

History 146 Online

U. S. : America in the Colonial Era

Dr. Terry Anne Scott
Syllabus for Fall 2017

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Canvas Site

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WELCOME--

History 146 surveys the development of the North American from the sixteenth century through the late eighteenth century (1500s, 1600s and 1700s). We will explore Native American populations; colonial economic, social and political development; immigration; the development of slavery and the emergence of free black communities; colonists' relationship with Great Britain; the creation of a central government; westward expansion; religion; and the American Revolution. History 146 emphasizes institutions, issues, and ideas that impacted early America as it explores the everyday experience of groups and individuals.

In this course, you will process many historical facts. Do not feel overwhelmed! History is absolutely do-able if you think strategically and read the assignments. Rather than getting overwhelmed by a myriad of seemingly unrelated details, think about larger concepts to help you keep track of the smaller details. Think about overall trends. File facts away according to what they mean for major trends. You are encouraged to put

together your own interpretations of the facts. **TAKE NOTES WHILE YOU ARE READING--THIS WILL HELP!**

WATCH ALL VIDEOS THAT I POST. Most weeks, there will be short or long videos posted as part of the assignments. These videos will help you understand the information. They videos also help make the information more engaging.

COURSE REQUIREMENTS--

TEXTBOOK AND OTHER READINGS:



* Divine, *The America Story*, Combined Volume, Fifth Edition, Available in the bookstore

* Additional reading assignments are available in "Weeks" folder on the "Module" page. These readings will be posted and do not need to be purchased

There will be some videos posted in some Modules

STRATEGY:

At the conclusion of this course, students will be able to:

1. Explain the significance of key people, facts, and events of the period under study, and develop standards to judge them from a historical-cultural perspective
2. Demonstrate the importance of traditions of thought and ethical values in historical change
3. Expand their vocabulary
4. Evaluate historical arguments, judging the appropriateness of both logic and content
5. Adapt scholarly processes of analysis, interpretation, and synthesis to articulate their own points of view, demonstrating command of relevant facts and framework of logical deduction...

** Drawing inferences from data * Differentiating between facts, value judgments, and generalizations * Differentiating between description and explanation * Recognizing the role of cause and effect in historical analysis*

To put it another way, successful students will understand how and why North America expanded physically and economically during the nineteenth century. They will become familiar with some of the controversies and ideas that ushered in changes during the nineteenth century.

Successful students also will be able to distinguish between fact and fiction, understand logical argument, detect bias, and measure the difference between mere opinion and informed opinion. They will be able to organize and analyze data correctly and meaningfully. They will be able to provide a credible time line of events, and understand the relationships between cause and effect in history.

Students also will build competence in the written expression of ideas.

COURSE WORK

Go to the "**Module**" page (accessible from the **Home Page**).

The paper assignment will be located there, too. This 1,500 word paper (you may write more, if you wish) will be based on a topic of your choosing. Please e-mail me a topic by October 10 to obtain topic approval.

Discussion Essays and Responses--

You will also find the Discussion assignments there. One central element of the course is the eight Discussion Essays and eight Discussion Responses you will write. You can write a discussion essay for ANY EIGHT of the eleven weeks. When you do these Discussion assignments, follow directions for the listed readings. Do not substitute your own choice of readings for the assigned ones. After doing the reading, choose one essay question to answer from the Discussion assignment. Submit your essay through the Discussion's "Posts" icon and not by email. Each essay should be at least 400 words in length. See the table below or consult the overall schedule in "Assignments" for the deadlines, which fall on Fridays and Sundays.

(For guidance on writing these Discussion Essays, see "**Writing Good Discussion Essays**" on the "Welcome to the Course" page, which is accessible on the Home Page.)

When you post a Discussion Response to the essay of another student, the response should be at least 100 words in length. (See the schedule below for due dates.) Find other students' essays through each Discussion assignment's **Post** icon. Your response should directly answer the argument or explanation of the essay you are addressing. You do not need to waste space congratulating the person on how much you liked the

essay, but agree or disagree with what is in the essay (or someone's response on the thread). Express agreement or disagreement, and reasons for your view.

DURING THE TERM, YOU WILL POST EIGHT Discussion Essays of your own and EIGHT Discussion Responses to others' essays. You choose which weeks to write Essays and/or Responses. Essays are graded on a 25-point scale; responses are graded on a 5-point scale. The total for essays and responses is 240 points. I will enter the total into the grade book manually at the end of the quarter. I will grade the essays and responses weekly; however, the grade book will read "out of zero" until I enter the final grade.

NOTE: There is no credit for posting more than one response during one Module or Discussion (one week). You may post several responses for one Discussion, but you will only receive credit for one of the responses any given week.

The following is this term's schedule of due dates for essays and responses for each Discussion:

Assignment	Due Date	Assignment	Due Date
Discussion #1 Essay	Saturday, September 23	Discussion #1 Response	Sunday, September 24
Discussion #2 Essay	Friday, September 30	Discussion #2 Response	Sunday, October 1
Discussion #3 Essay	Saturday, October 7	Discussion #3 Response	Sunday, October 8
Discussion #4 Essay	Saturday, October 14	Discussion #4 Response	Sunday, October 15
Discussion #5 Essay	Saturday, October 21	Discussion #5 Response	Sunday, October 22
Discussion #6 Essay	Saturday, October 28	Discussion #6 Response	Sunday, October 29

Discussion #7 Essay	Saturday, November 4	Discussion #7 Response	Sunday, November 5
Discussion #8 Essay	Saturday, November 11	Discussion #8 Response	Sunday, November 12
Discussion #9 Essay	Saturday, November 18	Discussion #9 Response	Sunday, November 19
Discussion #10 Essay	Saturday, November 25	Discussion #10 Response	Sunday, November 26
Discussion #11 Essay	Saturday, December 1	Discussion #11 Response	Sunday, December 2

GRADING:

The following is a breakdown of the final grade by category:

Discussion essays & response: 25%

Paper: 25%

Midterm exam: 25%

Final exam: 25%

All items will be assigned percentage grades, whose average will be translated into a letter grade according to the following:

93-plus A	90-92% A-
87-89% B+	83-86% B
80-82% B-	77-79% C+
73-76% C	70-72% C-
67-69% D+	60-66% D

LATE WORK --

Students are expected to finish all assignments and exams on the assigned dates. However, I recognize that unusual situations sometimes arise that prevent timely completion of the coursework. Here are policies governing late work, including submissions of late work at the end of the term.

Policy #1: Normally, late discussion essays and late papers are accepted, but with a penalty of ten percent per day, up to a maximum of 50 percent. This can be avoided if you obtain permission for an extension in advance of the due date and have a compelling reason for that. Note: weekly essays are graded on a 25-point scale, so the late penalty amounts to 2.5 points per day (up to a maximum of 12.5 points).

Policy #2: If a problem prevented you from taking the final exam, you will be allowed to take it another time before the end of the term, but with a 10% grade subtraction. This subtraction will be waived if you informed me of a conflict before the day of the exam and I agreed to reschedule it for you. It will be waived in case of an unforeseen valid emergency. It will be waived if the problem was the responsibility of myself or of Vista, but not if it was with your computer or a scheduling problem.

POLICIES AND PROCEDURES OF THE SOCIAL SCIENCE DIVISION (Revised Fall 2003)

Cheating, Stealing and Plagiarizing* (Some of this may not apply to an on-line class)

Cheating, stealing and plagiarizing (using the ideas or words of another as your own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue Community College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates.

Students should report violations to the Dean of Student Services for possible probation or suspension from Bellevue Community College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services.

Incomplete*

If a student fails to complete the majority of the work for a course due to unforeseen circumstances, an instructor may or may not assign the grade of Incomplete (I). The

student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an F). F Grade*

Students who fail a course will receive a letter grade of "F

Withdrawal From Class

College policy states that students must formally withdraw from a class by the date posted in the quarterly schedule. If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course.

Hardship Withdrawal

Instructors may assign the grade of 'HW_μ (hardship withdrawal) at their discretion in the event that a student cannot complete the

coursework due to extreme and exceptional circumstances. Students may also contact the Enrollment Services office BEFORE grades are assigned in cases of hardship.

Disabled Students

Students with a disability requiring special accommodation from the College and/or the instructor are required to discuss their specific needs with both the Office of Disabled Students (B233) and the instructor. If you require accommodation based on a documented disability, emergency medical information to share, or need special arrangements in case of emergency evacuation, please make an appointment with your instructor as soon as possible. If you would like to inquire about becoming a DSS student you may call 564-2498 or go in person to the DSS (Disability Support Services) reception area in the Student Services Building.

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and secretaries will not give out grades. Students should access their grades through the BCC Web site.

Return of Papers and Tests

Paper and/or Scantron score sheet returns will be arranged in the following ways ONLY: by mail, if student supplies the instructor with stamped, self-addressed envelope (with appropriate postage); or by the instructor designating a time and place whereby the student may retrieve his/her papers. Unclaimed papers and/or Scantron score sheets

must be kept by the instructor for a minimum of one year and one quarter following the end of the registered quarter.

* If you are accused of cheating, stealing exams and/or plagiarism, there is a Bellevue Community College Student Discipline and Appeals Procedure (the right to due process) which you may pursue. Contact the office of Division Chair (D110C), the Dean of Student Services (B231A) or the Associated Student Body (C212) for information regarding the appeals process.