

FALCON ONLINE NETWORK ACCEPTABLE USE POLICY:

The purpose of this policy is to outline the acceptable use of the network and resources provided by Daytona State College and to establish a culture of openness, trust, and integrity. Please make yourself very aware of this policy by clicking this link: http://online.daytonastate.edu/docs/acceptable_use.pdf

Minimum Technical Requirements:

Students enrolled in this course must be able to:

- Use all required features of Falcon Online such as discussion boards and the Dropbox
- Send and receive attachments by e-mail
- Create and submit files using Microsoft Word processing or Excel spreadsheet programs
- Create, edit, and present using programs such as PowerPoint or Prezi

EQUIPMENT AND SUPPLIES:

For this course you will need to be able to access **Florida Online** as well as have access to a **Microsoft Word** (you must complete all “Discussion Posts” using Word). Here is a link to Daytona State College’s Distance Learning site, where technology requirements for online courses can be found: <http://online.daytonastate.edu>

Microsoft Office 365, with 1TB of OneDrive storage, is available to enrolled Daytona State College students. Students are provided a college email address that serves as the student’s official source for college communication. In addition to email, Office 365 provides students with shared calendars, the ability to create and edit documents online, team sites, and other collaboration tools. Whether you work on a PC, Mac, tablet or phone, you will have a consistent experience across all of your devices. The service includes online versions of Word, PowerPoint, Excel, OneNote, and OneNote Class Notebook. For more information about Office 365, visit the Student Self-Service Help page at <http://daytonastate.edu/help/> and click on Office 365 **Find Out More**.

COURSE DESCRIPTION AND MAJOR LEARNING OBJECTIVES:

The political, economic, social and intellectual development of the people of the United States, from European exploration and settlement through the Civil War and Reconstruction. This course contributes to satisfying the Gordon Rule writing requirement.

This course also helps develop the general education competency of 1) Critical/Creative Thinking; (2) Communication; (3) Cultural Literacy; and (4) Information and Technical Literacy.

STUDENT LEARNING OUTCOMES: (General Education Skills)

The student should be able to:

1. Demonstrate a general knowledge and understanding of the development of the United States. **Program Goal(s): (1, 2, 3, 4).**
2. Demonstrate a general knowledge and understanding of the various United States conflicts. **Program Goal(s): (1, 2, 3, 4).**
3. Demonstrate a general knowledge and understanding of the economic growth in the United States from the beginning. **Program Goal(s): (1, 2, 3, 4).**
4. Demonstrate a general knowledge and understanding of the Civil War and the politics of the Reconstruction Era. **Program Goal(s): (1,2,3,4).**
5. Demonstrate a general knowledge and understanding of the mistakes that others have made in the past. **Program Goal(s): (1,2,3,4).**

OVERALL, THE THREE FUNDAMENTAL AND POWERFUL CONCEPTS THAT YOU SHOULD TAKE AWAY FROM THIS COURSE ARE:

1. **The development of the American national identity;**
2. **The historical development of slavery in the United States from its colonial ties to the establishment of the 13th amendment, and**
3. **The political struggle between States' Rights and the powers of the Federal Government.**

TEXTS:

David Shi and George Tindell, *America, A Narrative History, Vol 1* (Tenth Edition)

ATTENDANCE POLICY

Students who stop attending this class will be withdrawn from the class and receive a final grade of W1 (Withdrawn). Attendance includes participating in online or face-to-face environments as required. Don't simply log in and expect that this action is enough to be counted as attending this course. **You must complete assignments to show that you are fully participating in this course.**

ASSESSMENT/GRADING/ASSIGNMENTS:

In order to pass the course, you must complete ALL COURSE REQUIREMENTS. You will be very surprised how forgetting to take one quiz or a few discussion boards will cause you to fail this course. Your final grade is composed of four quizzes; including a pre-post test, weekly discussion board postings, one midterm exam, one research assignment and a final exam. Each section will be weighed as follows.

GRADE PERCENT

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| Four quizzes: | 20% |
| Discussion Boards: | 20% |
| Research paper: | 25% |
| Pre/Post test: | 5% |
| Midterm exam: | 15% |
| Final exam: | 15% |

GRADE SCALE

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| A = 90 - 100 |
| B = 80 - 89 |
| C = 70 - 79 |
| D = 60 - 69 |
| F = Below 60 |

Grades will be posted on Florida Online under "Grades" located in the navigation bar on the course homepage.

INCOMPLETE GRADES:

"I"- Incomplete - A temporary grade issued only when a student who is *passing the course* but who, for *valid and unforeseen reasons*, is not able to complete the course requirements within the semester. The student agrees to complete all of the requirements before the middle of the next major semester. **"I" grades automatically convert to "F" grades if the requirements are not met.**

An "I" or incomplete will only be given with written documentation of extenuating circumstances (i.e. serious illness, military duty, etc.) and if you have already **completed approximately 75% of the required coursework for the class, and have an average grade of "C" or higher for all course work completed.**

Sensitive Materials:

Course content aims to enable students to reach course goals and objectives. As such, students may be introduced to a wide range of topics and ideas that differ from familiar understandings and beliefs. Some content may be considered sensitive or offensive or disturbing (or all of the above) by some students.

HOW THE DISCUSSION BOARD WORKS:

The purpose of the Discussion Board (**which you will see labeled at the top of your course home page**) is for you and your classmates each week to present, discuss, and process historical information related to this course. You are asked to participate by completing **a total of at least two discussion board postings per question. One post will be your initial answer to the questions I have posted while a second post will be a scholarly, well-thought out reply to one of your classmates postings. That means that YOU MUST POST TWO MESSAGES MINIMUM IN ORDER TO BE ELIGIBLE FOR FULL CREDIT FOR A DISCUSSION BOARD. No postings will be accepted late. You will, in fact, be locked out of the discussion board if you attempt to post a late response.**

Now, what is the point system for each discussion board assignment? There will be a total of **50 points** possible for each internet assignment/discussion board response. The following is the breakdown of those points:

10 points: This means you have given a basic one-line response and nothing more.

20 points: This means you have given only a partial response to the questions and your reply.

30 points: This means you have given a satisfactory response but perhaps not completely answered the questions or not given a reply.

40 points: This means you have given a very good response and reply.

50 points: This means both your response to the questions and your reply (in which you name the person you are replying to within your post) must contain a high degree of both scholarship and analysis. **This means that a) you need to include the classmate's name within your reply post to let the class know who you're communicating with, and b) that if you present an opinion within your post that you have supporting evidence such as a weblink to strengthen any statement you make.**

CHAPTER REVIEW DISCUSSION BOARDS:

This semester, students have **four quizzes** that cover the readings in the textbook and corresponding power points. To better prepare you for these quizzes, you will be completing chapter reviews within the Discussion Boards. For each review assignment, each student will give two posts. The initial posts will require you to list and explain what you see as three major overall themes of the chapters. **What was the overall purpose for writing each individual chapter?** Your second post will be in response to another classmate's themes in which you provide **a specific historical example** from the text that corroborates each of the three themes listed.

Please note: You will only receive 30 points if you do not complete both an initial post and a reply post to a classmate, (including their name within the post) for each Chapter Review Discussion Board.

Netiquette

All users of Florida Online at Daytona State College are expected to abide by the Daytona State College's accepted rules of network etiquette. These rules include; but are not limited; to the following:

All users of Florida Online@ Daytona State College are expected to be courteous to others when sending any online communication (e-mail, discussion boards, and chat rooms), to adhere to the generally applicable standard of behavior established by a reasonable and prudent person, and to not abuse the service provided by Florida Online at Daytona State College. Online communication that contains any information that is illegal (e.g., copyright violations, trade secrets, and obscene material), harassing or threatening is not acceptable. Each student:

- Must avoid the use of profanity, vulgarities, or any other inappropriate language.
- May not distribute pornography, obscene or sexually explicit materials.
- May not post comments that reflect negatively on one's race, gender, religion, sexual orientation, or disability.
- May not infringe upon copyright law. Documents and other information accessed through the Internet that are used in compiling reports, term papers, journal articles and the like, must be cited with a proper bibliographic reference as if the source were a book or other printed work. To do otherwise constitutes plagiarism and will be treated as such.

Any violation of the netiquette will be dealt with according to the college handbook
<http://www.daytonastate.edu/recreg/files/4688A-RulesandRegsPages.pdf>

NO POSTINGS WILL BE ACCEPTED LATE.

RESEARCH ASSIGNMENT: (25% of grade) Due in Assignment Folder by Friday, February 23rd.

Bulow History Project:

One of the important sites in Flagler County is **Bulow Plantation Ruins Historic Park** (Old Kings Road South) where the Bulow family and numerous slaves engaged in various farming and developed a large and very profitable sugar mill, whose ruins are still viewed by tourists today.

A Citizens Support Organization, **The Friends of Tomoka Basin Parks ...** is educating the public on the history of the Bulow family and the different phases of slavery throughout the Spanish, English and American eras. Artifacts have been discovered from this era and the ruins of the slave cabins have been uncovered. There may, in the future, be an effort to uncover the plantation cookhouse.

This CSO group is developing plans to tell the story of the African-American slaves who worked the plantation, developed a community, and produced a profitable business. Slaves weren't simple farmers and general laborers but they had to be engineers, mathematicians and scientists to do their jobs. This is the story that the CSO wants to tell.

In this regard, students will work in groups of three to create the following resources for their topic.

- A) An information sheet and layout for a kiosk to be created out at Bulow;
- B) A three-page script that elaborates on the kiosk information for a tour guide to use;
- C) A five-page list of annotated sources on your group topic;
- D) A two-page handout; with activity; that a young student (Fourth grade) could read and understand about your topic.
- E) Five page paper that elaborates on how your topic might overall be better presented in the future out at Bulow Plantation Ruins Park.

(For extra credit, each group can take their script and make a film out at Bulow for their project!)

Each student group will choose from the following topics for their project:

- a) The Bulow family: From England to South Carolina to Florida
- b) Slaves from South Carolina to Florida (Who were these slaves, where in Africa did they come from, and how did they get to Florida?)
- c) The day to day environment for slaves at Bulow: living, food, task-system, activities outside of slavery
- d) Growing and Processing Sugar
- e) The Food Culture of the Slave Community
- f) Rice and Indigo production
- g) The Florida community around Bulow

Sources will be placed on reserve in the ASC and online sources will be put on your course shell. You will be invited to attend any CSO groups and I will arrange a Friday or Saturday that we can meet CSO President, Mr. James Fiske, who will explain the project further.

Rubric:

50% of paper.....The project accurately describes the history of the topic and how the information relates to Bulow Plantation.

50% of paper.....Each part of your project reflects great research and strong scholarship in its presentation. There is evidence of professionalism in your presentation.

Remember that throughout each assignment, grammar, spelling and sentence structure will be graded. Do not ruin a good written project because you have not bothered to proofread your assignment!

THINGS TO REMEMBER:

Remember to cite all material using the **CHICAGO MANUAL OF STYLE** (which can be found on the library website). Use only 3rd person in your paper, even when stating your own opinion. Also, when referring to a person, do not do so by using the person's first name. Overall, make certain that you are writing this paper in the most scholarly manner possible, not as if you were discussing the topic. That is why spell and grammar check is necessary, along with an overall review of the paper before it is turned in.

You must turn it in to the assignments folder (using doc, docx or rtf) by the appropriate due date in order to receive credit. That is why you need to test out the procedure for using the folder so no mistakes will occur. If you do not turn it in by 11:59pm on the due date you **WILL BE LOCKED OUT AND BLOCKED FROM TURNING YOUR PAPER IN!**
NO LATE PAPERS WILL BE ACCEPTED!!!

Papers should be graded within two weeks of being turned in, while Discussion Board posts should be graded within ten days. When you check your research paper feedback, a second copy of your paper will be uploaded with corrections and comments. Please look for this to understand why you achieved the grade you earned.

IF YOU REQUIRE ANY ASSISTANCE, I WILL BE HAPPY TO PROOFREAD OR GIVE YOU ADVICE ON YOUR PAPER.

Sources CANNOT come from the following:

Dictionaries

Encyclopedias (This also includes Wikipedia, ENCARTA or any other online encyclopedia.)

Textbooks (Including your Shi and Tindall text)
Book reviews or such websites as SparkNotes
Any research paper posted on the internet since this can easily be construed as plagiarism.

Remember to write the paper in third person only!! Since this paper goes through TURNITIN.COM, you should insure that your paper does not go beyond thirty percent plagiarism detection.

If you are having any problems with this project, please feel free to email me with any questions!

LATE POLICY FOR RESEARCH PROJECTS:

I encourage you to plan approximately so you can submit your paper on time. However, I realize that sometimes life gets in the way and bad things happen to good people. In this case, submit your paper by email to me. **There will be a half credit assignments folder for late papers.** Some points are better than no points. Go for the points you can still earn and move on.

QUIZZES AND EXAMS:

Each of the eight quizzes will be comprised of 25 multiple choice questions. You will have one and a half minutes for each question; thirty-eight minutes for a twenty five question quiz..

MAKE UP TESTS:

A makeup test will only be allowed in the case of a serious illness or a death in the family. Appropriate documentation must be provided and will be requested.

WITHDRAWAL:

It is *your* responsibility to go through the withdrawal process if you wish to withdraw from the course – instructors cannot withdraw students from courses. If you wish to withdraw from a course, you can use your *Falconet* account until the last date to withdraw. ***You will not be withdrawn from a class simply because you stop attending it.*** The withdrawal deadline date associated with the current semester is published in the [College Academic Calendar](#). Students who remain enrolled in courses after the withdrawal date will be assigned a final grade for the course from the faculty member. Note that ***“Withdrawals”*** are counted as an attempt for a course, and students are only permitted a maximum of “2” withdrawals per course. Upon the third attempt, students will not be permitted to withdraw and will receive a grade other than “W” for that course.

Students who no longer want to attend class:

1. Must withdraw by the deadline for the semester (published in the academic calendar).
2. May initiate the withdrawal process at the Registration Office at any Daytona State College campus by presenting a picture identification.

3. Students with extenuating circumstances (ie: hospitalized, out of town, etc.) may withdraw by mail provided the request is postmarked by the deadline and contains an original signature of the student.

For more information contact: Registration@DaytonaState.edu.

LAST DAY TO WITHDRAW: September 29th

Student Rights & Responsibilities

Students are responsible for reading and following all college policies outlined in the current Student Handbook. Some of the most important are summarized below. The Handbook can be accessed at <http://www.daytonastate.edu/academics.html> under “Student Resources.”

Academic Integrity

In order to preserve academic excellence and integrity, the College expects you to know, understand, and comply with the Academic Integrity Policy, which prohibits academic dishonesty in any form, including, but not limited to, cheating and plagiarism. The grades you earn must be based upon your own work and must accurately reflect your own knowledge and skills.

An instructor who finds that a student has violated Academic Integrity may apply an academic consequence ranging from a zero percent for the assignment, up to and including failure for the entire course. Violations may be reported to the academic department chair for review and/or referred to the student disciplinary process for appropriate disciplinary resolution. For more information about Academic Integrity and the appeal process see:

<https://www.daytonastate.edu/academicintegrity/>

Honor Pledge: I, as a member of the DSC community, pledge that I will neither give nor receive unauthorized aid in my work nor will I present another’s work as my own, nor will I tolerate anyone who does. For more information on academic integrity, view the [Honor Code](#).

Forms of Academic Dishonesty are clearly defined on the [Academic Integrity](#) webpage.

Forms of Academic Dishonesty

Cheating -Cheating can be defined as: receiving or giving unauthorized assistance on a quiz, test, exam, paper, or project or unauthorized use of materials to complete such; collaborating with another person(s) without authorization on a quiz, test, exam, paper, or project; taking a quiz, test, or exam for someone else or allowing someone else to do the same for you.

Plagiarism -Plagiarism can be defined as: submitting work in which words, facts, or ideas from another source are used without acknowledging that the material is borrowed whether from a published or unpublished source. For specific information on how to document information from

other sources, students should check with their instructors, academic departments, or a recognized writing manual, such as the MLA or APA.

Fabrication -Fabrication can be defined as: listing sources in a bibliography that one did not actually use in a written assignment; presenting false, invented, or fictitious data/evidence in a written assignment.

Other Academic Misconduct

Other Academic Misconduct might include, but is not limited to:

- In a testing situation, conduct, such as, looking at a classmate's test, talking to a classmate, or leaving the classroom without the instructor's or proctor's permission.
- Obtaining by the theft/purchase OR selling/ giving part or all of a test.
- Entering an office or building for the purpose of changing a grade on a test, assignment, or in a grade book or for the purpose of obtaining a test.
- Altering or attempting to alter academic records of the College which relate to grades; being an accessory to same.

IF A STUDENT IS CAUGHT CHEATING ON AN EXAM OR HAS PLAIGIARIZED ON A WRITING ASSIGNMENT, THAT STUDENT WILL RECEIVE A ZERO FOR THAT WORK; ALONG WITH POTENTIALLY ADDITIONAL PENALTIES.

Support Services

Students with Disabilities: The Student Disability Services (SDS) Office provides tools and resources to students with documented disabilities. Students who self-disclose a disability and provide the required documentation to the SDS Office can receive confidential and reasonable accommodations to assist in their academic success. If you need accommodations, please contact the SDS Office at (386) 506-3238. To call Florida Relay dial 7-1-1, or the appropriate toll-free number: 1-800-955-8771 (TTY), 1-800-955-8770 (Voice). You can also find more information at <http://www.daytonastate.edu/sds>

Veterans: If you are currently serving or have ever served in the U.S. Military, please feel free to visit the Veterans Center in the Lenholt Student Center (Bldg. 130, room 124) for any assistance or phone 386.506.3065. Please visit <https://www.daytonastate.edu/admsvet/>

Academic Support Center: The Academic Support Centers (ASC) assist students on every campus to achieve their potential by providing the resources they need to become successful, independent learners. For more information please go to <http://www.daytonastate.edu/asc/> or email ASC@DaytonaState.edu.

Writing Center: For assistance with all stages of the writing process please visit the Writing Center (appointments recommended) www.daytonastate.edu/cwc

Library and Research Services: The Daytona State Library offers a variety of services and resources to support your academic success. Visit the library website at <http://library.daytonastate.edu/>

Technical Support is available for FalconMail, printing, web usage, Falcon Online, and more. Students may call 386-506-3950 or e-mail Helpdesk@daytonastate.edu. Information can be found on the Student Self-Service Help page at <http://daytonastate.edu/help/> under Tech Support.

For Falcon Online 24/7 support of course tools, view the Help/Resources on the Falcon Online navbar or call the Helpdesk at 386-506-3950, option 2. General Help information for Falcon Online can be found on the Student Self-Service Help page at <http://daytonastate.edu/help/> under Falcon Online Technical Help.

Safety on Campus: Check your FalconMail after you register for information on accessing and updating your free Daytona State College Rave Alert account. You can also visit <https://www.getrave.com/login/daytonastate>

The Center for Men and Women: The Center offers a range of additional support services for students in need. Go to <https://daytonastate.edu/centerforwomenandmen/index.html> for more information.

COURSE SCHEDULE FOR READINGS, INTERNET ASSIGNMENTS AND POSTINGS, PAPER AND QUIZZES/EXAMS (Watch the news section each week for the announcement of any additional material for you to review.)

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| Wednesday, January 17th: | Class begins/ Read Chapter 1 on Conflicting Cultures and Chapter 2 on English Colonies |
| Wednesday, January 17th: | Class Discussion will be on exploration and defining Americanism. |
| Friday, January 19th: | Icebreaker Due/Pre-test due! (Important for attendance verification!) |
| Sunday, January 21st: | Read Chapter 3 on Colonial Way of Life |
| Sunday, January 21st: | Discussion Board on Exploration is due! |

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| Monday, January 22nd: | Class Discussion will be on colonization |
| Monday, January 22nd: | Discussion Board Review on Chapters 1 and 2 is due. (11:59pm) |
| Wednesday, January 24th: | Read Chapter 4 on From Colonies to States |
| Wednesday, January 24th: | Class Discussion will be on Slavery |
| Friday, January 26th: | Discussion Board on Slavery is due! |
| Monday, January 29th: | Discussion Board Review on Chapters 3 and 4 is due. (11:59pm) |
| Monday, January 29th: | Class Discussion will be on the American Revolution! |
| Tuesday, January 30th: | Quiz One will be opened until Sunday, September 17th (11:59pm) (Chapters 1 through 4 and corresponding power points) |
| Tuesday, January 30th: | The Road to Revolution Discussion Board due |
| Wednesday, January 31st: | Read Chapter 5 on the American Revolution |
| Friday, February 2nd: | American Revolution Discussion Board due |
| Sunday, February 4th: | Read Chapter 6 on Strengthening the New Nation |
| Monday, February 5th: | Discussion Board Review on Chapters 5 and 6 is due. |
| Monday, February 5th: | Read Chapters 7 and 8 on the Early Republic and Economics. |
| Tuesday, February 6th: | Discussion Board on Nationalism and the Early Presidents is due! |
| Wednesday, February 7th: | Read Chapter 9 on Nationalism |
| Thursday, February 8th: | Discussion Board Review on Chapters 7 and 8 is due. |

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| Thursday, February 8th: | Quiz Two will be opened until Sunday, February 11th (11:59pm) (Chapters 5 through 8 and corresponding power points) |
| Friday, February 9th: | Read Chapter 10 on the Jacksonian Era. |
| Monday, February 12th: | Discussion Board Review on Chapters 9 and 10 is due. |
| Tuesday, February 13th: | Comparing the Old South, North and West Discussion Board due. |
| Tuesday, February 13th: | Read Chapter 11 and 12 on the South and American religion and reform |
| Friday, February 16th: | Online midterm essay exam will open. Essay is due in assignment folder on Sunday, October 1st! (11:59pm) |
| Monday, February 19th: | Discussion Board Review on Chapter 11 and 12 is due. (11:59pm) |
| Wednesday, February 21st: | Research assignment is due in Assignment's Folder by 11:59pm! |
| Friday, February 23rd: | Read Chapter 13 on the West |
| Friday, February 23rd: | Quiz Three will be opened until Wednesday, October 11th (11:59pm) (Chapters 9 through 12) |
| Monday, February 26th: | Read Chapters 14 and 15 on the Gathering Storm and the American Civil War |
| Monday, February 26th: | The Road to the Civil War Discussion Board is due! |
| Wednesday, February 28th: | Discussion Board Review on Chapters 13 and 14 is due. |
| Friday, March 2nd: | Read Chapter 16 on Reconstruction |
| Friday, March 2nd: | Quiz Four will be opened (along with Posttest) until Wednesday, March 7th (11:59pm) (Chapters 13 through 16) |

Monday, March 5th: Civil War/Reconstruction Discussion Board due (11:59pm)

Monday, March 5th: Discussion Board Review on Chapters 15 and 16 due. (11:59pm)

Wednesday, March 7th: Final exam: In class essay!

NOTE: With fair and ample notice, the professor reserves the right to change anything on this syllabus!

NOTE: Two weeks before the course ends you will be able to conduct a student evaluation of this course by going on the Florida Online system and completing an evaluation of your instructor's teaching