



HI101: History of World Civilization I (to 1500)

Social Science Department

Course Information:

Course Number: HI101
Credit Hours: 3
Meeting Place: Online

Instructor Name
Semester/Year: Fall 1 2020
Time: Asynchronous (Online)

Instructor Information:

Name:
Office Location:
Phone Number:
Email Address:

Office Hours

Email to have a conversation by telephone or to chat online.

Preferred Method of Communication:

Office Hours: Virtual office hours are available upon request evenings from 6-9 PM Central Time. Office hours will be done via either telephone or Zoom. Send an email or text to set up a time for virtual office hours.

Textbook Information:

Required Textbook:

Strayer, Robert W. *Ways of the World: A Brief Global History with Sources*. 3rd Edition. Volume 1. Boston: Bedford St. Martins, 2016.

COURSE DESCRIPTION

The objective of this course is to survey the history of cultures from the Stone Age to early modern times. Some cultures considered are Cro-Magnon, Sumerian, Assyrian, Egyptian, Greek, Roman, Indian, Chinese, Incan, Aztec, Islamic, Christian, Hebrew, Western Medieval, and Renaissance. An interdisciplinary approach will be used.

PERFORMANCE OUTCOMES

| Course Objective | KNW, SKL, or VAL | Activities | Assessments |
|---|------------------|------------------------------------|---|
| Students will demonstrate the ability to read texts skillfully and analytically. | KNW; SKL | Class readings / Discussion Forums | Primary Source Activities / Discussion Postings |
| Students will demonstrate an understanding of foundational issues, themes in world history. | KNW | Class readings/ Discussion Forums | Quizzes / Discussion Postings / Map Activities |
| Students will understand | KNW | Class readings/ | Quizzes / Discussion |

| the history and interaction of western and non-western cultures | | Discussion Forums | Postings |
|--|----------|--------------------------------------|--|
| Students will be able to formulate a better world view by engaging literary works and historical documents that help illustrate the differing cultural views | KNW, VAL | Class readings/ Discussion Forums | Primary Source Activities / Reflective Essay |
| Students will gain an understanding of the discipline of history and how to approach it | KNW; SKL | Class readings/ Discussion Forums | Primary Source Activities |

GRADING POLICY/ASSESSMENT METHODS

The following will be the breakdown of the points for the course.

| | |
|--|----------------------|
| Discussion Postings (4 postings @ 4% each) | (16%) of final grade |
| Book Quizzes (12 quizzes @ 2.5% each) | (30%) of final grade |
| Online Map Activities (10 activities @ 1% each) | (10%) of final grade |
| Study Guide Quizzes (4 quizzes @ 5% each) | (20%) of final grade |
| Primary Source Activities (6 activities @ 3% each) | (18%) of final grade |
| Reflective Assignments (2 assignments @ 3% each) | (6%) of final grade |
| | (100%) Total Grade |

Since the importance of assignments varies, a percentage, reflecting their relative importance, has been assigned to each assignment. When each exercise is evaluated, a number of points will be given as a grade: maximum points for an “A” a proportionately smaller number for a “B” and so on. At the end of the course, a letter grade based on the percent from the 4 different categories will be used in figuring your grade.

| | | | | |
|------------|------------|------------|------------|----------------|
| A = 93+ | B+ = 88-89 | C+ = 78-79 | D+ = 68-69 | F = 59 or less |
| A- = 90-92 | B = 83-87 | C = 73-77 | D = 63-67 | |
| B- = 80-82 | C- = 70-72 | D- = 60-62 | | |

Submitting Assignments:

Assignments will be submitted through Canvas. They will typically be completed in the online “quiz” format. For free response assignments such as Primary Source Assignments and Reflective Assignments, I recommend saving the responses that you enter into Canvas to ensure that no information is lost if a submission encounters a glitch.

Assignment Details:

Discussion Postings. There are four discussion postings that students will complete throughout the semester. There will be a specific question related to a document, image, or idea. The student should submit a response of the designated length for each posting. This will count for 8 of 10 points of the posting grade. The remainder of the posting grade (2 points) will be awarded for a significant and substantial response to another student’s posting or to a comment from the professor. This category will represent **16%** of your overall course grade.

Book Quizzes. The student will complete each of the chapter quizzes in Canvas. Students may repeat these quizzes as many times as they would like, with the highest grade received by the due date being recorded as the final grade for the quiz. This category will represent **30%** of your overall course grade.

Online Map Activities. The student will complete map quizzes in Canvas. Students may repeat these quizzes as many times as they would like, with the highest grade received by the due date being recorded as the final grade for the quiz. This category will represent **10%** of your overall course grade.

Study Guide Quizzes. The student will complete several quizzes that will require quick completion of matching/multiple choice/fill-in-the-blank questions for terms and ideas from the study guide for the appropriate chapters (details in Canvas for each quiz). ***These quizzes will have a time limit and may be taken a maximum of TWO times.*** The student *will not* have access to the correct answer between quiz attempts. The grade for each quiz will be the average of the two attempts (or just the first score, if no second attempt is made). It is important that students study diligently the material from the appropriate study guide before taking the quiz. This category will represent **20%** of your overall course grade.

Primary Source Activities. The student will complete specified assignments that ask you to analyze primary sources, either in the “Resources” section or in the textbook. These will be graded based on completion, careful thinking, and accuracy. This category will represent **18%** of your overall course grade.

Reflective Assignments. At the beginning and ending of the term, the student will answer a series of questions based on their own thinking and reflections on history and the course. These responses will be graded on the clarity, thoroughness, and specificity of the response presented, as well as your thoughtfulness and depth of reflection. These assignments will represent **6%** of your overall course grade.

Turnitin.com

Some assignments may be required to be submitted to turnitin.com, which is a plagiarism detection service. In order to submit these assignments, you must register for the course at www.turnitin.com. If you already have a turnitin.com account, you may log in with that account and then enter the new class information. If you do not yet have an account, you may create one at this site: https://www.turnitin.com/newuser_join.asp. In either case, you will need the following information to get set up for this course in the system.

Class ID: 25820684

Enrollment Password: juwcfa2020

You will submit the appropriate assignments by uploading them within the turnitin.com site. Turnitin will allow the following file types: Microsoft Word, PowerPoint, WordPerfect, PostScript, PDF, HTML, RTF, OpenOffice (ODT), Hangul (HWP), Google Docs (submitted via the Google Drive submission option), plain text files. Submissions to turnitin.com become a part of the turnitin.com database, which is used to guard academic integrity. If you have any problems with the turnitin website, visit the “Support >> Help Center” link from the top menu of the site
(direct link: http://www.turnitin.com/en_us/support/help-center).

With all assignments, please be careful to exercise appropriate care to avoid plagiarism. We will talk about what plagiarism is in class, but it should be clear that plagiarism includes any material that is

directly copied from the textbook, some other book, or a website without placing that material in quotation marks and providing a citation regarding where it came from. *Just as important as not copying without quoting is over-quoting.* Quotations should be used sparsely, and only to support your writing. This paragraph falls under “Academic Integrity” mentioned below, which is an extremely important issue!

LATE WORK: Acceptance of late work is at the discretion of the professor. All assignments should be turned in by the appropriate time indicated in Canvas. Plan ahead and plan for the unexpected. Do not wait until the last minute to begin your assignments. Assignments turned in late will be subject to late penalties. In general, the penalties will be as follows:

Up to 24 hours late = -10 points
Up to 48 hours late = -20 points
2-3 days late = -30 points
3-5 days late = -40 points
Longer than 5 days late – at professor’s discretion

SPECIFIC EXPECTATIONS: Be sure and have all of your assignments completed and uploaded into Canvas at the required time. This is very important if you are going to complete the class.

COMMUNICATION: The best way to reach me will be by email. I check my email daily even on weekends. If it is an emergency than call my cell phone: **CALL ONLY IN CASE OF AN EMERGENCY.**

CLASSROOM BEHAVIOR POLICIES

Respect for the Learning Environment

The learning environment includes technology, information, and people. Students should demonstrate professionalism and integrity in regard to all components of the learning environment.

Treating Other Students with Respect

Obviously, students should not write offensive comments about their peers. But respecting other students involves more than avoiding inflammatory statements. Students should also consider how their actions or inactions will affect the learning experiences of classmates. For example, most students want to get the most from a learning experience, which means that they expect their peers’ cooperation on collaborative assignments and thoughtful participation in discussion forums. Fellow students can enhance a course just as an instructor can.

Given that students may be from anywhere in the world, learners should also consider each other’s time zones if telephone conversation is ever required for collaborative work.

Treating Instructors with Respect

Respecting instructors also includes sensitivity to time zones. Students should not call instructors at unconventional times. Instructors’ time zones and available times for contact are published in each course.

In addition, students can show respect to instructors by reading all announcements in a timely manner, checking the “Announcements” section of the course each time they log in; communicating in a timely fashion about problems (technological or other) that will cause work to be turned in late; and following directions.

Treating with Respect All Parties Who Collaborate with the Institution to Create Learning Experiences

Service, observation, and clinical practice are important components of Sterling College Online programs. The organizations and employers who cooperate with Sterling College to help students succeed do so out of kindness and a commitment to social responsibility; they are not *required* to participate in Sterling Online learning experiences. Sterling College thus appreciates and values the cooperation of all parties who help students learn and grow by providing observatory and hands-on experience. Students should also recognize and respect the contributions of such parties.

Respecting Laws Regarding Technology and Information

Students may not use or reproduce any technology or course component for financial purposes or for the purpose of defaming the institution or individuals. Online learners should use technology for the sole purpose of learning and sharing course-related information with others in the learning community.

ATTENDANCE POLICIES

Weekly participation is recorded in the "Attendance" section of the course.

Weekly student participation is fulfilled by one or more of the following criteria:

- discussion board participation
- strong participation in the form of assignment submissions other than basic logins/views such as assignment submissions

Please note: any student not participating regularly may be administratively withdrawn from the course.

COURSE OUTLINE/DAILY SCHEDULE (See Canvas for details.)

ACADEMIC INTEGRITY

Sterling College faculty and students form an academic community committed to the Biblical principles of justice and honesty and to the core values of faith, calling, learning, integrity, service and community. With this in mind, the policy in the current Academic Catalog will be followed for this class.

FINAL EXAM POLICY (CAMPUS ONLY)

The final exam is the last meeting for all classes. Instructors are not permitted to change times for class or individual examinations. Any student who has four exams in one day may request permission from the Academic Dean to reschedule one test. Students should make travel arrangements for the end of term that will permit taking of all examinations as scheduled. For more information visit: <https://www.sterling.edu/academics/course-finals-schedule>.

ACADEMIC SUPPORT OFFICE

The Academic Support Office strives to challenge students who come from all types of academic journeys through academic mentoring with directors and SC peers. Mentoring topics include time management, study skills, testing anxiety, and more. Students struggling with certain subjects may find aid through the on-campus tutoring program (scheduled by appointment only) and 24/7 professional help via the online Tutor.com platform accessible through Canvas. The office facilitates CLEP, Accuplacer, and other SC exam proctoring. Students may contact the Academic Support Office at academicsupport@sterling.edu, or call 620-278-4463, to schedule an appointment.

STATEMENT OF NONDISCRIMINATION

Sterling College does not discriminate on the basis of race, color, national origin, sex, disability or age. The policy in the current Academic Catalog will be followed for this class.

DISABILITY ACCOMMODATIONS

Any student with a disability who may need classroom accommodations in this course should contact the Academic Support Office, located in Mabee Library. Students may email academicsupport@sterling.edu, call 620-278-4463, or stop by the office. The office serves students with a wide range of documented physical and learning disabilities.

TITLE IX STATEMENT

Sterling College is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect in an environment free of sexual misconduct and discrimination. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Harassment is no acceptable. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

- *Sterling College, Title IX Coordinator Richard Webb, Kelsey Hall #304, or call 620 204-0025 or email titleIX@sterling.edu <https://www.sterling.edu/title-ix>*
- *Sterling College, Counseling Services, Lydia Butner, (602) 278-4297*
- *Sterling College, Chaplain, Paul Brandes, (620) 278-4341*
- *City of Sterling, Police Department (620) 278-2100*
- *24-hour Crisis Hotline (800) 701-3630*
- *Sexual Assault Victim Advocate, Heather Oden (620) 278-4232*
- *Rice County Hospital (620) 257-5173*
- *Title IX Education Brochure https://www.sterling.edu/sites/default/files/Updated%20Brochure_July%202017%2C%202020.pdf*

Sterling College reserves the right to make changes to the syllabus as necessary to achieve course objectives. Students will be given ample notice of any such changes.