Classes Meet: Since this is an online class, there will be no required on campus meetings. All activity will occur in a virtual classroom on ecampus. The first day of the course is December 11. All students are required to Log into ecampus on the first day of class. You will also need to complete the first discussion board assignment to meet state certification requirements.

Class begins on December 11 and continues through December 23. Class resumes January 2 and ends on January 15, 2018.

Office Hours: Beginning the first day of class, your professor will be online at least three times each day. He will be available at least once in the morning, at midday, and in the evening. (All emails will be answered within 24 hours)

Office Telephone: If you need to talk to me directly, please call me via cell phone or land line at 214 215-2750/845 252-7505. Of course the best way to contact me is through email at cthomas@dcccd.edu (School of Social Sciences Office 972 238-6230).

Catalog Description: 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.

Required Text: Davidson J.W. Brian DeLay, Christine L. Heyrman, Mark H. Lytle and Michael B. Stoff. *US A Narrative History*. Volume I. Special Texas Edition. New York: McGraw Hill Companies Inc. ISBN: 978-1-25-998844-8. (Be advised that if you are not able to purchase a textbook right away, you will have at least ten days of free access to all of the online materials. Read the other documents in the “Start Here” menu for more information. When you sign up for the free access feature, it will say that you have two weeks free access. This may not be true for this course.

Required Reading: A textbook reading schedule has been provided with this syllabus to heighten the value of your online experience and discussions. It is imperative that each student keep up with the assigned readings.

Besides the textbook, additional readings will be assigned online. Most of these readings will appear in the “Assignments” folder on ecampus
Course Objectives: Through reading, online interactive experiences, and discussion sessions, you will need to show a measurable amount of knowledge related to the economic, political, and social history of the United States up to 1865. It is hoped that this course will stimulate interest and critical thought as we examined together important issues in American history. In addition we would like to encourage the following objectives:

1. To examine social institutions and processes across a range of historical periods, and to examine social structures and cultures.
2. To develop and communicate alternative explanations or solutions for contemporary issues.
3. To understand and evaluate the current role of the U.S. in the world.
4. To differentiate and apply historical evidence (documentary and statistical) and to appreciate differing historical perspectives.
5. To recognize and apply reasonable criteria for the acceptability of evidence and research.
6. To identify and understand differences and commonalities within diverse cultures.

Grading:

- Exam I: 100 possible points
- Exam II: 100 possible points
- Exam III: 100 possible points
- Exam IV: 100 possible points
- Final Exam: 200 possible points
- LearnSmart Modules: 200 possible points
- Book Review: 100 possible points
- Discussion Board Postings: 100 possible points

Note: Exams will not be comprehensive. They will only cover material encompassed within each unit. As you progress through the course, exams will become more difficult because the number of potential questions available for each exam will increase. In any case, please consult the exam study guides that are located in the “Course Documents” folder. You may access the link for the “Course Documents” folder from the class homepage. The study guide will provide useful information as you prepare for each exam.

You will have three opportunities to complete each exam successfully.

All written assignments must be typed in Microsoft Word format, and submitted to “Safe Assign” on e-campus.

Grading Scale:

- 900—1000 A
- 800—899 B
- 700—799 C
- 600—699 D
- 599—below F
Learning Outcomes:

Upon successful completion of this course, you will:

Create an argument through the use of historical evidence.
Analyze and interpret primary and secondary sources.
Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

When we learn, we experience changes in Knowledge, Skills, and Attitudes. Here are additional learning outcomes for this course, related to these two aspects of learning:

Knowledge: You should have a basic knowledge of the historical and cultural forces that have shaped various aspects of American history. Including: an understanding of various approaches to the interpretation of important events in American history, an appreciation for the intellectual, social, economic, and political forces shaping American society, and how these movements and events impact our daily lives.

Skills:

Communications: Reading, Writing, Listening;
Thinking: Analysis, Synthesis, Interpretation, Evaluation, Creativity;
Research: The use and protocol of electronic and printed sources; interviewing and other primary research methods.
Collaborative Learning: Communication, Cooperation, Leadership

Attitudes:

An appreciation for asking questions and seeking answers (Some questions, often the most interesting, have no easy answers)
Valuing curiosity, imagination and insight as sources of learning
A commitment to seek self-knowledge
A global, multi-cultural, open minded perspective
Increased confidence as a learner

Keys to Success in this Course:
1. **Interact with the class every day.** There is no substitute for being involved. Interact with your classmates and the professor.

2. **Be prepared.** Each course activity leads somewhere. Each is linked to a chain. When you are prepared, you are ready to connect the links. When you are unprepared, things don’t have a context and therefore don’t make sense. It is therefore difficult to take advantage of all of the experiences offered online. Also, remember that your preparedness affects everyone else in the class.

3. **Ask questions.** When you don't understand, ask. We are here to help you learn. We don't expect you to have the answers yet. (Often we don't have the answers either.)

4. **Write it down.** Everyone has questions when reading and doing other work outside of class. If you don’t keep a written account of your questions, you probably won't remember to ask them when you interact with others online.

5. **Work effectively with other students.** The basis of collaborative learning is mutual respect and understanding. Just treat other students the way you want to be treated. This is especially true in an online context. Most people will willingly reciprocate. Look on human differences as challenges to learn.

6. **Give yourself permission to try out new learning strategies.** Real learning requires all of us to step outside the safety zone of familiar patterns of behavior. Sitting at home and silently monitoring classroom activity will not be to your benefit. If you are confused about how to use online resources, ask. Either I or your classmates constitute a rich source of information and experience.

7. **Do your best work.** Challenge yourself to achieve excellence. Start out the semester with the idea that you are a fantastic student. You may surprise yourself.

**Institutional Policies**

“Institutional Policies relating to this course can be accessed from the following link”

www.richlandcollege.edu/syllabipolicies

**PLAGIARISM**

(Excerpt by Dr. Karen DeVinney)

**What is Plagiarism?**
Plagiarism is essentially academic theft. It is pretending someone else’s words or ideas are yours.
Plagiarism is not always Clear Cut. Ideally, the process of education is the Process of being exposed to and absorbing other people*s ideas, and deciding what you think of them. The difference between the writer who has assimilated ideas, and the writer who has plagiarized, is that the plagiarist gives no evidence that he/she has absorbed these ideas and made them his/her own. The writer simply repeats what someone else has thought, without having assimilated it, or incorporated it into their own unique way of thinking.

**How Do I Recognize Plagiarism?**

Believe me, most writing teachers can recognize plagiarism a *mile* away. When you have truly absorbed an idea, the expression of that idea in your own writing *will* reflect your own style. Such writing will be similar to your writing on other occasions. Even if this paper is an enormous improvement over your previous paper such improvement will not erase the distinctive features of your writing. Plagiarism often results in an obvious shift in tone or “voice.”

**How Do You Avoid Plagiarism?**

When you use someone else*s words, put these words in quotation marks. Even if you are only using *one word*, you will need to put quotation marks around it if it is that author*s distinctive term. After you quote, you will need to give a parenthetical citation, which will tell your reader where those words appear. (We will go into MLA citation later.) If you are using someone else*s idea, but paraphrasing it in your own words, You must give a parenthetical citation at the end of the paraphrase.

Please Note: You do not need to cite ideas or phrases that are general knowledge or historical fact. For instance, if you describe the traditional English May-pole dance, you do not need to cite your source; unless of course you use its words or phrases. However, if you use C. L. Barber*s parallel between the May-pole dance and a scene in Shakespeare*s *A Winter*s Tale*, you will need to cite Barber*s discussion.

**What Will I Do To You if You Plagiarize?**

PLAGIARISM CAN RESULT IN DISMISSAL- Just don*t do it  Please refer to the Richland College Student Code of Conduct at  [http://www1.dcccd.edu/cat0506/ss/code.cfm](http://www1.dcccd.edu/cat0506/ss/code.cfm), to view current codes you are required to follow and the consequences if you do not.

**Reading Schedule**

1. The First Civilizations of North America pp. 2 - 17  
   Dec 11

2. Old Worlds, New Worlds 1400-1600 pp. 18 - 37  
   Dec 12
3. Colonization and Conflict in the South pp. 38 - 59 Dec 13

Exam I
(Available on ecampus on December 13)
(Note: The exam be must be taken no later than January 5, 2018)

4. Colonization and Conflict in the North pp. 60 - 79 Dec 14
5. The Mosaic of Eighteenth-Century America 1689-1768 pp. 80 - 99 Dec 15
6. Imperial Triumph, Imperial Crisis 1754-1776 pp. 100 – 119 Dec 16

Exam II
(Available on ecampus on December 16)
(Note: The exam be must be taken no later than January 5, 2018)

7. The American People and the American Revolution 1775-1783 pp. 120 - 137 Dec 17

Exam III
(Available on ecampus on December 19)
(Note: The exam must be taken no later than January 5, 2018)

10. The Opening of America 1815-1850 pp. 186 – 203 Dec 20
11. The Rise of Democracy 1824-1840 pp. 204 - 223 Dec 21

Exam IV
(Available on ecampus on December 22)
(Note: The exam be must be taken no later than January 5, 2018)

13. The Old South 1820-1860 pp. 242 - 261 Dec 23
Winter Break
No Required Activity December 24 through January 2
(Note: Ecampus may be down for maintenance much of the holiday period. But I am making these exams available anyway just in case ecampus is available. Remember that once an exam opens, it remains open for the rest of the semester)

   (Book Review Due January 2)

15. The Union Broken 1850-1861 pp. 286 - 307 Jan 3


Final Exam
(Available on ecampus on January 2)
(Note: The exam be must be taken no later than January 5, 2018)