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 May 20. **All students are required to Log into ecampus and complete the first discussion board assignment on the first day of class.** This will serve to meet state certification requirements.

Class begins on May 20 and ends on June 5, 2019.

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 my office at (972) 238-6307. After May 16, you may reach me via cell phone at (214) 215-2750. Of course the best way to contact me is through email at cthomas@dcccd.edu (School of Social Sciences 972 238-6230).

Catalog Description: The history of the United States is presented, beginning with the European background and first discoveries. The pattern of exploration, settlement, and development of institutions is followed throughout the colonial period and the early national experience to 1865.


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 1877. 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:

<table>
<thead>
<tr>
<th></th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam II</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam III</td>
<td>100 points</td>
</tr>
<tr>
<td>Exam IV</td>
<td>100 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200 points</td>
</tr>
<tr>
<td>LearnSmart Modules</td>
<td>200 possible points</td>
</tr>
<tr>
<td>Book Review</td>
<td>100 points</td>
</tr>
<tr>
<td>Discussion Board Postings</td>
<td>100 possible points</td>
</tr>
</tbody>
</table>

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 (Crossword Puzzles) that are located in the “Course Documents” folder. You may access the link for the “Course Documents” folder from the class homepage. You do not need to complete the crossword puzzles, but the questions in each puzzle 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. Note: All written assignments are scanned for plagiarism.

Grading Scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
<td>D</td>
</tr>
<tr>
<td>599-below</td>
<td>F</td>
</tr>
</tbody>
</table>

Learning Outcomes:
When we learn, we experience changes in **Knowledge, Skills, and Attitudes**. Here are our learning outcomes for this course, related to these three 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](http://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 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   May 20
2. Old Worlds, New Worlds 1400-1600 pp. 18 - 37   May 21
3. Colonization and Conflict in the South pp. 38 - 59   May 22

Exam I
   (Available on ecampus on May 22)
   (Note: The exam be must be taken no later than May 25, 2019)

4. Colonization and Conflict in the North pp. 60 - 79   May 23
5. The Mosaic of Eighteenth-Century America 1689-1768 pp. 80 - 99 May 24
6. Imperial Triumph, Imperial Crisis 1754-1776 pp. 100 – 119 May 25

**Exam II**
*(Available on ecampus on May 25)*
*(Note: The exam be must be taken no later than May 28, 2019)*

7. The American People and the American Revolution 1775-1783 pp. 120 - 137 May 26

**Memorial Day Holiday May 27**
*No formal class activity*

9. The Early Republic 1789-1824 pp. 158 – 185 May 29

**Exam III**
*(Available on ecampus on May 29)*
*(Note: The exam be must be taken no later than June 1, 2019)*

10. The Opening of America 1815-1850 pp. 186 – 203 May 30
11. The Rise of Democracy 1824-1840 pp. 204 - 223 May 31
12. Afire with Faith 1820-1850 pp. 224 - 241 Jun 1

**Book Review Due June 1**

**Exam IV**
*(Available on ecampus on June 1)*
*(Note: The exam be must be taken no later than June 4, 2019)*

13. The Old South 1820-1860 pp. 242 - 261 Jun 2
15. The Union Broken 1850-1861 pp. 286 - 307  Jun 4

Final Exam
(Available on ecampus on Jun 2)
(Note: The exam be must be taken no later than June 5, 2019)