



## **Southeastern Louisiana University Dual Enrollment Program**

### **History 101 Course Information Sheet/Sample Syllabus**

Dual Enrollment Instructor of Record

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The best way to reach me is through e-mail!

#### **Catalogue Description**

History 101: Western Civilization to 1500. Credit 3 hours. No prerequisites. A survey of Western Civilization from prehistoric times to 1500. Four units on the Ancient Near East, the Ancient Greeks, the Ancient Roman World, and the Middle Ages. Includes in-depth coverage of the role of women.

#### **College Credit Via Dual Enrollment**

Because Louisiana high schools do not have a World History class equivalent to History 101, this class usually will be offered as a television/streaming video class (for exceptions contact the Dual Enrollment Instructor of Record). The class will have four units as specified in the catalogue, each with ten about 1 hour lectures broadcast on the Southeastern Channel, and available via streaming video from the Southeastern website, and accessible through links in your Moodle course. To earn college credit for History 101, students must view all forty- four lectures; complete all readings assigned by Southeastern's Department of History and Political Science; and earn a cumulative passing grade on four college-level exams and additional quizzes. The Dual Enrollment Coordinator will be instructor of record and will be responsible for quizzes, exams, grades, etc. Students must have adequate access to technology resources to complete this course. Southeastern's History 101 Dual Enrollment course may be facilitated in a year-long format or in a semester-long format.

#### **Transferability of Dual Enrollment Courses to Other Institutions**

It is incumbent upon all students and parents to determine the transferability of Dual Enrollment courses to other institutions. For in-state institutions, Southeastern courses can be cross-referenced using the Statewide Articulation Matrix to determine transferability (<https://regents.la.gov/master-course-articulation>). Out-of-state institutions should be consulted to determine transferability.

#### **Watching Online Lectures**

Important Note: Southeastern does **not** require that the videos be shown during high-school class

time. Participating high school teachers have the option to (1) show all of the videos during class time, (2) show some of the videos during class time and have students watch the rest outside of class time in a school lab, library, or at home, or (3) have students watch all of the videos outside of class time in a school lab, library or at home.

## Reading and Supplies

Required Textbook: Jackson J. Spielvogel , *Western Civilization*, 10<sup>th</sup> edition

You will also need something to take notes with.

Headphones if needed, please refer to your high school teacher.

There will be a replacement cost for a lost or damaged textbook.

## Online Resource Material

Cengage MindTap: access to Cengage MindTap is included with the course and provides e-textbooks. (Found under the Course Information tab in Moodle.)

## Course Learning Outcomes:

By the end of the course, students will be able to:

CO1: Identify the chief characteristics of the first humans, pre-historic civilizations, and the Ancient Near East. LO1-10

CO2: Identify the chief characteristics of Ancient Greece, Classical Greece, and Hellenistic Civilization. LO11-20

CO3: Identify the chief characteristics of Ancient Rome, Christianity, the Germanic Kingdoms, the development of the Christian Church, the Byzantine Empire, and the rise of Islam. LO21-30

CO4: Identify chief characteristics of Byzantine and Islamic Civilization, the Early, High, and Later Middle Ages. LO 31-50

## Module 1: Learning Objectives

LO1: Recall why the Paleolithic and Neolithic Ages differ and how did the Neolithic Revolution affect the lives of men and women. CO1

LO2: Select the chief characteristics of civilization, Mesopotamia, and the Sumerians

CO1

LO3: Identify the chief characteristics of the Akkadians, Third Dynasty of Ur, Amorites, and Kassites: CO1

LO4: Recall key characteristics of the Hittite Empire. CO1

LO5: Select the basic features and differences of the three major periods of Egyptian civilization. CO1

LO6: Recall the methods and institutions the Assyrians used to create and maintain their empire. CO1

LO7: Recall how the Hebrews established a unified state, what became of it, and how was the Jewish faith unique in the Ancient Near East. CO1

LO8: Identify who the Phoenicians were and how they were significant: CO1

LO9: Recall the significance of the New Babylonian Empire: CO1

LO10: Select the methods and institutions the Persians used to create and maintain their empire and how were they different from the Assyrians. CO1

## Module 2 Learning Objectives

- LO11: Identify the role geography played in the development of Greece and the chief characteristics of the Minoans Civilization. CO2
- LO12: Identify key elements of the Mycenaeans. CO2
- LO13: Select the chief features of the Greek Dark and Archaic Ages. CO2
- LO14: Recall the differences between the major city-states of Athens and Sparta. CO2
- LO15: Identify the key players and battles of the Persian and Peloponnesian Wars. CO2
- LO16: Select the Classical Greek writers and what they contributed to Classical Greek culture and the types of Greek architecture. CO2
- LO17: Recall the Classical Greek philosophers and their beliefs. CO2
- LO18: Identify Greek gods and goddesses. CO2
- LO19: Select the chief characteristics of Hellenistic Civilization under Philip and Alexander of Macedon. CO2
- LO20: Identify the Successor Kingdoms and the main developments of the Hellenistic military, politics, cities, economy, society, science, philosophy, and religion. CO2

## Module 3 Learning Objectives

### Chapter 5

- LO21: Recall the impact of geography on the history of Rome and identify the influences the Greeks and Etruscans had on early Roman history: CO3
- LO22: Identify the major political institutions of the Roman Republic. CO3
- LO23: Recall how the policies and institutions helped Rome conquer Italy, the stages of Roman Imperialism and Roman gods and goddesses. CO3
- LO24: Identify how the creation of an empire affected Roman religious, social and economic institutions, values and attitudes, law, and art and literature. CO3
- LO25: Select the main problems Rome faced during the last century of the republic and how they were resolved. CO3

### Chapter 6

- LO26: Identify key aspects of the Age of Augustus. CO3
- LO27: Identify the chief features of the Early Empire during the 2<sup>nd</sup> century especially the Julio-Claudians rulers and the Five Good Emperors and what they contributed to Rome. CO3
- LO28: Select the political, military, economic, and social problems the Roman Empire faced in the 3<sup>rd</sup> century and what reforms did Diocletian and Constantine begin. CO3
- LO29: Select key elements in the development and growth of Christianity in the Roman Empire. CO3

### Chapter 7

- LO30: Recall chief characteristics of the Germanic Kingdoms, development of the Church during the 4<sup>th</sup> and 5<sup>th</sup> centuries, the Byzantine Empire of the 8<sup>th</sup> century, and the rise of Islam. CO3

## Module 4 Learning Objectives

### Chapter 8

- LO31: Identify the chief developments of the Byzantine Civilization in the 9<sup>th</sup> and 10<sup>th</sup> centuries. CO4

LO32: Select the chief developments in the Islamic world between 750 and 1000. CO4

LO33: Recall key characteristics and rulers of the Merovingian and Carolingian Empires, the invasions of the 9<sup>th</sup> and 10<sup>th</sup> centuries, and feudalism and manorialism during the Early Middle Ages. CO4

LO34: Select key characteristics of the Eastern and Western Franks and Anglo-Saxon England. CO4

LO35: Identify the patterns of development that occurred in central and eastern Europe with the Slavic people. CO4

#### Chapter 9

LO36: Identify the new agricultural practices during the High Middle Ages and the role peasants and aristocrats played and the major achievements of the High Middle Age's Intellectual and Artistic World. CO4

LO37: Select the developments that contributed to a rise in trade during the High Middle Ages and the major features of medieval cities. CO4

#### Chapter 10

LO38: Identify the events that strengthened the monarchies of England and France during the High Middle Ages. CO4

LO39: Select the major political and religious developments in Spain, the Holy Roman Empire, and northern and eastern Europe during the High Middle Ages. CO4

LO40: Identify the Investiture Struggle and its effect on the church and Germany. CO4

LO41: Select the characteristics of the papal monarchy and the new religious orders of the High Middle Ages, and the role women played in religious life. CO4

LO42: Select the different ways the Church acted toward heretics and Jews during the High Middle Ages. CO4

LO43: Identify the reasons for the Crusades. CO4

#### Chapter 11:

LO44: Select the chief characteristics of the Black Death during the Later Middle Ages. CO4

LO45: Identify the major problems the European states faced in the 14<sup>th</sup> century. CO4

LO46: Select the reasons why the papacy declined in the 14<sup>th</sup> century. CO4

LO47: Identify the major developments in literature and art in the 14<sup>th</sup> century. CO4

LO48: Select the reasons problems of the 14<sup>th</sup> century affected urban life and medical practices. CO4

LO49: Recall the causes and events that occurred during the Hundred Years' War. CO4

LO50: Identify the key players and events surrounding the War of the Roses. CO4

## COMMUNICATION AND ONLINE NETIQUETTE GUIDE

You will be required to communicate throughout the course. Below are the expectations for communicating in various ways, but you should read the next page on the Online Netiquette Guide for more detailed expectations.

### Communication

#### *Student-to-Instructor*

What to include in the Subject line: Your high school teacher's name, your name, and the Dual Enrollment class you are enrolled in.

You are expected to use your Southeastern email to contact your instructor any time you need to communicate information about your curriculum, classes, assignments, or other important information. You can access your email account from the Web Mail on Southeastern's home page. You can expect a reply from me within 24 hours of sending the email. If you send an email on a weekend or holiday, you can expect a reply upon the day of return.

When sending or responding to emails, you are to use a professional tone, correct grammar, and punctuation.

#### *Instructor-to-Student*

I am in weekly contact with your high school teacher; however, please don't hesitate to contact me through e-mail if you have a question or concern.

#### *Student-to-Student*

When interacting with your fellow classmates, you must be respectful of opposing opinions and use a professional manner. It is important to be open-minded with the views of others and listen to what they are trying to say. You are not required to agree with them, but you are required to be respectful.

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

#### *Security*

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Do not share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

## *General Guidelines*

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other form of communication
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name
- Use clear and concise language
- All college level communication should have correct spelling and grammar (this includes discussion boards)
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Avoid the use of emoticons such as 😊
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and that of another)
- Do not send confidential information via email

## *Email Etiquette*

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line (for this History DE course) Include your high school teacher's name, your name, and the DE course you are enrolled in.
- Be brief, but include necessary information
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return email address
- Think before you send the email to more than one person—does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when choosing to “reply all”
- Be sure the message author intended for the information to be shared before choosing to “forward” the message

## *Discussion Board or Forum Etiquette and Guidelines*

When posting on the Discussion Board or in a Forum in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment

- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree"—you should include why you agree or add to the previous point
- Always be respectful of all opinions even when they differ from your own
- When you disagree with someone, express your differing opinion in a respectful and non-critical way
- Do not make personal or insulting remarks
- Be open-minded when reading other posts

## Grading Policy and Assignment Information

### **Southeastern Grading Scale**

This course adheres to Southeastern's grading policy. The following grading scale will be used for the course:

90 to 100 = A 80 to 89 = B 70 to 79 = C 60 to 69 = D Below 60 = F

Students should regularly check their gradebook in MoodleDE to see their standing in the class.

### **Graded Assignments found under Start Here in Moodle DE.**

- Course Syllabus and Policy Validation: 5 points
- Student Introduction: 5 points
- Student Introduction Reply: 5 points

***Course Syllabus and Policy Statements Validation:*** By the end of the drop/add period, all students must access and read the Course Syllabus and Policy Statements on the Moodle site for the class and complete the Course Syllabus and Policy Statements Validation. (Located under Start here) Students will receive 5 points if completed by the deadline. A 0 will be placed in the grade book if not submitted.

Direction on how to Validate the Syllabus:

- Make sure to click and read the Policy Statements first. You must click on ALL of the policies statements in order to open the VALIDATION LINK.
- Click on the link to Validate your syllabus.
- Click: I have read and understand the information contained in both the course syllabus and policy statements.
- Click Save my Choice
- Make sure to follow all prompts in order to submit

***Student Introduction:*** By the end of the drop/add period, all students must introduce themselves. I realize most of you have been in school together for years, however, I would like

to learn a little bit about you. Students will receive 5 points if completed by the deadline. A 0 will be placed in the grade book if not submitted.

Welcome to the course. Begin by watching the link about me, then we want to know a little about you. You will introduce yourself to me and your classmates. In the introduction, please include the following information:

- Your first and last name (2 points)
- If you are attending college, what major are you leaning toward? (1 point)
- What would be your dream job? (1 point)
- Your favorite thing to do in your spare time (1 point)

To complete this introduction, you get to choose how you want to do it. You can create an infographic, video, presentation, podcast, or key it in text. Have fun and I look forward to getting to know more about you.

Directions on how to submit a Student Introduction:

- Click the Student Introduction link.
- Add a new discussion topic
- Under Subject: type your name (last, first)
- After completing introduction click post to forum.

***Reply to 1 Student Introduction:*** By the end of the drop/add period (Friday, August 26, 2022), all students must reply to at least 1 student introduction. Students will receive 5 points if completed by the deadline. A 0 will be placed in the grade book if not submitted.

Direction on replying to a student introduction:

- Click on the Student Introduction link.
- First look at the replies column and make sure it has 0 replies.
- Click on the student name.
- Click Reply.
- Type your reply.
- Click Post to Forum.

## **Module Resources, Exams, and Quizzes**

***Module Resources:*** For each chapter, you will have a study guide, vocabulary words, map study guide, online lecture word lists, and links to watch online lectures.

***Practice Quizzes:*** There will be a practice vocabulary quiz, practice map if needed, and a practice quiz for each chapter. Practice quizzes can be taken multiple times. They will not count toward your Southeastern grade. Refer to your high school teacher for directions on completing the practice assignments.

***Graded Quizzes:*** These count toward your Southeastern grade. There will be eight 25-point quizzes based on Chapters in the Spielvogel text.. All quizzes will be administered via MoodleDE in a supervised setting. Grades will be posted on MoodleDE. Grades will be posted as soon as the Instructor of Record receives notice of the completed quizzes/exams. Your high

school teacher will determine the date that each quiz or exam is to be administered to the students. Please refer to your high school teacher to ascertain when the assignments are due.

**Graded Exams:** These count toward your Southeastern grade. There will be four 50 question - 100-point exams based on the online lectures. The exams each cover one module of material. All Graded Exams will be administered via MoodleDE in a supervised setting. Grades will be posted on MoodleDE. Grades will be posted as soon as the Instructor of Record receives notice of the completed quizzes/exams. Your high school teacher will determine the date that each quiz or exam is to be administered to the students. Please refer to your high school teacher to ascertain when the assignments are due.

Directions on submitting Practice Map and Chapter Quizzes, Graded Quizzes and Exams.

- Click on the link for the assignment.
- Answer the questions.
- Click Finish Attempt.
- Click Submit all and finish.
- A Confirmation Box pops up which says, "Once you submit, you will no longer be able to change your answers for this attempt.
- Click Submit all and finish. (If you don't complete this step, your grade will not post.)

### **How do I calculate my grades throughout the semester?**

For Southeastern Graded Assignments, simply divide your points accumulated by the total points you could receive. For example, if you received all 15 points for the Start Here Assignment, 20 points for Quiz 1, 24 points for Quiz 2, and 88 points for Exam 1 in Module 1. Your points accumulated is 147 points. Divide by the total points you could receive: 165. You would have an 89%.

### **Final Letter Grades**

In order to receive the following letter grades, you must have these points at the end of the semester.

615 pts to 553.5 pts = A  
553.5 pts to 492 pts = B  
492 pts to 430.5 pts = C  
430.5 pts to 369 pts = D  
368 pts and below = F

### **Grade Appeals**

Should a student have a concern about a final grade posted for a dual enrollment course, the Grade Appeals policy should be followed below. Please note that a student has 30 days to make a written appeal to the Southeastern Instructor of Record:

After a final course grade is recorded in the Records and Registration Office, a change of grade must be approved in sequence by the instructor of record, the instructor's department head, and the academic dean of the College of Arts, Humanities, and Social Sciences. In the event of a contested final course grade, a student's written appeal of the grade must be submitted to the instructor within **thirty (30)** calendar days of final grades for the term being due. The grade appeal should also be submitted to Dr. Jeffrey Temple, Assistant Vice President for Academic Programs. For more information about grade appeals, see [https://www.southeastern.edu/resources/policies/policy\\_detail/appeal\\_grade.html](https://www.southeastern.edu/resources/policies/policy_detail/appeal_grade.html)

## **FERPA Guidelines**

Dual Enrollment students are enrolled in a college course at Southeastern, with the same rights and responsibilities as any other Southeastern student. This includes the privacy protections afforded by the Family Education Rights and Privacy Act. Students are free to share their progress in the course with their parents, if they so choose. However, course instructors cannot speak with parents about student progress in the course without the student first waiving their FERPA rights. All course work and grades will be posted in the Moodle gradebook.

Southeastern's FERPA policy:

[https://www.southeastern.edu/resources/policies/policy\\_detail/ferpa.html](https://www.southeastern.edu/resources/policies/policy_detail/ferpa.html)

## **Course Policies**

You are required to complete and submit all work assigned by the due date specified on each activity or assignment. Consult your high school teachers for assignment deadlines and dates.

### ***Attendance Policy and Withdrawal Information***

Students should refer to the University policy on attendance as stated in the current Southeastern catalogue. Attendance will be taken at the beginning of each class. If you cannot attend lectures regularly, you should consider dropping the class. It is your responsibility to complete and file drop forms with your high school course coordinator if you wish to withdraw from the class. The last day to withdraw from the class for the Fall semester and for Year-long and Spring semester classes can be found at:

[https://www.southeastern.edu/future\\_students/dual\\_enrollment/calendar/index.html](https://www.southeastern.edu/future_students/dual_enrollment/calendar/index.html)

### ***Make up Policy***

A student with an excused absence may make up any missed quizzes and exams. The student's school will determine if an absence is excused or not. Missed work must be made up within a reasonable time period upon the student's return to classes. Any missed quiz or exam that is not made up will be given the grade of zero.

### ***Academic Integrity***

Exams and quizzes will be closely monitored. Anyone caught cheating will fail the course and will be reported to appropriate university officials. Some examples of academic dishonesty: having your phone out during a graded assignment, having another website open during a graded assignment, looking off of another student's computer screen. Schools agree that the first incident of academic dishonesty in any course by any student in any manner will result in a grade

of 0 on the assessment in question. The second incident will result in the student's failing the Southeastern portion of the Course.

***Southeastern's Academic Integrity Policy:***

Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work. Cheating on examinations, plagiarism, improper acknowledgement of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined by Southeastern Louisiana University's Academic Integrity Policy:

[https://www.southeastern.edu/resources/policies/policy\\_detail/acad\\_integrity.html](https://www.southeastern.edu/resources/policies/policy_detail/acad_integrity.html)

***Code of Conduct***

The Office of Student Advocacy and Accountability (OSAA) is responsible for administering a campus-wide student disciplinary system that is student-centered and based on educational and developmental principles. OSAA strives to uphold community standards while respecting the rights of the individual. Students are expected to familiarize themselves with the [Student Code of Conduct](#) and [University Policies](#) and to conduct themselves in a manner that supports the educational mission of the University, as well as comply with University rules.

***Hardware and Software Requirements:***

General hardware and software requirements can be found on Southeastern's [Technical Recommendations](#) page. However, the following items are generally required for online courses:

- Reliable internet connection
- Operating computer
- Webcam
- Headset or earbuds with microphone

***Accommodations for Disability:***

"If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Accessibility Services, Tinsley Hall, Room 102. No accommodations will be granted without documentation from the Office of Student Accessibility Services. The deadline for registering or making accommodation changes is two weeks prior to the start of the Final Exam period. Any requests received after the deadline will generally be considered for the following semester."

Dual Enrollment students with disabilities should self-identify to their High School Dual Enrollment Coordinator. The High School Dual Enrollment Coordinator will forward the appropriate paperwork to the Assistant Vice President for Academic Programs, Dr. Jeffrey Temple, who will then file the request for accommodations with Southeastern's Office of Student Accessibility Services.

**Dual Enrollment Policies:**

For Dual Enrollment Program information, including transcript requests (please note, only students can request their college transcript), password resets, academic dishonesty, student eligibility, and tuition costs, see:

[https://www.southeastern.edu/future\\_students/dual\\_enrollment/](https://www.southeastern.edu/future_students/dual_enrollment/)