HIST 2111, SURVEY OF U.S. HISTORY, [Term]

Course Instructor:

[Instructor Name]
[Institution name]
[Institution address]
Phone Number: (xxx) xxx-xxxx
Fax: (xxx) xxx-xxxx
E-mail address: xxxxxxxxxx@xxxxx.edu

Office hours:
Xxxday, X:00 am/pm - X:00 am/pm

During office hours, you can find me in XXX. You can also reach me during office hours at the above phone number.

NOTICE: Please use the internal course e-mail for general correspondence. I provide my external e-mail address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external e-mail so please use it for emergencies only.

Response Time: Unless you are notified otherwise, I will work to respond to all student questions and emails within 24 hours during the week and within 48 hours during the weekend.

Accessibility Services

In order to receive special accommodations, **students must provide documentation to the instructor** from the disabilities center at their affiliate institution or from the Regents Center for Learning Disorders. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, **please notify the instructor prior to attempting any activities or assessments in this course during the first week of class**.

Also, students with disabilities or who require special testing accommodations must contact the Testing Coordinator at etesting@westga.edu before scheduling an exam appointment.

Other resources:
https://ecore.usg.edu/current-students/accessibility-services
http://www.section508.gov
http://www.w3.org/TR/WCAG/
http://webaim.org/

Attendance Verification

IMPORTANT- In order to confirm your attendance and participation in this course, you must complete the Mandatory Attendance Quiz AND the Introductions discussion activity before the participation deadline. Please note that failure to complete these activities may result in you being removed from the course.

Participation dates for the term can be found in the News widget on your course homepage or at the following URL: https://ecore.usg.edu/courses/calendar/index.php. BOTH of these activities are required and can be found within the Course Content's Start folder.

Course Description:

History 2111 is the history of the United States from the Age of Discovery through the Civil War. The course focuses on the geographical, intellectual, political, economic and cultural development of the American people and places U.S. events in the context of world politics. Hopefully, you will find the ideas and concepts presented in the course relevant to you and your experiences in the twenty-first century.

Course Credit Compliance:

This course will be delivered entirely online with the exception of the minimum of one face-to-face (FTF) proctored exam and a maximum of two FTF proctored exams. This requires the online equivalent of 2250 minutes of instruction (instruction time) and an additional 4500 minutes of supporting activities. As such, you will be required to complete the following online activities during this course (times are approximate):

Instruction Time	
Discussion Postings	700 minutes
Virtual meetings/chat or audio & video	400 minutes
Course Content Facilitation	700 minutes
Essay assignments/assessments/research	300 minutes
Proctored Exam	150 minutes

It is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

Prerequisites:

- None

Course Objectives:

After completing the eCore History 2111 course, you will be able to

- Identify and evaluate the major controversies, issues, personalities, problems and trends in U.S. history up to 1865.
- Exhibit comprehension of the historical process of continuity and change.
- Recognize the role of diversity in American society.
- Determine the relationship between local and national issues and events.
- Appraise how and why the historical interpretations of the controversies, issues, personalities, and problems have changed over time.
- Evaluate trends and issues in intellectual and cultural history and be able to relate them to topics in U.S. History.
- Place issues and events of U.S. History in a global context.
- Analyze the trials and contributions of the many cultures that make up American society.
- Analyze the extent to which historical and contemporary American society has embraced the ideals of the Colonial, Revolutionary, and Constitutional periods.
- Describe the ways geography has impacted historical processes.
- Read and interpret maps.
- Develop skills in critical thinking, collaboration, and organization.
- Undertake research using a variety of materials.
- Differentiate between primary and secondary sources.
- Analyze, synthesize, and interpret primary and secondary sources and clearly communicate results using a variety of media.
- Formulate a convincing historical argument using primary and secondary sources.

Course Texts

eCore has explored cost-reducing options for students and currently offers two open source textbooks for this course. The term *open* implies information or technology that is shared freely without copyright restrictions.

The open texts for this course allow students to read, download, and/or print the book at no cost. The assigned chapters are embedded in each of the six units that make up the course.

Title	*History in the Making (Open Text)*
Authors	Cathy Locks, Sarah Mergel, Tamara Spikes, Pam Roseman
Publisher	University of North Georgia Press
Edition/Year	2013
Required /Optional?	**This text is REQUIRED**

Access	The assigned chapters are embedded in the course content, but you can also access the full version by **Click Here**.
Title	***OpenStax U.S. History (Open Text)***
Authors	P. Scott Corbett, Volker Janssen, John M. Lund, Todd Pfannestiel, Paul Vickery, Sylvie Waskiewicz
Publisher	OpenStax
Edition/Year	2014
Required /Optional?	**This text is REQUIRED**
Access	The assigned chapters are embedded in the course content, but you can also access the full version by **clicking here**.

Planet eCore

Visit the Planet eCore blog to read about eCore students, faculty, and trends in online education: http://planetecampus.blogspot.com/.

Technical Requirements and Assistance

Requirements:

Having a correctly configured computer will help ensure your success in eCore. Check the information at http://ecore.usg.edu/prospective/techreqs.php to be sure that your computer meets all the necessary technical requirements for hardware and software. Links to the plug-ins (special free software) that you will need are provided.

Access to Microsoft Word is recommended for completion of assignments in this course. If you do not have Microsoft Office, you can utilize any free software that will allow you to save files in Office formats. Open Office and Google Docs are two examples of free software that you can use.

Assistance:

For technical assistance contact the 24/hour helpline at https://d2lhelp.view.usg.edu/ (scroll down to the Student Support area).

In addition, please contact the eCore Helpline at 678-839-5300.

Discover an Error?

If you discover a typo, broken image, or other error in your eCore course, use the eCore Student Change Request Form to report the required change. Once the form is submitted, an eCore staff member will contact you within 48 hours.

Please note that this form is NOT for grade related or instructor related complaints. To report this type of information, please access the Student Complaint Policy page on the eCore website.

Smarthinking Online Tutoring:

Smarthinking is an online tutoring resource for eCore students providing assistance in Mathematics (basic Math through Calculus), Chemistry, Physics, Statistics, Spanish, and Writing. For login instructions, please refer to the Smarthinking page located within Course

Resources or access Smarthinking directly using the   icon from the course navigation bar.

Class Format

This course is an online course using *GoVIEW* and your computer as the delivery medium. You are not required to attend class face to face. However, at least one proctored exam is required. This means you will need to appear in person at a designated location to take the exam(s). You may take proctored exams at any of the affiliate institutional testing centers for a proctored exam or you must locate an independent proctor. Details on scheduling your proctored exam are included below and in your course resources folder.

Attendance

"Attendance" and presence are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. Lack of participation in online discussions is considered an absence, even if you are logged into the course. If for any reason you are unable to participate by the due dates listed in the course calendar, it is your responsibility to inform your instructor.

Grading and Standards

Grade Breakdown

GRADED ACTIVITY	WEIGHT	PROCTORED?	BRIEF DESCRIPTION
Participation/Discussions	20%		The quality of participation will be judged according to the criteria established in the discussion guidelines. You are expected to participate in all required guided and group discussions.
Unit Quizzes	20%		Each lesson includes a quiz covering the assigned content and reading material.

			The quizzes will be taken online. Failure to complete a quiz during the allowed time period will result in a grade of zero for that quiz.
Essays	30%		In this course you will write essays about the topics of study. In writing your essays, you must follow the instructions "Guidelines for Writing Essays" included later in this syllabus.
Midterm Exam	15%	**Yes**	A mid-term exam will be available online roughly mid-way through the semester. The exact Lessons will be announced by the Instructor.
Final Exam	15%	**No**	A final exam will cover the material in Lessons studied after the midterm exam.

Proctored Exams

A proctored experience is required for successful completion of an eCore course. In courses requiring only one proctored exam, failure to take that exam will result in a failing grade for the course regardless of average of other grades.

Proctored Exam Setup | ▽

SmarterProctoring

CLICK HERE to access the SmarterProctoring Dashboard to set up your required proctored exam.

You are required to take **at least one** proctored exam. **Click here** to read the full proctored exam policy.

Proctored exams are password protected exams taken at an approved testing center or testing service. Students are responsible for scheduling and taking their exams by the posted deadline. Students are also responsible for being aware of the conditions and policies under which the exam will be proctored and administered. Each testing center or service sets its own proctor cost.

On the Course Homepage, use the **Proctored Exam Setup Widget** to view available proctored exams for the course, register for an exam, view an exam's duration, and view the list of allowed proctored material.

Grade Turnaround:

All assignments and assessments will usually be graded within one week's time. Your instructor will provide comments along with grade as necessary for feedback. All emails will be answered within 24 hours excepting weekends.

Grade Scale

Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that you will receive a "good grade." To receive a higher grade, you must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for the course content. The standards for the respective grades are as follows:

A: 90-100%
B: 80-89%
C: 70-79%
D: 60-69%
F: 0-59%

Expectations and Standards

A – To achieve this grade you must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

B – To achieve this grade you need to display above average performance in your course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. As a "B" student you will also go beyond minimum requirements in terms of preparation and presentation of assigned work. You will demonstrate above average communication skills and ability to contextualize material.

C – For this grade, you must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. You will demonstrate adequate communication skills and ability to contextualize materials.

D – A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" indicates that your performance is below the average in terms of preparation and presentation of assigned work. You may not be demonstrating adequate communication skills or ability to contextualize materials.

F – If you receive an F, you have failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate the ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Guidelines for Writing Essays

In this course, you may write 2-3 page essays about the topics of study. In writing your essays, you must follow these instructions:

1. Essays should each be two-three full typewritten pages in length, approximately 500-750 words in 12-point type. The length requirement may vary from instructor to instructor. Please use a simple, clean font such as Times New Roman or Palatino. Use 1-inch margins on all sides.
2. Essays are to be written following the rules of correct grammar and spelling, both of which will be taken into consideration in the evaluation of the essay. Be sure to proofread your essays as grammar and spell checks typically do not catch words used in incorrect contexts.
3. Essays must be original and analytical and must be careful to include well-thought-out responses to the questions posed in the assignment.
4. You must give specific examples from the secondary and/or primary sources used in the development of the paper and must cite these sources following the MLA style, the University of Chicago Press's *Chicago Manual of Style* or Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. A minimum of three sources is required. Refer to the online resources Guide to the MLA Style or Turabian and Chicago Styles Citations. Your instructor will specify the preferred style. You should use footnotes or endnotes and provide a full bibliography at the end of your paper.
5. If you use direct quotations, you must not only cite your source, but must also use quotation marks.
   Example:
   Columbus explains that the weapons of the natives he encountered on the islands of the Caribbean were unsophisticated and that their javelin, a much-used weapon, was "no more than sticks" joined together. (Columbus, *Journal*, paragraph 12)

Late Policy

Late policies will be determined by the individual instructor.

Time Commitment

Taking a course online is not easier or faster. It will take as much or more time than taking a face-to-face class. If you normally go to class 3 hours per week per course, you will need to devote that same amount of time to your online course. In addition to online time, you should be prepared to spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, writing papers, reading, studying, reflecting, and planning.

The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule in this course, you will be expected to

- Log on daily to check for messages from your instructor and from other students.
- Check the course Calendar and the Main Discussion Topic for announcements from your instructor.
- Study and read all assigned readings and online materials for each lesson.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all course work and assignments in the time allowed.

Class Participation

In this course, participation in the discussion activities in this course counts as 20 percent of your final grade. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. In addition to the ongoing discussions, you will occasionally complete special discussion assignments which are designed to accomplish specific learning goals. To help you know what is expected of you for participation and how your participation will be graded, be sure to read the Participation Guidelines.

Participation Guidelines :

Your participation in class discussions is very important and counts as 20 percent of your final grade. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. The following scale describes how your contributions to the course discussions will be evaluated and assessed for each discussion assignment:

Exemplary

To have an exemplary performance, you will

- Actively participate in the discussion.
- Respond to issues raised by the instructor and classmates.
- Pose new ideas and information relevant to the discussion.
- Consistently show an awareness and respect for divergent points of view.
- Keep to the point.
- Interact more than twice with other participants.
- Present ideas that are well developed and supported by historical evidence.
- Consistently display careful, critical analysis of the assigned readings.
- Demonstrate clear evidence of critical thinking.

Accomplished

To reflect an "accomplished" performance, you will

- Actively participate in the discussion.
- Respond to issues raised by the instructor and other students.
- Pose new ideas and information relevant to the discussion.
- Consistently show awareness and respect for divergent points of view.
- Keep to the point.
- Interact at least twice with classmates.
- Present ideas that are well developed.
- Provide evidence from the assigned readings to support your ideas.
- Demonstrate evidence of critical thinking.

Adequate

Your performance is "adequate" if you

- Actively participate in the discussion.
- Respond to issues raised by the instructor and other students.
- Pose new ideas and information relevant to the discussion.
- Show awareness and respect for other points of view.
- Tend to get off track.
- Interact at least twice with other participants.
- Demonstrate ideas that lack analysis.
- Inconsistently provide evidence to support ideas from assigned readings.
- Demonstrate some critical thinking.

Needs More Work

Your discussion will be considered to "need more work" if you

- Inconsistently participate.
- Answer only questions posed by the instructor.
- Do not introduce new ideas or information relevant to the discussion.
- Reflect a lack of awareness of other points of view.
- Tend to get off track.
- Interact only once with other students.
- Demonstrate developing ideas.
- Show no clear evidence of having completed the readings.
- Demonstrate non-analytical thinking.

Netiquette Guide

To reflect courtesy in your discussion postings you should follow the suggestions below:

1. Focus on one subject per message and use pertinent subject titles.
2. Capitalize words only to highlight a point or for titles -- Capitalizing otherwise is the equivalent to SHOUTING!
3. Provide citations all quotes, references, and sources.

4. When posting a long message, warn your readers at the beginning of your post.
5. Do not forward or copy material from a classmate's messages without his or her permission.
6. It's fine to use humor but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :-) or ;-) to let others know that you're being humorous.

Lesson/Unit Breakdown

The following Units are covered in this course.

Unit 1: Collision of Cultures

Unit 2: The English Colonies

Unit 3: The American Revolution

Unit 4: The New Nation

Unit 5: The Expanding Nation

Unit 6: A House Divided

This course is designed to provide you with the best online learning experience possible. The content is presented in a variety of formats including textbook materials, primary source documents, multimedia, and opportunities for interactivity with other students and your instructor.

Academic Honesty

Academic Honesty

(Acknowledgment is hereby given to Georgia State University on whose policy this is based). As members of the academic community, you are expected to recognize and uphold standards of intellectual and academic integrity. The University System of Georgia assumes as a basic and minimum standard of conduct in academic matters that all students will be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, you are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, you are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Definitions and Examples

The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged.

- Plagiarism
- Cheating on examinations
- Unauthorized Collaboration
- Falsification
- Multiple Submissions
- Evidence and Burden of Proof

The list is merely illustrative of the kinds of infractions that may occur, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism

(NOTE: Plagiarism detection systems are often used by eCore faculty members. For example, see the following site: http://turnitin.com/en_us/training/student-training. Faculty are also advised to report violations to the eCore Administrative offices for investigation.)

Plagiarism is presenting another person's work as your own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else.

The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of your reliance on other sources is also a form of plagiarism.

Finally, there may be forms of plagiarism that are unique to an individual discipline or course, examples of which should be provided in advance by the instructor. You are responsible for understanding the legitimate use of sources, the appropriate ways of acknowledging academic, scholarly, or creative indebtedness, and the consequences of violating this responsibility.

Cheating on Examinations

Cheating on examinations involves giving or receiving unauthorized help before, during, or after an examination. Examples of unauthorized help include the use of notes, texts, "crib sheets," websites, electronic documents or notes, and computer programs during an examination (unless

specifically approved by the instructor), or sharing information with another student during an examination (unless specifically approved by the instructor). Other examples include intentionally allowing another student to view your own examination and forbidden collaboration before or after an examination.

Unauthorized Collaboration

Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However, collaborative work specifically authorized by an instructor is allowed.

Falsification

It is a violation of academic honesty to misrepresent material or fabricate information in an academic exercise, assignment or proceeding. Some examples of falsification are:

- false or misleading citation of sources
- the falsification of the results of experiments or of computer data
- false or misleading information in an academic context in order to gain an unfair advantage.

Multiple Submissions

It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

Evidence and Burden of Proof

In determining whether or not academic dishonesty has occurred, guilt must be proven by a preponderance of the evidence. This means that if the evidence that academic dishonesty occurred produces a stronger impression and is more convincing compared to opposing evidence, then academic dishonesty has been proven. In other words, the evidence does not have to be enough to free the mind from a reasonable doubt but must be sufficient to incline a reasonable and impartial mind to one side of the issue rather than to the other. Evidence, as used in this statement, can be any observation, admission, statement, or document that would either directly or circumstantially indicate that academic dishonesty has occurred. Electronic means may be used to monitor student work for the inappropriate use of the work of others.

Consult your eCore Student Guide at https://ecore.usg.edu/current-students/student-guide/policies-and-procedures#student-academic-dishonesty-procedures for further details on the eCore Academic Honesty Policy.