

## Course Syllabus for HIST 2301 (13/S2)

*Texas is at the crossroads of the world. Everything here is big.*

**Instructor:** Robert Glen Findley  
**Office:** Deaderick Hall 201  
**Office Hours:** by appointment

**Office Phone:** 335-6591  
**Home Phone:** 362-7713  
**e-mail:** [gfindley@odessa.edu](mailto:gfindley@odessa.edu)

**Course description:** A survey of the political, social, economic, cultural, and intellectual history of Texas from the pre-Columbian era to the present. Themes that may be addressed in Texas History include: Spanish colonization and Spanish Texas; Mexican Texas; the Republic of Texas; statehood and secession; oil, industrialization, and urbanization; civil rights; and modern Texas.

**Course objective:** Study of the past tells us where we are, where we came from and, to a large extent, where we are going. The survey course in Texas history is designed to provide the student with the basic knowledge and understanding of the state's institutions through the study of their past development. This course should also provide the student with a better understanding of such germane disciplines as political science (especially Texas government), sociology, philosophy, literature, and economics in addition to preparing the student for careers in teaching, government service, international relations and the law.

**Course outcomes:** Upon completion of this course, the student will:

- Create an argument through the use of historical evidence.
- Analyze and interpret primary and secondary sources.
- Analyze the effects of historical, social, political, economic, cultural, and global forces on Texas history.

**Textbook:** Calvert, Robert A., et al., *The History of Texas*, 4<sup>th</sup> ed.

### Course outline:

Unit One:	Chs. 1-4	<b>Exam date: Saturday 27 July 2013</b>
Unit Two:	Chs. 5-8	<b>Exam date: Saturday 03 August 2013</b>
Unit Three:	Chs. 9-13	<b>Exam date: Saturday 10 August 2013</b>
Unit Four:	Ch. 14	<b>Quiz date: Tuesday 13 August</b>

**Assignments, quizzes, and examinations:** During the course of this session there will be three assignments, fourteen chapter quizzes, and three unit examinations. The unit exams will open on the above dates at 08:00AM (CST) and remain open for 60 hours. The chapter quizzes and corresponding assignments for each unit will be available in between those dates beginning **Monday 22 July 2013 at 08:00AM (CST)**. Watch the Announcements and your student e-mail account for updated information.

**Examination make-up policy:** Remember that making up a missed examination is a privilege and **NOT** a right! If you have to miss an exam, contact me for further instructions. I reserve the right to have make-ups administered in a proctored situation, such as the OC Testing Center, Student Success Center, or the LRC. **There are NO make-ups for the chapter quizzes and/or other assignments!!**

**Grading policy:** All quizzes and examinations are equally weighted. The major exams are worth 100 points each and the quizzes/assignments/posts are worth 20 points each. Final semester grades will be based on the following scale: **90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, and below 60 = F**. To arrive at your average, divide the total number of points you've scored by the total number of possible points (e.g. – 350 total points scored divided by 500 possible points = .70 or a 70 which would translate into a C for the semester grade).

Also, keep in mind that once a grade is assigned, it is **final!!!** The need to retain eligibility, please your parents, get into law school, med school, grad school, etc., may be important reasons to change a grade, but they are not valid. A final semester grade is just that – **final**.

**Academic dishonesty:** Cheating and/or plagiarism is not to be tolerated. Suspected cheating or plagiarism may result in a reexamination in a controlled environment, a failing grade, or dismissal from the course. As per OC Board Policy **the option lies with the instructor:** *In cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties.*

**Academic assistance:** Help with preparing for exams, writing essays, setting up e-mail, Blackboard, etc., is available at the Student Success Center: 432-335-6878 or <http://www.odessa.edu/dept/ssc/>

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

**Drop/withdrawal policy:** The last day to drop/withdraw with a “W” for this semester is **Wednesday 07 August 2013**. Drops/withdrawals initiated after this date are granted in only the most extraordinary circumstances and are at the discretion of the instructor. Keep in mind that this is the student’s responsibility.

**Special needs:** Odessa College complies with Section 504 of the 1973 Vocational Rehabilitation Act and with the 1990 Americans with Disabilities Act. Issues with special needs will be referred to the Office of Disability Services.

#### **Miscellaneous reminders:**

- 1) **All e-mail communication is to be through OC student e-mail.** While I won’t ignore an e-mail from a personal (or other) account, all communication originating from me regarding the course will go to your student e-mail account. This is college policy!
- 2) If you run into a problem (taking a quiz, exam, etc.), please notify me right away so that I can correct it asap. Don’t hit the back button on your browser while taking the exam as you will (most likely) get kicked off. I will reset the exam for you, but you should know that the test generator will generate a different exam (the same material, but with different questions) each time.
- 3) If resetting exams/quizzes for you becomes chronic (more than twice), I do reserve the right to have you take a paper exam in a proctored situation. Please be careful while taking the exam(s) and make sure that your system requirements meet those required by Blackboard. If you continue to have problems submitting assignments/exams, you might consider downloading the Mozilla/Firefox browser. For some reason, Blackboard seems to “play nicer” with Mozilla than with Internet Explorer ... as does Google Chrome. Just FYI.
- 4) If you see a **clipboard/writing pad/notepad** where your score should be once you’ve completed your exam; that indicates that your exam (for whatever reason) wasn’t submitted properly. Contact me asap and I will reset it for you.
- 5) Do not go over the assigned time limit (30 minutes for the quizzes and 30 minutes per assigned chapter for the unit exams). If you go beyond the allotted time, Blackboard will auto-submit your quiz/exam.
- 6) Since you don’t have to attend lecture and all of the quizzes/exams are “open-book” with more than ample time to complete them (if you are prepared), there is **no** compelling reason to offer “extra-credit” in this course.
- 7) Since there is no lecture component to this course, success is going to largely depend on your reading and comprehension skills. Read and prepare thoroughly. Consider outlining each

chapter as you read it. Examine the headings, bold-faced words, and chapter summaries carefully. Contact the Student Success Center if you feel that you need assistance in this area.

- 8) Again, remember that the Student Success Center (inside the LRC) provides computers, tutors, and a good environment to test in. If you run into a (technical) problem, there's someone to help right away. Call 432-335-6878 for additional information
- 9) If you need to contact me, use [gfindley@odessa.edu](mailto:gfindley@odessa.edu) (preferred), 335-6591 (office) or, if it is truly urgent and you need to get in touch right away (afternoons, evenings, weekends, etc.), call me at home (432-362-7713). If I don't answer, leave a message and I'll get back to you as soon as I can.

#### Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

#### Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provide my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of **emergencies during the time I'm unavailable.**
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - post grades for discussion postings within one week of the discussion thread closing.
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

#### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;

- recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
- **getting “kicked off” of the system during tests or quizzes;**
  - having trouble submitting assignments; and
  - dealing with a traumatic personal event.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
  - ask **questions if I don’t understand; and,**
  - access my course several times during the week to keep up with assignments and announcements.