**COURSE SYLLABUS**

**American History—AMH2010- 15 (3 Credits)**

**Classroom**: Online

**Meetings**: Weekly

Term: 630

**Important Note:** View [SYLLABUS ADDENDUM](https://www.spcollege.edu/current-students/student-affairs/student-right-to-know/student-responsibilities) for important information about how to be a successful student, professor and student expectations, online communication etiquette, Academic Integrity policy, student services, etc..

**Welcome to American History, AMH2010!**

**COURSE INFORMATION**

**Course Description:**This course addresses history in the land that becomes the United States of America, beginning with the migration of the Western Hemisphere’s original inhabitants. It briefly surveys the pre-Columbian Native American cultures. It also examines the impacts of the European “discovery” and settlement of North America on various groups of Native Americans, on Europeans at home and in the colonies, and on Africans forced into slavery in the New World. The course emphasizes the political, economic, social, cultural and religious aspects of life in the English North American colonies through their evolution into the United States, from the country’s developmental years through the end of the Civil War. This course partially satisfies the writing requirements outlined in the General Education Requirements. (Note: Credit is only given for AMH 2010 or AMH 2010H or IDS 2103H.)

**INSTRUCTOR**

**Name:**

* **Email:** [schuster.daryl@spcollege.edu](mailto:schuster.daryl@spcollege.edu)
* **Phone:** 727-341-4170
* **Office and Online Chat Hours:** Please Message me
* **Office Location:** UP 606
* **Web Page:** None

**ACADEMIC DEPARTMENT**

**DEAN**

**Name:** Joseph Smiley, Ed. D.

* **Office Location:** Tarpon Springs Campus, PS 105
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**ASSISTANT DEAN**

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**WEBSITE** **URL:** [St. Petersburg College Social and Behavioral Sciences](http://www.spcollege.edu/socialsciences/)

**COURSE GOALS & OBJECTIVES**

1. The student will demonstrate knowledge of the early migration and gradual settlement of the Western Hemisphere by Native Americans, the European "discovery" of the New World and its impacts, including the massive forced African immigration (to 1588) by:
   1. describing the migration of the Western Hemisphere's original inhabitants.
   2. describing the evolution and achievements of native cultures from the Archaic phase to the eve of Columbus' discovery of America .
   3. explaining why Europeans turned to overseas exploration, and describing how they dealt with their many constraints.
   4. describing how the meeting of Native Americans, Europeans, and Africans in the aftermath of Christopher Columbus's discovery of the Western Hemisphere impacted and changed each group.
   5. explaining what Europeans hoped to achieve by expanding into North and South America, and how economic, political, and religious developments in Europe contributed to exploration and colonization of the New World.
2. The student will demonstrate knowledge of the British entry into the New World (1603 - 1752) by:
   1. comparing and contrasting the motives for the establishment of Jamestown with those of Plymouth.
   2. identifying the difficulties the settlers in each location encountered and their means of addressing them.
   3. explaining the relations between the settlers in these areas and the surrounding Native American populations.
   4. describing the settlements of Maryland and Virginia, the constraints that affected the colonists there, and the causes and outcomes of the internal conflicts that occurred in each location.
   5. describing the society Puritans hoped to create in New England, the constraints they faced, their reaction to those who differed with their views, and the results that ensued because of dissenters' activities.
   6. analyzing the expectations of the people who settled in the middle colonies, with particular emphasis on the Quakers' plans for Pennsylvania.
   7. explaining why the settlers of Georgia and the Carolinas used slavery and by describing the society that resulted.
3. The student will demonstrate knowledge of life in the English colonies of North America (1700-1763) by:
   1. comparing and contrasting the regional economies of the various areas of colonial British North America and examining the locations where emigrants could hope to prosper.
   2. describing regional differences in settlement patterns, family structure, labor systems, and cultural adaptation and explaining why they emerged.
   3. examining the lives of African-Americans in the colonies and the merged culture they created in North America.
   4. addressing the role of men and women of various races in and around the colonies.
   5. indicating which Enlightenment concepts and philosophical theories took root in the American colonies, and addressing the significant new ideas and institutions that were stimulated by the Great Awakening.
   6. describing the structures of government in the colonies and explaining why the governors failed to exercise much power.
   7. showing how the empires of England, France, and Spain differed in the Western Hemisphere and analyzing the results of their wars for empire.
4. The student will demonstrate knowledge of the aftermath of the French and Indian War and the mounting rebellion British demands incited in the colonies (1763 - 1776) by:
   1. explaining how and why George Grenville expected the American colonists to help England pay for the costs of the British empire and describing the colonists' reactions.
   2. describing Charles Townshend's ideas for raising revenues in the colonies and explaining why he thought his plan would succeed and how the colonists responded.
   3. explaining why the Tea Act added to American suspicions of England and how the Americans responded.
   4. analyzing whether the Revolutionary War could have been avoided and exploring whether it was an inevitable conflict once the colonists met in the first and second Continental Congresses.
5. The student will demonstrate knowledge of the American independence movement, the Revolutionary War, and the emergence of a new nation (1775-1783) by:
   1. identifying the strengths of the British army at the outset of the Revolutionary War and accounting for England's failure to quickly win the war.
   2. explaining why France joined the war on the American side and the importance of this decision to an American victory.
   3. analyzing how different British and American choices during the war might have changed its outcome.
   4. explaining how white women and African-American men and women hoped to improve their positions in society and analyzing the degree to which their conditions actually changed after the war.
6. The student will demonstrate knowledge of the competing visions of "republic," the creation and contents of the Articles of Confederation and of the original United States Constitution, and the major divergence in Alexander Hamilton's and Thomas Jefferson's views of government (1776-1796) by:
   1. explaining how Americans of the late eighteenth century defined "republic," and showing how their different definitions influenced the state constitutions they adopted.
   2. explaining why some political leaders believed the Articles of Confederation hindered national growth and prosperity and describing the alternatives they proposed.
   3. describing the arguments surrounding the relative power of the national government and demonstrating how the Constitution of United States mirrors those arguments.
   4. analyzing how Alexander Hamilton's vision of the future of the United States differed from Thomas Jefferson's and assessing the impact of Hamilton's influence during Washington's presidency.
7. The student will demonstrate knowledge of the early republic, the limited war with France, the emergence of a two-party system, and the impacts of the Jeffersonian era (1796-1804) by:
   1. explaining what the Federalists sought to achieve by engaging in a limited war with France in 1798 and explaining how the Republicans reacted.
   2. analyzing the emergence of the two-party system -- Federalists versus Republicans.
   3. describing Jefferson's vision of America's future development when he became president and in the policies he later adopted.
   4. analyzing the impact of westward expansion on Native Americans and on American society during Jefferson's presidency.
8. The student will demonstrate knowledge of America's renewal of independence (1805-1814) and the effects of the War of 1812 by:
   1. tracing how the steps taken by the warring powers of Europe affected Jefferson's efforts to remain neutral in the struggle between France and England.
   2. describing the effects of Jefferson's embargo policy on the United States and explaining why Westerners began advocating war with Britain.
   3. explaining why the United States declared war on Britain in 1812.
   4. analyzing the effects of the War of 1812 on the United States.
9. The student will demonstrate knowledge of the Era of Good Feelings, of the changing regional economies, of African Americans' lives in the South, and of the technological and political changes in America (1815-1819) by:
   1. describing the initiatives in domestic and foreign affairs undertaken during the presidencies of James Madison and James Monroe and the expectations from which they arose.
   2. explaining how the South's economy changed dramatically during the first part of the nineteenth century.
   3. describing conditions of life among the South's African-American population.
   4. identifying the technological and political developments leading to the transportation revolution in America during the first half of the nineteenth century.
   5. explaining how Chief Justice John Marshall's decisions during the early nineteenth century stimulated business enterprise.
10. The student will demonstrate knowledge of the United States' dynamic growth and the consequences of that growth from 1820-1827 by:
    1. explaining how prevailing economic practices and policies during the early nineteenth century led to the Panic of 1819 and to the emergence of sectional and political conflicts.
    2. describing the emergence of the factory system of manufacturing and the new social relationships it created.
    3. showing how and why a distinctively new and different working class emerged in the U.S. between 1825 and 1860.
    4. analyzing the sources of social reform during the first half of the nineteenth century and providing examples of reform movements which attempted to improve conditions in the U.S..
11. The student will demonstrate knowledge of the politics and change in Jacksonian America (1828-1840) by:
    1. describing the widespread changes in American political institutions apparent by the middle of the 1820's accounting for Andrew Jackson's victory in 1828.
    2. explicating Jackson's major policies and explaining how they contributed to the formation of a new opposition political party.
    3. tracing the evolution of the American Whig party from its origins in the early 1830s to its victory in the presidential election of 1840.
    4. discussing the major elements of American cultural thought during the Jacksonian era and describing efforts by some thinkers to cope with what they thought was an excess of individualism.
12. The student will demonstrate knowledge of America's Westward Expansion and Manifest Destiny (1841-1849) by:
    1. explaining why Americans moved westward between 1820 and 1848 and their beliefs about the importance of their migration.
    2. comparing and contrasting the new societies and cultures that emerged in the different regions of the West.
    3. analyzing the effects of westward expansion on domestic politics and on the United States' relations with other nations.
    4. demonstrating how and why the war with Mexico contributed to growing sectional division within the United States.
13. The student will demonstrate knowledge of the sectional conflict that shattered the American union (1850-1860) by:
    1. identifying the issues that shaped public opinion during the early 1850s and analyzing their impact on the nation's political parties.
    2. explaining Stephen Douglas' motivations when he proposed the Kansas-Nebraska Act, describing this law's effect on relations between the North and South.
    3. exploring the motivations that led to Bleeding Kansas.
    4. analyzing the election of 1860 in terms of the deep division of opinion within the United States over westward expansion of slavery, and charting the course of events that led to secession.
    5. describing the choices available to Abraham Lincoln and Jefferson Davis in March of 1861.
14. The student will demonstrate knowledge of the causes, events, outcomes and impacts of the Civil War (1861-1865) by:
    1. analyzing the constraints that Abraham Lincoln and Jefferson Davis faced as the Civil War began, describing their decisions.
    2. describing the relative strengths and weaknesses of the conflicting militaries.
    3. indicating how the military events of the war from first Manassas to Antietam affected expectations in the Union and in the Confederacy.
    4. describing the outstanding events and dominant personalities of the war.
    5. describing how the war affected the home fronts, the people, and the land.
    6. explaining how and why the Union gradually won the war between 1863 and 1865.
    7. addressing the overall impacts of the war.
15. The student will demonstrate increased ability in writing by planning and writing one or more of the following (all of which will be evaluated):
    1. research, analysis, outline, evaluation or other types of papers completed outside of the direct classroom experience.
    2. research, analysis, outline, journal, evaluation or other type of essays completed during the direct classroom experience.
    3. any type of expository, evaluative, persuasive or personal response writing as described in the college publication entitled "A Resource Manual for Writing Across the Curriculum."
16. The student will demonstrate critical thinking skills in writing assignments and in classroom discussion by:
    1. analyzing the motives of historical actors in various historical context.
    2. explaining the causal connections between historical events.
    3. analogizing historical events to one another and to the present.

**Prerequisites:** (ENC 0020, ENC 0025, ENC 0990, ENC 0056 or ENC 0055) and (REA 0017, REA 0002, REA 0990 or REA 0056); or EAP 1695; or appropriate scores on the college placement test. (Note: Cannot be taken with IDS 2103H.)  
  
**Availability of Course Content:** Course content will open throughout the semester according to the topic calendar.

**Other Critical Course Expectations:**  
Students are also expected to complete most of the course assignments on their own time, independent of the traditional classroom setting. This allows the students a great deal of flexibility but also requires self-discipline and commitment. The material covered in this course (whether in-class or online) will be located within modules in MyCourses class. Students are required to maintain weekly online activity throughout the semester. Online activities will include quizzes, discussion forums, written assignments, exams and a research project. Keep in mind that typically a student must devote approximately 10 hours a week to the assigned readings and subsequent study for each examination to earn a C grade or better. Less time devoted to this course may result in an unsuccessful experience and a lower course grade than desired. A student’s frequency of online activity is vital to the success of this course.  
  
View the [Proctored Testing Information](file:///C:\d2l\lor\viewer\view.d2l%3fou=217195&loIdentId=2214) site

**REQUIRED TEXTBOOK & OTHER RESOURCE INFORMATION**

* Of The People: A History of the United States, Volume I: To 1877, Fifth Edition. Michael McGerr, et al, ISBN# 978-0197585962 (multiple ISBN available).

**LEARNER SUPPORT**

* View the [Accessibility Services](file:///C:\d2l\lor\viewer\view.d2l%3fou=217195&loIdentId=2218) site
* View the [Academic Support](file:///C:\d2l\lor\viewer\view.d2l%3fou=217195&loIdentId=2219) site
* View the [On-Campus and Online Support](file:///C:\d2l\lor\viewer\view.d2l%3fou=217195&loIdentId=2220) site

Students who visit our Learning Centers more than four times in a term have better than an 80% chance at success. Tutoring is available on our campuses and online resources are available as well.  
  
View the [Student Services](file:///C:\d2l\lor\viewer\view.d2l%3fou=217195&loIdentId=2221) site

**IMPORTANT DATES**

* **Course Dates:** January 16 to May 10, 2024
* **Drop Date with Refund:** January 19, 2024
* **Withdrawal Date-No Refund:** April 7, 2024
  + For a full list of important dates please view the [Academic Calendar](http://www.spcollege.edu/calendar/)
* **Proctor Dates:** View the [Proctored Testing Information](file:///C:\d2l\lor\viewer\view.d2l%3fou=217195&loIdentId=2214) site
* **Financial Aid Dates:** View the [Financial Aid Dates](file:///C:\d2l\lor\viewer\view.d2l%3fou=217195&loIdentId=2222) site

**ATTENDANCE**  
**View the college-wide attendance policy included in**[**How to be a Successful Student**](file:///C:\d2l\lor\viewer\view.d2l%3fou=197702&loIdentId=2213)**.**  
  
The policy notes that each instructor is to exercise professional judgment and define “active participation” in class (and therefore “attendance”), and publish that definition in each syllabus.  
  
**For this class, attendance is defined as completing all of your assigned work online, by the due date.** If a student does not submit any assignments for a defined module, the student will be considered "absent."   
  
**Failure to complete any modules in the first two weeks of class will lead to dismissal. Students who fail to complete 60% of their assignments with 60% of the course assigned will be identified as no longer active in course.**  
  
**Attendance is mandatory. Since we will meet online it is suggested that you check the course several times a week – MyCourses is our online “classroom.”**  
  
Instructor will verify that students are in attendance during the first two weeks of class. Students classified as “No Show” for both of the first two weeks will be administratively withdrawn from any class which they are not attending. The student’s financial aid will be adjusted based on their updated enrollment status. If a student is administratively withdrawn from a class because they were a “No-Show” during the first two weeks of class, financial aid will not pay for the class and the student will be responsible.  
  
**Students who are not actively participating in class will be reported to the Administration during the week following the last date to withdraw with a “W”** (as posted in the academic calendar on the college’s web site). A grade of “WF” will be assigned to students who are not actively participating during the week following the last day to withdraw with a W grade.  
  
Students will be able to withdraw themselves at any time during the term. However, requests submitted after the last date to withdraw with a “W” (see academic calendar) will result in a “WF.” Students and instructors will automatically receive an email notification through their SPC email address whenever a withdrawal occurs.  
  
**Withdrawing after the “Last Date to Withdraw with a Grade of ‘W’” can have serious consequences.** If the student withdraws from a class after the deadline posted in the academic calendar, the student will receive a final grade of ‘WF,' which has the same impact on the student's GPA as a final grade of “F.” A “WF” grade also could impact the student's financial aid, requiring repayment of financial assistance. Students should consult with an academic advisor or financial assistance counselor prior to withdrawing.

**LATE/MAKE-UP ASSIGNMENT POLICY**

Students are expected to complete all scheduled assignments within their respective due dates. Students with documented accommodations and/or emergencies are advised to work closely with the faculty to submit the required coursework.

* If a student submits a writing assignment or discussion within a week after its due date and without providing any justification for doing so, a 10% penalty will be applied to the assignment.
* If the assignment or discussion is submitted more than a week after its due date and without providing any justification for doing so, a 20% penalty will be applied to it.
* If your critical thinking research project is tardy, the following penalties will be applied: 10% penalty if submitted one day late; 20% if submitted two days late; and 30% if submitted three days late. **No research project will be accepted for grading if submitted four or more days late.**
* **No late assignment will be accepted after the Final Exam due date**.
* Nevertheless, given the hardship caused by *Covid-19*, all students are strongly encouraged to work with the professor to submit missing assignments.

**GRADING**  
Upon successful completion of the course the student will, with a minimum of 70% accuracy, demonstrate mastery of each of the above stated objectives through classroom measures developed by individual course instructors. The final numerical grade will be converted to a letter grade according to the following scale:

**A = 90 - 100%**  
**B = 80 - 89%**  
**C = 70 - 79%**  
**D = 60 - 69%**  
**F = less than 60%**

Note: State policy specifies that students may not repeat a college credit course for which a grade of “C” or higher has been earned except by appeal to the campus Academic Appeals committee. Students may repeat a college credit course one time without penalty. At the third attempt, students will pay the full cost of instruction (out of state tuition rate). In addition, at the third attempt students may NOT receive a grade of “I,” “W,” or “X,” but must receive the letter grade earned. This grade will be averaged into the overall grade point average.  
  
**\*\*Students must achieve a 70% or better to pass the course. \*\***  
  
This is an SPC College Writing Requirement course, which requires the successful completion of 2,000 words.  You will have the opportunity to meet this requirement through, Discussion Forums, Written Assignments and a Research Project.

**ASSIGNMENTS**

* **Class Attendance** It will be determined by weekly participation in the course.
* **Quizzes** A weekly quiz of ten (10) multiple choice, true/false, and fill-in-the-blank questions; questions come from the Photo, Figure and Map captions in each chapter. Each question is worth two (2) points. The quiz is timed and can be taken two times for assignments 1, 2 and 3 and then only once for the remaining assignments.
* **Discussion Forums** . A weekly reflection and discussion activity that requires interaction with peers on-line. Twenty (20) points each.
* **Writing Assignments** A weekly summary/opinion activity with two (2) questions or equivalent assignment per lesson. Each question is worth thirty (30) points.
* **Critical Thinking Research Project** A project that is worth one hundred (100) points which consists of a presentation.  More information will be included in materials discussing the assignment.
* **Exams**A Mid-Term and Final Exam Each exam is worth one hundred (100) points. Each exam will be comprised of short-answer and quiz questions.  Each exam is timed.

**STUDENTS’ EXPECTATIONS AND INSTRUCTOR’S EXPECTATIONS**  
**Expectations of students:**

* Log in into the several times a week.
* Check your e-mails frequently.
* You are expected to use proper English punctuation and Grammar. Writing that is misspelled and contains errors will lose points. Use spelling and grammar software checks prior to submission.
* Keep up with the material covered every week
* Complete all quizzes and exams by scheduled due date.
* Participate timely in all online discussions.
* Produce written assignments and research project with your own work and submit them on time.
* Abide by the standards of academic honesty and student code of conduct
* Communicate your concerns or questions to your instructor through MyCourses email.
* Be courteous and respectful in all classroom communication.
* Approach the subject in a positive manner; enjoy learning about politics and government

**Expectations of the instructor:**

* To follow the syllabus and provide you with information regarding any necessary changes.
* Provide ongoing feedback and respond timely to student concerns.
* Create assessments and exams that reflect the stated learning expectations for the course.
* Grade your work fairly and promptly, shorter assignments will be graded within a week of the due date, longer assignments, particularly Research Projects may take up to several weeks.
* Reply promptly to your emails answered within 24-72 hours (excluding holidays), if you use MyCourses email.( If you use SPC email it may go to spam and I may miss your message.)
* To provide positive feedback, encouragement and respect
* To maintain a courteous and safe atmosphere in the online environment.
* Highlight the importance of the subject matter by using real examples.
* Do my best to get you to appreciate and enjoy politics!

**RECORDINGS IN THE CLASSROOM**

Students may record lecturers in class for personal use (such as studying or documenting complaints to the institution) without explicit permission. However, students may not record non-lecture portions of class (such as skills labs, student group work, individual student instruction, recording studio critiques, group/individual production and computer lab time, practicums/internships, or clinical/simulation rotations) or other students without explicit permission, and may not disrupt class in making such recordings (such as trying to use a device with a calculator or calculator app in a class that does not allow calculators, or blocking the view or aisles for others in the class).

Having an approved ADA accommodation is considered explicit permission to record from the College. Students making such recordings may not share recordings without explicit permission and are personally liable for unauthorized dissemination. If in doubt please discuss with your professor before class.

**REQUIRED INTERACTION**  
Students are required to complete assignments and communicate with the instructor on regular basis as needed. **Students are strongly encouraged to contact the instructor before withdrawing from the class**.

**PARTICIPATION, CONDUCT, & NETIQUETTE**  
Be courteous when emailing. State questions clearly and then wait for the response. Confusion can cause frustration, try to be patient while you wait for your response. Always use professional language and college level writing. Discussion forums should help us understand one another, especially those with different viewpoints. Dialogue is essential in a democracy. Within this class all dialogue will be respectful. Negative or confrontational language has no place in this course.  
  
SPC has outlined expectations for student behavior and interaction for online discussions, email, and other forms of communication. View the Student Expectations in [How to be a Successful Student](file:///C:\d2l\lor\viewer\view.d2l%3fou=217195&loIdentId=2213).

**ACADEMIC HONESTY**  
St. Petersburg College has an Academic Honesty Policy. All students are required to abide by the following Academic Honesty Guidelines: View the [Academic Honesty Policy](file:///C:\d2l\lor\viewer\view.d2l%3fou=217195&loIdentId=2224)   
  
Each student is required to subscribe to the Guidelines upon registration each semester by signing the following pledge which is contained on the Registration and Drop/Add Form:

*I understand that SPC expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the College.*

A copy of this form can be obtained at the Office of the Registrar.  
  
II. The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines. Those adjudged to have committed such conduct shall be subject to discipline up to dismissal.  
  
A. Cheating - the improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student; working together with another individual(s) on a take-home test or homework when not specifically permitted by the instructor; looking or attempting to look at another student’s paper during an examination and; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam; giving or selling a term paper or other written materials to another student; sharing information on a graded assignment.  
  
B. Plagiarism - The attempt to represent the work of another as the product of one’s own thought, whether the other’s work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else’s paper as your own work.  
  
C. Bribery - The offering, giving, receiving, or soliciting of any materials, items or services of value to gain academic advantage for yourself or another.  
  
D. Misrepresentation - Any act or omission with intent to deceive an instructor for academic advantage. Misrepresentation includes using computer programs generated by another and handing it in as your own work unless expressly allowed by the instructor; lying to an instructor to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic dishonesty.  
  
E. Conspiracy - The planning or acting with one or more persons to commit any form of academic dishonesty to gain academic advantage for yourself or another.  
  
F. Fabrication - The use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic professional advantage.  
  
Cheating of any kind is not acceptable. Cheating, whether on quizzes, exams or any assignments, is an attempt to get a grade without learning or earning. **This includes posting your work on the internet where others can view and/or download**. Any of these violations and those listed above, violates the rights of your fellow students who do not cheat. I**f a student is caught cheating, including plagiarizing, he/she will receive an F for the course and be reported to the administration.**  
  
View the [Academic Honesty Policy](file:///C:\d2l\lor\viewer\view.d2l%3fou=217195&loIdentId=2224)

**COPYRIGHT**  
Copyrighted material within this course, or posted on this course website, is used in compliance with United States Copyright Law. Under that law you may use the material for educational purposes related to the learning outcomes of this course. You may not further download, copy, alter, or distribute the material unless in accordance with copyright law or with permission of the copyright holder. For more information on copyright visit: [www.copyright.gov](http://www.copyright.gov).

**TURNITIN**  
The instructor of this course may require use of Turnitin.com as a tool to promote learning. The tool flags similarity and mechanical issues in written work that merit review. Use of the service enables students and faculty to identify areas that can be strengthened through improved paraphrasing, integration of sources, or proper citation. Submitted papers remain as source documents in the Turnitin database solely for the purpose of detecting originality. Students retain full copyright to their works. Review the [Turnitin Usage Agreement](http://turnitin.com/agreement.asp). Students who do not wish to submit work through Turnitin must notify their instructor via course email within the first seven days of the course. In lieu of Turnitin use, faculty may require a student to submit copies of sources, preliminary drafts, a research journal, or an annotated bibliography.

**STUDENT SURVEY OF INSTRUCTION**  
The Student Survey of Instruction is administered in courses each semester. It is designed to improve the quality of instruction at St. Petersburg College. All student responses are confidential and anonymous and will be used solely for the purpose of performance improvement.

**TECHNOLOGY**  
**Minimum Requirements**  
View the [MyCourses Minimum Technology Requirements](file:///C:\d2l\lor\viewer\view.d2l%3fou=217195&loIdentId=2211)  
  
Students should know how to navigate the course and use the course tools. Dropbox-style assignments may require attachments in either Microsoft Word (.doc or .docx) or Rich Text Format (.rtf), so that they can be properly evaluated. If an attachment cannot be opened by the instructor, students will be required to re-format and re-submit an assignment so that it can be evaluated and returned with feedback.   
  
**Minimum Technical Skills:** Specify the minimum technical skills expected of the learner: general and course-specific learners must have to succeed in the course.  
  
MyCourses tutorials are available to students new to this LMS and are located at the beginning of the course. Most features on MyCourses are accessible on mobile devices, although it is recommended that you use a computer for quizzes, tests, and essay assignments.

**ACCESSIBILITY OF TECHNOLOGY**

* [MyCourses (Brightspace by Desire2Learn) Accessibility](http://www.brightspace.com/about/accessibility)
* [Pearson](https://www.pearsonhighered.com/accessibility.html)
* [Turnitin Accessibility](http://turnitin.com/en_us/about-us/accessibility)
* [Google (YouTube) Accessibility](http://www.google.com/accessibility/)
* [Films on Demand](http://films.com/captioncert.aspx)

**PRIVACY**

* [MyCourses (Brightspace by Desire2Learn) Privacy](http://www.brightspace.com/legal/privacy)
* [Turnitin Privacy](http://turnitin.com/en_us/about-us/privacy)
* [YouTube Privacy](https://www.youtube.com/static?template=privacy_guidelines)

**TECHNICAL SUPPORT**  
Technical support is available via the [Technical Support Desk](file:///C:\d2l\lor\viewer\view.d2l%3fou=217195&loIdentId=2225).  
The phone number for the St. Petersburg College Help desk is 727-341-HELP (4357). Please place the phone number in your cell phone and on your computer. Do not hesitate to call this number should you encounter a technical obstacle. Calling the Help desk and emailing your instructor, should help you not only to succeed but also to minimize your technological frustrations.

**INSTRUCTIONAL CONTINUITY PLAN - EMERGENCY PREPAREDNESS POLICY**  
The St. Petersburg College website at [www.spcollege.edu](http://www.spcollege.edu/) is the official source of college information regarding the status of the institution. Other important information will be communicated via SPC Alert, local media outlets, and the college toll-free phone number 866-822-3978. All decisions concerning the discontinuation of college functions, cancellation of classes, or cessation of operations rest with the President or his/her designee. The College realizes that it is possible for a significant natural disaster to compromise SPC campus facilities sufficiently to disrupt the delivery of classes on campus/campuses for an extended period of time, and is planning ways our operations can continue following such an emergency.  
  
So, in the event that a hurricane or other natural disaster causes significant damage to St. Petersburg College facilities, you may be provided the opportunity to complete your course work online. Following the event, please visit the college website for an announcement of the College's plan to resume operations.  
  
Further, in the event of such a disaster, the instructor will continue using the Learning Management System (LMS) of MyCourses for continuation of all required learning and instructional activities in this course, including the issuing of graded online assignments and expectation of student completion of those graded assignments.  
  
Therefore, in order to keep up with all activities in this course during and after a natural disaster, please plan to continue this course by maintaining online access to MyCourses in lieu of meeting in a classroom—possibly through duration of the course’s regularly scheduled end date. We will finish this course in MyCourses, as directed by your instructor online, and your instructor will use all graded assignments—both online and formerly on-campus—to assess and issue your final letter grade for this course, as normally planned, despite occurrence of the natural disaster.

**\*Tentative Course Schedule**

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| --- | --- | --- |
| **Module Number**  Start Course  Assignment One  Assignment Two  Student Conferences  Assignment Three  Assignment Four  Assignment Five  Mid-Term Exam  Spring Break  Assignment Six  Assignment Seven  Student Conferences  Assignment Eight  Assignment Nine  Research Project  Assignment Ten  Final Exam | **Module Title**  Introduction  Chapters One and Two  Chapters Three and Four  Student Conferences  Chapters Five and Six  Chapter Seven  Chapter Eight  Mid-Term Exam  Spring Break  Chapters Nine and Ten  Chapter Eleven  Student Conferences  Chapter Twelve  Research Project  Chapter Thirteen  Chapter Fourteen  Final Exam | **Date**  January 16, 2024  January 22, 2024  January 29, 2024  February 5, 2024  February 12, 2024  February 19, 2024  February 26, 2024  March 4, 2024  March 11, 2024  March 18, 2024  March 25, 2024  April 1, 2024  April 8, 2024  April 15, 2024  April 22, 2024  April 29, 2024  May 6, 2024 |
|  |  |  |

\*The schedule is subject to change depending on the course needs and/or unforeseen situations.