms, and short answers. **(All exams / quizzes are administered online within your course Modules in Canvas.)** There are three exams during this semester course, including the Final Exam (3 tests). Each exam will be worth **100** points each. Makeup exams will be made available for two **(2) days** after the date of said exam (with the exception of the Final Exam.) It is up to the student to make arrangements to take advantage of this window of opportunity; whenever possible make-up exams will be conducted in the proper testing facility - ***GC Testing Center (Main Campus)***. The make-up exam itself will be comprised of essay questions only. Combined exams are worth **300 pts** (50% of your grade.)

Chapter Quizzes: 150pts

Students will complete a series of chapter reading quizzes through the Canvas learning platform. Quizzes are located within the "Quizzes" menu tab as well as within your various modules in the course. There will be **15** quizzes over the course of the semester ensuring that you are in fact reading the assigned chapters. Due dates for these quizzes are located within the **"Required Assignments & Academic Calendar."** Other than technical malfunctions verified by GC technical staff, there will be no make-ups for these quizzes. Each quiz is worth 10 points for a total of 150 points or 25% of your grade.

Discussion Boards:

There are **Six (6)** Discussion Board Assignments that require two separate responses from the student. Each Discussion Board Assignment is worth 25 points for a total of **150** points – 25%.

You are required to respond individually to the posted discussion question, you are to then read several other postings and choose one to respond to. (We will discuss this more in class.)

How do you do well in the discussion postings? Your job is to discuss various points of the question / issue being raised. I want to see you engaging each other, arguing over interpretations, and really asking **HARD** questions of each other. Get in there, get dirty. You should use actual evidence and cite your sources. You need to express your opinions and thoughts but those thoughts should be backed with evidence you've found in your research.

You will need to make a substantive contribution to the discussion, elaborate on a previous comment, give an explanation, make a point of debate, make original comments, and provide real leadership to earn full credit. If your discussion postings say "good job," that's fine—but you will not receive any credit for those postings. Great—so you agree with what your classmate wrote. That's fine—now tell us **WHY!** Your job is to **DISCUSS**, just as you would discuss in class if you were arguing a point or trying to elaborate on your point of view.

Discussion Board Rubric:

The following points are what is looked for in your original postings to the Discussion Board and your replies to others postings (Total of 25 points for each Discussion Board assignment).

Original Posting (15 points):

1. Mentions at least **2 specific points** from the reading(s). CITE your sources (2 pts)
2. Relation of **new information** to **old information** learned in the course to date. (2 pts)
3. Relation of information in article or reading to **personal experience**. (2 pts)
4. **Discussion at a critical level, not just recitation of facts from the article.** (7 pts)
5. Length of posting approximately **300 words**. (2 pts)

Note: Discussion at a critical level means discussing things such as your **opinion** of the point mentioned, **why you hold that opinion**, what you **see wrong** with the point mentioned, how you see the point **consistent/inconsistent with what you have learned** so far, **implications** for the future, **consistencies/inconsistencies within the article or reading** itself, and so forth. In other words, critiquing an article means **analyzing the good and/or bad aspects** of the article and **justifying** your analysis. *Do not just tell me what the article or reading states...* I already know this.

Reply to Others' Postings (10 points):

1. Discuss one point you like/agree with, & one point you dislike/disagree with, & why. (8 pts).
 2. Length of posting approximately **100 words**. (2 pts)
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Documentation

The most important thing is that your written submissions (tests / discussion boards, etc. .) are your own work, and that you have clearly acknowledged (via citations) where you have quoted others' words, or even where you have drawn on someone else's ideas. This of course will not be an issue on your exams as I don't expect such in-depth citations in situations where you are not allowed support materials to test. However, this is very important information when you approach your discussion boards. Therefore, there are two kinds of citation:

Citations attached to direct quotes, showing on what page the quotation can be found. For example, you might write this: *Sallust clearly thought human nature shared in certain divine qualities, for he wrote, "The mind, which we share with the gods, is the ruling element in us" (175).*

Citations attached to paraphrases of or allusions to specific passages where a certain idea or concept is expressed, but **not** containing a direct quote. For example, you might write this: *Sallust clearly thought that the human capacity to think gives us a trait in common with the gods (175).*

The point of citations is to make clear to the reader what textual authority you are basing your judgments on, and to allow the reader to follow, check, and better understand your argument. Double check all quotations and page numbers – they must be absolutely accurate. I check citations *very* often, both routinely, and when I'm not understanding where you're getting something. Misquotes and wrong (or bogus) page numbers send me on frustrating wild-goose chases, to try to discern what's going on in your submissions. Please, spare me the unavoidable anger and wasted time. (And bogus, or even incorrect, citations are academically dishonest – thus prosecutable as PLAGIARISM.)

A major purpose of using citations – and this is just as important in the “real world” – is to make the reader able to use your citations in order to go back into the evidence and see how you are constructing your argument. In some way or other your discussion boards should argue something. In every walk of life arguing and convincing skeptical audiences is important, and the “other side” might ask you what authority you base your claims on, or they might want to check your sources/references, or otherwise demand that you prove what you say is valid. If one citation or note or reference turns out to be bogus, often that will mean The End: you don't get into that grad/law/med school, you don't get the job, you don't make the sale, you don't do well on your history paper, you lose the presidential election, you don't find the weapons of mass destruction, whatever.

What if you're drawing on something I said in class or a podcast, and using it in your written assignment? I guess that means you should cite me, something like *Blah blah blah* (Lecture 9-14). I am not such a stickler for this, though; I don't really want to see a bunch of these (and none is fine, too!). You can limit your Machen citations to points of interpretation that you adopt that are specifically mine. So if I argue in class / online that Socrates was a space alien, and you mention that point, cite me. I can't really think of any points so far where citing me in your discussion boards would be absolutely necessary.

You should never cite the lecture or textbook for facts that are common knowledge, or could be found out anywhere, such as *Socrates was an Athenian* (Lecture 8-31).

If you need further information on proper citation in MLA format here is a great online resource: <https://owl.english.purdue.edu/owl/resource/747/01/>

Final Grade Calculation:

At the end of the semester test scores, discussion boards, and quiz grades will be added together.

The total possible amount of points a student can earn is **600** points.

600-540 = A, 539-480 = B, 479-420 = C, 419-360 = D, 359-below = F.

I take improvement into consideration during the semester. This entails quite a few factors, not the least of which – attendance, improvement in grades, class participation, etc. **I also reserve the right to alter the testing / assignment workload depending upon unintended circumstances that might arise during the semester that will impact the point distribution scale above.**

Grades will be posted online – Canvas Grades.

Methods of Instruction

This is a 100% online course delivered through GC's Canvas LMS. All assignments, Discussion Boards and tests will be handled through Canvas.

Computer Hardware and Software Requirements

Generally, personal computers purchased in the last three years should be adequate to access Canvas. Software requirements include Microsoft Internet Explorer 7.x or higher (www.microsoft.com), the latest version of Sun JAVA (www.java.com), the latest updates to your operating system (Microsoft Windows XP or higher or Apple MAC OS X or higher), and the latest updates to your anti-virus and spyware protection. Students needing assistance with

accessing instructional technology should contact the GC Help Desk. **For more information, visit the Help Desk link: <https://mypage.grayson.edu/ICS/Help/>**

Alternative Procedures for Submitting Work

Please do not wait until the last minute to submit assignments. Students should allow enough time before the due date to submit all assignments. Should there be a technical problem, immediately notify the instructor via external email or internal Canvas email. Alternative arrangements, if permitted, will be discussed at that time. If it is not possible to send email notices, call the instructor's office. The number is available in this syllabus and on the GC website.

Course & Instructor Policies

Re: Make-up Exams

Make-up exams are given only if an absence on an exam day has been satisfactorily discussed in personal conference with the Professor within two (2) days after the student returns to the online class. It is the student's responsibility to arrange this phone conference via email. **Based on the conference outcome, a make-up exam may or may not be administered at the discretion of the Professor.**

As stated above:

Makeup exams will be made available for two (2) days after the date of said exam. It is up to the student to make arrangements to take advantage of this window of opportunity; whenever possible make-up exams will be conducted in the proper testing facility - ***GC Testing Center (Main Campus)***. The make-up exam itself will be comprised of essay questions only. The format of major exams will be discussed in detail in class before each is given.

Re: Late Work

No late work is accepted for the internet activities as assignments are made clear in the course syllabus. Only in extreme circumstances (which require documentation) will such work be accepted after the due date.

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-semester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. More than two (2) absences are considered to be excessive. In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When administrative withdrawal occurs, any tuition refund would be

made in accordance with state regulations. **I will be checking your activity on a weekly basis and if you have not participated in the weekly assignment you will be counted as absent for that week.**

According to the current GC catalogue, “More than two (2) absences are considered to be excessive.” Class attendance is **imperative** for student success in this course and daily attendance is taken. Class attendance does not constitute simply logging into your course shell. You must attempt at least one of the assignments, email the instructor, or otherwise engage in the course in some significant manner to have been considered in attendance.

Student Conduct & Discipline

Students are expected to maintain classroom decorum that includes respect for other students and the Professor, prompt and regular attendance, and an attitude that seeks to take full advantage of the educational opportunity.

The Professor will ask a student to excuse himself/herself from the class for disregard of any of the expectations listed above.

Be prepared to consider views different from your own. Every opinion is important, but I will not tolerate any disparaging remarks toward another person’s belief system. Even if you believe that others in the class AGREE with your remarks. There is a big difference between debating appoint and ridiculing someone’s beliefs. There will always be people with diverse backgrounds, orientations, persuasions, and experiences. Every person has the right to be treated respectfully. If you feel insulted or bothered by any remark made within this class – whether from me or a classmate – please speak to me either in person or online.

If this becomes an issue in your online submissions you will receive a zero on the assignment and may be removed from the class.

Re: Technical Difficulties

These are the responsibility of the student- NOT the Professor. Assignments are made early enough that if problems do occur, students will be able to make other arrangements to complete and submit the work as assigned. “Technical Difficulties” will NOT be an acceptable excuse for failing to submit work in the format required or in a timely manner. The GC Homepage provides information on reaching the “Help Desk” to resolve problems.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion,

and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. **All submitted work “guilty” of any of the above will receive a grade of “0”.**

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college’s policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

If you have any questions about what constitutes plagiarism, please ask. For everyone’s convenience, I have a Power Point Presentation on what constitutes plagiarism. This should not be considered to be an all-inclusive guide, but it does highlight some of the most common mistakes students make. Though I am providing this tool, it is still the student’s responsibility to make sure they understand what constitutes plagiarism. Any student who is found to have plagiarized on ANY assignment will be subject to the consequences listed above. Excuses of —I didn’t know or —I didn’t understand will not be accepted. **Once again, if you do not understand what plagiarism is, please ask.**

Writing Center:

The writing Center is located in room 110 on the first floor of the Grayson Library. This resource is designed to provide the student with free assistance in his/her writing projects. Please contact the Writing Center for hours and days of operation. I encourage students to make use of this resource especially with any major writing assignments they might have in any course here at Grayson College.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner’s rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes “fair use” under the Copyright Act.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle student initiated withdrawal requirements from any class. You must complete the proper paperwork to ensure

that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled (see Grayson College Catalog for details).

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room SC 115 in the Student Success Center.

The contact information for the Office of Disability Services is:

Jeffri Hodge

(903) 463-8751 (voice or TTY)

hodgej@grayson.edu

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Financial Aid

Effective July 1, 2000 students receiving Title IV funds (Pell, Federal Grants, and Student Loans), who subsequently withdraw from classes, will be required to return a portion of the federal financial aid received. Only the percentage of aid earned (determined by the percentage of time attended) will be eligible for retention on the student's behalf. Any aid that is not earned must be returned to its source. If there is a student account balance resulting from these adjustments, the student is responsible for payment. Further details can be obtained from the Office of Financial Aid.

Drop Rule

Under section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later. Any course that a student drops is counted toward the

six-course limit if (1) the student drops a course after census date or (2) the student is not dropping the course in order to withdraw from the institution. Some exemptions for good cause could allow a student to drop a course without having it counted toward this limit, but it is the responsibility of the student to establish that good cause before the drop. Students with questions should contact the Counseling Office or the Office of Admissions & Records for more information before dropping a course!

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Regina Organ, Title IX Coordinator (903-463-8714)
 - Dr. Dava Washburn, Title IX Coordinator (903-463-8634)
 - Dr. Kim Williams, Title IX Deputy Coordinator- South Campus (903) 415-2506
 - Mr. Mike McBrayer, Title IX Deputy Coordinator (903) 463-8753
 - Ms. Marilyn Power, Title IX Deputy Coordinator (903) 463-8625
 - Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
 - GC Police Department: (903) 463-8777- Main Campus) (903) 415-2501 - South Campus)
 - GC Counseling Center: (903) 463-8730
 - For Any On-campus Emergencies: 911
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Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

These descriptions and timelines are subject to change at the discretion of the Professor.

Grayson College campus-wide student policies may be found on our Current Student Page on our website: <http://grayson.edu/current-students/index.html>