

Approval Chart for Curriculum Changes

A = Approval I = Information*

Course Numbers: HIST 280 (new); 480 (drop) or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

New Course to catalog:
 HIST 280 Texas History

Remove Course from catalog:
 HIST 480

COUNCIL**

	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Content (substantive change)	A	A	A		I			A	A
4.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
5.	Course number within the hundred	A	A	I		I			I	I
6.	Course number beyond the hundred	A	A	A		A			A	A
7.	Prerequisites	A	A	A		I			I	I
8.	Course fee(s)	A	--	A		--			A	I
9.	From U to G or G to U	A	A	A		A			A	A
10.	Cross list with another dept: U or G level	A	A	A		A			A	A
11.	Department of record	A	A	A		A			A	A
12.	Open or close a course	A	A	A		A			A	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A		A			A	A

* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

**Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

A = Approval I = Information

COUNCIL

	Change to a Degree Plan	Dept./School	College Academic	College Academic	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	University Requirements — Change in approved course content**	A	A	A		A			A	--	A
2.	University Requirements — Add or drop a required course from the University Requirements chart**	A	A	A		A			A	A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements**	A	A	A		A			A	--	A
4.	University Requirements — Change hours within a menu on the University Requirements chart**	A	A	A		A			A	A	A
5.	Major — Revision of major ♦ ‡	A	A	A		A			A	--	A
6.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A
7.	Major — Add or discontinue	A	A	A		A			A	A	A
8.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A
9.	Minor — Revise course selection	A	A	A		I			I	--	I
	Minor — Add or discontinue	A	A	A		A			A	--	A
10.	Degree — Add or discontinue	A	A	A		A			A	A	A
11.	Any change to a graduate degree program*	A	A	A		A			A	--	A

♦ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

‡ Program or course changes applying to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

** Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and corequisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

Note: The Board of Trustees is informed when a major or degree is added or discontinued.

Revised 4-18-12

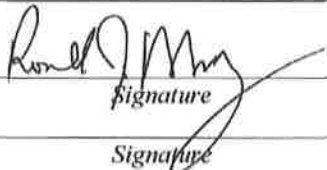
Approval Chart for Academic Information Changes

	Change to the Catalog	Dept./School	College Academic	College Academic	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		A		A	A	A	--
2.	Admission requirements	--	--	--		A		A	A	A	--
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A	--
4.	Requirements for graduating with honors	--	--	--		A		A	A	A	--
5.	Other academic policy changes	--	--	--		A		A	--	A	

* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-2-11

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	Approval date
Signature	Approval date

College Academic Council(s)	
 Signature	2.17.17 Approval date
Signature	Approval date

Dean(s)	
 Signature	2/24/17 Approval date
Signature	Approval date

Teacher Education Council	
 Chair's signature	3/24/17 Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

Application for a New Course v9

Course ID <i>Subject and Number</i>	History 280
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Vernon L. Williams
2	Course Teacher	Vernon L. Williams
3	Course Title	Texas History
4	Course Abbreviation (if title is over 30 characters)	Texas History
5	College	CAS
6	Department	History
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	
11	Maximum number of hours credit	
12	Explanation for variable credit	
13a	Course contact hours - LEC	3 hours per week
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3 hours
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	Survey of cultural, economic, and political dimensions of Texas history from prehistoric times to the present.
18	List any prerequisites (course/s, test	None

	scores, class standing, major, etc.)	
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? FALL	
23a	How often will it be offered?	
23b	How often will it be offered?	
23c	How often will it be offered?	
24	Frequency?	Annual
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2018 <i>make available in Banner 201820 in case it is needed for current HSST/HSTT students.</i>
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	HIST 480; last offering was Fall 2016. HIST 280 will replace the old HIST 480 in HSST HSTT degree plans.
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes – HSST and HSTT. Degree plan changes to 2017-18 catalog accompany this proposal.
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No. A similar 400-level course has been offered for many years, most recently Fall 2016.
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	None. Only very minimal content overlaps in our US survey courses (221 and 222).

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	There is no substantial changes in the requirements for HSST and HSTT degree plans. History 280 Texas History will replace History 480 Texas History. See revised degree plan for 2017-18 catalog.
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2	Justification State the justification for adding this course to the current curriculum. Represent the need	History 280 will include a survey approach with less emphasis on research and broader coverage of the nuts and bolts details of Texas History. Our data shows that History and SS Teaching majors are scoring poorly on state exams for Texas History. The course will now be taught for breadth rather than research depth. It will also be opened to non-majors.
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III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Texas History is a required course for History Education majors for the HSST and HSTT degrees. Texas History is an elective option for History majors, international studies students and others in a variety of disciplines who need an understanding of Texas history and the watershed events that impacted the human experience in the North American world.
2	State the overarching course goal(s) in performance terms.	Successful students in this course will develop a clear understanding of the major themes, patterns, and institutions in Texas History. It is a survey of the cultural, economic, and political dimensions of Texas history from prehistoric peoples to the 20 th Century.

2. Competencies and Measurements

	Competency	Measurement
1	Demonstrate an understanding of the major themes and patterns of Texas history from the early prehistoric peoples to the present . Demonstrate broad knowledge of key events, personalities, and themes in the history of Texas, including issues of gender and social diversity.	1. Chapter Quizzes 2. Major Exams 3. Final Exam 4. Discussion Boards
2	Explain how problems that existed in society influenced decision making and the impact that each era made on the future.	1. Discussion Boards
3	Interpret historical documents in their historical contexts.	1. Major Exams 2. Final Exam 3. Discussion Boards
4	Demonstrate the ability to apply categories like causality and/or continuity vs. change to their analysis of themes in the history of Western Civilization.	1. Major Exams 2. Final Exam 3. Discussion Boards
5	Examine and critique the process of historical narrative creation in public memory.	1. Discussion Boards
6	Demonstrate how media can be a delivery system for disseminating historical information and telling the historical story.	1. Viewing & Listening Segments in Modules 1-15, demonstrated thru Discussion boards and exams

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Calvert, et al, *The History of Texas*, 5th Edition

Hardin, *Texian Iliad*

Benny Galloway, *Ragged Rebel*

2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

IV. Supporting Documentation

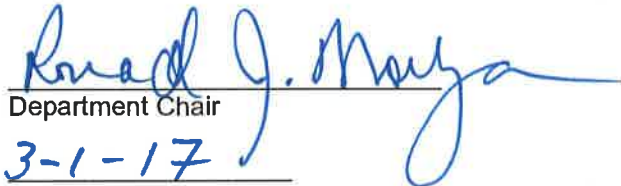
Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department



Department Chair

3-1-17

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: _____

Course Title: _____

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ____ Denied ____ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ____ Denied ____ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ____ Denied ____ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Memorandum

To: Dr. Ron Morgan, Dr. Greg Straughn, Curriculum Councils members
From: Dr. Vernon L. Williams
Date: 2/10/17
Re: Curriculum changes for Texas History 480 to Texas History 280

The attached course proposal is submitted for the purpose of changing Texas History from a 400-level course (History 480) with significant research components to a 200-level course (History 280) where the research components are removed and the emphasis is placed on the content knowledge base for Texas History. It is anticipated that students will benefit from the survey approach in the new 280 course and be more successful in the Texas testing activities for Texas history knowledge on the certification exam.

The 480 course is not needed for upper level degree plans in History since there are more than adequate numbers of 400-level history courses in our course inventory.

Texas history 480 has been taught for many years and the only change in the course is the deletion of the research paper from the syllabus and the research components and activities necessary to satisfy the research paper course requirement. All other course content remains the same.

There is no change in the needs for the Brown Library's support for the Texas History course.

Syllabus

History 280.W1 Texas History Online

3 hrs. credit

Spring 2017

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the Department of History is to provide a strong academic program designed to prepare students for Christian service through a knowledge of and appreciation for their own heritage and the heritage of peoples throughout the world.

History 280 Texas History fits into the curriculum for most liberal arts degrees at Abilene Christian University by providing the student with a basic understanding of the major themes and institutions of Texas History. It is a survey of the cultural, economic, and political dimensions of Texas history from prehistoric peoples to the 20th Century.

REQUIRED BOOKS:

Text: (Student Must Purchase)

Calvert, *et al*, *The History of Texas*, 5th Edition

Supplemental Reading Book Assignments: (Student Must Purchase)

Hardin, *Texian Iliad*

Galloway, *Ragged Rebel*

OVERALL GRADE COMPUTATION:

Module 0 Syllabus Exam (must be completed before May 15th with a grade of 90% or better before any course content counts—exam may be taken multiple times until target grade is achieved)

Chapter Quizzes (14 quizzes)	20% (I will drop the two lowest quiz grades)
Discussion Board 1	10%
Discussion Board 2	10%
Major Exam 1	20%
Major Exam 2	20%
Final Exam	20%

GRADE SCALE/POINTS EARNED:

A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 0-59

(There are no curves in this course. The grade scale above will be used to assign grades.)

ASSESSMENT DETAILS:

Instructions for Students to Use Lockdown Browser on all exams in this course can be found in Module 0 on your Canvas course. This introductory material includes step-by-step instruction and a helpful video. If you have trouble downloading and launching the Lockdown Browser software, contact Team 55 for assistance. Contact information is included on page 9 of this syllabus.

Chapter Quizzes

Chapter quizzes will include objective questions over the chapter reading assignments. Use the companion website for study preparations. Use the website only after reading the chapter and taking a good set of notes. If you do not have good reading comprehension skills, the website is especially helpful in understanding the basic content of the chapter and the major themes presented therein. Good scores on chapter quizzes do not come from a hastily read chapter or last minute efforts.

Please note that there will be only one chance to take each chapter quiz, so plan for an uninterrupted time to devote to it. You will have 25 minutes to complete the 20 questions. Those quizzes not taken by the quiz deadline will receive a zero (0). There will be no makeups or late work accepted. I will drop the two lowest chapter quizzes.

Major Exams

There are two major exams in this course and each will include objective questions over the course material and can include selective listening and viewing examples. Major Exam 1 will include questions over the *Texian Iliad* paperback. Major Exam 2 will include questions over the *Ragged Rebe*; paperback. A review sheet will be posted on Canvas one week before the schedule date for Major Exam 1 and the same for Major Exam 2. No textbook reading material will be included on either major exams since you will have already been tested on the textbook chapters during each of the modules. At the end of each module, in a section called "Final Word," you will find a summary of what module material is **NOT** on the respective major exams and what module material **WILL** be covered on the respective major exams.

Major Exams:

- Will not be comprehensive but will cover only the five modules assigned to it. See your course schedule on page 8 for specific details.
- There is a time limit of 120 minutes for Major Exam 1 and 120 minutes for Major Exam 2 (1 minute for each question)
- You may not use notes of any kind. The major exams are not open book.
- You may not confer with anyone
- Remember, you get one attempt to take the major exams so make sure you do not click on the back button or submit the test or close the exam until you are completely finished. All exams in this course allow only one attempt to take the quiz or exam.

Remember that a review sheet will be posted on Canvas one week before the scheduled date for Major Exam 1 and the same for Major Exam 2. Look for it and use it. It will be a good preparation for the major exams.

Final Exam

The Final Exam will include objective questions (multiple choice, true or false, and/or matching) over the course material and can include selective listening and viewing examples. A review sheet will be posted on Canvas one week before the Final Exam. No textbook reading material will be included on the Final Exam. At the end of each module, in a section called “Final Word,” you will find a summary of what module material is **NOT** on the Final Exam and what module material **WILL** be covered on the Final Exam.

Below find important details about the Final Exam:

The Final Exam:

- Will not be comprehensive but will cover only the five modules assigned to it. See your course schedule on page 8 for specific details.
- There is a time limit of 120 minutes to take the Final Exam. (1 minute for each question)
- You may not use notes of any kind. The Final Exam is not open book.
- You may not confer with anyone
- Remember, you get one attempt to take the major exams so make sure you do not click on the back button or submit the test or close the exam until you are completely finished. All exams in this course allow only one attempt to take the quiz or exam.

Remember that a review sheet will be posted on Canvas one week before the scheduled date for the Final Exam. Look for it and use it. It will be a good preparation for the Final Exam.

A Word to the Wise on Deadlines

Since technical problems are not grounds for waivers or changed deadlines (see Team 55 on page 9), it is important to work on your module assignments as early as you can in the module day. If you start late in the day or in the evening, you do not have time to deal with technical problems should you have one. Remember, no late work is accepted in this course. When the module closes, it is finished and the class goes on to the next module. Organize your time to focus on your course assignments. Limit your outside activities during this three-week course period.

Discussion Boards

There will be two Discussion Board assignments over module content. The discussion forum is used to simulate a traditional classroom academic discourse in an asynchronous environment. In a discussion forum, students post comments to a discussion topic, react to other students' comments, post thoughts and experiences related to the topic, and respond to ideas shared by others in the module. In a typical classroom many students do not participate in class discussion. Many prefer to read the textbooks, listen to

the lecture and let the more outspoken students speak for them. In the online classroom, ALL students participate.

Students are expected to respond to other postings by:

- Making references to the videos, Professor's Corner, textbook and other related materials
- Bringing in outside research on the topic being discussed
- Supporting and challenging one another

Your initial posting should be submitted in the discussion forum on the day the Module opens and responses to others should also be done as soon as you see them. As a general rule, discussion of new topics should begin when the module opens and you see the discussion assignment and then discussion activity should continue through that first day and during the following modules. **HOWEVER, YOUR FIRST POSTING MUST BE DONE DURING THE FIRST MODULE DAY THAT THE DISCUSSION ASSIGNMENT APPEARS** (see module assignment schedule beginning on page 5). This will give your classmates time to respond to your original posts. Overall, the discussion assignment continues until that discussion assignment closes (see module assignment schedule in the course schedule on page 8).

The discussion assignments will be assessed using the rubric below.

DISCUSSION BOARD ASSIGNMENTS RUBRIC

The discussion assignments will be assessed using the rubric below.

Criteria	Full Credit 90-100%	Partial 70-89%	Limited Credit: Less Than 70%	Possible Points
Content	Student posted a significant contribution to the discussion question. The contribution included important ideas drawn from readings, videos, and other module material. The student posted the first posting on time on the first day that the discussion board opened.	Student posted a good contribution to the posted discussion question. The contribution included ideas drawn from a portion of the readings, videos, and other module material. The student posted the first posting on time on the first day that the discussion board opened.	Student did not post a contribution to the discussion question or failed to contribute to the discussion with reasonable or adequate ideas. Student did not post on time on the first day that the discussion board opened.	45
	Student responded in the discussion board to 20 or more peer posts. Response was helpful, to the point, insightful, and demonstrated that the student had a strong grasp of the material surrounding the discussion question. The student posted a quality post everyday.	Student responded in the discussion board to 12-19 peer posts; and/or the response was limited or demonstrated that the student had an average grasp of the material surrounding the discussion question. The student posted a quality post everyday.	Student did not respond to discussion board post or response was not on topic or relevant. The student did not post a quality post everyday.	45
Writing Standards				10
Total Score for Each Discussion Board		100		

ASSIGNMENTS AND THE COURSE GOAL:

The module contents and the assignments that emerge from each module will assist students in identifying the major themes and institutions in Texas History. It is a survey of the cultural, economic, and political dimensions of Texas history from prehistoric peoples to the 20th Century. Students will understand the impact of those historical trends on the people of Texas and their future. Students will be able to draw upon these historical chronicles and apply the lessons of the past to current and future problems relating to the social, economic, and political development of our world.

Course Competencies

	Competency	Measurement Instrument	Measurement Standard
1	Demonstrate an understanding of the major themes and patterns of Texas history from the early prehistoric peoples to the present . Demonstrate broad knowledge of key events, personalities, and themes in the history of Texas, including issues of gender and social diversity.	1. Chapter Quizzes 2. Major Exams 3. Final Exam 4. Discussion Boards	1. See Grading Rubric for Discussion Boards 2. Chapter Quizzes 3. Major Exams 4. Final Exam
2	Explain how problems that existed in society influenced decision making and the impact that each era made on the future.	1. Discussion Boards	1. See Grading Rubrics for Discussion Boards
3	Interpret historical documents in their historical contexts.	1. Major Exams 2. Final Exam 3. Discussion Boards	1. See Grading Rubric for Discussion Boards 2. Major Exams 3. Final Exam
4	Demonstrate the ability to apply categories like causality and/or continuity vs. change to their analysis of themes in the history of Western Civilization.	1. Major Exams 2. Final Exam 3. Discussion Boards	1. See Grading Rubric for Discussion Boards 2. Major Exams 3. Final Exam
5	Examine and critique the process of historical narrative creation in public memory.	1. Discussion Boards	1. See Grading Rubric for Discussion Boards
6	Demonstrate how media can be a delivery system for disseminating historical information and telling the historical story.	1. Viewing & Listening Segments in Modules 1-15	1. Discussion Boards 2. Major Exams 3. Final Exam

Course Modules

Module	Topic	Reading and Viewing Assignments and Components
0	Introduction	Course Introduction and Module 0 Exam
1	Beginnings	Chapter 1 in The History of Texas textbook Chapter 1 Quiz Begin reading <i>Texian Iliad</i> paperback Professor's Corner Video short: <i>Texas Indians</i> Final Word Looking Ahead
2	The Spanish Era	Chapter 2 in The History of Texas textbook Chapter 2 Quiz Professor's Corner Video short: <i>Coronado's Trail in Texas</i> Video short: <i>Missions and Settlement Strategy in Texas</i> Continue reading <i>Texian Iliad</i> paperback Final Word Looking Ahead
3	Mexican Texas, 1821-1836	Chapter 3 in The History of Texas textbook Chapter 3 Quiz Professor's Corner Video short: <i>The Austin Colony</i> Discussion Board 1 Opens Continue reading <i>Texian Iliad</i> paperback Final Word Looking Ahead
4	Revolution and Nationhood	Chapter 4 in The History of Texas textbook Chapter 4 Quiz Professor's Corner Video short: <i>Causes of the Texas Revolution</i> Video documentary: <i>Post West Bernard Station</i> Continue Discussion Board 1 Continue reading <i>Texian Iliad</i> paperback Final Word Looking Ahead
5	Statehood, Secession, and Civil War	Chapter 5 in The History of Texas textbook Chapter 5 Quiz Professor's Corner Video Short: The Germans in Texas Video Documentary: <i>Company C Goes to War</i> Continue Discussion Board 1 Finish reading <i>Texian Iliad</i> paperback before taking Major Exam 1 Major Exam 1 (covers Modules 1-5) Final Word Looking Ahead

6	Reconstruction and Postwar Texas	Chapter 6 in The History of Texas textbook Chapter 6 Quiz Professor's Corner Video short: The Texas Fort Trail, 1866-1891 Continue Discussion Board 1 Begin reading <i>Ragged Rebel</i> paperback Final Word Looking Ahead
7	The Texas Frontier	Chapter 7 in The History of Texas textbook Chapter 7 Quiz Professor's Corner Continue Discussion Board 1 Continue reading <i>Ragged Rebel</i> paperback Final Word Looking Ahead
8	Texas in the Age of Agrarian Discontent	Chapter 8 in The History of Texas textbook Chapter 8 Quiz Professor's Corner Discussion Board 1 Closes at 11:59 pm. (1 minute before midnight) Continue reading <i>Ragged Rebel</i> paperback Final Word Looking Ahead
9	Early Twentieth-Century Texas	Chapter 9 in The History of Texas textbook Chapter 9 Quiz Professor's Corner Viewing Guide for Patton and Pancho Video documentary: <i>Patton and Pancho: A Clash of Cultures</i> Finish reading <i>Ragged Rebel</i> paperback by next week <i>Discussion Board 2 Opens</i> Final Word Looking Ahead
10	Progressivism in Texas	Chapter 10 in The History of Texas textbook Chapter 10 Quiz Professor's Corner Video short: Thurber and Company Towns in Texas Continue Discussion Board 2 Major Exam 2 (covers Modules 6-10) Final Word Looking Ahead
11	The Great Depression	Chapter 11 in The History of Texas textbook Chapter 11 Quiz Professor's Corner Continue Discussion Board 2 Final Word Looking Ahead

12	Texas at Mid-Century	Chapter 12 in The History of Texas textbook Chapter 12 Quiz Professor's Corner Video documentary: From Pyote to Fortress Europe Oral History: Charles Butts interview Continue Discussion Board 2 Final Word Looking Ahead
13	Modern Texas	Chapter 13 in The History of Texas textbook Chapter 13 Quiz Professor's Corner Continue Discussion Board 2 Final Word Looking Ahead
14	Texas in Transition	Chapters 14 in The History of Texas textbook Chapter 14 Quiz Discussion Board 2 Closes at 11:59 pm. (1 minute before midnight) Individual Review and Preparation Final Exam Final Word

COURSE SCHEDULE: Summer 1—May 15-June 1, 2017*(for specific module content, see the module inventory listings on pages 5-6)***Each module opens at 12:01 am and closes at 11:59 pm—24 hours later.*****This course uses Abilene Central Time*****May 8-14: Module 0****Complete Module 0 anytime between May 8 and May 14****May 15-19: Modules 1-5**

Week 1 Modules	Day and Time Opens	Date & Time Closes	Tasks to Complete
1	May 15-Mon., 12:01 am	May 15-Mon., 11:59 pm	(Module 0 must be completed before course begins on July 11 th at 12:01 am.) Begin reading Texian Iliad, Chapter 1 quiz due by 11:59 pm tonight ; Professor's Corner, 1 video short
2	May 16-Tues., 12:01 am	May 16-Tues., 11:59 pm	Chapter 2 quiz due by 11:59 pm tonight ; Professor's Corner, 2 video shorts, continue reading Texian Iliad
3	May 17-Wed., 12:01 am	May 17-Wed., 11:59 pm	Chapter 3 quiz due by 11:59 pm tonight ; Professor's Corner, Discussion Board 1 opens, 1 video short, continue reading Texian Iliad
4	May 18-Thurs., 12:01 am	May 18-Thurs., 11:59 pm	Chapter 4 quiz due by 11:59 pm tonight ; Professor's Corner, Discussion Board 1 continues, documentary film, video short, continue reading Texian Iliad
5	May 19-Fri., 12:01 am	May 19-Fri., 11:59 pm	Chapter 5 quiz due by 11:59 pm tonight ; Professor's Corner, Discussion Board 1 continues, documentary film, video short, finish reading Texian Iliad before taking Major Exam 1, Major Exam 1
	Saturday	May 20	No new scheduled Module
	Sunday	May 21	No new scheduled Module

May 22-26: Modules 6-10

Week 2 Modules	Day and Time Opens	Date & Time Closes	Tasks to Complete
6	May 22-Mon., 12:01 am	May 22-Mon., 11:59 pm	Chapter 6 quiz due by 11:59 pm tonight; Professor's Corner, Discussion Board 1 continues, 1 video short, begin reading Ragged Rebel
7	May 23-Tues., 12:01 am	May 23-Tues., 11:59 pm	Chapter 7 quiz due by 11:59 pm tonight; Professor's Corner, Discussion Board 1 continues, continue reading Ragged Rebel
8	May 24-Wed., 12:01 am	May 24-Wed., 11:59 pm	Chapter 8 quiz due by 11:59 pm tonight; Professor's Corner, Discussion Board 1 closes at 11:59 pm, continue reading Ragged Rebel
9	May 25-Thurs., 12:01 am	May 25-Thurs., 11:59 pm	Chapter 9 quiz due by 11:59 pm tonight; Professor's Corner, documentary film, continue reading Ragged Rebel
10	May 26-Fri., 12:01 am	May 26-Fri., 11:59 pm	Chapter 10 quiz due by 11:59 pm tonight; Professor's Corner, video short, finish reading Ragged Rebel before taking Major Exam 2, Major Exam 2
	Saturday	May 27	No new scheduled Module
	Sunday	May 28	No new scheduled Module

May 29-June 1: Modules 11-14

Week 3 Modules	Day and Time Opens	Date & Time Closes	Tasks to Complete
11	May 29-Mon., 12:01 am	May 29-Mon., 11:59 pm	Chapter 11 quiz due by 11:59 pm tonight; Professor's Corner, Discussion Board 2 opens
12	May 30-Tues., 12:01 am	May 30-Tues., 11:59 pm	Chapter 12 quiz due by 11:59 pm tonight; Professor's Corner, Discussion Board 2 continues, documentary film, oral history interview
13	May 31-Wed., 12:01 am	May 31-Wed., 11:59 pm	Chapter 13 quiz due by 11:59 pm; Professor's Corner, Discussion Board 2 continues
14	June 1-Thurs., 12:01 am	June 1-Thurs., 11:59 pm	Chapter 13 quiz due by 11:59 pm (this is the last textbook quiz in the course); Professor's Corner, Discussion Board 2 closes at 11:59 p.m. (1 minute before midnight), Final Exam opens at 6 pm Thursday and closes at 11:59 pm tonight (you have one minute per question to take the exam from whatever time you begin the session—you decide when you want to begin the Final Exam during that time frame—but make sure you complete the Final Exam before the course closes at 11:59 pm.) Course closes at 11:59 pm (1 minute before midnight), Thursday, June 1st. All work in Module 14 must be completed by that time.

TEAM 55:

Please direct all questions regarding computer problems to Team 55. Remember that any technical questions concerning problems you are having with computer hardware or network connections need to be directed to Team 55. Computer problems and connection difficulties are **NOT** grounds for waivers or exemptions from meeting course deadlines. It is the student's responsibility to have an adequate internet connection and a computer sufficient for successfully completing each course requirement. Don't wait until the last minute to deal with technical problems. Team 55 may not be available to you in the dead of night.

There is a **chat service** available to students for real-time online support. The teacher does not provide technical assistance. Contact **team55@acu.edu** and/or 1-888-588-4093. The Team 55 website address is: **<http://www.acu.edu/technology/team55/>**

CANVAS HELP

Hot Line Phone: 844-469-0694

Live Chat Line: <https://cases.canvaslms.com/apex/liveagentchat>

ACADEMIC INTEGRITY:

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying. As Christians, the norms for our behavior flow from the nature of God (Deuteronomy 6:4-5). God does not lie (1 Samuel 15:29, Titus 1:2); therefore, those who claim His name should not lie. God is described as the one whose Son is "*the way, the truth, and the life*" (John 14:6) and as one whose Spirit is "*the Spirit of truth*" who guides "*into all truth*" (John 16:13). If we, as people of God, strive to be like Him, then we will be about truth and truthfulness (Ephesians 4:20-25).

The most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Academic integrity is essential to the most effective development of a person's intellectual skills and abilities. In its work to prepare students for the future, ACU must introduce students to the kind of professional censure they will encounter in the workforce. The university's enforcement of standards of academic integrity and academic consequences are set as a way of drawing students' attention to the greater consequences they will find in the professional world.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others. The full policy can be found at:

<http://www.acu.edu/legacy/academics/provost/policies/academic-integrity.html>

EMAIL CONVENTIONS:

Each email sent to the professor **must have HIST 280.W1** in the subject line. All emails must be signed with the complete name of the student in the body of the email. If your email has an attachment, describe the attachment in the body of your email.

Only ACU email addresses will be used by the professor. If you are using an third party email address, failure to properly forward your ACU mail will not be acceptable for this course. All attachments relating to assignments must be in the Word (.doc) or Rich Text (.rtf) formats.

LATE WORK:

No late work or assignments will be accepted. Any Module work, including Discussion Boards, the Chapter quizzes, the Mid-Term Exam or the Final Exam not completed by the deadline will receive a grade of zero (0). There will be no exceptions to this rule. **TIMES FOR MODULES, ASSIGNMENTS, AND ANY DEADLINES IN THE COURSE WILL USE ABILENE, TEXAS TIME—CENTRAL DAYLIGHT TIME. PLEASE PLAN ACCORDINGLY.**

CHANGES TO THE SYLLABUS:

This syllabus is subject to change. If a change occurs in this syllabus document, you will be notified by email and an updated syllabus will be placed in Canvas.

INCOMPLETES: There will be no incompletes given in this course.

The Community Cafe

The Community Cafe is a meeting place for students and the professor. In a face-to-face class, you can chat with your classmates after class, call them up, meet for coffee at Starbucks, and so on. In our online class, you can do the same thing using the Community Cafe. Sometimes I might get several questions about the same subject, indicating the need for perhaps a post here in the Community Cafe where I might alert the entire class about a work around or some advice on that particular task needing clarification. For urgent matters or changes, I will use email to get the new information to everyone in class immediately. But for advice, mentoring, and other less urgent matters, I will enter the Community Cafe and post there. You can do the same.

If you need to bounce ideas off your classmates, use a post in Community Cafe to ask them for a response or alternative ideas.

If you are struggling with a problem where you need advice or are wondering how others have dealt with similar problems, use the Community Cafe to request advice and solutions.

In other words, the Community Cafe is a place for all of us to meet, spend time with each other as a community and make this journey through Texas History online together.

So visit the Community Cafe everyday, respond to posts, create your own posts, and become an active member of our community.



FAQ (Frequently Asked Questions)

Q: What if I fail to take the Module 0 Exam before the course begins with Module 1 or I score below 90%?

A: No part of the course can count for credit until the Module 0 Exam is completed with a score of 90% or better. The Module 0 Exam can be taken as many times as needed to reach the qualifying grade of 90%.

Q: Can I take a textbook quiz or Major Exam multiple times to improve my score?

A: No, the Module 0 Exam is the only exam in the course where you may take the exam multiple times. All other textbook quizzes, Major Exam 1, Major Exam 2, and the Final Exam can only be attempted one time.

Q: What if I fail to do Module 0 before beginning the course and completing the first module?

A: You must complete Module 0 before Module 1 opens. You must complete Module 0 before you are eligible to receive credit for any course activity.

Q: What if I wait too late to purchase my books and do not have the reading materials in time to do the quizzes when they are open in Canvas?

A: You will receive a zero for any activity not completed on time. Once the module closes, it can not be reopened for any reason. Each student is expected to have his or her books by the time Module 1 opens. If you do not have the books, it will be difficult to complete the course successfully.

Q: When am I required to work on and complete each module in this course?

A: Each module is open for one 24-hour day. You can work on your module material anytime during that 24-hour period. However all components of each module must be completed by the time the module closes each weekday at 11:59 p.m. Major Exams and the Final Exam are the only items that have specific time periods they are open during the respective module. Major Exam 1 appears in Module 5, Major Exam 2 in Module 10, and the Final Exam during Module 14. See your Module Inventory on pages 5-7 or the Course Schedule on page 9 for the exact times that these three exams are open. Failure to complete the Major and Final exams during the designated times will result in a 0 for that exam.

Q: If I forget to do a quiz, exam or discussion board, can a closed item in a module be turned back on?

A: No, once an item is closed, it can not be reopened for any reason.

Q: What if I forget a task or have technical problems, can you waive the deadlines or change when they are due?

A: No, technical problems are not grounds for waivers or changes in the course deadline schedule.

*"Computer problems and connection difficulties are **NOT** grounds for waivers or exemptions from meeting course deadlines. It is the student's responsibility to have an adequate internet connection and a computer sufficient for successfully completing each course requirement."* (see Team 55 section on page 10)

Q: What if I have difficulty during an exam or quiz and Canvas boots me off the exam or the computer freezes up? What can I do?

A: Contact the professor to see if you have time left on the quiz and have questions that you have not attempted. If you do, the professor can reset the exam for the remaining time that you have left with instructions on what question to begin on. If your computer technical problems leave you with too little time to contact the professor, or Canvas shows that you submitted the exam or quiz, you will be graded with a zero for that activity. Remember that technical difficulties are not grounds for waivers or exemptions.

Q: What if Team 55 is closed when I encounter computer problems and can not reach anyone to help before the module closes?

A: *"It is the student's responsibility to have an adequate internet connection and a computer sufficient for successfully completing each course requirement. Don't wait until the last minute to deal with technical problems. Team 55 may not be available to you in the dead of night."* The best advice is to do your module activities early in the 24 hour period to allow for time to deal with any difficulty that you might encounter. Waiting until the last 2 or 3 hours to do your work is very risky.

Canvas help is available 24 hours a day. So if Team 55 is closed, try Canvas Live Chat or their hotline telephone service.

Q: What if I am in another country and I get mixed up about the local time versus Abilene Central Daylight time? Can I get extra time to do the module?

A: No, to quote your syllabus on this: **TIMES FOR MODULES, ASSIGNMENTS, AND ANY DEADLINES IN THE COURSE WILL USE ABILENE, TEXAS TIME—CENTRAL TIME. PLEASE PLAN ACCORDINGLY.**

Q: I notice that you drop the two lowest textbook quiz grades. How will I know which quizzes are dropped?

A: Canvas gradebook will automatically drop your two lowest textbook quiz grades and adjust your textbook quiz average as the course progresses.

Q: How are the discussion boards graded?

A: Grading on the discussion boards use the grading rubric on page 8. Review the descriptions of each grading category to give yourself some ideas about how to approach each discussion board assignment. Each grade category have minimums for the numbers of posts made. Remember that minimums mark the low end of that particular grade category. Notice, however, that quantity of posts is not the sole determining factor in earning a grade in this activity. Quality of your discussion with your peers cover a number of areas. See the rubric for more details.

Q: At the end of the course, if my grade is low and I need to pull it up somehow, is there extra credit or other concessions that I can receive to boost my grade?

A: No, there is no extra credit or curves in this course. What you earn is what you get. The successful student negotiates each module as it opens and makes the work the highest priority for the three weeks that the course is underway. Working long hours, playing sports, doing mission work, or any other high impact activity will make it difficult to be successful in this course. Remember that this course takes about 4 months to do the work in the long semester. That work is compressed into 3 weeks for the summer online

offering. Each student should make the online course their primary activity during those 3 weeks. The course is fast-paced and filled with high intensity work, requiring focus and discipline to achieve excellence.

Q: If my average at the end is 89.2, can I apply for special consideration for curving it up to 90%?

A: No, there are no curves in this course. Your grade at the end of the course will be based on what you earn in the various grade-producing activities in the 14 modules.

Q: If I decide not to complete this course, will the professor drop me automatically?

A: No, the student must drop the course using the procedures laid out by the Registrar's Office.