

HISTORY 11 Online 7077
Political and Social History of the United States I

Rick Murray
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TTR 7:00-7:45 am
T 3:00-5:00 am
T 6:00-6:30 pm

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Write History 11OL in Subject

READINGS:

America Past and Present by Robert Divine, vol. I, 9th edition. (older editions ok but don't get a brief edition)

Narrative of the Life of Frederick Douglass, An American Slave by Frederick Douglass

GETTING STARTED

When first logging into the class go to Discussion and Private Messages. Then go to Cyber Café and read Getting Started, Discussion Postings, First Week and Plagiarism Certificate and System Requirements.

Plagiarism site for overview, test and completion certificate:

https://www.indiana.edu/~istd/plagiarism_test.html

You need to scan or copy and paste and email (or drop off) completion certificate (if dropping off slide under my office door CC-250). **Due February 12.** No discussion points will be submitted until the certificate is received.

HOW THIS COURSE WORKS

Although this is a regular history class, with readings and exams that you might find in any class, you will be accessing my 'teaching' and contributing your learning via the Internet. Although I will be accessible, **YOU MUST TAKE RESPONSIBILITY FOR YOUR OWN PROGRESS.**

- You can access our online classroom by logging into Etudes by going to: <https://myetudes.org>
- User ID is lower case the first two initials of your first name and last name and the last five numbers of your Student Identification Number (not Social Security number).
- Password is the month and day of your birthday. Example: April 1 would be 0401

GRADES:

Discussions	30%	A 900+
Quizzes	15%	B 800-899
Douglass Paper	15%	C 700-799
Mid-Term Exam	20%	D 600-699
Final Exam	20%	F 0-599

Grades will be posted in the Gradebook on Etudes. Quizzes will be posted as you submit them. Remainder of grades I will post. Discussion Board grades will be posted by chapter the day after the deadline. There are also over 32 extra points available as discussed below. As a result final grade scores will be strictly adhered to. You must earn at least 900 points for an A, 800 for a B, etc.

Due to the nature of this course under no circumstances will students be able to be given an Incomplete. The Discussion Board cannot be made up at a later date.

DISCUSSION BOARD

Participation / discussion is crucial to your success. If you do not contribute to class discussion in writing, no one will know that you are attending class.

You will participate by posting comments to the Discussion Board. At the minimum, you should respond to one of the study questions that I post and respond to at least two of your classmates in each segment. For each segment/chapter, you may earn a maximum of 20 points for discussion (up to 10 points for response to my posted questions and 5 points for each of the two responses to classmates; total possible 20). **Understand that postings will be ‘graded’ based on *timeliness and content.** You are required to read ALL of your group's postings on the Discussion Board. This is how we “attend” class.

Introductions/Picture	20 (10 for participation as required; 10 points for picture)
13 Segments x 20 pts. =	260
Class survey	20

Total possible 300 points (30% of final grade).

Note that one response to each question and two responses to classmate’s postings are the minimum. Feel free to respond as often as you wish. You will find that the more we all participate through the Discussion Board, the better prepared we will be for the exams.

In order to earn full credit for each of your postings, you should be sure to follow the guidelines below.

1. *Distribute postings evenly during the discussion period (not concentrated all on one day or at the beginning and/or end of the period). Those that post only on one day of a segment will not earn higher scores.

Responses to classmates are evaluated based on contribution to discussion. Posts should add something to the thread. All posts are also evaluated based on timeliness meaning they are not all on the same day. Posting early gives others a chance to read, think about and formulate a response. As a result, although accepted until Thursday, to be eligible for maximum credit your responses to my posted questions must be submitted no later than 11:59 pm on Wednesday. Responses to classmates must be on at least two days, with at least one on Thursday, Friday, Saturday or Sunday (one or both of the responses to classmates must be after Wednesday to earn maximum credit). To sum up, in addition to the quality and length of the post, to be eligible for the maximum score you must:

- 1) Respond to my posted questions on either Sunday (the last day of the previous segment), Monday, Tuesday or Wednesday.
- 2) Two responses to classmates; at least one must be on Thursday, Friday, Saturday or Sunday.

If you respond to more than two classmates your two highest scores will be counted.

Late posts will receive NO credit.

NOTE: I have posted all discussion questions for the entire course. DO NOT post ahead of time. We need to discuss topics together. If you want to get ahead, write up post in Word, etc. and save. Then you can copy and paste at the appropriate time.

2. Post at least one paragraph to classmates posts (minimum 2 responses to classmates per chapter). These should be at least 125 words. Post about three paragraphs to my posted questions (400+ words). (See Discussion Postings in Cyber Café for use of New Topic and Post Reply tabs.) Keep postings focused on one topic. The questions posted on the Discussion Board will require more than three paragraphs to thoroughly discuss but don't take on too much at once. As various students post responses, we will completely discuss the topic by the deadline for that particular question. Also, I will post a summary the morning after each deadline. The Modules break down the material with Learning Objectives and Important Terms. **I would recommend that you review the chapter discussion questions, review the Learning Objectives and then read the chapter.** You should then be prepared to complete discussion and chapter quiz.

3. The textbook is a starting point for information. There are unlimited online resources for you to draw from.

4. Quote from assigned readings to support your postings. Include links when you quote from outside sources. Cite sources.

5. Build on the responses of others to further develop threads. Refer to what your classmates have written. **Be aware that scores for discussion are based on your words. If you cut and paste from a source (such as Wikipedia) this content earns no points. Only your analysis or words earn points.** This is not to say that you can't cut and paste from an outside source to share with the class (must be cited). But points are only earned from your own comments. Also, don't change a word or two from the text book and submit a post. **Posts must be completely original to earn credit.**

6. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree or disagree with a posting then say why. In other words, contribute not what you feel, but what you think. Posting I agree or don't agree without a more in depth response will earn no points. Posts need to contribute something to the discussion.

7. Use proper Netiquette (proper language, tone, mechanics). For example, to WRITE IN ALL CAPS is rude, for it is the equivalent of shouting. Further, in this academic setting, you should use proper grammar, spelling, and punctuation.

8. Be extra-nice. Your words are frozen here. Sarcasm and irony are difficult to convey in writing. No one can tell whether you were smiling or frowning when you wrote your contribution. This does not mean you can't disagree, just be careful (considerate) of how you disagree. Be aware that once you post you may not remove or amend posting.

9. **CLASS SURVEY:** There will be a class survey to be completed at the conclusion of the class (access same place as quizzes). You will earn twenty points for completion. It should only take five or ten minutes to finish. The survey is for feedback for me only. The survey is anonymous. Etudes will record who completed (so I can credit) but not who said what. It will not be available until May 26 and must be completed by 11:59 pm May 29 to receive credit.

CHAPTER QUIZZES

Quizzes provide a regular way for you to check your comprehension of the written material. The quizzes are completed on Etudes in Assignments, Tests and Surveys. Quiz deadlines are the same as the discussion deadlines (chapter 1 quiz will be extended until midnight February 19 to accommodate those waiting for the textbook. All other quizzes will be due the Sunday of the

week we discuss a chapter). There is no time limit for the quizzes and you may exit and reenter a quiz up to the deadline or until you submit for grading (click on Finish). The quizzes will contain 15 multiple choice questions from the text book. Although we are only discussing 13 of the 16 chapters in the book, there will be a quiz for all 16 (although we are not discussing chapters 11, 12 and 16 there are quizzes for each worth a possible 32.4 points). Each correct answer will earn .72 points. There will be a total of 240 questions for a possible 172.8 points plus 10 points for the First Week Quiz (182.8). As stated above under "Grades," quizzes are worth 15% of your grade. 1000 possible points in class; 150 on quizzes. There are an "extra" 32.8 points as a result. There is no other extra credit available. Quiz scores will be posted to Gradebook automatically upon completion. Although scores will be posted immediately, the quizzes will not be released for you to review until after the deadline.

DOUGLASS PAPER DUE by 11:59 pm May 13

Paper on Douglass book should be 5-8 pages typed and double-spaced (less than five FULL pages will affect grade). Font 12. One inch margins. In addition, paper should include a cover page and bibliography. Do not zip paper, cover page and bibliography, send as one file. **NO OTHER SOURCES ARE PERMITTED.** Cite quotes and facts as needed. Limit citations and none should be longer than one sentence. Paper should describe what it was like to be a slave in the United States as told through the experiences of Frederick Douglass. Be as thorough as possible addressing all aspects and environments of American slave; what was a slave's daily life like? Focus should be on slavery in general not Douglass (don't ignore Douglass, just focus on slavery). One approach would be to read the book and write your paper as if you were explaining slavery to a friend who knows nothing about slavery. Personal analysis is expected, not a summary of book. Quality of writing will be a factor in determining grade. Be aware that plagiarism will result in failure and be reported to administration. Note that papers will be checked for plagiarism. Optional: You may submit a rough draft for review before due date. Deadline for rough drafts is May 11. Be sure to specify that it is a rough draft.

Submit papers as a word document (.doc), using an attachment to historyrmurray@aol.com. For FINAL DRAFT name file "douglassyourlastname." Example: douglassmurray.doc. If you send a rough draft don't name it the same thing but do include your last name and the word rough in the title of the file. Do not use separate files for cover page or bibliography. Papers that are not sent to the above address (be sure to include the "r" between history and murray), are more than one file or do not name their file properly will be penalized ten points. The only alternative is to submit to me personally or slide hard copy under my office door by noon May 12. Feel free to submit papers before the due date but if you do so identify that it is the final submission.

MID-TERM EXAM March 31 or April 1

From the seven questions on the midterm study guide (see Resources at left), randomly, four of the questions will be on the exam. From the four you will pick two to write on. Be aware that due to the fact you know the questions ahead of time I do expect your responses to be very thorough. I don't assume you know anything if you don't write it. Responses should draw from the textbook and discussions. Most common question from students is the required length of the essay. Answer: I am not looking at quantity, I am looking for quality. Again, BE THOROUGH and detailed. Optional: You may submit an outline (not rough draft) of essay topics to me for review no later than March 29. To cover yourself, prepare for five of the questions; that way no matter which four you get you will be prepared.

The exam will be conducted online. You will have three hours to complete. **Submission must be in your words. If it is not it will not be accepted and reported to the administration.** Once you start the clock is ticking and cannot be stopped. Understand that if you exit the exam the timer is still counting. You will access in Assignments, Tests and Surveys (same place as chapter quizzes). Midterm will be available from 12:01 am March 31 to 11:59 pm April 1. Be sure you have three hours of uninterrupted time when you begin. Both essays will be submitted into one box in the exam. Number your first essay 1. and your second 2. Optional but recommended is that you pre-write essays as we discuss the material. It takes some work but will relieve pressure and stress at exam time. You can copy and paste into the exam. (Not all browsers are compatible with Etudes. To insure you can copy and paste, use a recent version of Firefox which can be downloaded under System Requirements on log in page of Etudes.)

Technical problems are unusual but do occur. Don't open Etudes in more than one window or browser while taking the exam to reduce errors. If a page locks while you are taking the exam exit Etudes and then reboot and re-enter and you should be ok. If that doesn't work contact me at historyrmurray@aol.com. **I recommend you write your exam in a word program and copy and paste into Etudes to assure your work is not lost.**

FINAL EXAM: May 30:

Same as midterm except different due date and material (chapters 8-10; 13-15) and there are only six questions on the study guide (see Resources). Exam will be available from 12:01 am to 11:59 pm May 30.

MISCELLANEOUS

- A. Writing persuasively and speaking clearly are fundamental skills that should emerge from your college education. College level writing is expected.
- B. Withdrawal is the responsibility of the student. If for some unforeseen reason you are not able to complete the course, YOU must drop through the Admissions Office. If you don't, I am forced to give you an F, and neither one of us wants that.
- C. Classroom Conduct and Academic Honesty: In class behavior is expected to be considerate of others (including me). Adult, mature behavior can consist of disagreeing points of view, but should not criticize another student's ideas. Also, cheating (plagiarizing) will not be tolerated and will result in failure and be reported to the administration. To protect yourself cite anything that is not original.

Last day to drop without a "W" is March 4

Last day to drop with a "W" is May 4 in person; May 6 online

STUDENT SERVICES:

Library: 818-2756 M-TH 8:00 am – 8:45 pm; Friday 8:00 am -4:00 pm; Saturday: varies

Bookstore: M-Th 7:30 am – 7:00 pm; Friday 7:30 am -4:00 pm

Counseling: Administration Building

Extended Opportunity Programs and Services (EOPS): CC-116. 818-947-2432

CARE: CC-116. 818-947-2432

Financial Aid: Financial Aid Modular near the North Gym. 818-947-2412

Health Services: North Gym. 818-947-2918

TRIO: Cafeteria Building. 101B. 818-947-2483

Writing Center: Humanities 100 & 102. 818-947-2810

Career/Transfer Center: Administration 126. 818-947-2646

Transfer Alliance/Honors Program (TAP) See www.lavc.edu

If you are a student with a disability requiring classroom accommodations, and have not contacted SSD, do so in a timely manner. SSD is located in the Student Services Annex, Room 175 or call SSD at (818) 947-2681 or TTD (818) 947-2680 to meet with a SSD counselor. If SSD has already sent the memo to instructor confirming accommodations required by student for this class, please meet with me to discuss arrangements.

COURSE OBJECTIVES:

- A. Identify the forces, policies and events which shaped the life of our people, first as colonies or England and then as an independent nation.
- B. Recognize a deeper appreciation of the Native American cultures and peoples.
- C. Compare the role of other European nations (Spain and France) in the exploration and colonization of the United States.
- D. Identify how the Old World cultural elements interacted with various environmental factors to produce the modern American civilization.
- E. Illustrate the great values of our civilization, including individual freedom – achieved through a lengthy and at times painful process.
- F. Define the origin and basic structure of our constitutional system.
- G. Exercise the privileges and responsibility of democratic citizenship.

STUDENT LEARNING OUTCOME:

Illustrate the forces and events that shaped ways in which the people who created the colonies in England and then as an independent nation including the United States Constitution and the Bill of Rights up to the Civil War, 1860.