

## **HISTORY OF UNITED STATES BEFORE 1865**

HIST 1311 (AP Syllabus)

**Instructor:** See course module for the instructor of record for your section

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**COURSE DESCRIPTION:** An introduction to the political, social, economic, and cultural history of the United States before 1865. This course is designed to help students understand and evaluate their society, comprehend the historical experience, and further develop reading and writing competencies and critical thinking skills.

**CLASS PREREQUISITES:** No special requirements or prerequisites

### **REQUIRED MATERIALS:**

- Jones, et al, *Created Equal*, Brief Third Edition (e-text)
- Pearson UTA Custom MyHistoryLab (MHL)
- UTA Blackboard HIST 1311 course module ([www.uta.edu/blackboard](http://www.uta.edu/blackboard)) – you will need to have an activated UTA NetID and password to log in to the course module

The MHL custom access comes with a free e-book of the Jones text. This is a 12 month access and it will work for either/both HIST 1311 or HIST 1312. You may purchase this directly through the Blackboard course module on the first day of class for a discount or you may purchase an access card from the UTA bookstore.

You are not required to have a paper copy (physical copy) of the text. If you wish to have one, new/used/rental copies are available. Note, if you plan on taking HIST 1312, you might wish to purchase the combined text to save some money (again, there is no requirement to have a physical copy of the textbook, MHL gives you access to an e-text)

If you have any questions, contact Dr. Breuer (breuer@uta.edu)

**CLASS FORMAT:** This is a web-delivered class ([www.uta.edu/blackboard](http://www.uta.edu/blackboard)) with many opportunities for students to interact with the instructor and each other through discussion boards and a group project. It is not self-paced.

**STUDENT LEARNING OUTCOMES** (Course Objectives): Upon completion of this course, students will be able to:

- identify key events, peoples, individuals, terms, periodizations and chronology of the history of the United States before 1865.
- demonstrate awareness of the basic geography of the United States.
- develop critical thinking skills by discussing the living nature of history, critiquing different interpretations of the same events and explaining how the manipulation of the past can provide insights into later periods.
- synthesize diverse historical information on broad themes of U.S. history before 1865 and present this information in coherent, well-articulated and well-substantiated analytical discussions and other written assignments

## **ASSIGNMENTS, ASSESSMENTS AND GRADING**

Your grade for this course will be based upon 600 quality points.

Grade Scale: A = 540-600; B = 480-539; C = 420-479; D = 360-419; F = 359 and below

NOTE: Students have one week from the posting of an assignment/exam/discussion grade (which will be announced via a class announcement) to challenge the grade or bring up any concerns. All grades are considered final after this period passes and will not be revisited. There will be a shorter protest period (notification by class announcement) for grades posted the last week of class.

Weekly Reading Quizzes: There are 8 short multiple choice quizzes based upon each week's assigned readings. Each quiz is worth up to 6 points.

Weekly Discussions: Students are required to participate in a graded discussion each week in reaction to the posted topic. Students will make one main post and respond to two other student's main posts. Discussions are worth up to 9 points each.

Weekly Journal: Students are required to make a weekly one-paragraph entry into a journal in response to a prompt. This exercise is meant to develop your critical thinking and writing skills. Each entry is worth up to 10 points.

Tests: There are 4 tests in this course. The tests are comprised of multiple choice questions over the course materials and short answer questions over geography. There is a study guide provided. Each test is worth up to 25 points.

Document Analysis Worksheet: This worksheet will teach students how to read and analyze a primary source document. Students will read a short document and answer a six question worksheet on the document. Worth 20 points.

Is This A Good Website?: In this assignment, students will work as a group to determine if a website is suitable source to use for research. Worth a total of 20 points.

Rowlandson Worksheet: Students will complete a worksheet based upon the Rowlandson narrative. This worksheet will teach students critical analytical skills necessary for essay writing. Worth 50 points

Group Project: There will be one group project exercise where students will investigate and produce a report on an assigned topic. See the Group Project Assignment for further details. Worth 75 quality points.

Original Presentation: This project will build upon the skills learned in the Document Worksheet. Students will pick a topic and a document from an assigned list and create a well-organized analytical PowerPoint presentation on their topic following a specific set of guidelines. See the project assignment for more details. Worth up to 60 points.

Comprehensive Final Essay: After completing the above assignments, students will have learned the skills necessary to write a college level critical thinking essay. This is a 2-3 page essay on a broad topic assigned by the instructor. This essay constitutes the final exam for the course. Worth 75 points.

Full information on each of these assignments is available in the course module.

**Calculating Your Grade:** Neither your instructor nor coach will calculate interim class grades for students. To determine where you stand in the class at any given time use the following calculation: Divide the number of quality points you have earned by the total number of quality points available to that point and multiply by 100% to get your interim semester grade. Final grades in this course are awarded upon simple addition of earned quality points according to the aforementioned scale.

DO NOT use the "points to date" provided by Blackboard, this does not reflect the actual points attempted to date in class and is incorrect overall. Your personal running total of points IS correct in Blackboard.

**CLASS OUTLINE AND READING ASSIGNMENTS:** - Can be found in the online Course Module.

**CLASS CALENDAR:** Can be found in the online Course Module

**CLASS POLICIES AND INFORMATION – The Fine Print**

**Respectful Learning Environment:** It is the goal of the Department of History and the College of Liberal Arts to create and maintain a respectful learning environment in online courses. The official policy concerning communications within this course is stated below: "When contacting your academic coach or instructor via email, remember to construct your messages both respectfully and carefully (be as specific as possible with your questions). In this course, as with any other UTA course, your communication with students, coaches, and faculty should be the utmost professional. When communicating with your peers, coaches, and instructor, there will be NO discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status. Keep in mind that instructors and coaches reserve the right to manage a positive learning environment and thus will not tolerate inappropriate conduct in the course. All UTA students are responsible for behaving in a manner consistent with UTA's Standard Code of Conduct. Students violating these codes will be referred to the Office of Student Conduct."

**Participation Policy:** Regular participation is required. Students must keep up with the pace of the course.

**Drop Policy:** See your advisor for information.

**E-Mail Policy:** The University email address is the official means of communication with students. I require all students to check their UTA email account frequently.

**Americans With Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing me of your needs at the beginning of the semester and in providing authorized documentation through designated administrative channels.

**Academic Dishonesty:** It is the philosophy of UTA that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. The History Department takes scholastic dishonesty very seriously – if the excerpt below is unclear, contact your instructor or coach for clarification. Copying

directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. We do not give credit for plagiarized assignments or cheating on exams and we will refer plagiarism to the Office of Student Judicial Affairs.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, 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." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22)

*Student Support Services Available:* The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

*BOTTOM LINE:* If you feel that you are falling behind, need help in writing or have any other difficulty with this course, please contact your instructor or coach right away and we will attempt to help you we will direct you to available resources. Don't just flounder along, seek aid while there is still time to get a higher grade.