Instructor Information
(Mon May 25, 2015 01:00 AM)

About the Author & Instructor Trace' Etienne-Gray
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After graduating from Southwestern University in 1986, I began my teaching career in East Texas at Union Grove High School. I taught ninth and tenth-grade English. Having been raised in Dallas, life in East Texas was a bit of an adjustment. (I jokingly refer to it as my “Peacem Corp” years.) Aside from the cultural shock, teaching at a small rural school was a wonderful opportunity. I then moved to Fort Worth and taught sixth-grade reading and eighth-grade English. I know, you are wondering how I ended up in history. History is actually my first love, but it was a difficult field for a teacher to break into unless one also happened to be a coach. (I should have pursued volleyball in college!) After I earned my Masters in History at Texas State University-San Marcos in the early 1990s, I finally got a chance to teach U.S. history. Along with teaching the introductory surveys, I also teach a methods course for prospective social studies teachers.

When I first started teaching teenagers back in the 1980s, I thought that instruction was the information that you taught. I saw the teacher as the all-knowing leader who controlled her class with an iron fist. I took to heart the adage, “don’t let them see you smile until Christmas.” Subsequently, my first year in the classroom was awful, and I was exhausted from trying to control my actions and those of my students. With experience both in the classroom and with my family, my definition has undergone a rather dramatic transformation. I now believe that instruction is the process of guiding others in exploring and learning new concepts, information, and ideas. The duty of the teacher is to create opportunities for students to discover what they need to know. I hope that during the course you are about to complete, you learn new things about U.S. history as well as new skills that you can apply to other courses during your academic experience. You can reach me by email at te01@txstate.edu.

Scope and Nature of Course
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A primary goal of all history courses is to assist students in developing a historical perspective. This perspective introduces students to the study of history as an academic discipline and prepares them to understand peoples, events, and cultures—especially those of the United States—through historical analysis.

Qualities of students possessing a historical perspective include the following:

- the ability to read, view, or listen to historical accounts of United States history with a general understanding of the issues involved and the conclusions of the author, narrator, or presentation;
- the ability to read—or view and listen to—accounts of particular historical documents relating to American history with a general understanding of the issues involved and with the ability to interpret their basic meaning;
- the ability to read, view, or listen to accounts of contemporary events and society with a general understanding of how such phenomena emerge from and relate to earlier periods of time;
- the ability to think more historically about all issues and problems that confront us on a regular basis; and
- the ability to successfully complete more advanced courses in U.S. history.

The assignments, lesson content, and assigned readings for this course have been designed to facilitate the development of a strong historical perspective in a survey study of American History to 1877. Please keep the above qualities in mind when evaluating and completing all activities for this course.

Course Goals
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Upon completion of this course, students will be able to do the following:

- identify pivotal/major historical issues and themes through an examination of the social, political, and economic history of the United States
- analyze these issues and themes, explaining their relevance to current social, political, and economic culture in the United States;
- increase factual knowledge within the analysis of historical issues and themes;
- illustrate effective communication skills using a variety of communication formats; and
- develop critical thinking skills through the analysis of both secondary and primary resources.

Required Textbooks/Materials
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All students in this course will need the following textbook/website

ISBN: 9781305241602 Estimated Cost from publisher- $102.75

When registering for Mindtap access all students MUST use their Texas State email and the legal name used by the university. If you
fail to do either of these steps, I will delete you from our course site until you have corrected your registration.

This book is the combined version offered at the same price as a single volume. Thus, if you are planning to take both HIST 1310 and HIST 1320, you will not need to purchase an additional book or website access as long as you complete both courses within 12 months of website activation.

Activation of your Mindtap website, should be done via the link built within TRACS. If you attempt to register via the publisher’s generic website, you will not get access to the correct version of Mindtap.

Students with Disabilities/Special Needs
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The Office of Distance and Extended Learning is committed to helping students with disabilities achieve their education goals. A disability is not a barrier to correspondence self-paced study, and we strive to provide reasonable and appropriate accommodations to individuals in coursework and test taking. Students who require special accommodations (e.g., testing accommodations, information in alternative format, sign language interpreting services) need to provide verification of their disability to the Office of Disability Services (http://www.ods.txstate.edu/), Suite 5-5.1 LBJ Student Center, (512) 245-3451 (voice/TTY).

Academic Honesty
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The Texas State Academic Honor Code applies to all Texas State students, including correspondence students. The Honor Code serves as an affirmation that the University demands the highest standard of integrity in all actions related to the academic community. As stated in the Texas State Student Handbook, violation of the Honor Code includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials.

Academic work means the preparation of an essay, thesis, report, problem, assignment, or other projects, which are to be submitted for grading. Cheating means engaging in any of the following activities:

- copying from another student’s test paper, laboratory report, other report or computer files, data listing, or programs;
- using, during a test, materials not authorized by the person giving the test;
- collaborating, without authorization, with another person during an examination or in preparing academic work;
- knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an unadministered test;
- substituting for another student—or permitting another person to substitute for oneself—in taking an exam or preparing academic work;
- bribing another person to obtain an unadministered test or information about an unadministered test;
- purchasing, or otherwise acquiring and submitting as one's own work, any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist.

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. Abuse of resource materials means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.

Please cite all original material through the use of standard bibliographical practice. [http://www.bridgeway.edu/Library/turabian.cfm] Incidents of academic dishonesty as outlined by the University will be reported to the administration for disciplinary action. In addition, students will receive a 0 for the assignment or assignments without the opportunity to redo the work.

My definition of plagiarism is as follows—If you copy three or more consecutive words from any resource, print or electronic, and fail to use proper citation guidelines, you are guilty of plagiarism. Students should be extremely careful when paraphrasing from a source, such as the adopted textbook, when taking personal notes or completing written assignments. While the assigned readings for this course should provide the input for your analysis of events, when communicating your understanding and interpretation of information, you should always use original words and phrasing. Quotations from any source should be done sparingly and utilize correct citations as outlined by the online Turabian style manual at the website cited above.

Course Organization
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The 15 lessons that compose this course are organized into three units. Unit One includes Lessons One through Five, Unit Two includes Lessons Six through Ten, and Unit Three includes Lessons Eleven through Fifteen. You may access the lessons by clicking on Lessons in the left menu.

Lesson Objectives
Each lesson in this course is broken down into three or four parts, with each part of the lesson having a central theme or objective. Your goal in digesting the material is to be able to fulfill the objective to the best of your ability. All reading assignments and self-help exercises are designed to elaborate on a specific lesson's learning objectives. There are three to four learning objectives per lesson. Take the time before you start a lesson to review these objectives carefully. If you want to be
successful in this course, then your study efforts need to focus on mastering these objectives.

**Reading Assignments**

Readings for each lesson will be a mix of both primary and secondary sources, simulating the research process of professional historians. A primary source is defined as any written, visual, or oral document or artifact created at the time of an event. For example, the president’s State of the Union speech given to Congress every year would be considered a primary source if you were studying his or her administration. Secondary sources are typically defined as historical accounts written after an event that draw on various types of primary sources to draw conclusions and posit generalizations about the past. In completing the reading assignment, you should constantly be looking for how the assigned primary sources support or contradict information presented in the secondary sources. Before you begin any of your reading assignments, however, you should review lesson objectives and identify the key concepts addressed in the lesson. When you read for a purpose, you have a better chance of remembering what you read.

**Instructor Essays**

Each lesson in this course includes a brief instructor written essay that introduces major themes and concepts that are covered in more detail in your textbook. Reviewing these essays prior to reading the text would be a good idea, as they can help you identify significant terms, events, and people that might appear in your reading as well as on exams. Sometimes the online discussions provide background information or elaboration of an event that your textbook does not cover sufficiently. It is not uncommon to have questions on the exams that come straight from the information presented only in the modules. However, if you elect to read only the instructor’s essay and skip the other assigned readings, you will find the exams extremely difficult. A major goal of this course is to encourage students to collect data from multiple sources and then synthesize that data.

**Study Guides**

Each lesson will include a study guide that identifies key terms and discussion questions. You are not required to submit any of these items for a grade. They are included to help you prepare properly for the reading quizzes and exams.

**Mindtap Assignments**
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(10@/10 pts each/100 pts)

For each lesson there is a Mindtap Assignment that students must complete. These assignments should be completed after you have read the chapter but before you attempt the reading quizzes as they are designed to reinforce the reading. There will be 15 Mindtap Assignments but only the top ten scores will be used in the calculation of your final grade.

Each assignment has multiple parts and the total number of items in each assignment ranges between 15 to 25. The value of each assignment ranges between 10 to 20 pts. Students will be given three attempts for each assignment. Your highest score will be recorded. These assignments are focused on developing critical thinking skills rather than basic recall. It is not a traditional multiple choice task. In most instances they will require you to reason and synthesize information.

**Before you may take the unit exam, you must complete and earn a minimum score of 7 on at least 4 of the 5 posted Mindtap Assignments associated with a unit.**

**Reading Quizzes**
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(10@/15 pts each/150 pts)

There will be a reading quiz for each of the lessons in this course. Each reading quiz will include 15 multiple choice questions that assesses your comprehension of assigned secondary and primary resources. There are 15 reading quizzes in the course but only your best 10 will be used in the calculation of your final course grade. Students will be given three attempts at each reading quiz. Twelve of the reading quizzes are worth 15 pts each while three unit review quizzes are worth 20 pts each. Following your submission, you will be given access to your score, the question and where you might find the correct answer in your readings. Each time you take a quiz, TRACS will pull from a random pool of questions.

**Before you may take the unit exam, you must complete and earn a minimum score of 10 on at least 4 of the 5 posted reading quizzes.**

**Exams**
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(3@/250 pts each)

There are three unit exams in this course. Although this is an online course, you must take exams either at the Office of Distance and Extended Learning or at an approved testing center.

You must have instructor permission to schedule an exam. If you have any questions, please contact your instructor.

Each exam covers material from the lessons within that unit. Details about content and format for each exam can be found.
within Lesson Five, Ten, and Fifteen on TRACS.

Exam One: Take this exam after completing Lessons One through Five and all tasks/assignments associated with the unit.

Exam Two: Take this exam after completing Lessons Six through Ten and all tasks/assignments associated with the unit.

Exam Three: Take this exam after completing Lessons Eleven through Fifteen and all tasks/assignments associated with the unit.

Prerequisites for Exams

- You must score a 10 or better on at least 4 of the 5 Reading Quizzes for the Unit
- You must earn a 70 or better on at least 4 of the 5 Mindtap Assignments for the Unit
- You must send an email to the instructor stating that you are reading to take a specific unit exam.

All exams for this course must be taken under the proper supervision of a testing proctor approved by the Office of Distance and Extended Learning. You must bring a picture ID to every testing session.

Students must earn 450 out of the 750 possible exam points to earn a passing score in this course.