**History Course Syllabus**
Richland College ~ Wintermester 2017-18
Social Sciences Division

**Course & Section:** HIST 1301 – 82493  
**Office Hours:** see online “Announcements”

**Course Dates:** December 11 – January 5  
**Location:** Online. No on-campus mtgs.

**Instructor:** Prof. David Robison  
**Office:** Crockett, C208  
**Email:** davidrobison@dccc.edu

**TEXTBOOK:** Provided free in Blackboard e-Campus as an embedded online textbook. Look for “Units 1-4” in the left hand column of the course website.

**Course Description:** Examine historical events and its impact on the foundation of America, to evaluate how different groups interacted 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. This course is 100% online.

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

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.

**ASSIGNMENTS & ASSESSMENTS:***

<table>
<thead>
<tr>
<th>Evaluation Categories</th>
<th>How Many</th>
<th>Course Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>15</td>
<td>27%</td>
</tr>
<tr>
<td>Articles - Critical Thinking Questions</td>
<td>4</td>
<td>33%</td>
</tr>
<tr>
<td>Exams on Units 1-4</td>
<td>4</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Course Score Composite:** scores of each category are averaged, multiplied by their respective percentage, and the added together. (The “Course Grading Scale” is on page 4.)

**Textbook Chapter Quizzes:** Each quiz is posted and graded on e-Campus. 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.
*(Detailed instructions are found in the Quizzes folder located in Course Assignments.)*

**Critical Thinking Questions:** Students will read the article provided and then complete the quiz that contains the Critical Thinking Questions. These questions require students to demonstrate that they understood not only what they read, but also the implications of the material within the broader context of historical themes and present-day events.
Exams: Students should use the embedded textbook along with the Exam Study Guides to prepare for exams. The content of the videos is not included on the Exams. The videos are made available to assist with student comprehension of the material in the embedded textbook. Prior to taking an exam, it is strongly recommended that you *ensure that you are using a computer and internet connection that are both very reliable.* If there are technical problems with accessing the exam or while taking it, contact Technical Support. They will issue a ticket number for the incident. If a solution is not available from Tech Support, notify the instructor immediately of both the situation and the ticket number. 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. Hence, the importance of this recommendation. (For more information, see “No Re-Sets” on page 4.)

Email Requirements: Efficient and effective communication is of great importance particularly for an online course. Following these guidelines ensures students a more timely and accurate response.

- **When e-mailing the instructor, put the following information in the subject line:** your first and last name, the course # AND the section #.

  Example: in an e-mail message sent by a student named, César Ydrobo, the subject line would include: **César Ydrobo, HIST 1301 – 82493**

- **Use a positive tone & proper etiquette. Include all necessary information relevant to your topic, including all appropriate details.** (Check out this link for [detailed professional email guidelines](#).) 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.

    Respectfully,  
    Cynthia Jones  
  
  Always use a closing, followed by your full name name.

- **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 “Attendance” - As an online course, participation is asynchronous--students may log in at any time to complete the assigned course requirements. While there is no attendance requirement, you must meet all deadlines for assignments, discussions and exams. Students are to check for announcements at least twice a day--once early in the day and again in the evening. This requirement can be fulfilled alternatively by having the messages of your Richland e-mail account pushed to your phone, as all announcements posted to the course website are simultaneously sent to students’ e-mail accounts.

Technology

**Internet Connection** - It is the responsibility of each student to ensure that he/she is using a consistently reliable internet connection. “Reliable” means you are using a laptop or desktop computer that is hard wired to an internet connection, rather than a Wi-Fi connection that can be “lost” far too easily. If a student chooses to use a different type of internet connection, then the student is responsible for any problems that may occur while completing the required work of the course. The instructor is under no obligation to “fix” problems that result from choices made by the student.
Tech Support - Your history professor is NOT the tech wizard! If you encounter a technology problem—like a test doesn’t save correctly, or closes unexpectedly before the allotted time has expired, etc.—the very first thing you should do is contact Tech Support for assistance by calling 972-669-6402 (out of Dallas call 1-866-374-7169) or contact e-Campus technical support from the Richland College website. If a solution is not forthcoming at least 6 hours before the assignment is due, notify the instructor of the situation via email and provide the “ticket number” that Tech Support assigned to the incident.

Technology & Due Dates - Expecting technology to work perfectly all the time is unrealistic. Because technology problems can arise in the online setting, students should plan to complete assignments well in advance of due dates. It is strongly recommended that you submit course work at least one day in advance of due dates. Waiting until due dates are close at hand is a very 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. If you miss a deadline due to a technology error and you have not contacted the instructor prior to the deadline, the assignment is late.

Due Dates & Late Work - All work for this course is available on the first day of class. Due dates published in the Course Calendar indicate the LAST possible opportunity students have to submit an assignment or assessment. Late work is not accepted. No exceptions. Seriously… none, zero, zip, nada. If you are the unfortunate victim of a medical emergency that renders you incapable of requesting an extension prior to the deadline, you will must produce documents verifying those circumstances to be exempted from that assignment or afforded an assignment deferral, which will be explained by the instructor. Additionally, be aware that computers tell time differently than humans. Due dates are listed as “11:59:00” because the Blackboard computer system tracks time down to the second. If you attempt to submit something at 11:59:01, the computer will mark it as “late.”

Requesting a Due Date Extension - Skills integral to successfully completing this course include: organization, time management, and personal responsibility. However, unexpected events can pop up and make it difficult to meet a deadline. Do NOT simply allow a deadline to pass by and imagine that your “good reason” will warrant a reprieve from the “No Exceptions” policy. If you will not be able to meet a deadline, you should request an extension. Requests are not automatically granted—determination of an “appropriate cause” is made at the discretion of the instructor. Students may be required to submit supporting documentation. Requests are handled on a case by case basis and are usually limited to no more than one every six weeks.

Blackboard - While problems with the online system are rare, instructors are provided with detailed reports when they occur. Any system error lasting more than four hours that prevents completion of coursework will be addressed by the instructor. Any outage lasting less than four hours will not merit any change in the due date—even if the outage occurs within the four hours immediately preceding the due date deadline. Students should consider this when deciding when to submit their work.

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 assessments (quizzes, 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 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.
No “Re-Sets” - If you experience an “outage” while you are in the middle of any assessment or you accidentally open the wrong assessment, that assessment will NOT be “re-set.” Unfortunately, maintaining the academic rigor and integrity of the course has made this impossible because tech savvy students have discovered ways to cheat by exploiting cracks in the system. The “3 lowest Chapter Quiz scores dropped” and the “single lowest Critical Thinking Quiz score dropped” are intended to address this issue. If you experience an outage during an Exam, it is entirely possible that you will end up with the grade that was recorded when the outage occurred, which may be a zero. The only possible alternative option is one that is implemented at the discretion of the instructor and is handled on a case by case basis. If you “accidentally” open the wrong Exam, then you are being careless. There are multiple warnings that precede the start of each Exam to prevent this error.

Final Grades Posted & Student Inquiries: Students may access their grades online throughout the semester on e-Campus. Final grades are accessible at the end of the term. Instructors are given three working days (Sundays don’t count as a “working day”) in which to submit grades. So if your class ends on a Friday, grades will be submitted by 10PM (Dallas time) on the following Tuesday. Once final grades are submitted, students have 24 hours to notify the instructor by e-mail* of any questions or issues relating to the final course grade. *(Due to FERPA law requirements, the instructor may not be able to respond to an inquiry about grades unless it is made through a Richland College-issued e-mail account.) It is NEVER appropriate to request that a grade be rounded up. Students should refrain from making such an inquiry.

Course Grading Scale:
90.00 – 100 = A
80.00 – 89.99 = B
70.00 – 79.99 = C
60.00 – 69.99 = D
0.00 – 59.99 = F

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…
Click Here ➔ www.richlandcollege.edu/syllabipolicies
(If you are receiving any form of financial aid, you should check with them before withdrawing.)

The instructor reserves the right to make changes to this syllabus and re-publish it during the term of the course.