

UNIVERSITY OF TEXAS AT DALLAS
COURSE SYLLABUS

COURSE NUMBER: History 1301.011
COURSE TITLE: U.S. History I

INSTRUCTOR: Carole Lester, PhD

E-Mail: carole.lester@utdallas.edu

Office Hours: Virtual Office hours and on
campus office hours will be posted on class site

COURSE DESCRIPTION:

U.S. History 1301 From exploration to Reconstruction. this course focuses on the development of the American character.

LEARNING OBJECTIVES:

This course seeks to give the student a basis for interpreting the evidence on the following issues: exploring new territory, clash of Empires, the building and maturing of a nation, and the results of sectional differences.

"Imagination is more important than knowledge"
--Albert Einstein

According to Marion Brady, author of *What's Worth Teaching*, over 96% of all methods for measuring learning in American colleges and universities test only one cognitive skill: Our ability to **recall** information.

This course is different. I think knowledge is more than just information recall. Computers store information. People use information to draw conclusions and to make choices based on values, to solve problems and to improve their lives. Information is important, but skills beyond recall are fundamental to real learning: skills that evoke a range of human capacities.

When we learn, we experience changes in Knowledge, Skills and Attitudes
Here are our objectives in this course, related to these three aspects of learning:

Knowledge:

- of the lives of Americans in different historical eras
- of the intellectual and cultural tensions underlying the American experience
- of the relevance of history to our lives today
- of the stories, myths, and symbols Americans use to imaginatively represent their experiences

Skills:

- Communications: Reading, Writing, Listening and Thinking
- Thinking: Analysis, Synthesis, Interpretation, Evaluation, Creativity
- Research: The use of electronic and printed sources; interviewing and other primary research methods
- Collaborative Learning: Communication, Cooperation, Leadership

Attitudes:

- Cultivating an appreciation for asking questions and seeking answers
- Valuing curiosity, imagination and insight as sources of learning
- Creating a commitment to seek self-knowledge
- Recognizing the importance of developing a global perspective
- Increasing personal confidence as a learner

COURSE REQUIREMENTS:

1. Reading assigned materials
2. Class Participation in online discussions
3. Complete Writing Assignments
4. Complete Group Assignment and ISeach Paper
5. Complete "Connect" Assignments
- 6.. Complete Exams

REQUIRED MATERIALS:

Davidson, James W., et al, U.S. A Narrative History, vol. 1, with Connect access, McGraw Hill Publishers, New York, New York, 2012.

ISBN #: [9780077420826](#) Cnct+ access code (includes eBook) for 1 term from MH (online purchase through Connect registration steps)

ISBN #: [9780077516536](#) Package: Cnct+ access code (includes eBook) for 1 term AND Vol 1 printed softcover book – from bookstore.

Other material will be accessed online

Online Resources:

(See BlackBoard External Links)

Keys to Success in this Course:

1. **Log on to the class site regularly.** The class blackboard site contains the syllabus, assignment descriptions, assignment due dates and testing information. If you do not stay connected you cannot complete the course.
2. **Stay Prepared.** Each course activity leads somewhere. Each is a link in a chain. When you stay prepared, you're ready to connect the links. If you do not stay connected to the class site, things won't have a context and therefore won't make sense.
3. **Ask Questions.** When you don't understand, ask. Email or call, I'm here to help you learn. I don't expect you to have the answers yet. (Often I don't have the answers either and will have to "look them up").
4. **Write it Down.** Everyone has questions when reading and doing other class work. If you don't keep a written account of your questions, you probably won't remember to ask.
5. **Work Effectively with Other Students.** The basis of collaborative learning is mutual respect and understanding. When working in online discussion or project groups, just treat other students the way you want to be treated. Most will willingly reciprocate. Look on human differences as challenges to learn.

COURSE CONTENT UNITS:

1. Exploration to Colonial Growing Pains
Chapters 1-5
2. From Revolution to a New Nation
Chapters 6-9
3. Building the Nation
Chapters 10-13
4. Destroying the Union - Civil War

Assignment Descriptions

Writing assignment

You will write two(2) short papers on assigned topics. These papers provide you an opportunity to create a synthesis of what you're learning in the course. These papers may also form the basis for class discussion. Based on your essays you'll be able to contribute to discussions about the course material and facilitate interaction among students and teacher. The format guidelines are:

Writing Assignment Format and Guidelines:

1. Begin the page with the essay title, and your name. Please include your name in the file name when you save the essay for sending it electronically to "Turnitin"
2. Typing: Double-spaced. Size 12 font. Length: at least 300-600 words.
3. Sources: If you refer to outside sources please cite them parenthetically. **Wikipedia may not be used as a source.**
4. The final draft of your essay should follow the conventions of Standard American English with particular attention to spelling, grammar and usage and in MLA format.

If asked to submit your paper electronically - Please use *MS Word* or a word processing program that can be read by word (save it as a .doc, .docx, .txt. or .rtf. if you are using a MAC - **do not post** it as a zip file or a .PDF)

Research Project and ISearch Paper

This assignment will be described in a separate document.

Grading Criterion

Exam 1	100
Exam 2	100
Exam 3	100
Exam 4	100
Essay 1	50
Essay 2	50
Discussion 1	25
Discussion 2	25
Connect Assignments	150
Group Project	150
ISearch Paper	150
Total Possible Points	1000

The final grade will be determined by the sum of all scores.

1000-900 = A; 899-800 = B; 799-700 = C; 699-600 = D; 599 AND BELOW = F

Statement of Responsibility - Academic Honesty

Please read the Statement on Academic Honesty attached to your syllabus carefully. I take academic honesty very seriously and urge you to read the college policy and the possible consequences for failing to follow the guidelines.

This statement clarifies academic honesty for this class. It identifies appropriate student behavior and describes teachers' expectations of students.

I am committed to honesty and fairness as I work with students. I also expect students to be honest and fair in the work they submit to me. This statement on academic honesty describes:

- 1) what I expect from students.
- 2) the consequences of their failing to meet those expectations.

Note: As I use the terms “honesty” and “dishonesty,” I am referring to actions and behaviors; I am not judging the character of all students.

Only a small minority of students “cheat.” However, I believe academically dishonest students cheat the academically honest students. Therefore, I expect students who are aware of cheating to act honorable and report instances of academic dishonesty to the faculty or the appropriate academic dean.

Expectations

- 1. I believe academic honesty is essential, and students should avoid actions that misrepresent academic success.** I believe UTD students are academically honest, and they want to be fair and honest in the assignments they submit.

These guidelines apply to all testing situations—tests administered in the classrooms, tests administered in the Testing Center, and tests administered by someone other than the professor.

- 2. All forms of cheating on tests are academically dishonest.** Students cheat when they:
 - participate in any activity that falsely represents their ability to answer test questions.
 - copy—with or without permission—from another student’s test.
 - use notes (either written or electronically stored in calculators or computers) or any other unauthorized materials.
 - request answers or assist other students with answers without authorization.
 - obtain test questions prior to the test (soliciting or in any other way obtaining test questions, answers, or portions of tests).
- 3. Students’ presenting another person’s work as their own is unacceptable.** Often, academic work permits and even encourages students to use another person’s words or ideas, but students must document those words and ideas correctly. Therefore, students cheat when they:
 - Summarize, paraphrase, or quote another person **without giving proper credit**.
 - Submit papers written by someone else.
 - Copy verbatim (word for word) from other sources (books, Internet, and other similar materials).When they have questions about when and how to credit other sources, students must seek clarification from the faculty. **These matters are the student’s responsibility.**

4. **Unauthorized collaboration on assignments or tests is unacceptable.** I support authorized collaborative, cooperative learning. Therefore, I encourage study groups when students are preparing for tests, but students cheat when they:
- provide other students with answers on homework assignments.
 - present work completed by someone else.
- If they have a question about the appropriateness of collaboration, students should seek clarification from the faculty. **These matters are the student's responsibility.**

Consequences

1. **Faculty determine the appropriate consequences for students who fail to be academically honest.** Even if the course syllabus fails to address the matter, students are obliged to be academically honest. By enrolling in a course, students are promising to be academically honest.
2. **As consequences for academic dishonesty, faculty may:**
 - assign a performance grade of "F" for the assignment or test.
 - lower the student's performance grade for the course.
 - document the incident in the student's UTD file.
 - assign additional work.
 - take other appropriate disciplinary actions.

Students must understand that academic dishonesty carries serious consequences. However, if they believe they have received unfair treatment, students can file a grievance as described in the "Student Code of Conduct" in the *UTD catalog*.

Campus Policies and Support Services

☞ **Americans with Disabilities Act Compliance:**

If any student in the class has special needs and has registered with Disabilities Services please have that office inform the instructors of your special requirements. The instructors will make every effort to work through the Disabilities Services office to make your learning experience successful.

☞ **Religious Holidays:**

Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to contract with the instructor to take a make-up examination or complete an assignment within a reasonable time after the absence. For online assignments please plan your participation accordingly.

☞ **Changes to syllabus:** The instructor reserves the right to amend this syllabus as necessary.