



HISTORY 1301.01W
U.S. HISTORY TO 1877
COURSE SYLLABUS: Summer I 2014

Instructor: Gina G. Bennett, Adjunct
Class Room: N/A
Class Time: N/A (Academic week begins on Monday and ends on Saturday at 11:59 pm)
Office: SS130
Office Hours: available online via email
University Email Address: gbennett@leomail.tamuc.edu

COURSE INFORMATION

TEXTBOOKS REQUIRED

James Roark, et al., *The American Promise*, Vol. 1: To 1877, Fifth Edition. Bedford St. Martin's Press. ISBN: 1457613468. [Referred to as TAP for this class.]

Additional required readings provided by instructor posted online via eCollege

Note about the Course Texts: Students are expected to acquire the course texts prior to the start of class. Failure to do so will hinder a student's ability to keep up with the course, and the Instructor is in no way responsible for such an eventuality. Allowances will not be made for students who lack possession of the text book.

COURSE DESCRIPTION

This course is a survey of US history to 1877. History 1301 is a broad interdisciplinary course in the historical development of the United States and North America to 1877.

Pre-requisite and/or Co-requisite Classes: ENG 1301 or 1302.

This course introduces the field of US history by developing the students' skills at critical analysis of both reading and writing assignments. Students will explore the political, economic, social, and cultural history of the United States from the age of European exploration and conquest through Reconstruction. Students will read textbook and additional readings as they are assigned throughout the class. Through these readings and assignments students will examine major themes in American history, such as colonization, the founding of a new nation, the forging of an American culture, the entrenchment of slavery, the coming of the Civil War, and the meaning of Reconstruction.

STUDENT LEARNING OUTCOME

1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.
2. Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose, and message.
3. Students will demonstrate awareness of societal and/or civic issues.
4. Students will be able to understand their role in their own education.

STUDENT RESPONSIBILITY SHEET

The student responsibility sheet is designed to measure the Student Learning Outcome that assesses students' role in their education. It will be distributed to students electronically, via email or eCollege, in the first week of the semester. Completed responsibility sheets will **due at a specified time yet to be determined and will be announced**. *Failure to submit these sheets will result in a failing grade for the course regardless of any other work that has been completed for the course*. Consequently, responsibility sheets that are submitted late will not be accepted. For further explanation of this requirement, please do not hesitate to ask the instructor.

COURSE REQUIREMENTS

INSTRUCTIONAL / METHODS / ASSESSMENTS

This is an internet-supported class with many reading assignments. The course space in eCollege will include syllabus, discussions, quizzes, grade book, and any additional weekly reading assignments. Students must have an email address listed online with the university for Instructor communication, access to a computer with word processing capability, and a reliable internet connectivity. The University Computer Lab is an excellent resource for students.

Extra credit assignments require a Twitter account. Twitter is available at no charge and is accessed via smart phone or computer. More information regarding extra credit opportunity is posted on eCollege.

The reading assignments and class sessions are listed for each week in your syllabus. I expect you to complete your readings and prepare to address specific issues raised in the readings. This class requires a substantial amount of time to complete readings and assignments. Engaging in online discussions is essential to succeeding in this class. Chapters from *The American Promise* (TAP) give students a broad overview of major issues, while I will provide readings and other resources allow for a more detailed understanding of specific issues. Quizzes are an assessment of the student's ability to synthesize and understand the course material. Writing assignments in

the form of discussion questions allow students the opportunity to develop better communication skills and demonstrate an understanding of course material.

ASSIGNMENT EXPLANATION

QUIZZES

Quizzes occur at various times throughout the semester and are drawn from materials provided to class by the instructor on Docshare via eCollege as well as chapters from TAP. Quizzes will take place on line and consist of short answer/multiple choice questions. 45 minutes is allowed for all quizzes and quizzes cannot be retaken. These quizzes cannot be made up and are 70% of your semester points.

DISCUSSIONS

Discussions occur twice a week. Students will post an original post that will consist of two (2) paragraphs and will support analysis with at least three (3) citations from TAP and other readings provided. Citations must show author's last name and page number or paragraph, in the case of online readings, indicating the origin of idea or quote. Example: (Roark, 543) or (Winthrop Sermon, paragraph 4). In addition to the original response to the discussion post, students will also respond to two (2) other original posts from others in the class with at least one (1) citation for each response. Responses must further the topic of discussion. If responses are weak and consist of responses similar to these: "I agree with you, Joe. The system is broken," or "Good point, Monique," no points will be given. Collegiate level grammar, analysis, and spelling are required for all discussions. All discussions for the semester will follow the above format.

ATTENDANCE AND PARTICIPATION

This summer course moves at a lightning-fast, break-neck pace and focuses on a variety of complex events and ideas, sometimes spending only one day on a particular large topic. For this reason, your commitment to reading all material, posting to all discussions, and taking all assigned quizzes is imperative.

As this is a university level course, discussion is also an expected part of the class. There will also be opportunities to voice informed opinions and exchange ideas on certain issues. Grades are note based on opinions but rather on the engagement, participation, and ability to support arguments in a respectful, collegiate level, academic, and intelligent fashion.

purchasing a paper from friends or strangers, using material from the internet verbatim as your own words, and cutting and pasting entire papers or internet pages as your final paper. Cheating on exams and discussion posts or allowing others to copy your answers is another form of academic dishonesty.

It is fine to use other people's words and ideas as long as they receive credit in citations. If you are unsure about the precise definition of plagiarism and/or think you may have committed this form of academic dishonesty, see me or visit the TAMU-Commerce Writing Lab before you turn in the assignment. I am always here to help you BEFORE you make this kind of error. After, you are on your own.

I have absolutely no tolerance for plagiarism! If a student commits academic dishonesty on any part of an assignment, discussion, or quiz the assignment will receive a zero with no possibility for make-up. If academic dishonesty is committed a second time, the student will immediately fail the course and the instructor will pursue the maximum university discipline possible.

This is not negotiable.

For more information from the Department of History, see the [Academic Integrity Policy](#).

WRITING LAB

The TAMU-Commerce Writing Lab is a valuable service free to any student. They can help you get started on a paper, help with drafts, and answer specific questions about citation style, grammar, and spelling. While they will not write the paper for you, they are there to give feedback and guidance.

UNIVERSITY SPECIFIC PROCEDURES

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE/CALENDAR

This schedule will guide you through the semester and indicates when your assignments are due. **Please remember that 1301-01W IS NOT a self-paced class and following this schedule is necessary and allows for a virtual classroom environment where discussions and the exchange of ideas occur.** This syllabus should be referred to often. I will do my best to adhere to this schedule, but I reserve the right to make adjustments to it during the course of the semester as such circumstances arise.

NOTE: All chapter readings must be completed prior to insure your understanding and participation in the lecture portion of class.

All quizzes and discussions are due by 11:59 pm on their due date.

Week 1: June 3-June 8 PreColumbian and First Contact

- June 3: Read TAP 1 and complete quiz by June 4
- June 4: Read Online readings and post to discussion by June 5.
- June 5: Read TAP 2 and complete quiz by June 6
- June 6: Read online readings and post to discussion by June 7.

Week 2: June 9-June 15 American Colonies, Europe, and Africa

- June 9: Read TAP 3 and complete quiz by June 10
- June 10: Read Online readings and post discussion by June 11
- June 11: Read TAP 4 and complete quiz by June 12
- June 12: Read Online readings and post discussion by June 13
- June 13: Read TAP 5 and complete quiz by June 14

Week 3: June 16-June 22 Conditions Surrounding Revolution

- June 16: Read TAP 6 and complete quiz by June 17
- June 17: Read Online material and post to discussion by June 18
- June 18: Read TAP 7 and complete quiz by June 19
- June 19: Read Online material and post to discussion by June 20
- June 20: Read Tap 8 and complete quiz by June 21

Week 4: June 23-29 American Expansion and Industry

- June 23: Read TAP 9 and complete quiz by June 24
- June 24: Read Online material and post to discussion by June 25

June 25: Read TAP 10 and complete quiz by June 26
June 26: Read Online material and post to discussion by June 27
June 27: Read TAP 11-12 and take quiz by June 28

Week 5: June 30-July 3 Society, Economy, and Politics connecting America to the “Peculiar Institution”

June 30: Read TAP 13 and complete quiz by July 1
July 1: Read TAP 14 and complete quiz by July 2
July 2: Read TAP 15-16 and complete quiz by July 3

Point Breakdown:

14 Quizzes at 50 points each	700
8 Discussions at 35 points each	280
<u>SLO turn in</u>	<u>20</u>
Total points	1000