History 1301: U.S. History to 1877

Discovery Through Reconstruction

Fall Semester, 2013, First 8 Weeks - Section 64232
Instructor: George "Andy" Anderson

General Information

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This syllabus is meant as a guide and is subject to change at the discretion of the instructor. If there are any changes made, the student will be notified in a timely manner.

11. Instructor: Contact Information

**Instructor Contact Information:**

- Communicate any private concerns with your instructor using Eagle Online Email. I will be checking this frequently and will try to answer Email within 24 hours.

- If you have a *serious* emergency, you may call me at home: (281) 580-2214. Other than serious emergencies, any and all questions must be sent to the instructor in Eagle Online Email.

- Additionally, our DE Instructional Support Specialist for this class is Ms. Ayesha Gates. Ms. Gates can be reached at ayesha.gates@hccs.edu, 713-718-5286. Contact information for other DE Support staff is listed in the Eagle Online course in homepage icon "HCCS DE Staff.

- You may also ask administrative or other questions in our Eagle Online class Chat Room on Wednesday evenings. Visitors to the class chat earn Extra Credit points for showing up and participating.

**Asking Questions Online:**

You may use the the Q&A Forum for general questions relating to course content.

If your question is about something other than class content, please send a Eagle Online Email message to me privately. Whether posted in the Q&A Forum or sent in Eagle Online Email, I will try to answer all questions within 24 hours.

If your question is about computers or Eagle Online in general, we have a terrific DE Support Staff who can be contacted at desupport@hccs.edu.

12. Office: Location / Hours

**Eagle Online Chat:** We have class char in our Eagle Online Chat Room on Wednesday evenings (see Chat room description in Blackboard/Vista for time). This doubles as "office hours." The instructor is frequently in the class chat and is available for private chat during that time. Also, students may contact the instructor with a Blackboard/Vista Email
and make arrangements for 1) an online or 2) a telephone conference.

13. Course Description

The American nation from English colonization to the close of the Civil War and Reconstruction. Core Curriculum course.

This course is the study of the American nation from discovery through Reconstruction. Emphasis is placed upon principal characters and events of special note or consequence to aid the student in acquiring an interest in this country's past, to promote the development of critical thinking skills, and to help further student cultural literacy.

Throughout our nation's history, differing philosophies have competed for control:

- Church control * State authority
- Rural tradition * Urbanization
- Elitism * Democratization
- Expansionism * Pacifism
- Racial discrimination * Tolerance
- Nationalism * Sectionalism
- Material acquisition * Spiritual development
- Idealism * Realism

14. Course Prerequisites

HCC's course prerequisite: "Must have successfully completed or be co-enrolled in Engl-1301."

Intermediate computer skills are required including Word Processing, Email, Internet Navigation. It's best for students to have a home computer with high-speed Internet connection but students may complete this course using computers available in on-campus Computer Labs.

15. Course Goal

Students will evaluate historical developments in a comprehensive, all essay Final Exam. Also see Student and Program Learning Outcomes.

16. Student and Program Learning Outcomes (SLO)

HCCS History Department's Student and Program Learning Objectives:
**Student Learning Outcomes (SLO).**

At the end of this course, students should be able to:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural and global forces on this period of United States history.
4. Students will be able to understand the importance of chronology and how earlier ideas and events shaped later events.

**Program Learning Outcomes for History 1301:**

At the end of this course, students should be able to:

1. Discuss the Age of Exploration.
2. Explain Colonization.
3. Identify the Causes and effects of the American Revolution.
4. Explain the origins and impact of Slavery.
5. Analyze the formation of the Republic.
6. Summarize the effects of Expansion and Innovation.
7. Explain Nationalism and Sectionalism.
8. Discuss the Civil War.
9. Evaluate the effects of Reconstruction.

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17. Learning Objectives

*Other learning objectives:* by semester's end, students should have analyzed the following concepts and determined how the tensions created by opposing viewpoints shaped the country in which we live. Specifically, the student should understand:

- Conditions in Europe concurrent with exploration and settlement of the New World.
- Origins and culture of "native" Americans.
- Settlements and lifestyles of the original colonies.
- Unifying forces "Americanizing" the British colonies.
- Conflicts between colonies and mother country.
- The warfare of the American Revolution.
- The philosophy behind the Articles of Confederation and the resulting weaknesses.
- The issues and ratification of the Constitution of 1787.
- Issues and origins of political factionalism (Jefferson vs. Hamilton).
- National expansion and expanding nationalism.
- Democratization during the Age of Jackson.
- Nullification, the bank war, and the second party system.
- America's pursuit of perfection.
- Cotton and the slave / plantation system of the South.
- Industrialization of the Northeast.
- Manifest Destiny and expansion into the Far West.
- Issues and items that break down sectional compromise.
- Strategies, events, and personalities of the Civil War.
- Presidential and Radical Reconstruction.
- Retreat from Reconstruction / future implications.

18. SCANS or Core Curriculum Statement

**Basic Intellectual Core Competencies:**

Texas Colleges must demonstrate that the Basic Intellectual Core Competencies are incorporated into all Core courses. This course addresses the competencies in the following ways:

- **Reading:** The Textbook, alternative web sites, and the readers will provide the basis for Section Exams, Chapter Essays, and the Final Exam.

- **Writing:** Students will write all responses to their selected Chapter Essays, and will conduct most communication with the instructor through the typewritten word. Students will write two historical research papers and answer essay questions.

- **Critical Thinking:** Many of the Chapter Essays and essay questions on the Final Exam will contain questions and problems that will require higher-level, "critical" thinking skills to solve successfully.

- **Computer Literacy:** Web-based courses such as this one require significant computer literacy from the students, who must be proficient at navigating the web, sending and receiving Email, participating in threaded discussions, and using online testing procedures.
20. Instructional Methods

Publisher materials adopted for online delivery, lecture notes and summaries, interactive discussions (chat), weekly essay questions, weekly class discussions, timed online chapter exams.

To keep the online student engaged, this class has a number of smaller, weekly assignments and extra credit assignments intended to encourage interaction with classmates.

Students may work at their own pace but at required to finish all assignments and assessments by the Final Deadline. The Final Exam must be taken on campus the weekend following the Final Deadline.

21. Student Assignments

**Chapter Essays - Total 150 Points:**

The Chapter Essays are short answer questions (two per Section) which are designed to help the student make a connection with the period by exploring an important or controversial topic or an interesting personality. The Chapter Essay questions are located in the "Chapter Info" icon, at the bottom of each
The Chapter Essays cover topics from your textbook.

Chapter Essay responses should be concise and to the point but at the same time, the answer should be complete enough to let me know that you have a firm grasp of the subject matter.

The student will answer one Chapter Essay per chapter. There are four Sections in History 1301; each Chapter Essay response will count 10 points toward your final grade.

There will be 3 Chapter Essays to choose from for each chapter. I suggest you take a few moments and read the Chapter Essays before you read the chapter so that as you encounter the questions in the text, you can highlight them for easy reference later.

The Final Exam will consist of 16 short answer questions. 15 of these short answer questions are taken from the same Chapter Essay questions that were assigned for each chapter. Rather than waiting until the last minute, it is to your advantage to prepare for the Final Exam by outlining the answers to all the CE questions as you go through the semester.

I expect the CE answer to be good, full paragraph - but the answer should not exceed one printed page. Your CE answers must be submitted in the "Assignments" section of Eagle Online. Be sure to identify which of the three questions you are answering (example: CE7-Q2 which is the Chapter Essay for Chapter 7, Question 2).

Students are encouraged to collaborate with other students on Chapter Essays but each student must individually write and post a response in their own words.

I will appreciate your efforts to format your Chapter Essay answers in a clear, readable format. Example: If the Chapter Essay has three parts, format your answer so your three responses are easily identified (see Email Formatting Suggestions as a go-by).

Generally, students are able to take the Section Exams and submit class assignments on their schedule. Though students are encouraged to submit class requirements throughout the semester (on the "Pacesetter" schedule), all Section Exams, CEs, Virtual Reader Summaries, and the Monograph Paper have a single fixed or final deadline - see the Course Calendar for the Pacesetter schedule and the final or fixed deadline.

Plagiarism (copying words or ideas) is completely unacceptable and will incur severe penalties, which can include a "F" for the entire course - see Ethics Policies for details. If you have any doubt about what plagiarism is, contact me before submitting a plagiarized paper.

This assignment meets the Reading, Writing, Critical Thinking, and Computer Literacy competencies required by the core curriculum (see BICC Compliance)

Virtual Reader Summaries - Total 100 Points:

The Virtual Reader Summaries short paragraph summaries of selected reading
from the available documents in the HCCS Virtual Reader list. These assignments are also designed to help the student make a connection with the period by exploring an important or controversial topic or an interesting personality. The link to the HCCS Virtual Reader and instructions are posted in the class.

Virtual Reader Summaries should be concise and to the point but at the same time, the answer should be complete enough to let me know that you have a firm grasp of the subject matter.

The student will submit 10 Virtual Reader summaries recapping Virtual Reader topics of their choice; each summary is worth up to 10 points toward the total grade.

I expect the Virtual Reader Summaries to be a good, full paragraph - but the answer should not exceed one printed page. Your summary must be submitted in the "Assignments" section. Be sure to clearly identify which Virtual Reader you have read and written the summary about.

I will appreciate your efforts to format your Virtual Reader Summaries in clear, readable formats. Example: If the Virtual Reader has three parts, format your answer so your three responses are easily identified (see Email Formatting Suggestions as a go-by).

Generally, students are able to take the Section Exams and submit class assignments on their schedule. **Though students are encouraged to submit class requirements throughout the semester (on the "Pacesetter" schedule), all Section Exams, CEs, Virtual Reader Summaries, and the Monograph Paper have a single fixed or final deadline - see the Course Calendar for the Pacesetter schedule and the final or fixed deadline.**

Plagiarism (copying words or ideas) is completely unacceptable and will incur severe penalties, which can include a "F" for the entire course - see Ethics Policies for details. If you have any doubt about what plagiarism is, contact me before submitting a plagiarized paper.

This assignment meets the Reading, Writing, Critical Thinking, and Computer Literacy competencies required by the core curriculum (see BICC Compliance)

**Monograph Paper - Total 100 Points:**

A Monograph "Readers" are required for this course: **Monograph: Fires of Jubilee.** See "Instructional Materials" for more information.

The student is required to write a 3-5 page (maximum 5 pages) narrative summary for the monograph (book). The paper should demonstrate that the student has read the book and that the student understands the connection between the book and History 1301.

Your Monograph papers must "stand alone", that is your paper must contain enough narrative recap so that anyone can read your paper and understand any conclusions or themes that you might explore. **Please: do not use outside or Internet sources and do not collaborate with fellow students** - simply read the books and write the narrative summaries.

The paper will be submitted in MLA style to include Arial typeface, 12 point,
double-spaced, 1 inch margins, proper titles and identification block, page numbering, works cited page, etc.. A sample MLA style is available in the "Introduction" section of your Eagle Online class.

Your paper must be submitted as an attachment to Monograph-1 "Assignment." Monograph paper must be submitted as attachments - please: no exceptions, no excuses. Your Monograph paper must be in MS Word file format (.DOC or .RTF). Your Reader Paper attachment must be properly submitted.

Plagiarism (copying words or ideas) is completely unacceptable and will incur severe penalties, which can include a "F" for the entire course - see Ethics Policies for details. If you have any doubt about what plagiarism is, contact me before submitting a plagiarized paper.

If you're really serious about preparing an excellent Reader Paper or if you want additional information about how to write research paper, there is a good Internet resource from Purdue University's Online Writing Lab.

Generally, students are able to take the Section Exams and submit class assignments on their schedule. Though students are encouraged to submit class requirements throughout the semester (on the "Pacesetter" schedule), all Section Exams, CEs, Virtual Reader Summaries, and the Monograph Paper have a single fixed or final deadline - see the Course Calendar for the Pacesetter schedule and the final or fixed deadline.

This assignment meets the Reading, Writing, Critical Thinking, and Computer Literacy competencies required by the core curriculum (see BICC Compliance)

**Extra Credit - Total 105 Points:**

Extra credit points will be available for students that use the online communication tools to collaborate on Chapter Essays and to effectively communicate with their instructor and their fellow students. Note: CE collaboration closes week by week. Public Forum topics close week by week. Chat participation is available only on Wednesdays. You must enter and submit an Assignment to get credit for Chat and Collaborations; these are due weekly.

**Chapter Essay Collaboration:** Students who collaborate with fellow students on Chapter Essays will be eligible for 5 extra credit points per weekly collaboration. **Reminder: even if you collaborate, you still must write your own CE.** To receive extra credit for this EC, you complete and submit the EC collaboration assignment week by week to include the name of the person you collaborated with and a brief sentence or two on how the collaboration helped with the assignment. Look for a collaboration partner by posting a message in "Student-2-Student".

**Participation in Public Forum:** Focused discussion questions on topics relevant to where we are in the course will be posted periodically (in Advanced Forums); students are encouraged to "weigh in" with their opinion on those topics. I will monitor the message activity; extra credit points are based on effective messages that relate to the subject matter. I will be looking at this on a week by week basis and will assign up to 5 extra credit points per week.

**Eagle Online Chat:** We will have "Towne Meetings" in our Eagle Online Chat Room on Wednesday evenings (see Chat room description for time). A visit to and
participation in a "Towne Meeting" will earn 5 points of extra credit. To receive extra credit for this EC, you complete and submit the EC Chat assignment week by week.

These Extra Credit activities meet the Reading, Writing, Speaking, Listening, Critical Thinking, and Computer Literacy competencies required by the core curriculum (see BICC Compliance)

Suggested Email / Assignment Formatting:

As a general rule when it comes to Email formatting, **less is best**. But there are specific things you can do to make your Email document more readable and therefore, more enjoyable for your viewer. Here's a few tips:

- Don't use all capital letters; all caps is difficult to read. Use caps and lower case.
- Don't use a text color or colored / patterned backgrounds.
- Use standard guidelines for grammar and punctuation.
- Use a spell checker (you may create the message in Word, for example, spell check it, and then copy/paste it into Eagle Online Email).
- Break your message into small paragraphs or "sound bites". No, don't put each sentence in a paragraph, but don't put 20 sentences in one paragraph either.
- Use blank lines to separate paragraphs, opening addresses, your signature, etc..
- It is polite to start your Email message by addressing your viewer (such as "Dear Bob:" or "Bob:"). It is also polite to have a signature - which can be as simple as "Thank you, blank line, your name".
- If you ask your viewer to call you, consider including your telephone number in the message; if you ask your viewer to send an Email to someone else or to call someone else, consider including their Email address or telephone number in your message.

Collaboration with Fellow Students:

Distance Education provides a quality education with flexible schedules (within the course boundaries) from a "classroom" that is an Internet-connected PC.

But part of the college experience is the exchange of ideas which is the natural result of students interacting with each other. This aspect of higher education is sometimes difficult to achieve in a Distance Education environment.

To foster interaction with other students taking this course, you are encouraged to use the online communication tools to "connect" with your fellow students. Optional Extra Credit is available for Chapter Essay collaboration, for contributing to general Public Forum, and for making appearances in our Eagle Online Chat Room.

**You may NOT collaborate on:**

- Section Exams: You may study together for Section Exams but the exam itself must be taken individually
22. Student Assessments

**Section Exams - Total 400 Points:**

The Section Exam questions are designed to measure your understanding of the central themes and topics for each Section.

The questions in the Section Exams will cover topics from your textbook.

The Section Exams are open notes / open book, 50 questions, multiple-choice and are taken online.

Students may study for Section Exams together in groups, but the Section Exams must be completed by the individual student, without collaboration.

Each Section Exam is a timed online test. Once you start the exam, you will have 2 hours to complete it - but it must be completed within 2 hours from when you start and it must be completed before the "window" for the exam closes. You will need to ensure that you will not be interrupted once you start the exam.

Generally, students are able to take the Section Exams and submit class assignments on their schedule. Though students are encouraged to submit class requirements throughout the semester (on the "Pacesetter" schedule), all Section Exams, CEs, Virtual Reader Summaries, and Monograph Papers have a single fixed or final deadline - see the Course Calendar for the Pacesetter schedule and the final or fixed deadline.

- **Section 1 = Chapters 1-4**
- **Section 2 = Chapters 5-8**
- **Section 3 = Chapters 9-12**
- **Section 4 = Chapters 13-15**

Timed exams are administered online in Eagle Online at the computer of your choice.

- Timed exams have a time limit (2 hours) and a preset "window" of availability (see Course Schedule). You must finish the exam before the Final Deadline closes...not start the exam by time due, finish the Section Exam by Final Deadline date and time. What that means is, you must at least start a section exam by 8:00 PM on the Final Deadline - early is way better than late.

- The Section Exams are multiple guess, open book, open notes, and must
be taken individually (no collaboration).

- Students may take Section Exams twice - the highest score counts.

- Choose a computer and time when you will NOT be interrupted by people or phone calls.

- Get a baby sitter if you have children of any age.

- Exam questions are delivered to you one question at a time, although you can return to any question you have clicked "save answer" again and rework them.

- Section Exams are graded automatically.

- To prepare for a Section Exams, study the chapters, review your chapter notes, and take the chapter Internet Quizzes so you get used to looking up material in the chapters in a timed exam environment. Be prepared for the Section Exams and you will do fine.

**Note About Studying for the Section exams:** If you have not read, taken notes, and worked to comprehend the information in your textbook before you sit down at the computer, you will do poorly. Don't think you can simply look up the answers in the textbook at exam time...that is a recipe for failure.

This assignment meets the Reading and Computer Literacy competencies required by the core curriculum (see BICC Compliance)

**Missed exam Policy:**

In general, a missed Section Exam earns zero points toward your final grade. However, if you contact me in advance or if you have a very, very good, provable excuse, you have a few options.

1. The very best option is to not miss Section Exams - our course schedule is very clear and mapped out in advance. Not to to sound harsh or uncaring but...generally, you need to adjust your personal life to your college schedule, not the other way around.

2. The best option is to take the Section Exams early.

3. Another option on a missed exam is: the relative score on your Final Exam counts in place of one missed Section Exam score. To calculate the relative point value, the Final Exam score is multiplied by 100/250. This is the option for one missed Section Exam and even raises the lowest Section Exam to a higher relative score on the Final Exam.

Because the Final Exam is comprehensive and closed book, some students make one letter grade lower, and often two, on their Final Exam so missing a Section Exam is not your best plan. All exams are open a liberal number of days for your convenience, but must be completed by the Final Deadline date and time - read your **Course Calendar** carefully.

**Final Exam - 250 Points:**
The final exam is a **comprehensive** examination.

The Final Exam can contribute up to 250 points toward your final grade. This is the most important exam of the semester in History 1301 as it comprises nearly 25% of your final grade.

**The Final Exam is important.** If you do not take the Final Exam, your grade will be calculated on material submitted. As the Final Exam is a major component of your final course grade calculation, it's difficult to pass this class without taking the Final Exam.

**The Final must be taken on-campus** at one of the testing centers during Finals Weekend (usually at the Basement Testing Center at 3100 Main, but check [Course Calendar](#) - **please: no exceptions, no excuses**.

For out of state students, arrangements must be made for a remote proctor for the Final Exam - making such arrangements is a student responsibility and must be handled well in advance. **Requests to take the Final Exam with a remote proctor must be communicated to our class IIS (see Contact Information) by the end of Week 2.** Requests for a remote proctor that are communicated to the class IIS after Week 2 will not be accepted - **please: no exceptions, no excuses.**

The Final Exam is a closed book, closed notes exam.

The Final Exam will consist of 16 short answer questions. 15 of the questions on the Final Exam are taken from the same Chapter Essays that were assigned throughout the semester (one CE per chapter is selected at random to be on the Final Exam). One additional question is a combination question made up from topics in the weekly class discussion questions in Advanced Forums.

The Final Exam is available during Finals Weekend in a proctored environment in an online format.

This assignment meets the Reading, Writing, Critical Thinking, and Computer Literacy competencies required by the core curriculum (see BICC Compliance)

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**23. Instructional Materials**

  Note: this textbook is used departmentally for HIST-1301 & HIST-1302. Student ISBN-13: 978-0-8400-2871-6  
  Note: the textbook is available in paperback, eBook, rental, or by the chapter. See various book sellers for details or the publisher site at [http://www.cengagebrain.com/shop/isbn/9780840028716](http://www.cengagebrain.com/shop/isbn/9780840028716)  
  Note: this is a HCCS history department requirement; it is a student requirement to register and pay for this text.

- **The Virtual Reader.** This is an online collection of historical documents, articles, poems, songs, maps, political cartoons, and pictures.
Note: the virtual reader link is located in the course.
Note: this is a HCCS history department requirement; it is a student requirement to register and pay the fee for access to this site.

  Note: a monograph is a HCCS history department requirement.

- **Note:** buying books is a student responsibility. The books listed above are available from a variety of sources, including HCCS Campus Bookstores and [http://www.hccs.bkstore.com/](http://www.hccs.bkstore.com/). If the book is not available at the HCCS bookstore you happen to go into, ask bookstore personnel to get it from another HCCS bookstore - or use the publisher's site.

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24. HCCS Policy Statement: ADA

**Documented Disabilities:**

Any student with a documented disability, (i.e. physical, learning, psychiatric, visual, hearing, etc) who needs to arrange reasonable accommodations must contact the disability services office at the respective college at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the disability services office. The counselor for Southeast College can be reached at 713 718-7218.

Note: the instructor must be notified by a disability counselor early in the semester - at least by the end of Week 2.

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25. HCCS Policy Statement: Academic Honesty

**From the HCCS Student Handbook:**

Academic irregularities cannot be tolerated. Attempts to compromise the integrity of this course will result in a grade of zero for the assignment or dismissal from the class. Students must not collaborate on the exams in any way (including the use of materials from former students) and must not copy material from any source to use as their essay answers or discussion contributions. See the HCCS Student Handbook for details.

Cheating is not that hard to define and as college students, you should have a firm idea about what cheating is. Just to be clear, here are a few simple definitions:

- Cheating is: Copying from another student’s exam.
- Cheating is: During a exam, using materials not authorized by the person giving the exam.
- Cheating is: Collaborating with another student during a exam without proper authority.
Cheating is: Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an exam or paper.

Cheating is: Bribing another person to obtain a copy of an exam.

Cheating is: Plagiarism which means using someone's work or someone's ideas and representing them to be your own. That "someone" may be another student, a friend, a relative, a book author, an author of material on a web site, etc. Do not take material from anywhere without giving proper credit or reference. In other words, do not copy from an Internet source and paste it into your essay answer space.

Cheating is: Collusion, which means the unauthorized collaboration with another person in preparing written work offered for credit when you represent that work to be your own.

"Plagiarism" means the appropriation of another’s work and the unacknowledged incorporation of that work in one’s own written work offered for credit.

"Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.

The Semester Writing Assignments will be submitted to TurnItIn.com which is a service HCCS subscribes to for identifying plagiarized material.

In this class, the standard penalty for academic dishonesty is a grade of zero on the assignment. The penalty for gross plagiarism and cheating on exams is failure in the course. Depending on severity and frequency, academic dishonesty can lead to a recommendation for probation or dismissal from the College System.

If you ever have any question about what is cheating, what is plagiarism or what is unauthorized collusion, please contact me before you do anything or submit anything. It is much better to ask first than to get caught later.

Statement of Standards: Students

As with on-campus classes, all students in HCCS Distance Education courses are required to follow all HCCS Policies & Procedures, the Student Code of Conduct, the Student Handbook, and relevant sections of the Texas Education Code when interacting and communicating in a virtual classroom with your professor and fellow students. Students who violate these policies and guidelines will be subject to disciplinary action that could include denial of access to course-related Email, discussion groups, and chat rooms or even removal from the class.

This is from the HCCS Student Handbook:

In working jointly with students to ensure they receive the education to which they are entitled, HCCS asks that students:

1. Become knowledgeable of, and adhere to, all regulations, procedures, and deadlines in the Catalog, Class Schedule, and Student Handbook.

2. Identify their goals at HCCS and develop and follow plans to achieve those goals.
3. Enter the learning process with an open mind and a willingness to learn.

4. Actively participate in their own learning, both inside and outside the classroom.

5. Maintain their mental and physical well-being so that they are prepared to learn.

6. Have the necessary prerequisite skills for the courses in which they enroll.

7. Attend class regularly and on time and come prepared by following the syllabus and completing reading and assignments.

8. Take responsibility for seeking the academic and student services help they need.

9. Maintain satisfactory academic progress so that they can complete their programs.

10. Demonstrate consideration and respect for other students, faculty, and staff, both inside and outside the classroom.

11. Follow all HCCS regulations governing student conduct and, in addition, any classroom standards of behavior established by the instructor.

12. As a student and later as an alumnus, take pride in HCCS and actively support its efforts to improve.

**Standards of behavior for this class:**

In an academic environment, students should be able to post comments and statements openly and freely. However, just like in a live class, the instructor is the designated moderator and if necessary, the instructor will correct errors in historical fact, clearly identify personal opinions, and ensure that comments directed to other students do not become too personal. With this in mind, please review the following:

1. Students will treat fellow students and the instructor with respect and courtesy.

2. Students will not make any comments or statements that may be considered a personal rebuke.

3. Students will not make expressions of faith that may be offensive to other students who do not share the same belief.

4. Students will not make any negative comments or statements about anyone's race, religion, gender, or sexual preference.

5. Students will not use non-historical references (movies, hearsay, etc.) as fact.

6. Students will properly document any use of historical references or another writer's words or ideas.

7. Students will be clear about their use of personal opinions that are not
supported by historical fact.

26. HCCS Policy Statement: Student Attendance, 3-Peaters, Withdrawal Deadline

"DE" Distance Education Class Attendance:

The following defines what HCCS expects of DE (Distance Education) students:

1. All students are expected to attend classes regularly, thus DE students must login to their course(s) on a regular basis. DE students who do not login and actively participate before the Official Day of Record will be AUTOMATICALLY dropped for nonattendance (when the roster is marked accordingly by your professor). Completing DE online orientation does not count towards attendance.

2. Official Day of Record – The day of record is different for each term. The Day of Record is also posted on the official HCCS Calendar (select the appropriate term).

Note: the Official Day of Record for this class is posted in the Course Calendar. The criteria in this class is: students who do not take and score 100 on the Syllabus Quiz by the official Day of Record will be automatically dropped.

"Live" On Campus Class Attendance:

You are expected to attend all lecture classes and labs regularly. You are also responsible for materials covered during your absences. Instructors may be willing to consult with you for make-up assignments, but it is your responsibility to contact the instructor.

Class attendance is checked periodically. Although it is your responsibility to drop a course for nonattendance, the instructor has the authority to drop you for excessive absences.

You may be dropped from a course after accumulating absences in excess of 12.5 percent of the total hours of instruction (lecture and lab). For example:

- For a three credit-hour lecture class meeting three hours per week (48 hours of instruction), you can be dropped after six hours of absence.

- For a four credit-hour lecture/lab course meeting six hours per week (96 hours of instruction), you can be dropped after 12 hours of absence.

HCCS Course Repeats and Withdrawal Policy:

The instructor is not permitted to issue a "W" (Withdrawal) course grade to any student.

Students who do not log in or stop participating at any point in the semester
will receive a grade based on the Points & Grading scheme established for this course.

Students who choose to administratively withdraw from the course may do so using the processes and procedures as defined by HCCS.

NOTICE: Beginning Fall 2007, the State of Texas imposes penalties on students who drop courses excessively. Students are limited to no more than SIX total course withdrawals throughout their educational career at a Texas public college or university.

To help you avoid having to drop/withdraw from any class, contact your DE professor regarding your academic performance. You may also want to contact your DE counselor to learn about helpful HCC resources (e.g. online tutoring, child care, financial aid, job placement, etc.). HCC has instituted an Early Alert process by which your professor may "alert" you and DE counselors that you might fail a class because of excessive absences and/or poor academic performance.

Students should check HCC's Academic Calendar by Term for drop/withdrawal dates and deadlines.

If a student decides to drop or withdraw from a class upon careful review of other options, the student can drop online prior to the deadline through their HCC Student Service Center:

https://hccsaweb.hccs.edu:8080/psp/csprd/?cmd=login&languageCd=ENG

Classes of other duration (mini-term, flex-entry, 8-weeks, etc.) may have different final withdrawal deadlines. Please contact the HCC Registrar's Office at 713.718.8500 to determine mini-term class withdrawal deadlines.

Withdrawal Deadline: It is your responsibility to withdraw officially from a class and prevent an "F" from appearing on your transcript. When considering withdrawal from a course, remember that:

- No grade is given and your transcript reflects no record of the course if you withdraw before the Official Date of Record.
- A "W" (indicating withdrawal) appears on your transcript if you drop a course after the Official Date of Record and before the final deadline.
- The final deadline to drop the course is available in HCC's Academic Calendar by Term.

International Students:

Receiving a "W" in a course may affect the status of your student Visa. Once a W is given for the course, it will not be changed to an F because of the visa consideration. Since January 1, 2003, International Students are restricted in the number of distance education courses that they may take during each semester. ONLY ONE online/distance education class may be counted towards the enrollment requirement for International Students per semester. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

Student Course Reinstatement Policy:
Students have a responsibility to arrange payment for their classes when they register, either through cash, credit card, financial aid, or the installment plan. Faculty members have a responsibility to check their class rolls regularly, especially during the early weeks of a term, and reconcile the official class roll to ensure that no one is attending class whose name does not appear on the rolls. Students who are dropped from their courses for non-payment of tuition and fees, who request reinstatement after the official date of record (OE date), can be reinstated by making payment in full and paying an additional $75 per course reinstatement fee. A student requesting reinstatement should present the registrar with a completed Enrollment Authorization Form with the signature of the instructor, the department chair, or the dean, who should verify that the student has been regularly attending class. Students who are reinstated are responsible for all course policies and procedures, including attendance requirements. A dean may waive the reinstatement fee upon determination that the student was dropped because of a college error. The dean should note the nature of the error in a memo to the registrar with the appropriate documentation.

Counseling Services:

Advising can be accomplished by telephone at 713/718-5275 - option # 4, via Email at de.counseling@hccs.edu, by visiting the Distance Education Office at the HCCS Administration Building, 3100 Main Street, 3rd floor and/or by on-site advising at other HCCS locations upon request.

Confidential sessions with the distance education counselors will help students understand admissions, registration, entrance testing requirements, degree planning, transfer issues, and career counseling. Houston Community College counselors also maintain a local referral base in order to provide appropriate referrals to students with personal or family issues that may require long-term solutions.

27. Instructor Requirements

15 Chapter Essays, 10 Virtual Reader Summaries, 4 Section Exams, 1 Final Exam, 1 Monograph Paper

28. Program Discipline Requirements

A minimum of 50% of the student’s semester average must come from writing assignments.
29. HCCS Grading Scale

<table>
<thead>
<tr>
<th>Percent Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90% - 100%</td>
</tr>
<tr>
<td>B = 80% - 89%</td>
</tr>
<tr>
<td>C = 70% - 79%</td>
</tr>
<tr>
<td>D = 60% - 69%</td>
</tr>
<tr>
<td>F = 0% - 59%</td>
</tr>
</tbody>
</table>

*Return to Jump Table*

30. Instructor Grading Criteria

**Grading and Point Distribution:**

This is your education so please remember: *What you learn is what you earn...*

The total number of points available for this course equals 1,000. All of your grades will be posted in the electronic gradebook inside of Eagle Online. Look for newly posted grades and scores in "MyGrades".

Please note that the following grade calculation does not include extra credit points which are available as an "add on" to your total score (extra credit points can be significant enough to raise your final grade one letter grade). See "Extra Credit" for more information.

**Sections:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timed Exams</td>
<td>400</td>
<td>(100 points each for 4 Section Exams)</td>
</tr>
<tr>
<td>Chapter Essays</td>
<td>150</td>
<td>(10 Points each for 15 CEs)</td>
</tr>
<tr>
<td>Virtual Reader / Monograph Paper / Final Exam:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virtual Reader Summaries</td>
<td>100</td>
<td>(10 Points each for 10 Summaries)</td>
</tr>
<tr>
<td>Monograph Paper</td>
<td>100</td>
<td>(100 points each for 1 Monograph Paper)</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>250</td>
<td>(250 points for 1 Final Exam)</td>
</tr>
</tbody>
</table>

**Total Points**

1,000 Points

*Point Ranges for this course*
(to calculate percent ranges, divide the point ranges by 1,000 and round up at 5 to the nearest whole percentage)
Also see topic 29 above

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>900 - 1,000</td>
</tr>
<tr>
<td>B</td>
<td>800 - 899</td>
</tr>
<tr>
<td>C</td>
<td>700 - 799</td>
</tr>
<tr>
<td>D</td>
<td>600 - 699</td>
</tr>
<tr>
<td>F</td>
<td>0 - 599</td>
</tr>
</tbody>
</table>

**Acknowledgment**

I would like to acknowledge and thank the individuals who have contributed to this syllabus by allowing the use of their work for sample formats and content - and to also thank those individuals that provided conceptual guidance and suggestions. Contributing individuals include Susan Bogan, James Patterson, Karen Saenz, June Woest, and Mikki Novak.

This syllabus is meant as a guide and is subject to change at the discretion of the instructor. If there are any changes made, the student will be notified in a timely manner.