

**HISTORY 2010
US HISTORY TO 1877
FALL 2021**

General Information:

Instructor: Ms. Melanie Storie

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Office Hours: By appointment via Zoom

HIST 2010-902, 903, 904, 905

CRNs: 83624, 83626, 83628, 83631

Communication and Office Hours:

There are several ways to communicate directly with your instructor (i.e. Zoom, email, message board on D2L). Your instructor is available for Zoom office hours by appointment. Send an email to schedule an appointment and a link will be sent to access the Zoom virtual office.

Students may also email the instructor with questions. Messages received from students will be answered within 24 hours during the weekday. On weekends the instructor will respond to email within a 36-hour window. To ensure a timely response please make sure that all email communication is conducted through the ETSU goldmail account. Messages from outside accounts usually end up in the spam folder so make sure to use the official ETSU email account.

Additionally, students may post questions in the discussion section in D2L under "Ask the Instructor."

Course Description:

This course is designed to help students identify and explore the fundamental issues in American History from colonization to reconstruction.

Course Objectives:

Upon completion of this course the student should be able to:

- Think analytically and critically and be able to clearly communicate the main ideas.
- Explain the contributions of various cultures to American development.
- Analyze the growth and evolution of the American political tradition.
- Examine the role and relationship of government to the citizen during this formative period.
- Differentiate between emerging patterns of development in antebellum society and explain the factors that contributed to these patterns.
- Evaluate the influences that led to a polarization of American society in the mid-19th century.

- Analyze the forces that began the transformation of the nation towards a market and industrial economy.

Course Materials:

This semester we are using a program called MindTap and students are required to purchase an access code. The access code provides all the course materials students will need for the semester, including an interactive eBook (Paul S. Boyer, et. al. *The Enduring Vision: A History of the American People*, 9th edition). However, for those students who wish to have a hard copy of the text there is an option to rent the text directly from Cengage Publishing. Please note that students are not required to have a printed version of the text; only the access code is required. You will be able to purchase the access code directly through our D2L course. Instructions for purchasing and registering the codes are included in the introductory email as well as under Content in our D2L course.

Evaluation:

Students will be evaluated through critical thinking activities, discussion assignments, and chapter tests. The following is a breakdown of the assignment percentages and how they will count toward the final grade.

MindTap Activities	40%
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- **Chapter tests**
- **Critical Thinking Assignments**

History Research Project	35%
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Discussions	25%
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Grade Scale

A	=	92.0-100
A-	=	90.0-91.9
B+	=	88.0-89.9
B	=	82.0-87.9
B-	=	80.0-81.9
C+	=	78.0-79.9
C	=	72.0-77.9
C-	=	70.0-71.9
D+	=	68.0-69.9
D	=	60.0-67.9
F	=	59.9 and below

Chapter Tests & Critical Thinking (MindTap) Activities:

Students will purchase a course code allowing access to the MindTap program. Students may access chapter tests and critical thinking activities by clicking the appropriate links

in the content as directed by the instructor. Further instructions about how to complete the work are detailed under the News section of our D2L course.

History Research Project:

For the research project students will visit an online exhibit from the Explore History and Culture page of the Smithsonian Institute's website (<https://www.si.edu/explore/history>) and develop an essay about their chosen exhibit.

Each student should select an exhibit that falls within the parameters of the course, (i.e. 1600 to 1877). First, clearly identify and briefly summarize the exhibit you have chosen to study. Then, consider specific ways in which it is significant in American history. Think about it in terms of how you might explain the importance to another student of history. Use very specific textual and visual examples. Keep in mind, not all exhibits are equally useful for this assignment. The essay should be between 800-1,000 words and include at least one visual of the exhibit. More information and direction will be provided in our D2L course.

Discussion/Class Participation:

An essential objective of this class focuses on building not only good critical thinking skills but also effective communication skills. Therefore, students will participate with other fellow classmates in meaningful discussion activities.

- **Class Discussion:**

- Please read carefully the directions found at the beginning of each discussion activity.
- Each discussion has two parts. First students are provided with background information and documents involving an historical event. After reviewing the provided information students should respond to the discussion questions using complete sentences and examples in support of the response.
- After the initial post is made, then students will be required to respond to at least two classmates' posts before the forum is locked by the indicated date. These responses should be more than "good post" or "I agree."
- **After the due date the discussion board will be locked, meaning that students may still read the discussion board posts, but no new posts can be added. Once the discussion boards are locked they will not be re-opened.**
- Discussion posts will be evaluated on their **timeliness** and **content**. All posts should be insightful and intelligent comments, using proper English sentences and not slang or texting abbreviations. Both in the original and

the follow-up posts, students should make every effort to support assertions (opinions) with fact and evidence (elements of vocabulary) by drawing pertinent examples and information from reading assignments, websites, videos, and/or online primary documents (documents of the time).

- Please review the discussion netiquette guidelines below for further information. Also, to gain a clear idea as to how discussions will be evaluated students should consult the discussion rubric located under the course content section.

Discussion Netiquette

Discussion board netiquette can be summarized by three simple precepts:

1. Remember that there is a human being on the other end of your communication.
2. Treat that human being with respect.
3. Do not transmit any messages that you would be unwilling to communicate face to face.

To assist in meeting these precepts, familiarize yourself with the following:

- Be careful what you write about others. It is fine to disagree with a post, but never make it personal. Always offer constructive, not hurtful, criticism.
- Avoid insulting and inflammatory statements to other member of the discussion group. Keep away from sarcasm and slang.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, physical or mental health issues.
- Generally speaking, avoid putting words into full capitals. Online, ALL CAPS is considered SHOUTING.
- Do not post irrelevant, unrelated messages to the discussion boards.
- Read existing follow-up postings and don't repeat what has already been said.
- Respect other people's intellectual property. Don't post, display, or otherwise provide access to materials belonging to others, and cite references as appropriate.
- Temper online expressions of hostility. Swear words are always unacceptable.
- Express yourself using proper spelling, capitalization, grammar, usage, and punctuation.

- Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.

The best rule of thumb for discussion board netiquette is “Think, before you post.”

****Repeated failure to adhere to the netiquette guidelines or extreme instances of abuse WILL result in expulsion from discussion board activities and from the course at the discretion of the instructor.**

Participation, Assignments, and Due Dates:

In order to do well in any course, students must participate in all aspects of the course and complete assignments in a timely manner. While this is an online course and students do not meet in a traditional classroom setting, the course still involves assignments and deadlines. Students should:

- expect to spend at least 8-10 hours a week working on class related activities – reading, watching course-related videos, and completing assignments,
- visit the course website at least every other day in order to stay abreast of important information,
- and submit work early so that, in the event of a problem, the work may still be submitted in advance of any deadline.

As a word of caution, students who fail to log in on a regular basis or make a habit of putting off assignments until the last minute tend to score lower in the course.

All assignments are open from day one of the semester. So those who would like to work ahead please feel free to do so. To keep up with these assignments and the due dates students should consult the **Content** section. Due dates may also be found in the **Calendar** area.

****Important: Assignments must be completed by the specified due dates. Once an assignment has closed it will not be re-opened without a legitimate reason. Simply forgetting an assignment was due does not count as a legitimate excuse. Additionally, the instructor reserves the right to apply a late penalty for assignments submitted past the due date. In the event of technical problems, the student should notify the instructor immediately. Do not wait several days to let the instructor know you are having technical problems.****

Academic Misconduct:

The ETSU Honor code as stated in the student handbook is as follows:

“East Tennessee State University is committed to developing the intellect and ethical behavior of its students. Students found to be in violation of policies on plagiarism, cheating, and/or fabrication will be held accountable for their actions. Any knowledge of

academic misconduct should be reported. Students are expected to act with honesty, integrity, and civility in all matters.”

Plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the university’s academic misconduct policy as a result of academic misconduct, the instructor has the authority to assign an “F” or a zero (“0”) for the exercise or examination, or to assign an “F” in the course.

(See student handbook, section 6, “Academic Misconduct Procedures”)

Accommodations for disability:

For those students who have a documented disability and require special accommodations on assignments please contact the instructor as soon as possible. Please note that a copy of the documentation from the Disability Services office is a requirement before any accommodations can be made. For more details students may visit the ETSU Disability Services website, the link is located under the Content section on D2L.

The Great Disclaimer:

The instructor reserves the right, with reasonable notice provided to students, to make any changes to the syllabus necessitated by unforeseen circumstance.