Instructor: Prof. David Robison
Office Location: Crockett Hall, C208
Office Hours: Online via e-mail
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Class Time: Online
Course Dates: Mar. 20 – May 11
Location: Online. No on-campus mtgs.

Prerequisite: One of the following must be met: (1) Developmental Reading 0093, (2) English as a Second Language (ESOL) 0044 and 0054; or (3) have met Texas Success Initiative (TSI) in Reading and Writing standards AND the college Writing score prerequisite requirement.

Description: To examine historical events and its impact on the foundation of America, to evaluate how different groups in teracted with each other and assess their contributions to the formation of the United States, and to explore how ideas and values shaped the development of this country from 1865 to present. This class will focus on these themes primarily through lecture and class discussion. (To insure transferability, students should plan to take both History 1301 & 1302 within the DCCCD.) This course is 100% online.

Course Objectives: To examine how different groups of Europeans interacted with each other and with Native Americans and Africans to establish a new society in the New World, to examine the American society or societies that developed in the eastern third of the U.S. during the half century following the American Revolution, and to examine the institution of slavery and analyze how the different value systems in the North and South led to the Civil War.

Required Textbook: The textbook is provided online on e-Campus, located in Units 1-4.

Withdrawal Policy: See the current DCCCD Registration Guide for last day to withdraw.

Financial Aid: If you are receiving any form of financial aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

Course Objectives and Competencies: History 1301 is a part of the Course Curriculum and addresses the following Exemplary Educational Objectives and Core Curriculum Intellectual Competencies as set forth by the Texas Higher Education Coordinating Board.

Exemplary Educational Objectives in United States History
1. To examine social institutions and processes across a range of historical periods, social structures, and cultures.
2. To develop and communicate alternative explanations or solutions for contemporary social issues.
3. To understand the evolution and current role of the U.S. in the world
4. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
5. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
6. To identify and understand differences and commonalities with diverse cultures.
**Intellectual Competencies in United States History**

1. **READING:** the ability to analyze and interpret a variety of printed materials—books, documents, and articles—above 12th grade level.
2. **WRITING:** the ability to produce clear, correct and coherent prose adapted to purpose, occasion and audience—above 12th grade level.
3. **LISTENING:** analyze and interpret various forms of spoken communication, possess sufficient literacy skills of writing and reading—above 12th grade level.
4. **CRITICAL THINKING:** think and analyze at a critical level.

**Email Requirements:** Efficient and effective communication is of great importance particularly for an online course. By following these guidelines, students ensure a more timely and accurate response.

- **When e-mailing the instructor, put the following information in the subject line:** your last name, first name, course # and section #.
  
  For example, an e-mail sent by Chris Smith who is enrolled in one of my classes would include in the subject line: **Smith, Chris - HIST 1302-86401**.

- **Use a positive tone & proper etiquette. Curt remarks are never appropriate.** Email message sent from your mobile phone can be influenced by what has come to be called the “texting mentality”—meaning that messages are brief, informal, and casual. It is important to include the conventionally appropriate elements such as a greeting, a brief sentence that shows concern about (or respect for) the person to whom you are writing, and a closing.

  **Example:**
  
  Prof. Robison
  
  I have a question about my grade concerning writing assignment #1. The grade book indicated I received a 75%. However, all of my responses were posted. Could you help me understand the reason my grade is not higher. Thank you.
  
  Sue Jones

- **In accordance with Federal law established by FERPA*, messages seeking restricted information will receive a response only if they are sent from a student’s Richland College-issued e-mail account.** (*Family Educational Rights and Privacy Act – U.S. Dept. of Educ.*)

**Student Assessments & Due Dates:** Assessments in this course consist of ten chapter quizzes, four discussion boards, and four exams. As an online course, all participation is asynchronous, not in real time. Students may log in at any time and must post/complete assessments prior the posted deadlines. **Late assignments are not accepted. No exceptions.**

**Technology & Due Dates:** Expecting technology to work perfectly all the time is unrealistic. Waiting until due dates are close at hand is a risky thing to do in an online course. Technical problems do not equal a free pass. Submit your work early. If a problem occurs, you will have time to find a solution and still meet the deadline.

**Tech Support:** Call 972-669-6402 (out of Dallas call 1-866-374-7169) or contact e-Campus technical support from the Richland College website. If you encounter a technology problem, contact Tech Support for assistance. Notifying the instructor of the situation is appropriate if a solution is not forthcoming before the due date.
Grading Scale:
Chapter Quizzes (13) 25%
Discussion Boards (4) 35%
Exams on Units 1-4 (4) 40%

Textbook Chapter Quizzes: Quizzes are timed. Textbooks may be used. Each chapter quiz may be taken up to three times. The highest score for each chapter is recorded. The three lowest recorded scores are dropped. Each quiz will be posted and graded on e-Campus.
*(Detailed instructions are found in the Quizzes folder located in Course Assignments.)

Discussion Boards: Students will read the article provided and compose a Response to that article.* Following the initial deadline for posting Responses, students will then read the Responses posted by classmates and then provide at least three (3) Comments. Your three Comments must be spread among at least three (3) different students.
*(Detailed instructions are found in the Discussion Board folder located in Course Assignments.)

Exams: Students should use the embedded text (and may use the recommended text) along with the exam reviews to prepare for exams. If there are technical problems with taking or accessing the exam, contact technical assistance--this information is available on the e-Campus tab. Then notify the instructor immediately. Be sure to provide the ticket number you received from technical support. Problems will be handled at the instructor's discretion. Generally, there are no re-takes or re-sets due to the limited ability to assess a student’s claim.

Attendance: There is no attendance requirement, but you must meet all deadlines for assignments, discussions and exams. Students are to check for announcements at least once, if not twice, a day--once early in the day and again in the evening.

Accessing the Course on Your Smart Phone: Technology allows us to do many things, but it is not flawless. Checking information and downloading documents with your phone may work. Receiving and sending email messages usually works. However, you are strongly cautioned—do not take exams or upload assignments to the Course website with your smart phone. Blackboard is not smartphone friendly for these tasks and you will not be granted deadline waivers or exam re-takes because of technology glitches caused by incompatibility between the Course website and your smartphone. Even some tablets do not work well. Use a laptop or desktop computer.

Grade Questions and Postings: Students may access their grades online throughout the semester on e-Campus. Final grades are accessible at the end of the term. Once submitted, students have 24 hours to notify the instructor by e-mail* of any grade questions or issues. *(Due to FERPA, inquiries must be made through a Richland College-issued e-mail account.)

This is a Developing Learning Power class and part of Richland College’s Learning to Learn: Developing Learning Power Quality Enhancement Plan (QEP) in which specific Thinking Routines are used to help you develop your learning power, become an even more engaged, successful learner, and master course content. Participating in Thinking Routines provides you with a greater understanding of how you best learn and offers you techniques to boost your capacity to change and learn through effort and the intentional practice of thinking. Developing Learning Power shapes an exceptional learning experience, helps you advance in your academic career, and fosters traits in you of an effective lifelong learner. At the end of the course, you will be asked to reflect on your experience through an assignment about how you have changed as a learner.
Institution Policies: Dropping; Withdrawal; Repeating; Academic Honesty, and others…