



SOUTHERN UNIVERSITY – SHREVEPORT, LA
SU College Connect Program
FALL 2020 – SPRING 2021

Revised: July 23, 2020

Course Syllabus

American History 104 – SHIS-201S
3 Credit Hours

Term / Year:	FALL 2020 – SPRING 2021
Reference Number:	
Classroom:	
Instructor:	
Office Area:	
Virtual Office Hours:	
Phone Number:	
Email:	
Web Page:	

IMPORTANT COLLEGE DATES

Course Start Date:	FALL – AUGUST 12, 2020 / SPRING: TBD
Final Day to Pay Fees:	September 1, 2020 / SPRING: TBD
SUSLA Census Date / Purge Date:	September 3, 2020 / SPRING: TBD
Withdraw with “W” grade:	October 22, 2020 / SPRING: TBD
Semester End Date:	December 11, 2020 / SPRING: TBD

SUSLA MISSION STATEMENT:

Southern University at Shreveport, a unit of the Southern University and A & M College System, a historically black comprehensive community college serving Northwest Louisiana and beyond, is committed to teaching and preparing traditional and non-traditional students for degree attainment, transfer, workforce, continuous learning and self-improvement. This preparation is available through multiple delivery methods and instructional sites for students seeking certificates, technical diplomas and associate degrees.

COURSE DESCRIPTION:

This course emphasizes the African, European, and Native American backgrounds, the Revolution, the Articles of Confederation, the U.S. Constitution, problems of the new republic, sectionalism, westward expansion, slavery, and the Civil War.

REQUIRED TEXT AND INSTRUCTIONAL MATERIALS:

http://moodle.susla.edu/file.php/6680/us-history-3.15_1_.pdf

LEARNING OUTCOMES:

When you finish this course, you will be able to:

- Read, analyze, organize, interpret, and synthesize facts and information connected to the history of the United States
- Evaluate how the development of an American identity has affected the social, political, and economic growth of the United States
- Explain the historical contexts for understanding current issues and events
- Integrate United States history and world history

Specific Learning Objectives. Specific learning objectives are found at the beginning of each textbook chapter. Use the objectives to identify what information the chapter contains and what knowledge you have after reading the chapter. This process is similar to scanning a newspaper's headlines before delving into a particular story. The objectives provide a basic framework for learning and understanding; however, these objectives should not limit your knowledge of or interest in the subject.

LEARNING MANAGEMENT SYSTEM (COURSE PLATFORM):

The online component of the course is delivered in a learning management system supported by the institution.

TECHNOLOGY REQUIREMENTS:

Please use the following checklist to determine your computer readiness. You should own or have access to

- Computer with personal access to the Internet (e.g., computer with DSL, Wi-Fi or a cable modem connection)
- An email account
- Web-browser software—at least Internet Explorer 7.0, Firefox 3.0, Safari 3.1, or higher (if you have problems viewing the course, try another browser)
- Windows XP, Vista, or higher operating system (or MAC OS X or higher)
- Antivirus software
- Word-processing software
- Current versions of plug-ins, including PowerPoint viewer, Acrobat Reader, Flash Player, JAVA, and QuickTime
- Additional hardware, including printer, speakers, and microphone (when needed)

ACCESSIBILITY:

If you require specific accommodations to complete this course, contact your institution's coordinator for disability services; you may also wish to notify your instructor.

FIRST WEEK OF CLASS:

To receive credit for attendance during the first week of class, review the Syllabus in full detail and complete the introduction forum. If you have any questions, feel free to send an email asking for clarification. You may also want to print a copy of the Syllabus for reference throughout the course. You may also post any questions you may have in the designated forum in the discussion area of the course. You should also complete and submit the Course Contract during the first week to remain in the class. The course contract can be found in course shell. Finally, please post an introduction of yourself in the course discussion and take the time to get to know and interact with your classmates and the instructor.

LEARNING COMMUNITIES:

Students learn through interactions with each other, with the instructor, and with written, auditory, and visual learning materials. To facilitate interactive learning among students and between students and faculty, a major goal of this course is to encourage the development of learning communities—that is, to help learners and faculty become acquainted and better understand each other. Toward this end, the instructor will post a brief, written autobiography to introduce herself/himself; this will be available online during the first week of class. You are also expected to post your introduction to the discussion board; a picture is also recommended but not required. Additionally, you should initiate interactions with your classmates by responding to some of their introductions.

In the Cyber Café discussion forum, students may have informal discussions without faculty intervention. Finally, the Discussion Board contains a forum where you can post questions for the instructor.

LEARNING ACTIVITIES:

This course contains learning activities that consist of key term definitions and a timeline that visually depicts major events that shaped U.S. history. In addition, a “virtual time capsule” illustrates these events, which can be viewed by topic or chapter.

ASSESSMENTS:

Assessments for this course include discussion questions, chapter quizzes, a history themes assignment and a final exam assignment(s) chosen by the instructor.

Discussion Questions

This course includes 15 individually graded discussion board assignments, and students are expected to actively participate in all discussions. These discussions occur throughout the course; you will need to post your response on the discussion board and read and reply to “TWO” classmates' posts. You will need to use external sources in your discussions, including summaries, paraphrases, or direct quotes. Cite the sources and provide appropriately formatted references. Please note that your textbook should not be used as a source. Also, Wikipedia is not considered a credible academic source and should not be used in any academic writing assignments or

discussions in this course.

Learners who participate in discussions are likely to experience a higher level of learning and retention of course content. To encourage active participation, discussions account for 300 points of the final grade. Your discussion grades are based on the thoroughness, accuracy, and insightfulness of both your original posts and your responses. All discussion posts should be written in correct sentence and paragraph format; they should also be checked for correct spelling and grammar. Refer to the discussion board grading rubric in the course shell (located in the Discussion Board area) for additional information regarding how your discussion board participation will be evaluated.

The following is an example of an online discussion question:

According to textbook chapter 2, religious practices and issues were key factors in the American colonies' formations, especially in the North. Even though many settlers came to the New World to escape religious persecution, religious differences continued to divide colonists and cause conflict.

Compare and contrast colonial attitudes regarding religious differences to modern attitudes.
How do religious differences continue to divide Americans and cause conflict?

Research this topic, and post your response on the discussion board, supporting your position by citing information from scholarly, academic, or educational sources other than the course textbook. Then read and reply to at least two classmates' posts. State the points with which you agree and those with which you disagree, as well as your reasons.

Quizzes

A total of 16 online chapter quizzes will be assigned for completion on specific dates, as indicated in the Calendar of Activities. The quizzes are based on assigned textbook readings, and each quiz consists of fifteen (15) multiple choice and true/false questions worth one (1) point each, for a total of 240 course points. After completing the chapter material and activities, you should be prepared to take the online quiz. Quiz items are randomly drawn from a large database. Each quiz has a 30 minutes time limit, and you have 3 attempts for each quiz. Points are assigned according to your highest achieved score, as will be automatically recorded in the grade center. For example, if you receive a quiz grade of 70%, you are credited with 70%.

Instructor's Choice Assignment), and provide the information in the appropriate location of the course shell.

GRADING:

Your final letter grade is determined by totaling all assessment points, as indicated in the chart below. All grades will display in the online learning management system's grading center.

ASSESSMENTS	POINTS
Discussion Questions (8 @ 30 points each)	240
Quizzes (8 @ 15 points each)	120

Introduction Forum	100
Theme Topic Assignment	30
Theme Assignment Essay	100
Final Exam	100
TOTAL	690

A	620 – 690 points
B	560 – 619 points
C	500 – 559 points
D	420 – 499 points
F	0 – 419 points

CALENDAR OF ACTIVITIES:

WEEK	ASSIGNMENTS	DUE DATES
1	Chapter 1. Contact in the New World (Prehistory–1590) <ul style="list-style-type: none"> • Submit Course Contract to instructor • Post introduction to discussion board and reply to classmates' introductions • Read chapter • Discussion question • Quiz 1 	
3	Chapter 3. Colonial Development (1607–1750) <ul style="list-style-type: none"> • Read chapter • Discussion forum • Quiz 3 	
5	Chapter 5. Philosophical Foundations of the New Nation (1650–1789) <ul style="list-style-type: none"> • Read chapter • Discussion forum • Quiz 5 	
7	Chapter 7. The Articles of Confederation and the Constitution (1775–1791) <ul style="list-style-type: none"> • Read chapter • Discussion forum • Quiz 7 	
9	Chapter 9. Jeffersonian Republicanism (1800–1820) <ul style="list-style-type: none"> • Read chapter • Discussion forum • Quiz 9 	
11	Chapter 11. Jacksonian Democracy (1828–1840)	

	<ul style="list-style-type: none"> • Read chapter • Discussion forum • Quiz 11 	
13	<p>Chapter 13. The Old South and the Institution of Slavery (1800–1860)</p> <ul style="list-style-type: none"> • Read chapter • Discussion forum • Quiz 13 	
15	<p>Chapter 15. The Politics of Sectionalism (1850–1860)</p> <ul style="list-style-type: none"> • Read chapter • Discussion forum • Quiz 15 <p><i>Submit History Theme Assignment</i></p> <p><i>Submit Final Exam Assignment</i></p>	

Southern University at Shreveport Notice of Non-Discrimination:

In compliance with Title IX of the Education Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, and other federal, state, and local laws, Southern University at Shreveport forbids discriminating or harassing conduct that is based on an individual's race, color, religion, sex, ethnicity, national origin or ancestry, age, physical or mental disability, sexual orientation, gender identity, gender expression, genetic information, veteran or military status, membership in Uniformed Services, and all other categories protected by applicable state and federal laws. This commitment applies but is not limited to decisions made with respect to hiring and promotion, the administration educational programs and policies, scholarship and loan programs, and athletic or other College administered programs. Discriminatory acts of any kind are strictly forbidden.

Any member of the Southern University and A&M College community has the right to raise concerns or make a complaint regarding discrimination without fear of retaliation. Any and all inquiries regarding the application of this statement and related policies may be referred to Dr. Tuesday W. Mahoney, Title IX Coordinator, at (318) 670-9210. Complaints may also be made via email at titleix@susla.edu or by visiting www.susla.edu/titleix.

As set forth in our policies, individuals may also file complaints with administrative agencies such as the U.S. Department of Education, Office for Civil Rights. The contact information for the local office of OCR is (214) 661-9600 is at Office for Civil Rights, Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810. The email address for OCR is OCR.Dallas@ed.gov.

NOTE: Please see the Connect Coordinator on either the SUBR or SUNO campus for assistance with speaking with the Title IX Coordinator on your respective campus should the need arise.

SUSLA POLICY ON AMERICANS WITH DISABILITIES ACT:

In accordance with applicable law and university policies, Southern University at Shreveport ensures equal opportunity for all qualified students with disabilities, without regard to disability in programs and services provided by the University. This commitment is in accordance with Federal and Civil Rights Legislation, including Section 504 of the 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act.