Instructor: Bill Fry

Office Phone: 1-731-424-3520, Ext.

50216 e-mail: bfry@jscc.edu

Office Hours: As posted in News Area or by appointment

Office Number: C-115H   Course Credit: 3 hours

Last Day to Drop: March 25

History 2010 & DL- Syllabus

Early American History--History I

Please print this syllabus and keep it handy for reference and for completing assignments. Pay particular attention to the due dates for the, quizzes, tests, and assignments.

Please note that ALL Classwork Tests Quizzes and Papers will be submitted through the e-learn system. Therefore a student MUST either have access to a Windows based computer or be willing to devote time to the use of computers at either the JSCC or satellite/center campuses.

Course Description:

A study of America's European background, colonial development, and the American Revolution will be conducted. Also, the rise of sectional controversies, the Civil War, and Reconstruction will be treated in a topical manner.

Required Texts:


Reader 2: Thomas DiLorenzo, The Real Lincoln (ISBN-0-7615-2646-3) (Please note reader 2 is provided as a Free PDF copy in the course content)

Course Assignments and Grading Points:

Your course grade will be determined as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>150</td>
<td>15%</td>
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- Chapter Quizzes each Total 15%
- Short Answer Questions 50 points  Total 5%

- Rough Draft 100 points  Total 10%

- Book Review 100 points  Total 10%

  Three exams 450 points  150 points
  each  Cum Total 45%

- Class Part./ Attend. 150 points  Total 15%

Total 1000 points  Total 100%

Extra Credit Ass. 50 points Extra 5% if desired

Graded Components Descriptions

Chapter Quizzes:

Each Quiz is 15 points and will be 25 to 50 questions. Students will successfully demonstrate knowledge and understanding of the weekly reading by taking quizzes that will evaluate their comprehension of material covered in the textbook. The Quizzes are designed to help you work your way paragraph by paragraph through the chapters. They are meant to be an OPEN BOOK exercise where you find your answers in the book while taking the Quiz. You have 2 attempts in a 3 hour period.

Reading assignments are not optional. Any college student should commit 6 hours per week outside class for a 3-hour-a-week course.

Book Review:

Students will write a book review (5 to 10 full pages), 5 page MINIMUM -- based upon Thomas Dilorenzos--- The Real Lincoln.

Plagiarism detection software will be used in the assignment to determine if you copied and pasted your work from another source. Students that plagiarize will be significantly penalized.

Writing Assignments:

The student will also be given credit for reading the work thoroughly via a series of **Short Answer Questions**. Students will be given credit for a **Rough Draft** completed in the process of writing the Book Review. Students will be given credit for their **Final Submission**. All of these Book Review Component assignments will be found in the class content list for the class and will be submitted in Drop box. Completion of ALL assignments will lead to the full successful completion of the **Final Submission** of your book Review.
Extra Credit Writing Assignment:

There is also an Extra Credit Writing Assignment available at the Student’s Discretion—it is listed in the Classs Content area also available in the drop box area and is completely voluntary, Its value is listed above in the list with the other assignments and their values.

Exams:

Students will take three MAJOR exams that will consist of multiple-choice and multiple choice matching questions. The third exam will be your final exam and it will not be comprehensive. All Exams must be taken in the specified dates. Unlike the quizzes the Exams will be taken CLOSED BOOK – each student will have only one attempt at the exam –( the time schedule for each exam-- 60 to 75 questions in 75 minutes--this will not allow for textbook consultation or web look up).

Late Work: No make-up Exams or Quizzes will be granted without documented proof of an emergency and are completely at the instructors disgression !!!

Class Attendance/Participation:

Good class attendance is mandatory. A large part of the lectures and special activities and videos of this course will be directly reflected on exams. Since exams make up a major part of the grade for the course, it is impossible for the student to do well in this course without good class attendance.

To further encourage attendance, 15% of the total course grade is reserved to the this aspect of the class. This grade is awarded on the basis of attendance and class participation. The student, by definition, cannot participate if he isn't there.

Three unexcused cuts are allowed in the session. The final grade in the class will be lowered one letter grade 10% per unexcused cut thereafter.

When you miss, please check with me upon returning to class. You are responsible for making up work missed during your absences from class.

Note ; All Exams And Written Work --Including Short Answer Questions Answers-- Will be submitted through the elearn system. Short Answer Questions Answers will be returned through drop box without their attached PDF Questions per your instructions !

Overall Grading Grading Scale:

Note: A Standard Ten Point Gap Scale Is Used For Determining Final Over All Class Performance.

100-90=A
Classroom behavior

Children, pets, food, and drinks are not allowed in classroom. Disruptive behavior, such as talking, text messaging and cell phone conversations, will not be tolerated in the classroom. Cell phones, I pods, Blackberries, Blackjacks, and I Phones must be turned off while class is in session. Any exceptions will be handled on a case-by-case basis. Please turn off chiming watches, PDA's, cell phones & other electronic devices that may disrupt the learning environment. Please turn the volume of your cell phone or pager off before class, and quietly exit to the hallway to conduct any emergency cell phone discussions.

Recording of classroom materials:

No audio or video recording of class by students is permitted by the instructor, due to the open forum discussion element of the class. Ample study aids based upon the tested material are available on publishers websites etc. Open recording allows to much opportunity for posting to social media and possible student on student harassment.

Student Conferences and ADA -

Students With Disabling Conditions: Jackson State does not discriminate on the basis of disability in admission and access to academic programs, services or employment. Students with disabilities should inform the instructor and contact the Disability Resource Center (DRC) inside the Counseling Office so that appropriate accommodations can be made, based on the Americans with Disabilities Act. It is the responsibility of the student to provide current, documented evidence of their disability to the DRC. Contact Linda Nickell, Dean of Students, at ext. 50354 for additional ADA information, or go to the JSCC website at https://www.jscc.edu/about-jackson-state/student-services/disabled-student-services/

XI. Academic Honesty and Plagiarism -

The academic policies with regards to cheating or plagiarism in the course are consistent with the institutional policy found in the Jackson State Community College Catalog and Student Handbook. Plagiarism software will be applied to Essays and Papers to insure against cut and paste borrowing from the web and copying from other sources. Tests and papers found to be containing these will be given a 0.

XII. Note To Students On Any Type Of Scholarship - There will be no practice of discrimination by your professor based upon any factor but for those appearing in this syllabus -
not race, gender, income, religion, political ideas, etc., or scholarship status. I do not wish to know you are on a scholarship, as I do not want to know any other of your personal financial information. All students have equal access to my attention and their grades. The best strategy for success in this course is to follow the syllabus, complete your assignments on time, and address all instructions.

**Learning Objectives**

Required pre-requisites include the ability to write coherent, college level essays, and the ability to understand and comprehend college-level textbooks. The student should complete all developmental reading and writing courses before taking this course. In this course, students will:

- Acquire a general understanding and knowledge of the ideas, traditions and values that shaped our nation before 1877. The student will be able to demonstrate the acquired knowledge in writing, quizzes, and/or tests.
- Be able to identify how the events and human behavior before 1877, relate to the present and future.
- Develop the skills to use historical research methodology, free from bias and prejudice, that will enable them to make reasoned judgment concerning the events that shape our modern nation.
- Develop the ability to evaluate, analyze and synthesize historical events and their impact.
- Be introduced to using primary and secondary sources dealing with pre-1877 American history.
- Be able to identify and/or discuss various philosophic, economic, social, and religious trends that have impacted America before 1877.
- Be able to answer questions that summarize and integrate historical information concerning European, Iberian, French, and African contact in North America, English colonization, early North American slavery, social movements from 1763 to 1877, Native Americans, the Anglo-French struggle for North America, the events leading to the American Revolution, the American Revolution, the War of Independence, the Articles of Confederation, the Constitutional Convention, the Constitution, the early Republic, Jeffersonian America, the War of 1812, the "Era of Good Feelings," the Monroe Doctrine, Sectionalism, Jacksonian America, Nullification, Indian Removal, the Bank War, Republic of Texas, Mexican-American War, Manifest Destiny, Nationalism, slavery and the South, the Filibusters, events leading to the Civil War, the Civil War, and Reconstruction.
- Demonstrate knowledge, understanding, and application of historical documentation used in historical research by successfully completing a research project as assigned.
Successfully demonstrate knowledge of the events/people/trends (outlined in #7) in America before 1877 by distinguishing, differentiating, and discriminating facts from non-facts as part of course evaluations.

**Freedom of Academic Environment Statement**

Taken from P. 195 of the 2017-2018 JSCC Student Handbook and reprinted here for Student Reference and Convenience.

**Protection of Freedom of Expression**

Students should be free to take reasoned exception to the data or view offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

**Protection Against Improper Academic Evaluation**

Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

Date: __________________

Student
Signature: __________________

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