

## **History 1301 – United States Until 1877**

### **ONLINE COURSE**

**Instructor:** Dr. Jennifer Bridges

Office: LA105B

\*\* Zoom Office Hours: TR Noon-2pm, OBA

Email: [bridgesj@grayson.edu](mailto:bridgesj@grayson.edu)

**Prerequisite:** None

**Course 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.

**Course Goals and Learning Outcomes:** Course goals are linked to the required Core Curriculum Intellectual Competencies, Perspectives, and Exemplary Educational Objectives as defined by the Texas Higher Education Coordinating Board. Specific core requirements are linked to the class schedule. Upon successful completion of this course, student should be able to:

- 1) Create an argument through the use of historical evidence by using appropriate reading, listening, writing, and critical thinking skills.
- 2) Analyze and interpret primary and secondary sources.
- 3) Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.
- 4) Demonstrate an understanding of the social growth and development of the United States during this period.
- 5) Demonstrate an understanding of the United States' role in a global society, both historically and as a prelude to for understanding both the present and the future.

### **Textbook and Materials:**

The American Yawp: A Free and Online, Collaboratively Built American History Textbook

[www.americanyawp.com](http://www.americanyawp.com)

The textbook is purely optional and will not be used for testing.

**Course Materials:** Online access through Canvas.

**Grading:** There will be three forms of grading: exams, quizzes, and discussion boards. See below for specific details.

### **Exams: 300 points**

Tests during the semester will consist of an essay question, short answers and fill in the blank (**All exams / quizzes are administered online within the appropriate module under Modules on Canvas**). Preparation for these exams can be done through use of test reviews provided under Modules. There are three exams during this semester course, including the Final Exam (3 tests). Each exam will be worth **100 points** each. Combined exams are worth **300 pts**.

### **Lecture Quizzes: 110 points**

Students will complete a series of lecture comprehension quizzes through the Canvas learning platform. Quizzes are located within the appropriate Canvas module. There will be **11** quizzes over the course of the semester ensuring that you are in fact listening to and comprehending the posted lectures. Recommended due dates for these quizzes are located at the end of this syllabus; however, the quizzes will be open all semester and can be completed anytime. Each quiz is worth 10 points for a total of 110 points.

### **Discussion Boards: 175 points**

There are **Seven (7)** Discussion Board Assignments that require two separate responses from the student. Each Discussion Board Assignment is worth 25 points for a total of **175** points. Your original posting is worth 15 points and should be approximately 300 words in length. Your reply to a fellow student's post is worth 10 points and should be approximately 100 words in length.

**You are required to respond individually to the posted discussion question, you are to then read several other postings and choose one to respond to.**

How do you do well in the discussion postings? Your job is to discuss various points of the case study. I want to see you engaging each other, arguing over interpretations, and really asking **HARD** questions of each other. Get in there, get dirty. You should use actual evidence and cite your sources. You need to express your opinions and thoughts but those thoughts should be backed with evidence you've found in your research.

You will need to make a substantive contribution to the discussion, elaborate on a previous comment, give an explanation, make a point of debate, make original comments, and provide real leadership to earn full credit. If your discussion postings say "good job," that's fine—but you will not receive any credit for those postings. Great—so you agree with what your classmate wrote. That's fine—now tell us **WHY!** Your job is to **DISCUSS**, just as you would discuss in class if you were arguing a point or trying to elaborate on your point of view.

**Final Grade Calculation:** At the end of the semester, test scores, discussion boards, and quiz grades will be added together. The total possible amount of points a student can earn is **585** points.

**526-585 = A**

**468-525 = B**

**409-467 = C**

**351-408 = D**

**350& below = F**

I take improvement into consideration during the semester. This entails quite a few factors, not the least of which – attendance, improvement in grades, class participation, etc. **I also reserve the right to alter the testing/assignment workload depending upon unintended circumstances that might arise during the semester that will impact the point distribution scale above.**

## **Grades will be posted online – Canvas.**

**Make-ups:** This must be discussed on an individual basis with the teacher.

**Attendance Policy: Regular attendance for this class is absolutely essential in order to earn a good grade.** This is the best way to learn the material and is unquestionably the easiest way to pass the course. Even though this is an online class, attendance on a regular basis is still encouraged and expected. Attendance in an online course refers to logging into the course and completing an activity, whether that be listening to lecture, completing a quiz, taking an exam, writing a discussion board, or emailing with your instructor.

**Method of Instruction:** This is a 100% online course delivered through Grayson College's Canvas System. All assignments, discussion boards, and tests will be handled through Canvas.

**Alternative Procedures for Submitting Work:** Please do not wait until the last minute to submit assignments. Students should allow enough time before the due date to submit all assignments. Should there be a technical problem, immediately notify the instructor via external email or internal Canvas email. Alternative arrangements, if permitted, will be discussed at that time.

**Students Code of Conduct and Academic Ethics:** The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,

- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition.

Be prepared to consider views different from your own. Every opinion is important, but I will not tolerate any disparaging remarks toward another person's belief system. Even if you believe that others in the class AGREE with your remarks. There is a big difference between debating a point and ridiculing someone's beliefs. There will always be people with diverse backgrounds, orientations, persuasions, and experiences. Every person has the right to be treated respectfully. If you feel insulted or bothered by any remark made within this class – whether from me or a classmate – please speak to me either in person or online.

**Student Responsibility:** You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

**Disability Accommodation:** Please notify the instructor immediately if you have the need for special arrangements due to disability and every effort will be made to accommodate. Disability Services is located in room SC 115 in the Student Success Center.

The contact information for the Office of Disability Services is:

Jeffri Hodge

(903) 463-8751 (voice or TTY)

[hodgej@grayson.edu](mailto:hodgej@grayson.edu)

### **Technical Difficulties:**

These are the responsibility of the student- NOT the Professor. Assignments are made early enough that if problems do occur, students will be able to make other arrangements to complete and submit the work as assigned. "Technical Difficulties" will NOT be an acceptable excuse for failing to submit work in the format required or in a timely manner. The GC Homepage provides information on reaching the "Help Desk" to resolve problems.

### **Writing Center:**

The writing center is located in room 110 on the first floor of the Grayson Library. This resource is designed to provide the student with free assistance in his/her writing projects. Please contact the center for hours and days of operation. I encourage students to make use of this resource.

### **TITLE IX:**

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

Dr. Molly M. Harris, Title IX Coordinator (903)463-8714

Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646

Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753

Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>

GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)

GC Counseling Center: (903) 463-8730

For Any On-campus Emergencies: 911

Grayson College campus-wide student policies may be found on our Current Student Page on our website: <http://grayson.edu/current-students/index.html>

**Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.**

**COVID-19 Syllabus Information:** Grayson College continues to monitor the evolving COVID-19 situation and align our college planning with guidance from the local and state health officials. Our primary goal is to protect the health and safety of our students, faculty, staff, and the Grayson community, while delivering quality education. We will continue to communicate as more information becomes available.

Safety requirements for students, faculty, staff, and the general public will be posted and kept current, so please stay tuned to your Viking email and the COVID 19 page on the Grayson College website for additional information or other changes that may be announced.

**Grayson College COVID-19 Safety Protocol:** The best way to prevent illness is to avoid being exposed to this virus. However, as a reminder, the Centers for Disease Control and Prevention (CDC) always recommends everyday preventive actions to help prevent the spread of respiratory diseases, including:

- Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.
- Always wash hands with soap and water if your hands are visibly dirty. For information about handwashing, see CDC's Handwashing website.
- Avoid touching your eyes, nose, and mouth.

- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Avoid close contact with people who are sick.
- Stay home when you are sick.

**Grayson College COVID-19 Instructional Guidelines:** Grayson College continues to monitor information relating to the COVID-19 Pandemic. The College has taken steps to ensure that as many of our programs/courses can continue in the event that the College must re-institute partial and/or full campus closure to the public. Quality education will be moved to a remote delivery format, when feasible, which includes one or more of the following methods:

- Live Streaming instruction (synchronous)
- Recorded instruction (asynchronous)
- Online or web activities using the Canvas platform
- Video capture, both live and recorded sessions
- Use of open educational resources (OER) in place of traditional textbooks

**Grayson College COVID-19 Lab Safety Protocol:** In accordance with the Texas Department of Health and Human Services, Grayson College will follow these guidelines: Groups of 9 or less may be scheduled for small group labs, where hands-on skills are necessary to be practiced or demonstrated.

Social distancing will be practiced to reduce the risk of transferring germs. Faculty and students will be screened prior to entering a lab or classroom, which will include:

- o Taking each person's temperature
- o Asking CDC-standard questions

All persons will wash hands with soap and water upon admittance

Students and faculty will participate in sanitation and cleaning of equipment and workspace at the conclusion of each session

Students are encouraged to: Log in to Canvas and communicate with your faculty as needed. Study and complete assignments in a timely manner. Ask questions along the way.

### **Class Schedule**

**\*\* All assignments are due by Sunday night at midnight of the week listed EXCEPT for final exam week. \*\***

### **Week One:**

- **Discussion Board 1 Due**
- **Read Lecture One**
- **Complete Lecture Quiz One**

- Read Lecture Two
- Complete Lecture Quiz Two

### **Week Two:**

- Discussion Board 2 Due
- Read Lecture Three
- Complete Lecture Quiz Three
- Read Lecture Four
- Complete Lecture Quiz Four

### **Week Three:**

- Exam One
- Discussion Board 3 Due
- Read Lecture Five
- Complete Lecture Quiz Five

### **Week Four:**

- Read Lecture Six
- Complete Lecture Quiz Six
- Discussion Board 4 Due
- Read Lecture Seven
- Complete Lecture Quiz Seven

### **Week Five:**

- Read Lecture Quiz Eight
- Complete Lecture Quiz Eight
- Discussion Board 5 due
- Exam Two

### **Week Six:**

- Read Lecture Nine
- Complete Lecture Quiz Nine
- Discussion Board 6 due

**Week Seven:**

- Read Lecture Ten
- Complete Lecture Quiz Ten
- Read Lecture Eleven
- Complete Lecture Quiz Eleven
- Discussion Board 7 due

**Week Eight:**

- Final Exam

**\*\* This is a suggested schedule, but you may complete items quicker if desired, however, items must be completed by the Sunday night at midnight of the week listed. Pay attention to the final week dates, as your final class day is a Thursday. All assignments must be posted by Thursday at midnight. \*\***