UNIVERSITY OF TEXAS AT DALLAS
COURSE SYLLABUS

COURSE NUMBER: History 2301.OW1
COURSE TITLE: History of Texas

INSTRUCTOR: Carole Lester, PhD   E-Mail: carole.lester@utdallas.edu

Office Hours: Virtual Office hours will be posted on class site and by appointment

COURSE DESCRIPTION:
This course will examine Texas history from the earliest inhabitants of the land through the Spanish conquest, the Anglo settlement, revolution, Republic, statehood, Civil War and Reconstruction to 21st century Texas, and will seek to examine both historical facts and historical myths.

STUDENT LEARNING OUTCOMES

In HISTORY 2301.OW 1 students will learn:

✶   **Critical thinking skills**; to analyze and think critically about some of the major political, economic, and cultural themes that characterize American history from Reconstruction to the present (assessed via four Unit Exams).

✶   **Communication skills**; to write about your understanding of some of the major events that directly affected the development pf American history and culture (assessed via two short papers and online Connect assignments).

✶   **Social responsibility**; to become aware of how relations among and between co-cultures (e.g., race and gender) evolved from Reconsturction period to the present (assessed via group research project).

✶   **Personal responsibility**; to analyze major events such as armed conflicts and government initiatives in terms of ethical decision-making (assessed via the group presentations).

LEARNING OBJECTIVES:
The main purpose of this course is to study the history of Texas; a history which one observer notes "lies at the core of the history of fully one-quarter of the history of the United States." (Fehrenbach, 1968) While facts are generally the most important concern for an historian, in Texas history the mythical images are just too strong to ignore. In this course we will explore both the facts and the myths which comprise the history of Texas.

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 and Texans in different historical eras
- of the intellectual and cultural tensions underlying American and Texan experience
- of the relevance of history to our lives today
- of the stories, myths, and symbols Texans 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 of assigned material to develop a knowledge base
2. Online class participation
3. Completion of writing assignments
4. Completion of examinations

REQUIRED MATERIALS:

Your text will be a new E-textbook - ISBN number not yet assigned.

Class calendar and other material will be accessed online - *(See BlackBoard & External Links)*

KEYS TO SUCCESS IN THIS COURSE:

1. **Log on to the class site regularly**. If you do not stay connected you cannot complete the course. This course was developed on the Blackboard UTDallas eLearning site. It is to be delivered entirely online. Students will use their UTD NetID account to login at: http://elearning.utdallas.edu. The class blackboard site contains the syllabus, assignment descriptions, assignment due dates and testing information. In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the Getting Started with eLearning webpage. http://www.utdallas.edu/elearning/students/getting-started.html#techreqs

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, leave a message on Blackboard, 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. "Webediquette" is important 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:

Unit One	Text Pages	Online Activities
The Land		
The Inhabitants		
Exploration and Spanish Texas		
Mexican Texas		1st Online Discussion

Unit Two		
Revolution		
Republic		2nd Online Discussion
Statehood		

Unit Three		
Texas and the US Civil War		
Reconstruction to Reform		
The Last Frontier		3rd Online Discussion

Unit Four		
Populists and Progressives		
The Great Depression to the Great Society		
Kicking and Screaming into the 21st Century		4th Online Discussion

ASSIGNMENT DESCRIPTIONS

Writing Assignments
Two short writing assignments - See assignment descriptions on the class e-Campus page

One research paper – see assignment description on the class e-Campus page

Discussion Forums
Four discussion forums – see assignment descriptions on the class e-Campus page

Exams
Two major exams – due dates in class calendar

Participation:
Students are expected to participate in online group discussions and activities. You are fully responsible for your participation. WITHDRAWAL from this course IS THE RESPONSIBILITY OF THE STUDENT.   If a student stops participating without withdrawing, he/she will receive an "F" instead of a "W" for the course. The last day to drop with a "W" is

Writing Assignments & Discussion Forums:
 1st Short essay = 75 points
 2nd Short essay = 75 points
Research Paper: 150 points
Discussion Board Questions = 50 points each = Total points possible = 200

Exams

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 Chicago Manual of Style format.

Turnitin eLearning Assignment Submission Instructions
The assignment(s) will be submitted and examined through the integrated plagiarism detection tool called Turnitin. Please find the Turnitin assignment submission link on the designated course page and click to view it. Please follow the on-screen instruction to view the assignment information and to submit your assignment. (Note: only one single file may be submitted. Some common file types accepted are: DOCx, TXT and RTF.)

 You view your submission and check the feedback when it becomes available on the Turnitin submission option under your assignment. The Originality Report (showing the percentage of similarity match and the sources detected), and other evaluation notes will be available. For more information and assistance on using Turnitin, please go to: http://www.turnitin.com/en_us/support/help-center.

Research Paper
This assignment will be described in a separate document.

Grading Criterion

Exam 1	100
Exam 2	100
Essay 1	75
Essay 2	75
Discussion 1	50
Discussion 2	50
Discussion 3	50
Discussion 4	50
Research Paper	150
Total Possible Points	**700**

The final grade will be determined by the <u>sum</u> of all scores.
700-630 = A; 629-560 = B; 559-490 = C489-420 = D; 419 AND BELOW = F

Late work and make-up work by permission only. Extra Credit possible.

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 describesteachers' 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, Iexpect 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, online testing 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). Or fail to cite sources properly.

   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.*

Instructor reserves the right to change and modify calendar at any time.

☞**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.

☞**Technical Requirements**
In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements http://www.utdallas.edu/elearning/students/getting-started.html#techreqs on the Getting Started with eLearning webpage http://www.utdallas.edu/elearning/students/getting-started.html.

☞**Course Access and Navigation**
The course can be accessed using the UT Dallas NetID account at: https://elearning.utdallas.edu. Please see the course access and navigation http://www.utdallas.edu/elearning/students/getting-started.html#courseaccessandnav section of the site for more information.

☞**ELearning Help**
For help with the eLearning tool, please see the Student eLearning Tutorials. http://www.utdallas.edu/elearning/students/eLearningTutorialsStudents.html.
UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center: eLearning Helpdesk.
UTD Distance Learning: http://www.utdallas.edu/elearning/students/cstudents.htm

☞**Communication**
This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the eLearning Tutorials webpage http://www.utdallas.edu/elearning/students/eLearningTutorialsStudents.html for video demonstrations on eLearning tools. Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

☞Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the eLearning Current Students page http://www.utdallas.edu/elearning/students/cstudents.htm for details.

☞Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online eLearning Help Desk http://www.utdallas.edu/elearninghelp. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time

☞McDermott Library:

Distance Learners (UTD students who live outside the boundaries of Collin, Dallas, Denton, Rockwall, or Tarrant counties) will need a UTD-ID number to access all of the library's electronic resources (reserves, journal articles, ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources go to http://www.utdallas.edu/library/distance.html.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

☞UT Dallas Syllabus Policies and Procedures The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to http://go.utdallas.edu/syllabus-policies for these policies.

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