



Southeastern Louisiana University Dual Enrollment Program

History 2010 Course Syllabus

Dual Enrollment Instructor of Record

Mrs. Angie Anderson

Office: Fayard Hall 347D / Phone: 985-549-5916 / Email: angie.anderson@selu.edu

Office hours are by appointment

The best way to reach me is through e-mail!

CATALOGUE DESCRIPTION

History 2010: American History to 1877. Credit 3 hours. No prerequisites. A survey of American History from the age of discovery to 1877. Four units on the Colonial period (1492-1763); the Revolution and the Early National Period (1763-1816); the Age of Compromise (1816-1850); and the Civil War and Reconstruction (1850-1877). Includes in-depth coverage of the role of women and minorities.

College Credit Via Dual Enrollment

The class will have four units as specified in the catalogue, each with ten about 1 hour lectures broadcast on the Southeastern Channel, and available via streaming video from the Southeastern website, and accessible through links in your CanvasDE course. To earn college credit for History 2010, students must view all forty- four lectures; complete all readings assigned by Southeastern's Department of History and Political Science; and earn a cumulative passing grade on four college-level exams and additional quizzes. The Dual Enrollment Coordinator will be instructor of record and will be responsible for quizzes, exams, grades, etc. Students must have adequate access to technology resources to complete this course. Southeastern's History 2010 Dual Enrollment course may be facilitated in a year-long format or in a semester-long format.

Transferability of Dual Enrollment Courses to Other Institutions

It is incumbent upon all students and parents to determine the transferability of Dual Enrollment courses to other institutions. For in-state institutions, Southeastern courses can be cross-referenced using the Statewide Articulation Matrix to determine transferability (<https://regents.la.gov/master-course-articulation>). Out-of-state institutions should be consulted to determine transferability.

Watching Online Lectures

Important Note: Southeastern does **not** require that the videos be shown during high-school class time. Participating high school teachers have the option to (1) show all of the videos during class time, (2) show some of the videos during class time and have students watch the rest outside of

class time in a school lab, library, or at home, or (3) have students watch all of the videos outside of class time in a school lab, library or at home.

Reading and Supplies

Required textbook: America: A Narrative History by David Shi, 11th edition

You will also need something to take notes with.

Headphones if needed, please refer to your high school teacher.

There will be a replacement cost for a lost or damaged textbook.

Online Resource Material

American Narrative History 11e ebook W.W. Norton: access to the W.W. Norton ebook is included with the course and provides e-textbooks. (Found under the Course Information: Start Here tab in Canvas.)

Course Learning Outcomes:

By the end of the course, students will be able to:

CO1: Identify and recall the key figures, groups, and events that shaped Colonial America and the groups that called the Americas home before European exploration. LO1-14

CO2: Identify and recall the key figures, groups, and events that shaped Colonial America and the New Nation to the end of the War of 1812. LO15-25

CO3: Identify and recall chief characteristics of the market revolution, nationalism and sectionalism, the Jacksonian Era, the South, slavery, and King Cotton, religion, romanticism, and reform after the War of 1812 to the beginning of the Civil War. LO26-31

CO4: Identify and recall key events and figures with Westward Expansion, the Texas War for Independence, the Mexican American War, events leading to the Civil War, the Civil War, and Reconstruction. LO32-36.

Module 1: Learning Objectives

Chapter 1:

LO1. Identify the groups that called the Americas home before European exploration and key figures. CO1

LO2: Identify the major developments in Europe that enabled the Age of Exploration. CO1

LO3. Recall the key figures and events that took place with Spanish and English Exploration and how the Spanish influenced culture in North America. CO1

Chapter 2:

LO4: Identify the motivation of English monarchs and investors to establish the American colonies. CO1

LO5. Select the key characteristics of the English colonies in the Chesapeake region, the Carolinas, the middle colonies, and New England prior to 1700. CO1

LO6: Recall how the English colonists and Native Americans adapted to each other's presence in North America. CO1

LO7: Identify the role indentured servants and the development of slavery played in Colonial America. CO1

Chapter 3:

LO8: Identify the roles women played in the English colonies. CO1

LO9: Recall the differences and similarities between the societies and economies of the southern, New England, and middle colonies. CO1

LO10: Identify how race-based slavery developed in the 17th century, and how it impacted the social and economic development of colonial America. CO1

LO11: Select the ways that the Enlightenment and Great Awakening shaped American thought. CO1

Chapter 4:

LO12: Identify the key figures and chief characteristics regarding French Exploration and settlement in North America. CO1

LO13: Recall the similarities and differences in the way that the British and French Empires administered their colonies before 1763. CO1

LO14: Identify key events and figures during the French and Indian War and the immediate aftermath until 1763. CO1

Module 2 Learning Objectives

Chapter 4

LO15: Recall how the British tightened their control over the colonies after the French and Indian War and how the colonials responded. CO2

LO16: Identify the key figures and events of the 1770s that led the colonies to declare their independence from Britain. CO2

Chapter 5:

LO17: Identify key figures, events, and characteristics of the American Revolution 1776-1783. CO2

Chapter 6:

LO18: Recall the strengths and weaknesses of the Articles of Confederation and how they prompted the creation of a new constitution in 1787. CO2

LO19: Identify the events and key figures responsible for the creation of the U.S. constitution, the U.S. constitution, and its limitations. CO2

LO20: Recall the debates surrounding the ratification of the Constitution and how they were resolved. CO2

LO21: Select the platforms of the Federalists and Democratic Republicans. CO2

LO22: Recognize the events and key figures that played a role in George Washington's and John Adams's administration. CO2

LO23: Identify the key characteristics of the Election of 1800, and why it marked a turning point in the nation's history. CO2

Chapter 7:

LO24: Identify key events, figures, and characteristics of Thomas Jefferson and James Madison's administration in both domestic and foreign affairs. CO2

LO25: Select the causes of the War of 1812, key characteristics and events of the War of 1812, and significant outcomes of the War of 1812 on the United States. CO2

Module 3 Learning Objectives

Chapter 8:

LO26: Recall the impact of expansionism, the growth of industry, immigration, and an expanding market-based economy in America. CO3

Chapter 9:

LO27: Recognize how nationalism and sectionalism affected America after the War of 1812. CO3

LO28: Identify key characteristics of the Era of Good Feelings and the rise of Andrew Jackson. CO3

Chapter 10:

LO29: Identify key figures, events, and characteristics of the Jacksonian Era 1828-1840, and the strengths and weaknesses of Jackson's presidency. CO3

Chapter 11

LO30: Recognize key reasons why the South was distinct, the role of cotton, the impact of slavery, and the major social groups in southern society. CO3

Chapter 12

LO31: Select key events and figures regarding 19th century religion, Romanticism, and reform movements. CO3

Module 4 Learning Objectives

Chapter 13:

LO32: Identify the key events, figures, and characteristics that occurred with Westward Expansion, the Texas War for Independence, and the Mexican-American War. CO4

Chapter 14:

LO33: Recall how the federal governments tried to resolve the issue of slavery in the western territories, the emergence of the Republican Party, and the Election of 1860. CO4

LO34: Recognize why seven southern states seceded from the Union shortly after Lincoln's election in 1860. CO4

Chapter 15:

LO35: Select key figures and events that occurred during the Civil War and how the Civil War changed the nation. CO4

Chapter 16:

LO36: Recall key figures, events, and characteristics that occurred during the Era of Reconstruction from 1865 to 1877. CO4

Communication and Online Netiquette Guide

You will be required to communicate throughout the course. Below are the expectations for communicating in various ways, but you should read the next page on the Online Netiquette Guide for more detailed expectations.

Communication

Student-to-Instructor

What to include in the Subject line: Your high school teacher's name, your name, and the Dual Enrollment class you are enrolled in.

You are expected to use your Southeastern email to contact your instructor any time you need to communicate information about your curriculum, classes, assignments, or other important information. You can access your email account from the Web Mail on Southeastern's home page. You can expect a reply from me within 24 hours of sending the email. If you send an email on a weekend or holiday, you can expect a reply upon the day of return.

When sending or responding to emails, you are to use a professional tone, correct grammar, and punctuation.

Instructor-to-Student

I am in weekly contact with your high school teacher; however, please don't hesitate to contact me through e-mail if you have a question or concern. I will also post information concerning the class in CanvasDE Announcements once a week.

Student-to-Student

When interacting with your fellow classmates, you must be respectful of opposing opinions and use a professional manner. It is important to be open-minded with the views of others and listen to what they are trying to say. You are not required to agree with them, but you are required to be respectful.

Although this is considered an online course, you have the benefit of being in a classroom setting.

Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Do not share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

General Guidelines

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other form of communication
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name
- Use clear and concise language
- All college level communication should have correct spelling and grammar (this includes discussion boards)
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Avoid the use of emoticons such as or 😊
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.

- Be careful with personal information (both yours and that of another)
- Do not send confidential information via email

Email Etiquette

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line (for this History DE course) Include your high school teacher's name, your name, and the DE course you are enrolled in.
- Be brief, but include necessary information
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return email address
- Think before you send the email to more than one person—does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when choosing to “reply all”
- Be sure the message author intended for the information to be shared before choosing to “forward” the message

Discussion Board or Forum Etiquette and Guidelines

When posting on the Discussion Board or in a Forum in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, “I agree”—you should include why you agree or add to the previous point
- Always be respectful of all opinions even when they differ from your own
- When you disagree with someone, express your differing opinion in a respectful and non-critical way
- Do not make personal or insulting remarks
- Be open-minded when reading other posts

Grading Policy and Assignment Information

Southeastern Grading Scale

This course adheres to Southeastern's grading policy. The following grading scale will be used for the course:

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

Students should regularly check their gradebook in CanvasDE to see their standing in the class.

Getting Started Assignments

- Course Syllabus and Policy Validation: 5 points
- Student Introduction: 5 points
- Student Introduction Reply: 5 points

Course Syllabus and Policy Statements Validation: By the end of the drop/add period, all students must access and read the Policy & Syllabus Validation (located on the Home page in Canvas). Click the Next button to scroll through and read the policies. When you get to Question 1, Make sure you select "I have read and understand the information contained in the University Policy Statements for BOTH Course Syllabus Validation and University Policy Validation. Once submitted, you will receive 5 points. You must submit this to move forward in the course.

Student Introduction: By the end of the drop/add period, all students must introduce themselves. I realize most of you have been in school together for years, however, I would like to learn a little bit about you. Students will receive 5 points if completed by the deadline. A 0 will be placed in the grade book if not submitted. There will be a prompt in Canvas on what you can include in your introduction.

Reply to 1 Student Introduction: By the end of the drop/add period, all students must reply to at least 1 student introduction. Students will receive 5 points if completed by the deadline. A 0 will be placed in the grade book if not submitted. Try and reply to a student that doesn't have any replies.

Module Resources, Exams, and Quizzes

Module Resources: For each chapter, you will have a study guide, vocabulary worksheet, a map worksheet (if applicable). There are online lecture word lists, and links to watch online lectures included in each Module.

Practice Quizzes: There will be a practice vocabulary quiz, practice map if applicable, and a practice quiz for each chapter. Practice quizzes can be submitted multiple times. They will not count toward your Southeastern grade. Refer to your high school teacher for directions on completing the practice assignments.

Graded Chapter Quizzes: These count toward your Southeastern grade. There will be nine graded quizzes based on Chapters in the Spielvogel text. Quizzes that cover 1 chapter will be worth 15 points, and quizzes that cover 2 chapters will be worth 25 points. (215 points for Chapter Quizzes) All quizzes will be administered via CanvasDE in a supervised setting. Grades will be posted on CanvasDE. Grades will be posted as soon as the Instructor of Record receives notice of the completed quizzes/exams. Your high school teacher will determine the date that each quiz or exam will be given.

Graded Vocabulary and Map Quizzes: These count toward your Southeastern grade. There will be nine graded Vocabulary and Map Quizzes. Quizzes that cover 1 chapter will be worth 5 points, and quizzes that cover 2 chapters will be worth 10 points. (85 points for Vocabulary and Map Quizzes)

Graded Exams: These count toward your Southeastern grade. There will be four 50 question - 100-point exams based on the online lectures. The exams each cover one module of material. All Graded Exams will be administered via CanvasDE in a supervised setting. Grades will be posted on CanvasDE. Grades

will be posted as soon as the Instructor of Record receives notice of the completed quizzes/exams. Your high school teacher will determine the date that each quiz or exam will be given.

Extra Credit: You will have a chance to earn up to 25 points in extra credit for the course.

Overview for Graded Assignments:

Getting Started Assignments

Policy and Syllabus Validation	5 points
Your introduction	5 points
Your reply to an introduction	5 points

Module 1: Renaissance and Reformation

Quiz 1: Chapters 1 and 2	25 points
Quiz 1: Vocabulary & Map Chapter 1 & 2	10 points
Quiz 2: Chapters 3 and 4	25 points
Quiz 2: Vocabulary and Map Chapter 3 & 4	10 points
Module 1 Lectures Exam	100 points

Module 2: Absolutism and Enlightenment

Quiz 3: Chapters 4 and 5	25 points
Quiz 3: Vocabulary & Map Chapter 4 & 5	10 points
Quiz 4: Chapters 6 and 7	25 points
Quiz 4: Vocabulary & Map Chapter 6 & 7	10 points
Module 2 Lectures Exam	100 points

Module 3: Revolutions and Nationalism

Quiz 5: Chapters 8 and 9	25 points
Quiz 5: Vocabulary & Map Chapter 8 & 9	10 points
Quiz 6: Chapter 10	15 points
Quiz 6: Vocabulary & Map Chapter 10	5 points
Quiz 7: Chapters 11 and 12	25 points
Quiz 7: Vocabulary & Map Chapter 11 & 12	10 points
Module 3 Lectures Exam	100 points

Module 4: Modern Europe

Quiz 8: Chapters 13 and 14	25 points
Quiz 8: Vocabulary & Map Chapter 13 & 14	10 points
Quiz 9: Chapters 15 and 16	25 points
Quiz 9: Vocabulary & Map Chapter 15 & 16	10 points
Module 4 Lectures Exam	100 points

Total points: 715

How do I calculate my grades throughout the semester?

For Southeastern Graded Assignments, simply divide your points accumulated by the total points you could receive. For example, if you received all 15 points for the Start Here Assignment, 20 out of 25 points for Chapter Quiz 1, 5 out of 10 points for Vocabulary and Map Quiz 1, and 88 points for Exam 1 in Module 1. Your points accumulated is 128 points. Divide by the total points you could receive: 150. You would have an 85%.

Final Letter Grades

In order to receive the following letter grades, you must have these points at the end of the semester.

715 pts to 643.5 pts = A

642.5 pts to 572 pts = B

571 pts to 500.5 pts = C

499.5 pts to 429 pts = D

428 pts and below = F

Grade Appeals

Should a student have a concern about a final grade posted for a dual enrollment course, the Grade Appeals policy should be followed below. Please note that a student has 30 days to make a written appeal to the Southeastern Instructor of Record:

After a final course grade is recorded in the Records and Registration Office, a change of grade must be approved in sequence by the instructor of record, the instructor's department head, and the academic dean of the College of Arts, Humanities, and Social Sciences. In the event of a contested final course grade, a student's written appeal of the grade must be submitted to the instructor within **thirty (30)** calendar days of final grades for the term being due. The grade appeal should also be submitted to Dr. Jeffrey Temple, Assistant Vice President for Academic Programs. For more information about grade appeals, see

https://www.southeastern.edu/resources/policies/policy_detail/appeal_grade.html

FERPA Guidelines

Dual Enrollment students are enrolled in a college course at Southeastern, with the same rights and responsibilities as any other Southeastern student. This includes the privacy protections afforded by the Family Education Rights and Privacy Act. Students are free to share their progress in the course with their parents, if they so choose. However, course instructors cannot speak with parents about student progress in the course without the student first waiving their FERPA rights. All course work and grades will be posted in the CanvasDE gradebook.

Southeastern's FERPA policy:

https://www.southeastern.edu/resources/policies/policy_detail/ferpa.html

Course Policies

You are required to complete and submit all work assigned by the due date specified on each activity or assignment. Consult your high school teachers for assignment deadlines and dates.

Attendance Policy and Withdrawal Information

Students should refer to the University policy on attendance as stated in the current Southeastern catalogue. Attendance will be taken at the beginning of each class. If you cannot attend lectures regularly, you should consider dropping the class. It is your responsibility to complete and file drop forms with your high school course coordinator if you wish to withdraw from the class. The last day to withdraw from the class for the Fall semester and for Year-long and Spring semester classes can be found at:

https://www.southeastern.edu/future_students/dual_enrollment/calendar/index.html

Make up Policy

A student with an excused absence may make up any missed quizzes and exams. The student's school will determine if an absence is excused or not. Missed work must be made up within a reasonable time period upon the student's return to classes. Any missed quiz or exam that is not made up will be given the grade of zero.

Academic Integrity

Exams and quizzes will be closely monitored. Anyone caught cheating will fail the course and will be reported to appropriate university officials. Some examples of academic dishonesty: having your phone out during a graded assignment, having another website open during a graded assignment, looking off of another student's computer screen. Schools agree that the first incident of academic dishonesty in any course by any student in any manner will result in a grade of 0 on the assessment in question. The second incident will result in the student's failing the Southeastern portion of the Course.

Southeastern's Academic Integrity Policy:

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgement of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined by Southeastern Louisiana University's Academic Integrity Policy:

https://www.southeastern.edu/resources/policies/policy_detail/acad_integrity.html

Code of Conduct

The Office of Student Advocacy and Accountability (OSAA) is responsible for administering a campus-wide student disciplinary system that is student-centered and based on educational and developmental principles. OSAA strives to uphold community standards while respecting the rights of the individual. Students are expected to familiarize themselves with the [Student Code of Conduct](#) and [University Policies](#) and to conduct themselves in a manner that supports the educational mission of the University, as well as comply with University rules.

Hardware and Software Requirements:

General hardware and software requirements can be found on Southeastern's [Technical Recommendations](#) page. However, the following items are generally required for online courses:

- Reliable internet connection
- Operating computer
- Webcam
- Headset or earbuds with microphone

Accommodations for Disability:

"If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Accessibility Services, Tinsley Hall, Room 102. No accommodations will be granted without documentation from the Office of Student Accessibility Services. The deadline for registering or making accommodation changes is two weeks prior to the start of the Final Exam period. Any requests received after the deadline will generally be considered for the following semester."

Dual Enrollment students with disabilities should self-identify to their High School Dual Enrollment Coordinator. The High School Dual Enrollment Coordinator will forward the appropriate paperwork to the Assistant Vice President for Academic Programs, Dr. Jeffrey Temple, who will then file the request for accommodations with Southeastern's Office of Student Accessibility Services.

Dual Enrollment Policies:

For Dual Enrollment Program information, including transcript requests (please note, only students can request their college transcript), password resets, academic dishonesty, student eligibility, and tuition costs, see:

https://www.southeastern.edu/future_students/dual_enrollment/