

## Application Details

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### Manage Application: ALG Textbook Transformation Grants

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**Award Cycle:** Round 6

**Internal Submission Deadline:** Monday, August 1, 2016

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**Application Title:** 237

**Application ID:** #001114

**Submitter First Name:** Katharine

**Submitter Last Name:** Shepard

**Submitter Title:** Librarian

**Submitter Email Address:** kshepard@ega.edu

**Submitter Phone Number:** 478.289.2087

**Submitter Campus Role:** Proposal Investigator (Primary or additional)

**Applicant First Name:** Katharine

**Applicant Last Name:** Shepard

**Co-Applicant Name(s):** Dr. Dee McKinney

**Applicant Email Address:** dmckinney@ega.edu

**Applicant Phone Number:** 478 289-2062

**Primary Appointment Title:** Associate Professor of History, Social Sciences; Associate Dean of eLearning, Information Technology

**Institution Name(s):** East Georgia State College (EGSC)

**Submission Date:** Monday, August 1, 2016

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#### **Team Members (Name, Title, Department, Institutions if different, and email address for each):**

Dr. Dee McKinney; Associate Professor of History, Social Sciences, Associate Dean of eLearning, Information Technology; dmckinney@ega.edu

Katharine (Katie) Shepard; Librarian; EGSC Library; kshepard@ega.edu

#### **Sponsor, (Name, Title, Department, Institution):**

Dr. H. Lee Cheek, Dean of Social Sciences, East Georgia State College

**Proposal Title:** 237

**Course Names, Course Numbers and Semesters Offered:**

HIST 1111 (World Civilization until 1648), offered spring, summer, and fall 2017

**Final Semester of Instruction:** Fall 2017

**Average Number of Students per Course Section:** 30

**Number of Course Sections Affected by Implementation in Academic Year:** 3

**Total Number of Students Affected by Implementation in Academic Year:** 90

**List the original course materials for students (including title, whether optional or required, & cost for each item):** A History of World Societies, Volume 1, to 1500, 10th edition. Paperback. John P. McKay (University of Illinois at Urbana-Champaign) , Patricia Buckley Ebrey (University of Washington) , Roger B. Beck (Eastern Illinois University), Clare Haru Crowston (University of Illinois at Urbana-Champaign) , Merry E. Wiesner-Hanks (University of Wisconsin-Milwaukee) , Jerry Davila (University of Illinois at Urbana-Champaign) ISBN-13: 978-1-4576-5995-9 <http://www.macmillanhighered.com/Catalog/Product.aspx?isbn=1457659956> Reilly, Kevin. Worlds of History, Volume 1, to 1500 1400. 5th edition. Boston: Bedford/St. Martins, 2013. ISBN: 13-978-1-4576-1783-6. <http://www.macmillanhighered.com/Catalog/product/worldsofhistoryvolume1since1400-fifthedition-reilly> Both books are required. The price for A History of World Societies in new condition is \$135.99. The price for Worlds of History is \$64.99.

**Proposal Category:** Specific Top 100 Undergraduate Courses

**Requested Amount of Funding:** \$10,800

**Original per Student Cost:** \$200.98

**Post-Proposal Projected Student Cost:** \$0

**Projected Per Student Savings:** \$200.98

**Projected Total Annual Student Savings:** 90 students X \$200.98 = \$18,008.22

**Creation and Hosting Platforms Used ("n/a" if none):**

D2L (including Curriculum Builder) & LibGuides (with a Creative Commons open license)

**Project Goals:**

Teaching students to think critically and engage deeply in materials in a world history course can be expensive. The current cost of textbooks in HIST 1111, World History until 1648, is \$200. All students, but particularly those at access institutions (primarily two-year degree granting institutions), find this cost daunting. Today, however, an enormous range of primary source documents, such as The Law of Hammurabi, as well as virtual tours and media, like the interactive component of the British Museum, can now “come to the student” via laptops, tablets, or even smartphones

The goals of this project:

Redesign HIST 1111, which has used a traditional textbook and printed book of primary source materials, into one that uses all online, free materials of the same quality and subject matter

Add more interactive multimedia components to the course to engage the 21st century learner

Organize the content in Brightspace by D2L, our institution’s learning management system (LMS), and LibGuides, the library’s online guides to resources, so that the course content can also be used in a traditional or flipped face-to-face classroom at EGSC or other institutions throughout the USG

Teach the course for three consecutive semesters using feedback and data to evaluate and revise materials

**Statement of Transformation:**

Goal: Reduce the costs of taking HIST 1111 by replacing traditional textbooks with online primary sources and media enrichment (videos, interactive museum websites, and narrated PowerPoints created by the instructor).

Stakeholders: Any students taking HIST 1111 will benefit from this cost reduction. Based on past enrollment, the cost savings per year of using online resources as opposed to textbooks will be approximately \$18,000. Other potential stakeholders include other professors of history at EGSC and across the USG. The course is set up online in D2L, but it could be

used with equal success in a face-to-face classroom.

Transformative Impact on Stakeholders: HIST 1111 is an Area E (social science) common core option, which may also be used in Area F for some majors (Area F has 18 credit hours of designated classes at the 1000 or 2000 level for a given major). It has no pre-requisites. Many students choose the course as one of their social science options or as an elective. History majors and some other social sciences majors take the course as part of their program of study. However, a challenge to students in our service sector and geographic area is the cost of textbooks. East Georgia State College (EGSC) is an access institution. Approximately 30% of the populations in counties in and contiguous to our campus live below the poverty line (via United States Census Bureau QuickFacts at <http://www.census.gov/quickfacts>). Students often cite the inability to afford textbooks as a huge barrier to their success. Even students on financial aid often cannot buy books until after classes begin, thus starting the semester at a disadvantage. If students have access to high quality online reading sources, in addition to the OER and instructor-created media, they can begin working with the course materials from the first day of class. Because this course requires interactive discussion, based on the readings, this access is essential to student success.

Transformative Impact on a Wider Scale: The savings to students over a three-year period is estimated to be \$54,000. Moreover, the course will be scalable across the department, the School of Social Sciences, and the USG. The use of embedded links to sources and media can be changed quickly to adapt to current events or the needs and interests of a specific faculty member. The course has ten modules. An instructor could, for example, add an additional module or substitute one in her or his area of expertise. The course design is thus customizable and advantageous for a range of instructors. Finally, students in 2016 want rich media. This course uses an array of educational short videos and interactive websites that brings world history to them in a portable way. Today's students repeatedly state they find classes with media, such as YouTube and TED Talks, more stimulating and engaging (<http://www.facultyfocus.com/articles/teaching-with-technology-articles/showtime-in-the-classroom-seven-ways-streaming-video-can-enhance-teaching/>). However, the instructor still needs to be sure those materials are of appropriate quality and provide assignments that use the media in a meaningful way. This is one reason the team of instructor plus librarian is particularly effective in this project.

### **Transformation Action Plan:**

1. The learning materials will be adopted for use beginning in the Spring 2017 semester for one section of HIST 1111 (online with D2L and LibGuides). The course will be carefully evaluated, refined, and taught in subsequent semesters of the academic year.
2. The course syllabus will include thorough explanations of how to use the online tools, readings, and media. The reading and media links and materials will also be embedded in the course itself (thirteen modules) for redundancy. Each module will have an introduction, study guide, resources for further exploration, and content written by the instructor. All videos will have transcripts available to ensure Americans with Disabilities Act compliance.

3. Both the course overall and each of the thirteen modules will have a set of student learning outcomes (SLOs). The course design starts with these outcomes, and they establish what materials the instructor selects and creates. The course conforms to the ION (Illinois Online Network) rubric which East Georgia State College uses for online course evaluation. The librarian will also assist in gathering quality open access and GALILEO online sources and media for this project. We also hope to incorporate Curriculum Builder in D2L as a tool to organize the reading lists from GALILEO resources. The Librarian will assist in assuring that all OERs meet college and USG standards. She will also help verify copyright issues related to the material and serve within the course as a resource (updating and revising a LibGuide for the timeline assignment, for example, which worked well for students in previous semesters).

5. During the administration of the course, the librarian will be embedded in D2L to serve as an additional resource for using the materials, providing assistance with information literacy questions, and providing links to helpful LibGuides and library materials to assist students in their studies. Helping students understand and use primary and secondary sources is also an important part of her role.

6. The course instructor, who is also the instructional designer, is responsible for the content accuracy, pedagogy, selection of materials, and course assessments. She will also compile and report student success data at several points during the semester (3 weeks, 5 weeks, 8 weeks, end of semester). This data will be the result of both summative and formative assessments built in to the course. This reporting schedule is helpful to students to self-monitor their academic progress as well as a measure of course success rate that the instructor can apply to determine resource appropriateness.

7. Plan for Open Access: The learning materials and modules will be available in D2L for enrolled students' use. They will also be available to other instructors who wish to use the learning modules. The course is designed to be taught online; however, it is completely transferable to a face-to-face or hybrid format. It follows the same SLOs as recommended by the Regents Advisory Council on History for HIST 1111. The course materials will also be available via a public, Creative Commons open licensed LibGuide hosted through the East Georgia State College Library.

## **Quantitative & Qualitative** Quantitative Measures

**Measures:** Several sets of data will be compiled to evaluate success rates at various points in the semester:

- 3-Week Alert Grade Average (posted in D2L and GradesFirst, an early warning notification and monitoring system that records students' academic progress. This average includes grades on the first two interactive discussions; the course has 13 interactive discussions total, one for each module, worth 20% of the course grade). This is an optional "grade update" used by the individual instructor.
- 5-Week Early Warning Grade Average (posted in D2L and GradesFirst, includes grades on first four interactive discussions and the first five video quizzes; the course has 15 video quizzes which are worth 10% of the course grade). This early warning grade is required by the college for all courses.
- Midterm Proctored Exam (Given at 7 weeks, worth 30% of grade).
- Average Grade at Midpoint (Includes five discussion grades, five video quizzes, and midterm exam, roughly 50% of course final grade). Students receive this information in time to decide whether to withdraw or stay in the course.
- Interactive Timeline Activity (Week 11, worth 10% of grade). This is a major project that requires research and analysis of various resources and major world events across a set time period. Please see the syllabus for more information on this project.
- Final Exam Online (Week 15-16, worth 30% of grade).
- Final success rates—mean course grade, number of students who earned a C or better compared to total enrolled, number of students who withdrew compared to number of students who completed the course, and mean scores on the major course assessments (midterm exam, final exam, timeline, video quiz average, interactive discussion average). This data will be compared to the success rates of previous semesters taught using the traditional textbook only.

**Qualitative Measures**

- Pre-test survey of Perceptions of Quality and Cost-Efficacy of Online Resources (Given at beginning of course). This survey will determine how students

perceive online resources in lieu of traditional textbooks before they begin the course in earnest.

- Post-Course Survey of Perceptions of Quality and Cost-Efficacy of Online Resources (Given at end of course). This survey will be administered post-course as a measurement of students' perceptions of online resources after they have used these for the entire course.
- Anonymous Feedback Discussion Board. This discussion board will be open in D2L throughout the semester. This allows students to contribute his or her opinion about the course, the course setup, and the course content anonymously for the instructor(s) to see.
- Student Course Evaluation (Required by EGSC). As an assessment tool for the institution, the school administers student course evaluations at the end of every semester.

#### **Timeline:**

##### **Fall 2016 – Fall 2017**

**10/2016 – 12/2016:** McKinney revises course content and updated visuals. McKinney and Shepard work together to find quality online primary source readings, video clips, and interactive media for the course. Shepard works on a LibGuide aimed at the timeline assessment/assignment. McKinney reviews course with ION rubric. She also checks for issues of 508 compliance (which ensures that students with disabilities can access the content with any needed accommodations) and consistency across course modules. Shepard assists with proofing the course for copyright compliance, typographic errors, and working links.

**1/2017:** McKinney finalizes course syllabus (see References and Attachments) and rechecks course.

**1/9/2017:** Class begins. Shepard introduces students to the timeline assignment LibGuide and any other relevant online guides using the course discussion tool. Invitation extended to all faculty members to be “observers” in the course—to learn more about D2L as well as OER teaching. McKinney and Shepard assist students in accessing these materials in D2L throughout the semester.

**2/2017:** Students receive 3-week interim grade update (posted in D2L and sent via text and email using GradesFirst).

Students receive 5-week interim grade update (posted in D2L and sent via text and email using GradesFirst).

**3/2017:** Midterm exams and updated grade (approximately 8 week point) posted. Shepard works with students on timeline assignments using LibGuide and the discussion tool in D2L.

**4/2017:** Timeline assessment due.

**5/2017:** Final exams and end of course/semester. McKinney makes tabulation of success and completion rates (DWR) for the course as a whole and on individual assessments (10 discussions, 13 video quizzes, timeline, midterm exam, and final exam). Using this data and the students' feedback, course revisions are made as needed by McKinney and Shepard prior to beginning of summer 2017. Course content is available to other instructors for summer with data collected from spring 2017. Initial report made to ALG committee.

**6/2017-7/2017:** Transformed course is taught for second time. Continue to gather data from student assessments, evaluations, and success rates for summer 2017.

**8/2017:** McKinney and Shepard modify and update course as needed for fall 2017. Course content is available to other instructors for fall with data collected from spring and summer 2017. Shepard makes course module and content available in a LibGuide format for instructors outside EGSC to have access to materials.

**8/2017-12/2017:** Transformed course is taught for third time. Continue to gather data from student assessments, evaluations, and success rates for fall 2017.

**12/2017:** McKinney and Shepard compile three semesters' worth of data (assessments, evaluations, DWR/success rates, qualitative commentary) and compare this to the success rates and feedback from the previous sections taught with the traditional textbook. All analysis is sent as a final report to the ALG committee. Course content remains available to other instructors at EGSC in D2L and the USG through a public LibGuide.

### **Budget:**

Awarded funds will be dedicated solely and specifically to meet project goals, objectives, and activities associated with the redesign of HIST 1111 (World Civilization since 1648). The scope of this project required work above and beyond the regularly assigned duties of the team members and will have to be in addition to the regular work and course load.

Personnel and Projected Expenses, Single Course Award:

\* Dr. Dee McKinney, Associate Professor of History (Instructor of Record)

\$5000 release time for course redesign and subject matter expertise

\$400 for travel to kickoff meeting and a conference

\* Ms. Katie Shepard, Librarian

\$5000 release time for research on interactive media, course-related GALILEO materials, copyright, open source materials, and online primary sources; building and revising the LibGuides

\$400 for travel to kickoff meeting and a conference

### **Sustainability Plan:**

Starting in fall 2017, all portions of the course will be offered to other instructors as an open resource in both D2L and LibGuides. Course materials will be updated periodically by Dr. McKinney, who will continue to teach the course, and Katie Shepard, as well as individual instructors. Evaluation of SLOs, course assessments, learning objectives, retention rates, and overall student success as related to the course redesign and use of exclusively online



resources will be monitored, and re-evaluated each semester. McKinney and Shepard will give presentations at faculty meetings on campus to encourage the use of OER within courses at EGSC and throughout the USG. As McKinney is the Associate Dean of e-Learning, she can use this opportunity to be an advocate for implementing OERs and interactive media at the institution and throughout the USG. McKinney and Shepard will also pursue presentation opportunities at upcoming conferences to showcase the findings from the transformation and provide access to the materials and guidance for selecting resources for other instructors across the USG.

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# East Georgia

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## STATE COLLEGE™

July 12, 2016

Dear ALG Textbook Transformation Grant Committee:

I am writing in support of the ALG Textbook Transformation Grant, Round Six, being proposed by Dr. Dee McKinney, Associate Professor of History, and Ms. Katharine Shepard, Librarian at East Georgia State College. They will use Fall 2016 to work on the course.

Their proposal involves redesigning HIST 1111 (World Civilization to 1648) in the Top 100 Undergraduate Courses category to use online primary sources and interactive websites in lieu of a traditional textbook. The course also uses open source videos, a LibGuide, and written modules by Dr. McKinney for content. HIST 1111 is an Area E (Social Science) core course option, which can also be used in Area F for certain majors. Implementation of the redesigned course will begin in Spring 2017.

The cost currently for materials in HIST 1111 is \$200.00. With the movement toward OER through this proposal, East Georgia State College can provide a substantial savings to students. The redesigned course, taught every semester to approximately 30 students online, would result in savings of approximately \$18,000 per year. East Georgia State College takes great pride in its access mission, but many of our students struggle to pay for textbooks. Our home campus resides in Emanuel County, where 29.4% of the population lives below the poverty line. One of our satellite campuses is in Bulloch County; 31.3% of residents live below the poverty line (Data from the President's Address, Fall 2015, <http://www.ega.edu/images/uploads/fall-faculty-workshop-2015.pdf>). The same situation exists in most of the surrounding counties and our service area. Our students want to succeed in college, but fiscally, many of them face challenges. They often have difficulty in obtaining their textbooks due to the high costs.

With the elimination of this financial barrier, student success and retention should increase in this course. A particular strength of this proposal is the use of primary source materials, and the exploration of those materials through interactive discussions, as well as the rich media in the course. Dr. McKinney has over thirteen years of

experience in online course design and instruction in her teaching career of twenty-plus years. Ms. Shepard has been an active participant in both OER and the ALG project since its inception. The course also has numerous quantitative and qualitative measures for assessment of success.

East Georgia State College and the School of Social Sciences endorse and support this project, which we see being easily scalable to the entire University System of Georgia. Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink that reads "H. Lee Cheek, Ph.D." The signature is written in a cursive style with a large initial "H" and a stylized "L" and "C".

H. Lee Cheek, Ph.D.

Professor of Political Science and Dean, School of Social Sciences

**ADVANCE ORGANIZER<sup>1</sup>**

**Academic honesty policy:** Page 20-21.

**ADA information:** Page 10.

**Annotated Timeline and Sample Timeline:** Pages 5-6, and 25

**Books:** Page 3. Books must be obtained regardless of financial aid status. You **cannot** succeed in this class without the books. Not having the books will **NEVER** be accepted as an excuse for late work.

**Crash Course Videos:** Pages 6-7

**Critical Thinking:** Pages 26-27.

**Desire 2 Learn Syllabus Quiz Requirement (required to access course content):** **Before you can access the online course content, you will be required to take a Syllabus Quiz.** To reach the quiz, log into Desire2Learn (D2L) and click on the Quiz link on the toolbar. Complete the quiz with a score of 80% or higher; then, you can access the rest of the course. You may take the quiz as many times as needed to reach a score of 80% or higher.

**Discussion grading rubrics and assignment checklists:** Pages 25-29.

**Exams, format, and PROCTORING REQUIREMENT FOR MIDTERM:** Pages 8-9, 19. **FINAL EXAM DUE IN THE MORNING, NOT THE EVENING.** A “quiz” stating you understand the terms of the final must be completed before you can access the final in the dropbox.

**Frequently asked questions:** Pages 17-20.

**Grading, percentages of work:** Page 5.

**How to address professor properly:** Dr. McKinney, Professor McKinney, and Dr. Dee are **acceptable**. Mrs. McKinney, Ms. Dee, or Mrs. Dee are **NOT** acceptable.

**How to contact professor and office hours:** Page 2.

**Master list of due dates:** Pages 28-29

**Participation expectations:** All students should log into the course **NO LESS** than three times per week. You **must contact the instructor via D2L by January 15** (not Catmail) to continue in the course.

**Policy on ANY and ALL late work:** No late work will be accepted. Please do not ask if you can submit work late.

**Practice quizzes, how they work:** Page 17-19.

**Statement about Using Wikipedia:** Pages 22-23.

**Weekly discussions:** Pages 7-8, 24. Be sure you understand that you POST first in the dropbox and then proceed to the discussion board!

**Weekly schedule:** Pages 12-16.

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<sup>1</sup> The advance organizer gives you ‘quick go-to’ information for the most critical portions of the course.

**HISTORY 1111: WESTERN CIVILIZATION TO 1648,  
EAST GEORGIA STATE COLLEGE**  
**SPRING 2016: CLASSES HELD JANUARY 11- APRIL 29, 2016; PROCTORED MIDTERM EXAM BY  
APPOINTMENT; FINAL EXAM ONLINE AND DUE IN THE MORNING**

**I. Instructor:** Dr. Dee McKinney

**II. Office information** (See below, p. 1)

**III. Course description** (See below, p. 2)

**IV. Pre-requisites** (See below, p. 2)

**V. Textbooks** (See below, p. 2)

**VI. Student learning outcomes and General Education Outcomes, linked** (See below, pp. 2-3)

**VII. Additional course objectives** (None besides those stated)

**VIII. Evaluation** (See below, pp. 3-10)

**IX. Grading** (See below, pp. 3-10)

**X. Attendance Policy:** This is an online class. Student progress and "check ins" will be recorded and sent to the registrar as a matter of official record keeping activities. **All students must check in via D2L by January 15, 2016, or be reported as "missing" to the registrar.**

**XI. Makeup Work Policy:** Midterm exams must be made up within 1 week, if there is an *emergency* that precludes a student from taking the exam. Final exams **cannot** be made up after the final exam period has ended, regardless of reason. **No OTHER assignment are accepted.**

**XII. Plagiarism and Dishonesty statement.** Please refer to the Student Handbook ([http://www.ega.edu/counseling\\_center/handbook2008.pdf](http://www.ega.edu/counseling_center/handbook2008.pdf)) and see below, pp. 7, 17-18.

**XIII. ADA Statement.** Please see p. 7 and

[http://www.ega.edu/counseling\\_center/disabilityaccommodations.htm](http://www.ega.edu/counseling_center/disabilityaccommodations.htm)

**XIV. Learning Support Policy Statement:** Students are responsible for their own academic progress and must make themselves familiar with the EGC Learning Support policies. Decisions regarding fulfillment of College Preparatory Curriculum (CPC) deficiencies should be made only after consultation with an academic advisor. EGC Learning Support Policies can be found at:

<http://www.ega.edu/AcademicPP/LearningSupportPolicies.pdf>

**XV. Course Withdrawal Policy Statement:** Students are responsible for their own academic progress. Decisions regarding withdrawal from courses should only be made after consultation with an academic advisor. Before withdrawing from a course, students must first meet with a Financial Aid representative to discuss their personal financial aid situation. More information regarding withdrawal from courses can be found in the EGC catalog at: <http://www.ega.edu/registrar/catalog/> **Any student, regardless of reason, who is missing more than half the coursework at midpoint should withdraw from the class.**

**XVI. Campus Emergency Policy.** See p. 11 below.

**XVII. Additional Course Requirements.** See p. 8 below.

**XVIII. Daily Course Schedule.** See pp. 12-16 below.

**II. Office Hours:** By appointment.

**Office:** George Smith Building, IT Department, Room 123

**Office phone** at EGC: 478-289-2062

**E-mail** (a great way to reach me): [dmckinney@ega.edu](mailto:dmckinney@ega.edu) (anytime, but I go to bed at 10 PM and don't get up until 6:30 AM. So, don't expect me to respond right away if you email at 2 AM)

### III. COURSE DESCRIPTION

HIST 1111 is the first half of a two semester survey of the political, social, and cultural developments of western civilization.

**Please note:** This is an extremely interesting, yet challenging class. You have to do a LOT of reading and writing. *Do not take this course unless you are prepared to work **very hard** and remember a lot of material on the exams. If you decide to take the class, knowing it is a challenging course, I do **NOT** want to hear any complaining about it later.*

**IV. Prerequisites:** Completion of learning support reading and English is required by our department. I also recommend that you **be enrolled in ENG 1101 or finish it** before taking this class.

### V. TWO REQUIRED TEXTS AND MATERIALS (PAPERBACK)

**A History of World Societies, Volume 1, To 1600, 10th edition. Paperback.**

John P. McKay (University of Illinois at Urbana-Champaign) , Patricia Buckley Ebrey (University of Washington) , Roger B. Beck (Eastern Illinois University) , Clare Haru Crowston (University of Illinois at Urbana-Champaign) , Merry E. Wiesner-Hanks (University of Wisconsin-Milwaukee) , Jerry Davila (University of Illinois at Urbana-Champaign)

ISBN-13: 978-1-4576-5994-2

<http://www.macmillanhighered.com/Catalog/Product.aspx?isbn=1457659948>

Reilly, Kevin. *Worlds of History, Volume 1, to 1550. 5<sup>th</sup> edition.* Boston: Bedford/St. Martins, 2013.  
ISBN-13: 978-1-4576-1782-9.

<http://www.macmillanhighered.com/Catalog/product/worldsofhistoryvolumeito1550-fifthedition-reilly>

**IMPORTANT:** ALL STUDENTS MUST "CHECK IN" WITH ME **THROUGH D2L (NOT EGA email) BY FRIDAY, JANUARY 15.** YOU CAN DO THIS VIA EMAIL IN D2L OR ON A DISCUSSION BOARD. THOSE WHO HAVE NOT CHECKED IN WILL BE REPORTED AS "MISSING" TO THE REGISTRAR. **Students must have BOTH books by January 15 to stay in the course.**

### VI. STUDENT LEARNING OUTCOMES

After completing History 1111, you should be able to:

1. Explain the importance of geography and how geography can impact historical events, issues, and processes.
2. Read, interpret and effectively use maps, including the interactive maps in this course, to answer historical questions.
3. Identify and evaluate the important historical political, cultural, social and economic movements, historical figures, and events that characterize the development of the great world civilizations from antiquity through 1648 C.E.
4. Explain the ways in which the practice of history is both an art and a science.
5. Analyze various interpretations of world historical events, figures, and issues and explain the ways and the reasons why these interpretations have changed over time.

6. Demonstrate an awareness of the relationship of events across cultures, and chronologically order historical events both in the context of the culture in which they occurred as well as in the context of global civilizations.
7. Write well-developed and logically organized analytical essays.
8. Demonstrate critical thinking skills in reading and writing assignments, including the ability to analyze, synthesize, and interpret primary and secondary sources.
9. Distinguish between primary and secondary sources, and analyze at least five major issues using appropriate sources and historical methodology.
10. Identify at least three other types of resources besides written records that historians may use to study the past and explain their use to enlighten historical questions using at least three different issues.
11. Identify the major historiographical issues associated with the significant time periods, cultures, figures, and events from antiquity through 1648 C.E.
12. Identify the major centers of world civilization and their most important characteristics in the western world from antiquity through 1648 C.E.
13. Identify, using at least three examples, the ways in which world civilizations and cultures interacted with and influenced one another from antiquity through 1648 C.E.

### **GENERAL EDUCATION LEARNING OUTCOMES:**

East Georgia College requires that students meet seven learning outcomes that define the intellectual, cultural, and physical experiences that students complete prior to graduation. In this course, you will complete the following two outcomes:

1. Students will demonstrate the ability to (a) read, (b) write, (c) speak, and (d) listen with the competence necessary to succeed in higher education.

### **DESCRIPTION OF CLASS ACTIVITIES**

**Please note:** ALL students must take a syllabus quiz and score 80% to access the 'course content' (for the assignments, readings, study guides, and so on). You can take the syllabus quiz as many times as you like, but Desire 2 Learn (our course management system) will block you from entering the content area until you score at least 80%.

This is a course that is taught completely online, with a proctored, on campus midterm and final. Every week, you will have a list of tasks to complete. These include:

- Readings in your two textbooks (*A History of World Societies* is the main survey text, and *Worlds of History* by Reilly is the other)
- A proctored, **ON CAMPUS**, midterm exam in **Swainsboro**<sup>2</sup>
- An **online** final exam
- Review of online content and videos that provide a sort of "online lesson lecture"
- Participation in a lesson discussion online, with a regular posting deadline for each lesson.
- Other tasks which may include responding to email, checking web sites, and reviewing study materials
- Being present and checking in online **at least** 3-4 times per week.

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<sup>2</sup> Read further for information about using the Proctor U service. This is the only way students can take proctored exams off campus.

**All students must have books in their hands by January 15! Even if you do not have financial aid, please be prepared to get the books and do the reading. You cannot 'bluff' your way through the assignments without the books.**

**I WILL NOT ACCEPT 'I DON'T HAVE MY BOOKS YET' AS A REASON FOR LATE WORK!**

### VIII. AND IX. EVALUATION AND GRADING

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

**Your Final Grade is Determined Solely by Course Activities and Assessments**

**Five items determine your course grade, and these assessments are not all of equal value. They are as follows:**

- **Annotated Timeline (Worth 10% of final grade)**
- **Crash Course Video Quizzes (Worth 10% of final grade)**
- **Discussion Response and Participation (Worth 20% of final grade; average of 10 lesson discussions)**
- **Midterm Exam, proctored (Worth 30% of final grade)**
- **Final Exam, online (Worth 30% of final grade)**

Each of these activities and assessments **links directly** back to the objectives and goals of the course noted in the syllabus. Your performance on these activities and assessments is how I measure whether or not you as a student achieved and met the objectives and goals of the course.

In calculating final grades, I use standard rules for rounding. For example, 89.5 would round to a 90 (A), but 89.4 would round to an 89 (B). There is no curve, nor is there any chance for extra credit.

Please, if you want a good grade in the course, you must perform to a high standard on the five activities and assessments listed above and described further in the syllabus. I cannot "raise" your grade a point or two at the end of the semester, just because you tell me that you are not happy with your final average. You must demonstrate through the five activities and assessments that you have achieved a certain grade. Note that the attendance check and discussion component of the course already assesses your participation, so the argument of "I participated a lot in the course, so you need to raise my grade" does not hold water. Neither does the argument of "I spent a lot of time on this course, so you need to raise my grade." Many times, students spend a great deal of time on a subject and still end up with an average performance and corresponding grade. Sometimes, other students do not have to put in the same amount of time, and yet they end up with a better performance and better grade. Time spent studying and participating in class are only two of several factors that determine whether or not a student succeeds in a course.



**ANNOTATED TIMELINE (10% OF GRADE)**

Students will create an **annotated timeline** for the course, which shows major events, works of art and literature, and scientific discovery around the world. There is a sample timeline at the end of the syllabus. Students should **pick one of the following time periods** to cover in the timeline:

- a. 3000 BCE – 1000 CE
- b. 1000 CE – 1400 CE
- c. 1400 CE – 1648 CE

Please make sure the years chosen appear at the **top** of the timeline as shown in the sample.

You are encouraged to do **more** than the minimum number of events. Notice also on the sample that items should be “across” geographic regions (don’t just write about events in Europe—take a global approach).

**Grading for the Annotated Timeline:**

**A** (90 and above)—Timeline includes **more** items than the minimum requirements. The primary and secondary sources are correctly detailed. Spelling is correct. The timeline has a global approach.

**B** (80-89)—Timeline includes the **minimum** requirements for items. The primary and secondary sources are correct. Spelling is correct. The timeline has a global approach. ***The sample would be scored a B because it has just the minimum requirements for the assignment.***

**C** (70-79)—Timeline includes **less than the minimum** requirements for items. The primary and secondary sources are correct. Spelling is correct. The timeline has a somewhat global approach.

**D** (60-69)—Timeline includes **less than the minimum** requirements for items. The primary and secondary sources and spelling may have errors. The timeline has a somewhat global approach.

**F** (Below 60)—Timeline includes **less than the minimum** requirements for items. The primary and secondary sources and spelling all have errors. The timeline does not take a global approach.

**The timeline is due in the Annotated Timeline Dropbox in D2L. A blank copy of the timeline is downloadable from the course in D2L.**

**Due Date: Monday, April 11, 11 PM**

**PLEASE NOTE: NO LATE WORK WILL BE ACCEPTED!**

**CRASH COURSE VIDEO QUIZZES (10% OF GRADE)**

Based on student feedback, I am incorporating the John Green Crash Course Videos into the class. The videos are linked directly in D2L, and I have noted on the daily syllabus which videos you should watch during certain weeks. **You must watch the video and complete the quiz during the week it is due/with the accompanying lesson.**

- Each quiz has 5-7 questions (short answer, matching, fill in the blank, true/false, etc.).

- Watch each video and take notes. A transcript is also available.
  - You may want to watch the video twice. Each is 10-12 minutes.
- Then, take the quiz.
- You may take each quiz twice, so if you do poorly on the first try, watch the video again, and then re-take the quiz.
  - The highest quiz attempt is the one that counts.
  - **I have to hand-grade all quizzes to account for misspellings.**
- The average of **all** video quizzes is worth 10% of your course grade.

**I WILL NOT REOPEN THE VIDEO QUIZZES AFTER THEIR DUE DATES.** Please do them on time!

### **ONLINE DISCUSSIONS (WORTH 20% OF GRADE)**

Every lesson, we will have a discussion online. Consult the daily syllabus for due dates. I will **begin** each lesson's discussion by posting some questions in GA View Desire 2 Learn (D2L) in a **DROPBOX** for each lesson (i.e. Lesson One Discussion Dropbox); the questions are usually related to readings in your texts and/or the class "lectures." You will respond by writing back to me, answering these questions using the **Dropbox** tool (see below for instructions) and **LATER**, the **Discussion** tool. You will receive one discussion grade per lesson for a total of 13 discussion grades. Readings for the discussion need to be done **before** you write your posting. Any set of discussion posts that misses the initial posting deadline will be given a grade of C or less. **By their very nature, discussions are interactive and CANNOT BE MADE UP in any fashion.** You miss doing your discussion, you get a 0 on the discussion grade for that lesson. The average of the 13 lesson discussions is worth 10% of your final grade. Please see the discussion grading rubric appended to this syllabus. **Any lesson's discussion posts that use 'text messaging' shortcuts will be deducted a letter grade. And under NO CIRCUMSTANCES should you look at another student's post before writing your own!!**

### **HOW TO POST LESSON DISCUSSIONS USING THE DROPBOX TOOL (YOU USE THE DROPBOX TOOL FIRST AND THEN THE DISCUSSION TOOL SECOND)**

1. Open this course in Desire 2 Learn (D2L). Find the **Dropbox Tool** (icon looks like a small tray) on the top of the page. There will be one dropbox for each general discussion.
2. Write your **INITIAL** post **ANSWERING ALL OF MY QUESTIONS** in Word or another type of word processing software. **You find the questions** in the **DROPBOX** for each Lesson discussion (i.e. Lesson One Discussion Dropbox). Save your answers to a flash drive. Please do NOT use Google dropbox or any other cloud solution. You must upload your work to the dropbox.
3. Post your answers in the correct **DROPBOX**, the one you opened to find the questions. You can either upload your file (make sure you have done a Java update at <http://www.java.com>) OR just 'paste' in your post in the white text box. **THIS PORTION OF THE LESSON WILL BE DUE BY 11 PM—SEE SYLLABUS BELOW FOR DATES (Usually Wednesday). YOU WILL BE GIVEN A GRADE RANGING FROM 0-85 ON THIS INITIAL DISCUSSION.** (See rubric for suggestions on writing great discussions). That's right—the maximum grade you can get for your initial post is in the range of B-F. You cannot get an A on just posting your initial discussion post in the **Dropbox** tool alone. I will usually grade your lesson in the dropbox by the Thursday after it is due (0-85 score).

4. **AFTER** you have posted your initial post in the **Dropbox** for me to grade, please **post your individual post** in the **DISCUSSION AREA** for the lesson (Go to the **Discussion tool** for the Lesson). **This will allow the entire class to see each other's work, individually.**

5. Spend some time **reading other students' discussions**. Then, **make responses** to your classmates in the **Discussion** board for the given lesson. Do not "pick on" other students—I would rather see two posts to two different people each lesson than you "grading" or "grammar correcting" one student every discussion. Make your comments thoughtful and stimulating. Get some good dialogue going!

6. Based on the **quality and quantity** of your replies to other students on the **Discussion** board, your initial discussion grade **MAY** be raised in your 'final' discussion grade. I am not going to quantify how many 'follow-up' discussions you must do on the discussion board in addition to your initial post in the **Dropbox** tool, BUT, several thoughtful, reflective posts sent to multiple students will almost certainly raise your grade. To summarize: If you simply answer the questions in the Dropbox, your grade will range from 0-85. **ONLY** if you interact with others via the discussion can your final discussion grade for the lesson be higher than an 85—**based on quality and quantity of posts.**

**Repeat steps 1-6 for all subsequent Lesson Discussions.**

If you have questions, please do not hesitate to ask me **before** the discussion is due. **BE SURE TO SAVE YOUR WORK REGULARLY! Print out a hard copy periodically so you have your work in hand should there be a computer or disk error. It is a good idea to compose your discussion posts in Word, save them, and then copy and paste them into the discussion text box in the appropriate online discussion area.**

### **EXAMS (EACH WORTH 30% OF GRADE)**

You will take two exams in this course, one midterm and one final; **each** is worth 30% of your grade.

**Midterm:** This exam is given in a **proctored** (i.e. with a real person) environment. Format will be a combination of **short answer and essay**. There are **no** multiple choice. This exam is "closed book" and "closed notes." The midterm is **ON CAMPUS** in **Swainsboro**; you must find a way to get to the Swainsboro campus to take the exams **ON THE DAYS INDICATED or arrange to use Proctor U (see below)**. You must present a photo ID to me (or the proctor) to verify your identity. A range of dates and times will be offered (see below). **NO ONE MAY TAKE THE EXAM AFTER THE DATES FOR WHICH IT IS SCHEDULED WITHOUT DOCUMENTATION OF AN EMERGENCY.** If you have a scheduling problem, you may take the exam **early**—but **not AFTER** the dates scheduled. Having one to three on campus, proctored experiences is **STANDARD** in online courses. This is not an "unusual" or "unfair" requirement. Having an on-campus exam is right in line with what is expected from college-level online courses that meet accreditation standards.

Schedule your **Midterm Exam** on one of the following dates using the signup sheet on the course Home Page in D2L: Monday, February 29 or Tuesday, March 1. Start times begin at 9 AM and are in 2 hour blocks. The last exam of the day can start at 2 PM. There is a limit on how many students may take an exam each day, so be sure to "signup" early to get your preferred time slot. The Midterm covers lessons 1-5 only. You will take the exam **IN PERSON** in Swainsboro, in the George Smith Building/IT, room 123. Bring only a pen or pencil. **Do not bring any type of electronic device with you to the exam. MAKEUPS MUST BE COMPLETED BY MARCH 9, NO EXCEPTIONS, AND ONLY IN THE CASE OF A SEVERE EMERGENCY.**

**Proctoring Options for midterm:** If you cannot come to Swainsboro, I offer a proctoring option via Proctor U **ONLY**. Please **do not ask about other options**—too often, I have had “botched” returns of exams from sources other than these, so while I am fine with you *not* coming to Swainsboro—you must use the Proctor U option, as follows. Proctored exams must be taken the **same day** as when I am giving the exams in Swainsboro.

- **Proctor U:** IF you have access to a webcam and computer, you can take your exam online while being monitored by a Proctor U representative. He or she will watch you take the exam via webcam, to assure it is a closed book exam. The services are open 24/7, so this is a great option if you need to take the exam late in the evening. The fee is approximately \$20, which is much cheaper than many proctoring charges by other colleges and universities. You must schedule an appointment with Proctor U after setting up your account with them. There is a late fee if you do not schedule at least 72 hours prior to the test. Therefore, you also have to notify me that you intend to test with Proctor U so I can give you the test password. **Please notify me by February 9, if you are using Proctor U.** For more information, go to: <http://www.proctoru.com/>

**Final exam:** First of all, **you must complete a final exam “quiz” to have access to the final exam.** In the quiz, you state that you understand the rules completely. The quiz is simply “True” or “False.” It documents that you accept the terms and conditions of the final exam.

The final exam is **online** and is “open book.” **Your test will have be two essay questions taken from the Thought Questions for lessons 6-13.** There will be a specific range of days the exam will be open, and to discourage cheating, questions are “randomized” for each student. The Final exam covers lessons 6-13 only. **The date range when you may take the final is April 30 (8 AM ) until May 4 (11 AM).** **THERE IS NO MAKEUP OF ANY SORT FOR THE FINAL EXAM. YOU MISS TAKING IT, YOU GET A 0.** Please do not wait until the last minute to take the exam—the exam will “CUT OFF” at **11 AM (that’s in the morning)** on May 4, so you should allow yourself at least **3 full hours** to take the exam. **Please note: The exam ends at 11 AM IN THE MORNING ON May 4. I cannot extend the time for any reason** for students who plan to complete the course. **ALL** the writing on the essay questions should be in your **OWN WORDS**. You may refer to the course Power Points (print them out), the lesson discussions (you can look at them), and the practice quizzes **ONLY**. You should **NOT** go looking around the Internet for answers.

**Access the Final Exam in the Dropbox.** I will email you the two questions for which you are responsible on April 29. **The Dropbox will be set to check for plagiarism. Any student that plagiarizes will get a 0. Period. End of story.**

**DO NOT UNDER ANY CIRCUMSTANCES “MISS” THE FINAL EXAM. I WILL NOT REOPEN IT. Do not write to me after 11 AM on the due date (that means IN THE MORNING) and say you “missed it.”**

### HOW I GRADE

Grades are based on **student performance and capability**. Simply turning in all the assignments **does not** guarantee that the student will receive a “good grade.” To receive a higher grade, a student must demonstrate **proficiency** in the material and **mastery** of course objectives. For different students, gaining that proficiency requires different levels of work because not all students walk into the class with the same aptitude for history. **Saying “But I worked hard!” does not guarantee you any particular grade.** Hard work for some may mean a C. The standards for the respective grades are as follows:

- A

To achieve this grade the student must display superior performance in his/her course work. This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material. All work, including discussions, are on time, well written, and grammatically correct.

- B

To achieve this grade the student needs to display above average performance in his/her course work, including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material. All work is on time, though there might be occasional grammatical errors or small flaws in writing.

- C

For this grade the student must meet the minimum requirements for the course, displaying adequate performance in his/her course work, and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials. Work that is late, regardless of quality, will get a grade no higher than C. Work that is on time but contains errors generally Springs into the C category.

- D

A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials. Work in this range is often late and full of grammatical and other errors.

- F

A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

## **XII. PLAGIARISM AND ACADEMIC HONESTY**

Cheating, plagiarism, bribery, misrepresentation, conspiracy, and fabrication are not permitted and will be dealt with in the most severe manner possible. Students should make themselves aware of student conduct expectations; more information on this appears in the college catalog. Students in violation of the academic honesty code will receive a WF for the course. **If you are caught in an act of**

**plagiarism, you will receive the harshest consequences possible. Failure to understand the policy or misconstruing what plagiarism is will make no difference in the penalty for such actions. If you are in doubt: ASK!! I also recommend you visit the writing center; check in the ACE for opening hours.**

### **XIII. ADA STATEMENT OF REASONABLE ACCOMMODATIONS**

If there is any student in this class who has special needs because of a learning disability or other kinds of disabilities, he or she should discuss this problem with the instructor and our student services coordinator, Anna Marie Reich. More information about services for students with disabilities can be obtained from Student Services, phone 478-289-2039. For students who are given extra time on exams, the **exam must be completed on the same day** it is started. For students given extra time on assignments, the **maximum extension is two weeks** after original due date.

Please note: *I cannot, by law, give you accomodations UNLESS you work through Disability Services. If you want any kind of special consideration, please contact the Disability Services office as soon as possible.*

### **XVII: ADDITIONAL COURSE REQUIREMENTS AND RULES OF CONDUCT**

Other than what is noted in this syllabus:

- Courteous behavior to me and your fellow classmates online and face to face
  - Cell phones should be set to SILENT and kept OUT OF SIGHT (in your bag) during the entire time you are on campus, especially during exams
    - Students caught with a cell phone during testing receive a 0, period.
    - My wrath is harsh and swift if students violate the cell phone policy.
  - NO laptops brought to exams
- Attention to details
- Completing the readings **before** you do discussions
- Questions asked when you need additional information to succeed
- Don't **EVER** call the instructor 'honey, sweetie, sweetheart, darling, sugar' or any other related term. That is very unprofessional.

### **XVI. CAMPUS EMERGENCIES:**

In the event the fire alarm is sounded, everyone must evacuate the building at once and in a calm and orderly fashion - DO NOT RUN - using the nearest exit. In the event of a severe weather warning, which will be delivered verbally, everyone must proceed immediately to the nearest designated shelter area which are marked by a small tornado symbol. All severe weather shelter locations are posted on the EGC website. Each student should, on the first day of class, determine the location of the nearest exit and the nearest designated shelter area for each of his or her classrooms. If you have difficulty locating either ask you instructor to assist you. Connect ED: The *ConnectED* system is a communication service that enables East Georgia College administrators and security personnel to quickly contact all East Georgia College students, faculty, and staff with personalized voice and text messages that contain emergency-related campus information (e.g. campus closings, campus threat, health scare, etc.) With ConnectED, East Georgia College students can be reached and provided with vital instructions anywhere, anytime, through their cell phones, home phones, email, TTY/TDD receiving devices, or other text-receiving devices (<http://www.ega.edu/connected.pdf>).

Please note that campus policy states that NO FIREARMS OR OTHER WEAPONS are allowed on campus (not on your person, nor in your vehicle). Law officers: Please contact Drew Durden at Campus Security, 478-289-2119.

**"Missing" Work**

If for whatever reason you do not have a paper returned to you, or you do not see a grade for a particular assignment on GA View D2L, it is YOUR responsibility to come check with me. It could be that you did the assignment, but I did not receive it. Any questions about whether or not assignment were received needs to be confirmed between you, the student, and me, the instructor, BEFORE THE LAST DAY OF CLASS. Disputes about receipt of assignments after that time are not valid. Check with me BEFORE the end of the term if you have a question about whether I received an assignment.

DR. MCKINNEY HAS A 0 TOLERANCE POLICY ON LATE WORK AND ANY ACTS THAT INDICATE THE POSSIBILITY OF PLAGIARISM, ACADEMIC DISHONESTY, OR CHEATING IN ANY FORM OR FASHION. FOR CHEATING AND ACADEMIC DISHONESTY, THE PENALTY WILL BE AN F FOR THE COURSE. PERIOD. NO ARGUMENTS, NO EXCUSES.

**XVIII. Daily Course Schedule and Readings: Lessons 1 and 2 done at the same time**

Lesson Number and Title, Videos to Watch	General Dates <sup>3</sup>	Discussion Due—Initial Post in <u>Dropbox</u>	Discussion Due—Follow-up Posts in <u>Lesson Discussion Area</u> AFTER <u>Dropbox Due Date</u>	McKay Main Textbook Readings	Reilly "Worlds of History" Readings
Lesson 1: Prehistory (read Lesson Online Content in D2L) <b>Crash Course Videos Due: Agricultural Revolution and Indus Valley Civilizations</b>	January 11-24	January 20	January 24	Chapter 1	pp. 2-18 ("Furs for the Evening" and "Nisa")
Lesson 2: Mesopotamia (read Lesson Online Content in D2L) <b>Crash Course Video Due: Mesopotamia</b>	January 11-24	January 20	January 24	Chapter 2 (this chapter covers lessons 2, 3 and 4)	pp. 33-70 ("Assyrian Law," "Cities and Civilizations," "The Epic of Gilgamesh," and

<sup>3</sup> Lessons typically start on Monday and end on Sunday evening. **Note that Lessons 1 and 2 are done together and are extra long because you are also expected to "learn the ropes of D2L" during these first week.**

Lesson Number and Title, Videos to Watch	General Dates	Discussion Due—Initial Post in <u>Dropbox</u>	Discussion Due—Follow-up Posts in <u>Lesson Discussion Area</u> <b>AFTER</b> Dropbox Due Date	McKay Main Textbook Readings	Reilly “Worlds of History” Readings
<b>Dr. Martin Luther King Holiday, Monday, January 18—COLLEGE CLOSED</b>					
Lesson 3: Egypt (read Lesson Online Content in D2L) <b>Crash Course Video Due: Egypt</b>	January 25 – January 31	January 27	January 31	Chapter 2 (this chapter covers lessons 2, 3 and 4)	pp. 57- 69 (“Tale of the Eloquent Peasant” and “Images from the Book of the Dead”)
Lesson 4: The Hebrews (read Lesson Online Content in D2L) <b>No Crash Course Video this lesson.</b>	February 1 - 7	February 3	February 7	Chapter 2, pp. 53-61	pp. 212-227 (“Judaism and the Bible,” 2 parts)
Lesson 5: India (read Lesson Online Content in D2L) <b>Crash Course Video Due: Buddha and Ashoka</b>	February 8 - 14	February 10	February 14	Chapter 3, pp. 64-89 and Chapter 7, pp. 174-202	pp. 88-98 (“The Rig Veda,” “The Upanishads,” and “The Bhagavad Gita”)
<b>Midterm exam by appointment: February 29 or March 1. See D2L Email for Sign-Up Sheet and Further Instructions. Exam is short answer/essay and covers lessons 1-5.</b>					
<b>LAST DAY TO TAKE OPTIONAL EXTRA CREDIT QUIZZES for Lessons 1-5: FEBRUARY 28, 11 pm (EVENING)</b>					
<b>Wednesday, March 2—MIDPOINT. Last Day to Withdraw (always check with financial aid first!) You will have your midterm exam grade plus grades for discussions 1-5 by this time.</b>					



Lesson Number and Title, Videos to Watch	General Dates <sup>4</sup>	Discussion Due—Initial Post in Dropbox	Discussion Due—Follow-up Posts in Lesson Discussion Area AFTER Dropbox Due Date	McKay Main Textbook Readings	Reilly “Worlds of History” Readings
Lesson 6: China (read Lesson Online Content in D2L) <b>Crash Course Video Due:</b> Chinese History/Mandate of Heaven	February 15 - 21	February 17	February 21	Chapter 4, pp. 64-89	pp. 136 – 141 (“The Analects” and “Legalism”)
Lesson 7: Greece (read Lesson Online Content in D2L). <b>Crash Course Videos Due:</b> Persians and Greeks, Alexander the Great, Oedipus Rex, The Odyssey	February 22 – March 13 (extra time built in for exams)	March 9	March 13	Chapter 5, pp. 114-140	pp. 99-116 (“The Athenian Constitution,” “The Funeral Oration,” and “The Republic”)
<b>Spring Break: March 14 - 20</b>					
Lesson 8: Rome (read Lesson Online Content in D2L) <b>Crash Course Videos Due:</b> The Roman Empire, Spring of the Roman Empire, Christianity and the Romans	March 21 - 27	March 23	March 27	Chapter 6, pp. 142-171, and Chapter 8, pp. 204-230	pp. 145 – 161 (“Arts of Government,” and “Meditations” <b>PLUS</b> pp. 227 – 233 (“The Christian Bible” and “Letters of Paul”) <b>and</b> pp. 243 – 246 (“Life of Constantine”)

<sup>4</sup> Lessons typically start on Monday and end on Sunday evening.

Lesson Number and Title	General Dates	Discussion Due—Initial Post in Dropbox	Discussion Due—Follow-up Posts in Lesson Discussion Area AFTER Dropbox Due Date	McKay Main Textbook Readings	Reilly “Worlds of History” Readings
<b>ANNOTATED TIMELINE DUE:</b> Monday, April 11. Place in Dropbox by 11 PM deadline. See detailed instructions here in the syllabus.					
<b>Lesson 9: Islam and Africa (read Lesson Online Content in D2L). <b>Crash Course Videos Due:</b> Islam, Mansa Musa</b>	<b>March 28- April 3</b>	<b>March 30</b>	<b>April 3</b>	Chapter 9, pp. 232-264 and Chapter 10, pp. 266-294	pp. 256 – 264 (“Selections from the Koran”)
<b>Lesson 10: The Middle Ages (read Lesson Online Content in D2L) <b>Crash Course Videos Due:</b> Dark Ages, Crusades, Venice and the Ottomans</b>	<b>April 4-10</b>	<b>April 6</b>	<b>April 10</b>	Chapter 12, pp. 330-362, and Chapter 13, pp. 364-390, and Chapter 14, pp. 392-411	Chapter 10 (pages 360-395). then pp. 398 - 423 (Historical Context and Thinking Historically and “Were the Barbarians Negative?” “The Viking Rus,” “The Western Vikings,” and “Eirik’s Saga”)

Lesson Number and Title	General Dates	Discussion Due—Initial Post in Dropbox	Discussion Due—Follow-up Posts in Lesson Discussion Area AFTER Dropbox Due Date	McKay Main Textbook Readings	Reilly “Worlds of History” Readings
Lesson 11: The 14 <sup>th</sup> Century (read Lesson Online Content in D2L) No Crash Course Video this lesson	April 11-17	April 13	April 17	Chapter 14, pp. 412-422	pp. 456 – 470 (“Origins of the Black Death,” “The Plague in Florence,” and “Images of the Black Death”)
Lesson 12: The Renaissance (read Lesson Online Content in D2L), <b>Crash Course Video Due: Renaissance</b>	April 18-24	April 20	April 24	Chapter 15, pp. 424-441	pp. 483 – 492 (“Towns and Cities” and “Corporations and Community in Florence”) and pp. 513-517 (“Images of Medieval Cities”)
Lesson 13: The Reformation (read Lesson Online Content in D2L) <b>Crash Course Video Due: Martin Luther and Reformation</b>	April 25 – May 1	April 27	May 1	Chapter 15, pp. 441-455, and Chapter 16, pp. 458-488	pp. 521-529 (“Historical Roots of Ecological Crisis”)
<b>Final exam online, starting April 30 (8 am and ending at 11 AM (MORNING) on May 4. See details here in the syllabus and online in D2L. NO MAKEUPS ON FINAL EXAM!</b>					
<b>LAST DAY TO TAKE OPTIONAL EXTRA CREDIT QUIZZES 6-10: MAY4, 11 pm (EVENING)</b>					

**Please note:** I may have to make minor adjustments in the scheduling of reading assignments and class activities. This will always be done with the intent of benefiting you, the student, or to accommodate circumstances beyond my control.

If you have questions and concerns about any aspects of this course, **please contact me as soon as possible**. Don't wait until the end of the semester; chances are, with sufficient time, we can try to work around most difficulties. I am most willing to make accommodations for students with special needs; please see me at the start of the semester for arrangements.

### SUMMARY OF DEADLINES AND IMPORTANT DATES:

**January 11:** Class begins.

**January 15:** ALL Students must have **books** by this day!

**January 15:** All students must "check in" via **D2L (Do not check in via Catmail! Check in within D2L, so I know you are active in the course)**

**January 18:** Dr. Martin Luther King Holiday—NO class, instructor unavailable

**February 29 or March 1:** Midterm Exam dates, on campus in Swainsboro by appointment (see information in D2L about proctored exams using Proctor U)

**March 2:** Midpoint—Last day to withdraw with grade of W (Call registrar, 478-289-2016)

**March 14 – 20:** SPRING BREAK

**April 11:** Annotated Timeline Due by 11 PM

**April 30 – May 4 (see times earlier in syllabus)**—Online final exam, **NO MAKEUPS!**

### I USE GOOGLE AND TURN IT IN.COM TO CHECK FOR PLAGIARISM!

#### FREQUENTLY ASKED QUESTIONS

- ***Do we have to buy the books and do the textbook readings?***

Yes, the readings are an important part of this course. I cannot possibly cover every single element of western civilization prehistory to 1648 via online content alone. The books supplement and enhance the other materials provided. Yes, the readings are an important part of this course. **You must get the books BY JANUARY 15.**

- ***What's on the exams?***

You are responsible for information from notes given in Power Point slides, as well as the readings assigned for the given lesson. The midterm exam covers materials from Lessons 1-5. The final exam covers lessons 6-13. Every lesson has a study and review guide in D2L. The midterm exam is short answer and essay only. I will generally give you 50 short answer and five essays; you will pick 25 of the short answer and one of the essays to answer. Remember: I get to choose the 50 short answers and five essays—you only get to pick which ones you want to do from the ones I give on the exam. The final exam, which is open book, is the same, covering lessons 6-13.

- ***Where do I find resources for the annotated timeline?***

The **LIBRARY** is your best resource! You can also check the resources listed on the course home page in D2L; there will be links listed there. You can also check your textbooks for additional resources. Visit the writing center for more assistance.

- ***How much time a week should I plan on spending on this course?***

In addition to the time spent reading and answering discussions and checking email every week, you need to give yourself time to write the required essays and prepare for exams. This amount will vary from person to person, but it will likely be at least 10 hours per week MINIMUM. Don't get behind, and if you do, have the good sense to withdraw before the midpoint.

- ***I want to drop this course after drop/add but before the midpoint. How do I do that?***

Because it's an online course, call the registrar at 478-289-2016 to withdraw. Be sure you have your student ID number ready, and that you call before the midterm date. (See calendar/daily syllabus).

- ***Can I get an incomplete in this course?***

If you are making satisfactory progress and the midpoint has passed, you may ask for permission to receive an incomplete if an unexpected emergency occurs. You and I will negotiate what must be completed for the removal of the incomplete. Granting of an incomplete grade is something that the instructor decides on a case-by-case basis. I must warn you, though, that about 75% of students who take an "I" never come back to complete the work, and thus they end up with an F. Only take an incomplete as a last option.

- ***What is the format of the exams?***

The midterm exam is short answer and essay only. I will generally give you 50 short answer and five essays; you will pick 25 of the short answer and one of the essays to answer. Remember: I get to choose the 50 short answers and five essays—you only get to pick which ones you want to do from the ones I give on the exam. The final exam, which is open book, is a combination of multiple choice, short answer, and essay. Take the practice tests and print them off as a study aid.

- ***How do I study for the exam?***

First of all, review the terms and questions listed in each lesson. These will help you acquire the basic knowledge necessary for the exams. If you create note cards for the terms and perhaps outline each of the given questions, and you study these well, you will likely do very well on the exams. I strongly advise that you do the terms and questions as we go; don't try to cram all 100+ of these into two days of study before the exams. You will not do as well. Many good students have told me that they do the terms before the lesson starts, and that way, they are familiar with some of the terminology of the lesson when they come to the class lecture. I also suggest you take the practice tests, which can give you bonus points towards the exams. (See my notes within D2L).

- ***I can't find one of the words on the study guide in the notes or textbook.***

Every single term comes from somewhere in the Power Point slides or textbooks. If you can't find it, try a couple of things: 1) Check the index of the textbook for the term or something close to it; 2) Use the Internet to do a search on the term. 3) Ask a fellow student where he/she found information on the term.

- ***I have an older edition of the textbook, which was inexpensive. Can I use it?***

College policy states that you must use the **current** edition of the textbook which was pre-ordered by the bookstore for the class.

- ***It's after final grades are turned in, and I'm not happy with my grade. I needed a higher grade to stay in school, keep the Hope grant, keep my insurance, and [insert reason of choice]. Can I do extra credit so you can change my grade?***

Cry me a river. Under no circumstances will I change your grade after the semester is over UNLESS there has been a mathematical error on my part. If you find a mathematical error, alert me as soon as possible. If I have made an error (and I try to be very careful, but I am only human—I have made 2 mathematical errors in over 20 years of teaching), I will change your grade immediately and offer you my sincerest apologies. IF, however, the grade is YOUR responsibility (you didn't realize that the final and midterm count more than discussions, you didn't understand how grades were calculated and that missing even one assignment WOULD hurt you, you feel that you got a poor grade back on Lesson 2 discussion and you want me to change it, etc.), please don't ask me to give you preferential treatment after the fact. This is unfair to **all** the students who have worked hard, maybe not gotten the grade they wanted, but accepted responsibility for their performance in the course. I will NOT change grades simply because you aren't happy. You get what you earn in my class, and that requires you to be an adult and come to me DURING the semester, not after, to discuss how you can improve your grade.

- ***I'm doing four good discussion posts and meeting deadlines every lesson, but you keep giving me 90s instead of higher grades, like 95s or 97s. Why is this the case?***

You did the minimum work; you get the minimum grade. A 90 or a 91 IS an A. You want higher As? Do better and more frequent discussion posts. Respond to more students and add more details to your posts. Work that exceeds the minimum standards earns a higher grade; it's that simple. I am not into the "every A = 100" business.

- ***I don't understand why we have to have an on-campus or proctored test in an online class. That's not the point of taking an online class.***

Since I've been teaching online (since 2002) and coordinating the online program here at EGA (since 2005) and working on the Regents' Advisory Committee for Distance Education (since 2006) and presenting papers on online learning (since 2003)--can we just suffice it to say I really do know what I am talking about when I say I'm experienced with online teaching? And that I know some of the best, most sound, student-oriented methods for teaching online? OK, now that we have that established, let me address the on-campus, proctored portion of this course and why it exists.

Extensive research (if you want, I'll give you a reference list) shows that online courses are more reliable (they teach what they're supposed to teach) and that student performances are more valid (the students are really who they say they are, really doing their own work) when at least one proctored experience is included in an online class. "Proctored" in this case means on campus, OR in an official monitored environment. Logically, a large exam is the best time to do this. Between 1 and 3 proctored experiences are the suggested norm (the usual method) for accomplishing this in online courses. This is not "weird" or "mean" or "unfair" or "unreasonable." This is the **nationally** accepted standard of what is "best practice" in online teaching.

Maybe you've had online courses where you never had to step foot on campus or use an official proctor. Well, all I can say is that teaching in college has a fair amount of academic freedom-- professors decide individually what to teach and how to teach. I have no control over anyone else's class--but I do have a say so in how I manage my online courses. And mine have two proctored experiences because every indication from my own experiences and from the experts who study this kind of teaching suggest that a proctored experience or two makes for a better course--in terms of student learning and in terms of having a good course. If you don't like it, the solution is easy. Don't take my class!

OK, soapbox off. I hope that taking my online class is a decision you are making because you trust me and my teaching methods. I think you will find the class to be enjoyable (albeit work intensive, especially in Summer) and that the proctored experiences aren't that bad.

### **Using D2L (Desire 2 Learn) for HIS 1111 with Dr. McKinney**

Here are the basic rules and guidelines for using D2L for this course:

You must be able to check into the online materials of the course **THREE TIMES** per week, at a minimum; **four times a week is best**. I will use D2L to do the following for which you are responsible to read:

1. Post email messages and updates.
2. Post any changes to the assignments and class plans from the syllabus.
3. Post your weekly online discussion topic and questions.

It is your responsibility to make certain you can log into D2L and that if you use your own computer, that your computer is ready for D2L. "I can't pull up D2L" is NOT an excuse! (Unless the entire system server goes down). Make sure you are ready **BEFORE** class starts, and that you know the basic use of D2L. Follow these links for assistance. You can also access these links from the main EGC webpage, <http://www.ega.edu> on the left hand side of the entry page, section called Online Help.

Here is the link to the college's technology tips and tutorials:

[http://www.ega.edu/index.php/offices/information\\_technology/tips\\_and\\_tutorials](http://www.ega.edu/index.php/offices/information_technology/tips_and_tutorials)

#### Remember:

Your D2L login password and your email password will NOT be the same. These will also be different than your Banner userid and password.

### **CHEATING, PLAGIARISM, AND ACADEMIC HONESTY NOTICE**

Dear Students,

To be frank, I am tired of dealing with issues involving cheating, plagiarism, and academic dishonesty. It is wrong and dishonest to take the work of others and pass it off as your own. It is wrong to use cheat sheets, cards, or cell phones during tests. Lack of awareness of academic dishonesty policies and plagiarism is NOT an excuse! Please read the following definitions of cheating, plagiarism, and academic dishonesty. Always check with me or another instructor if you are unsure about whether you

are properly and completely citing sources. Review the school's policies on these matters in the student handbook.

I will penalize you for academic dishonesty as harshly as I am permitted. Generally, this means on your first instance of academic dishonesty, you will receive a 0 on the assignment. A second violation means an F for the course. In both cases, I will report you to the department head and/or the academic dean, as appropriate.

#### **DEFINITIONS OF PLAGIARISM AND ACADEMIC DISHONESTY:**

- To take the writings, graphic representations or ideas of another person and represent them as you own without proper attribution given to the original source.
- Taking someone else's ideas, words, or writing, and attempting to pass them off as your own.
- Using another author's ideas or words without proper documentation; representing someone else's creative work (ideas, words, images, etc.) as your own, *whether intentional or not*.
- Using any kind of cheat sheet, note card, hidden notes, etc. during any exam or assessment. **Even the HINT that there is something of this nature is near you, even if you say "I didn't look at it" is enough to earn you a 0 on the exam.**
- **NOTE:** Saying, "I don't know how to cite things," or "I don't understand what I did wrong," are NOT excuses! Ask me or another faculty member BEFORE the assignment is due if you are uncertain!

#### **EXAMPLES OF PLAGIARISM AND ACADEMIC DISHONESTY IN A COURSE:**

- Copying and pasting text from the Internet or a book into your paper or discussions without showing the material is directly quoted and also providing a footnote or endnote, and a complete reference entry in your works cited.
- Having a friend or relative write a paper for you, then turning it in as your own.
- Purchasing a paper off the Internet, then turning it in as your own.
- Copying another student's online discussion posting and using it as your own.
- Looking at another student's work, or looking at a cheat sheet or note cards or cell phone during a test; talking with another student during a test.

There is **never** a good reason for academic dishonesty. Don't do it!  
*QED (Quod erat demonstratum)!*

Dr. McKinney



## **ON USING ENCYCLOPEDIAS IN WRITING COLLEGE LEVEL WORK**

Encyclopedias (*World Book, Britannica, Encarta, Wikipedia*) are a great way to start research. An encyclopedia article can give you a good overview of a topic, and many (like the online Wikipedia) can provide a bibliography that has a wealth of information for you. Many times when there is something I don't know about, I start with an encyclopedia and then consult suggested references which are more detailed thereafter.

However, an encyclopedia as a source used for a major paper is a generally poor choice. You are in college, not high school. The academic rigor for papers is higher, meaning you are likewise held to a higher standard on all aspects of a paper—the writing, the research, and the quality of your resources.

For ANY work, you are welcome to **start** the research process with an encyclopedia. However, I do not want you using an encyclopedia as a cited source in your paper. I want to see that you have actually gone to the library and done some work on these essays with reference books and not just used the Internet. Please work hard on your writing. Remember that I do not accept late essays, but that I am willing to proofread ONE draft of a paper if you get it to me four days ahead of the due date.

### **About Wikipedia**

First of all, let me say that I think the idea behind Wikipedia is great, if not revolutionary. Here is the intro to the "Edit" section of Wikipedia (Copied and pasted here by me)—read carefully what it says:

"Wikipedia is an encyclopedia written collaboratively by many of its readers. It uses a special type of website, called a wiki, that makes collaboration easy. Lots of people are constantly improving Wikipedia, making thousands of changes an hour, all of which are recorded on article histories and recent changes. Inappropriate changes are usually removed quickly, and repeat offenders can be blocked from editing."

Moreover, this is what the section called "About Wikipedia" says. Again, I have copied and pasted:

"Users should be aware that not all articles are of encyclopedic quality from the start. Indeed, many articles commence their lives as partisan, and it is after a long process of discussion, debate and argument, that they gradually take on a consensus form. Others may for a while become caught up in a heavily unbalanced viewpoint which can take some time - months perhaps - to extricate themselves and regain a better balanced consensus. In part, this is because Wikipedia operates an internal resolution process when editors cannot agree on content and approach, and such issues take time to come to the attention of more experienced editors. The ideal Wikipedia article is balanced, neutral and encyclopedic, containing notable verifiable knowledge. An increasing number of articles reach this standard over time, and many already have. However this is a process and can take months or years to be achieved, as each user adds their contribution in turn. Some articles contain statements and claims which have not yet been fully cited. Others will later have entire new sections added. Some information will be considered by later contributors to be insufficiently founded, and may be removed or expounded. While the overall trend is generally upward, it is important to use Wikipedia carefully if it is intended to be used as a research source, since individual articles will, by their nature, vary in standard and maturity. There are guidelines and information pages designed to help users and researchers do this effectively, and an article that summarizes third party studies and assessments of the reliability of Wikipedia."

For more information, see <http://en.wikipedia.org/wiki/Wikipedia:About>

OK, what does this really mean?

1. Many content writers and editors who provide information to Wikipedia are experts in their field. I actually added some things to the WW I content.
2. Some people who add content and edit don't know beans. They send in content that is not always based in evidence and research.
3. The staff members at Wikipedia are constantly weeding out bad information, trying to verify good information, and improving their articles.
4. It's an ongoing process, and while a great resource to use for BASIC overviews and to find further resources (which is what I use it for--mostly for journal articles and books on a topic), do NOT count on Wikipedia to be a quality academic reference source.

When you go looking to define the "Terms to Know" and "Thought Questions" in preparation for your exams, I want you to use, **first and foremost**, the lecture **notes** (if you are in a f2f class), the online **content** (if you are in an online class--Power Point slides or lesson narratives, depending on your course), and your **textbooks**. Then, you might want to consult another source to complete your answers. Wikipedia might be useful in this instance, since you have content from two other sources (texts and notes). Many times, students have gotten their information *only* from Wikipedia—and as a result, have given incorrect answers on exams and lost points.

Let me reiterate what I said: Wikipedia (and/or other encyclopedias) **should not be used** as one of your references in your essays.

Any questions, please ask! Learning to use good resources is a \*vital\* part not only of this course, but college in general and graduate and/or professional schools as well.

### **SPRING D2L MAINTENANCE SCHEDULE (D2L WILL BE DOWN--PLEASE PLAN ACCORDINGLY!)**

Count on most Friday-Saturday times, between 7 PM and 7 AM, for D2L to be down.

**DISCUSSION GRADING RUBRIC**

**Attendance and Participation in Discussion**

You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette.

Your grade for discussion participation will account for **20%** of your course grade.

To help you know what is expected of you for participation and how your participation will be graded, be sure to read the participation grading guidelines below.

**GRADING RUBRIC FOR DISCUSSIONS**

	<b>F o c u s</b>	<b>Timeliness</b>	<b>Specificity</b>	<b>S u p p o r t</b>	<b>Thoughtfulness</b>	<b>Use of Language</b>
<b>A</b>	Comments make vividly clear references to readings	Posting meets deadlines	Majority of comments include specific details	Comments are well-supported	Comments are articulate and show a high level of thought	Writing is well-organized, unified, and error-free
<b>B</b>	Comments make perceivable reference to readings	Posting meets deadline	Many comments include specific details	Comments are mostly well-supported	Comments show above average thought	Writing is mostly organized and unified, with few errors
<b>C</b>	Comments make some reference to readings	Posting fails to meet deadline	Some comments include specific details	Comments are somewhat well-supported	Comments show some thought	Writing is somewhat organized and unified, with some errors
<b>D</b>	Comments make little reference to readings	Posting fails to meet deadline	Few comments include specific details	Comments are not very well-supported	Comments show little thought	Writing is poorly organized/unified, with many errors
<b>F</b>	Comments make no reference to readings	Posting fails to meet deadline	No comments include specific details	Comments are not supported	Comments show no thought	Writing is not organized or unified; errors impair communication

**See pages 5 and 6 for instructions on posting discussions.**

**Any posts that use text message shortcuts (i, u, ur) will be deducted one letter grade.**

**YEARS: 1800 – 1850, SAMPLE ONLY (this would be graded B)**

	Europe	Middle East and Africa	Eastern Asia	Central and South America
<b>Major political and social events (3 min across regions)</b>	1. Napoleon becomes “King of France” in 1804. 2. Lord Nelson wins Battle of Trafalger in 1805.	3. Usman dan Fodio launches Jihad in northern Nigeria in 1804.		
<b>Scientific, technological, and medical events and discoveries (2 min across regions)</b>	1. William Herschel discovers infrared x-rays in 1800. 2. René Laennec invents stethoscope.			
<b>Major achievements in the fine arts (visual arts, drama, music, etc.) (2 min across regions)</b>	1. Goethe’s play <i>Wilhelm Tell</i> first performed in 1804. 2. Beethoven publishes <i>Moonlight Sonata</i> in 1801.		3. Hokusai paints images of Great Wave at Kanagawa series (1830-31)	
<b>Major works of literature published (2 min across regions)</b>			2. Li Ju-Chen writes <i>In the Country of Women</i> , circa 1830	1. Domingo Faustino writes <i>Facundo: Civilization and Barbarism</i> in 1845
<b>Two PRIMARY documents created in this period, differing regions</b>	<i>The People’s Charter of 1838</i> (Britain)	<i>The Barbary Treaty of Peace concluded between USA and his Highness Omar Bashaw Dey of Algiers</i> (1815)		
<b>Two ACADEMIC secondary sources written about this period (books or journal articles only), different regions</b>	R.M. Hartwell. "The Rising Standard of Living in England, 1800-1850," <i>Economic History Review</i> (1963): 398.			John Lynch, <i>Caudillos in Spanish America, 1800-1850</i> . London: Clarendon Press, 1992.

## **CRITICAL THINKING MATERIALS REQUIRED BY EGSC**

### **WHAT IS CRITICAL THINKING?**

To think critically is to compare, to contrast, to analyze, to synthesize, and to see the world in fresh new ways. A critical thinker may make use of inference, analogy, metaphor, or experiment, or may recast an old idea in new and novel ways. A critical thinker has formed the reading habit and reads with a critical eye, recognizing that much that has been written is subject to interpretation and appraisal. A critical thinker is reflective and does not rush to judgment. A critical thinker is dispassionate but recognizes that emotion and sentiment often color human events and cannot be ignored. A critical thinker is able to weigh all available facts and to come to a defensible conclusion tempered by reason, the best available knowledge and any relevant experience. Finally, a critical thinker must know the limits of knowledge, must have a certain intellectual humility, must be flexible, must be tolerant and open-minded, and must be willing to admit error.

### **WHY SHOULD I CARE ABOUT CRITICAL THINKING?**

Critical thinking is essential to meet demands of a rapidly changing workplace, a workplace that esteems higher order thinking and creativity. To remain competitive with the rest of the world, to preserve a robust democracy, to maintain our quality of life, we must produce thinkers, innovators, creators, and leaders--- all dependent upon critical thinking.

### **HOW SHOULD I APPROACH MY ASSIGNMENTS USING CRITICAL THINKING?**

1. The assignment should require an original application of knowledge from several sources.
2. The assignment should allow students to identify alternative points of view.
3. The assignment should challenge students to draw reasonable inferences.
4. The assignment should require students to discuss an issue in an appropriate context.
5. The assignment should require students to weigh the quality and sufficiency of the data.
6. The assignment should require students to evaluate the nature and quality of any assumptions.
7. The assignment should demand the use of precise language.
8. The assignment should require students to identify bias.
9. The assignment should allow students to distinguish between assertion and argument.
10. The assignment should require students to assess the quality of the solution.

## How EGSC Will Assess Your Critical Thinking Skills

### East Georgia State College Holistic Critical Thinking Rubric

Criteria	Tier 1	Tier 2	Tier 3
<b>Question</b> – Students will question basic understanding of the topic in order to construct a thesis.	<ul style="list-style-type: none"> <li>• Fails to identify alternatives</li> <li>• Fails to acknowledge uncertainties</li> <li>• Fails to identify a working hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies a limited number of alternatives</li> <li>• Acknowledges some uncertainty</li> <li>• Thesis is vague</li> </ul>	<ul style="list-style-type: none"> <li>• Thoroughly understands alternatives</li> <li>• Acknowledges any uncertainties inherent in the topic</li> <li>• Thesis precisely identifies the argument</li> </ul>
<b>Analyze</b> – Students will analyze primary data to determine validity and usefulness.	<ul style="list-style-type: none"> <li>• Fails to distinguish between relevant/irrelevant data</li> <li>• Fails to identify bias</li> <li>• Fails to make reasonable inferences</li> <li>• Fails to identify reasons to support the thesis</li> <li>• Fails to identify fact from opinion</li> <li>• Fails to identify cause /effect relationships</li> <li>• Fails to make reasonable comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies data that may be relevant</li> <li>• Is sensitive to possible bias</li> <li>• Attempts to make reasonable inferences</li> <li>• Makes some attempt to identify reasons in support of the thesis</li> <li>• Attempts to distinguish between fact and opinion</li> <li>• Makes a limited attempt to discuss cause/effect relationships</li> <li>• Makes limited comparisons</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses on the relevant data</li> <li>• Bias does not interfere with the quality of the argument</li> <li>• Inferences are sound and supported by the data</li> <li>• Reasons support the argument</li> <li>• Successfully distinguishes fact from opinion</li> <li>• Fully addresses cause/effect relationships</li> <li>• Comparisons are valid and strengthen the argument</li> </ul>
<b>Discuss</b> – Students will be able to engage in productive verbal communication	<ul style="list-style-type: none"> <li>• Fails to acknowledge opposing viewpoints</li> <li>• Fails to modify thesis if required</li> <li>• Fails to enunciate ideas clearly</li> <li>• Fails to identify Springacies</li> <li>• Fails to construct organized arguments</li> <li>• Fails to demonstrate knowledge of punctuation, spelling, grammar, and diction</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledges opposing viewpoints</li> <li>• Shows flexibility in modifying thesis</li> <li>• Enunciates basic ideas clearly</li> <li>• Some awareness of Springacies</li> <li>• Some problems with organization</li> <li>• Paper is marred by lapses in punctuation, spelling, grammar and diction</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledges strengths of opposing viewpoints</li> <li>• Modifies thesis based on new information</li> <li>• Articulates arguments persuasively</li> <li>• Argument is free from Springacy</li> <li>• Arguments is organized</li> <li>• Largely free of errors in punctuation, spelling, grammar and diction</li> </ul>
<b>Debate</b> – Students will defend a cogent argument	<ul style="list-style-type: none"> <li>• Fails to distinguish between emotional and rational responses</li> <li>• Fails to recognize possible counter arguments</li> <li>• Fails to provide rebuttals for counter arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes between emotional and rational responses</li> <li>• Recognizes counter arguments</li> <li>• Provides rebuttals for counter arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively guides debate from the emotional to the rational</li> <li>• Distinguishes between weak and strong counter arguments</li> <li>• Makes persuasive use of counter arguments for rhetorical advantage</li> </ul>
<b>Critique</b> – Students will be able to research and evaluate opposing arguments in a controversial topic	<ul style="list-style-type: none"> <li>• Fails to assess the quality of evidence presented</li> <li>• Fails to assess the sufficiency of the evidence</li> <li>• Fails to develop reasonable conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Assesses the quality of evidence presented</li> <li>• Assesses the sufficiency of evidence presented</li> <li>• Develops reasonable conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Uses evidence to strengthen argument</li> <li>• Evidence is sufficient</li> <li>• Conclusion is persuasive</li> </ul>

**Aim for Tier Three!**

### Spring 2016: HIST 1111, Western Civ to 1648, Master Due Date List

What is Due and Where	When the Assignment is Due*
Deadline to “check in” in D2L with instructor	January 15, 5 PM
Proctor U Form (if taking exam with them)	February 9, 11 PM IN THE EVENING
Syllabus Quiz	January 20, 11 PM IN THE EVENING
Lesson 1 Initial Post in <span style="background-color: yellow;">Dropbox</span>	January 20, 11 PM IN THE EVENING
Lesson 1 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	January 24, 11 PM IN THE EVENING
Lesson 2 Initial Post in <span style="background-color: yellow;">Dropbox</span>	January 20, 11 PM IN THE EVENING
Lesson 2 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	January 24, 11 PM IN THE EVENING
Lesson 3 Initial Post in <span style="background-color: yellow;">Dropbox</span>	January 27, 11 PM IN THE EVENING
Lesson 3 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	January 31, 11 PM IN THE EVENING
Lesson 4 Initial Post in <span style="background-color: yellow;">Dropbox</span>	February 3, 11 PM IN THE EVENING
Lesson 4 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	February 7, 11 PM IN THE EVENING
Lesson 5 Initial Post in <span style="background-color: yellow;">Dropbox</span>	February 10, 11 PM IN THE EVENING
Lesson 5 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	February 14, 11 PM IN THE EVENING
Lesson 6 Initial Post in <span style="background-color: yellow;">Dropbox</span>	February 17, 11 PM IN THE EVENING
Lesson 6 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	February 21, 11 PM IN THE EVENING
Lesson 7 Initial Post in <span style="background-color: yellow;">Dropbox</span>	March 9, 11 PM IN THE EVENING
Lesson 7 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	March 13, 11 PM IN THE EVENING
Lesson 8 Initial Post in <span style="background-color: yellow;">Dropbox</span>	March 23, 11 PM IN THE EVENING
Lesson 8 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	March 27, 11 PM IN THE EVENING
Lesson 9 Initial Post in <span style="background-color: yellow;">Dropbox</span>	March 30, 11 PM IN THE EVENING
Lesson 9 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	April 3, 11 PM IN THE EVENING
Lesson 10 Initial Post in <span style="background-color: yellow;">Dropbox</span>	April 6, 11 PM IN THE EVENING
Lesson 10 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	April 10, 11 PM IN THE EVENING
Lesson 11 Initial Post in <span style="background-color: yellow;">Dropbox</span>	April 13, 11 PM IN THE EVENING
Lesson 11 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	April 17, 11 PM IN THE EVENING
Lesson 12 Initial Post in <span style="background-color: yellow;">Dropbox</span>	April 20, 11 PM IN THE EVENING
Lesson 12 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	April 24, 11 PM IN THE EVENING
Lesson 13 Initial Post in <span style="background-color: yellow;">Dropbox</span>	April 27, 11 PM IN THE EVENING
Lesson 13 Follow-Up Posts on <span style="background-color: cyan;">Discussion Board</span>	May 1, 11 PM IN THE EVENING
Annotated Timeline Exercise, in <span style="background-color: yellow;">Dropbox</span>	April 11, 11 PM IN THE EVENING
Midterm Exam, <b>Proctored</b>	Must be completed by 4 pm, March 1, in Swainsboro, or by 11 PM, March 1, if you are using Proctor U (see syllabus for info). <b>If you are using Proctor U, you have to complete the Proctored Exam form, GETTING MY APPROVAL FIRST, and then access the midterm via the <span style="background-color: yellow;">Dropbox</span> tool.</b>
<b>Final Exam</b> , Online and open book, via <span style="background-color: yellow;">Dropbox</span> tool (it <b>opens</b> April 30)	<b>CLOSES</b> May 4, 11 AM IN THE <b>MORNING</b> —once the exam closes, it will not be reopened. You would be wise to complete it early that day. Grades are due the next day, so time for taking the exam is short.

\*I **may** build in a very small grace period, but that is **not** the same as a due date/time. All assignments are **due as noted**.

What is Due and Where	When the Assignment is Due
Crash Course Video Quiz, Agricultural Revolution, via <b>Quizzes</b> tool	January 24, 11 PM IN THE EVENING
Crash Course Video Quiz, Indus Valley Civilizations, via <b>Quizzes</b> tool	January 24, 11 PM IN THE EVENING
Crash Course Video Quiz, Mesopotamia, via <b>Quizzes</b> tool	January 24, 11 PM IN THE EVENING
Crash Course Video Quiz, Egypt, via <b>Quizzes</b> tool	January 31, 11 PM IN THE EVENING
Crash Course Video Quiz, Buddha and Ashoka, via <b>Quizzes</b> tool	February 14, 11 PM IN THE EVENING
Crash Course Video Quiz, Chinese History/the Mandate of Heaven, via <b>Quizzes</b> tool	February 21, 11 PM IN THE EVENING
Crash Course Video Quiz, Persians and the Greeks, via <b>Quizzes</b> tool	March 13, 11 PM IN THE EVENING
Crash Course Video Quiz, Alexander the Great, via <b>Quizzes</b> tool	March 13, 11 PM IN THE EVENING
Crash Course Video Quiz, Oedipus Rex, via <b>Quizzes</b> tool	March 13, 11 PM IN THE EVENING
Crash Course Video Quiz, The Odyssey, via <b>Quizzes</b> tool	March 13, 11 PM IN THE EVENING
Crash Course Video Quiz, The Roman Empire, via <b>Quizzes</b> tool	March 27, 11 PM IN THE EVENING
Crash Course Video Quiz , Spring of the Roman Empire, via <b>Quizzes</b> tool	March 27, 11 PM IN THE EVENING
Crash Course Video Quiz, Christianity and the Romans, via <b>Quizzes</b> tool	March 27, 11 PM IN THE EVENING
Crash Course Video Quiz, Islam, via <b>Quizzes</b> tool	April 3, 11 PM IN THE EVENING
Crash Course Video Quiz, Mansa Musa, via <b>Quizzes</b> tool	April 3, 11 PM IN THE EVENING
Crash Course Video Quiz, Dark Ages, via <b>Quizzes</b> tool	April 10, 11 PM IN THE EVENING
Crash Course Video Quiz, Crusades, via <b>Quizzes</b> tool	April 10, 11 PM IN THE EVENING
Crash Course Video Quiz, Venice and the Ottomans, via <b>Quizzes</b> tool	April 10, 11 PM IN THE EVENING
Crash Course Video Quiz, Renaissance, via <b>Quizzes</b> tool	April 24, 11 PM IN THE EVENING
Crash Course Video Quiz, Martin Luther and Reformation, via <b>Quizzes</b> tool	April 24, 11 PM IN THE EVENING
Crash Course Video Quiz, Russia, Rus, and Mongols, via <b>Quizzes</b> tool	April 24, 11 PM IN THE EVENING
<b>Optional</b> Extra Credit Practice Quiz 1, via <b>Quizzes</b> tool	February 28, 11 PM IN THE EVENING
<b>Optional</b> Extra Credit Practice Quiz 2, via <b>Quizzes</b> tool	February 28, 11 PM IN THE EVENING
<b>Optional</b> Extra Credit Practice Quiz 3, via <b>Quizzes</b> tool	February 28, 11 PM IN THE EVENING
<b>Optional</b> Extra Credit Practice Quiz 4, via <b>Quizzes</b> tool	February 28, 11 PM IN THE EVENING
<b>Optional</b> Extra Credit Practice Quiz 5, via <b>Quizzes</b> tool	February 28, 11 PM IN THE EVENING
<b>Optional</b> Extra Credit Practice Quiz 6, via <b>Quizzes</b> tool	April 29, 11 PM IN THE EVENING



What is Due and Where	When the Assignment is Due
<b>Optional</b> Extra Credit Practice Quiz 7, via <b>Quizzes</b> tool	April 29, 11 PM IN THE EVENING
<b>Optional</b> Extra Credit Practice Quiz 8, via <b>Quizzes</b> tool	April 29, 11 PM IN THE EVENING
<b>Optional</b> Extra Credit Practice Quiz 9, via <b>Quizzes</b> tool	April 29, 11 PM IN THE EVENING
<b>Optional</b> Extra Credit Practice Quiz 10, via <b>Quizzes</b> tool	April 29, 11 PM IN THE EVENING
<b>Optional</b> Extra Credit Practice Quiz 11, via <b>Quizzes</b> tool	April 29, 11 PM IN THE EVENING
<b>Optional</b> Extra Credit Practice Quiz 12, via <b>Quizzes</b> tool	April 29, 11 PM IN THE EVENING
<b>Optional</b> Extra Credit Practice Quiz 13, via <b>Quizzes</b> tool	April 29, 11 PM IN THE EVENING

**Affordable Learning Georgia Textbook Transformation Grants**

**Rounds Six, Seven, and Eight**

**For Implementations beginning Fall Semester 2016**

**Running Through Fall Semester 2017**

**Proposal Form and Narrative**

<b>Submitter Name</b>	Katie Shepard
<b>Submitter Title</b>	Librarian
<b>Submitter Email</b>	kshepard@ega.edu
<b>Submitter Phone Number</b>	478-289-2087
<b>Submitter Campus Role</b>	<b>Proposal Investigator</b> (Primary or <b>Additional</b> )
<b>Applicant Name</b>	Dr. Dee McKinney
<b>Applicant Email</b>	dmckinney@ega.edu
<b>Applicant Phone Number</b>	478-289-2062
<b>Primary Appointment Title</b>	Associate Professor of History, Social Sciences; Associate Dean of eLearning, Information Technology

<b>Institution Name(s)</b>	East Georgia State College (EGSC)				
<b>Team Members</b>	Dr. Dee McKinney; Associate Professor of History, Social Sciences, Associate Dean of eLearning, Information Technology; dmckinney@ega.edu Katharine (Katie) Shepard; Librarian; EGSC Library; kshepard@ega.edu				
<b>Sponsor, Title, Department, Institution</b>	Dr. H. Lee Cheek, Dean of Social Sciences, East Georgia State College				
<b>Proposal Title</b>	Transforming HIST 1111 Through the Use of Online Primary Source Materials and Interactive Media				
<b>Course Names, Course Numbers and Semesters Offered</b>	HIST 1111 (World Civilization until 1648), offered spring, summer, and fall 2017				
<b>Final Semester of Instruction</b>	Fall 2017				
<b>Average Number of Students Per Course Section</b>	30	<b>Number of Course Sections Affected by Implementation in Academic Year</b>	3	<b>Total Number of Students Affected by Implementation in Academic Year</b>	90
<b>Award Category (pick one)</b>	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input checked="" type="checkbox"/> Specific Top 100 Lower Division Courses				
<b>List the original course materials for students (including</b>	<b>A History of World Societies, Volume 1, to 1500, 10th edition. Paperback.</b> John P. McKay (University of Illinois at Urbana-Champaign) , Patricia Buckley Ebrey (University of Washington) , Roger B. Beck (Eastern Illinois University), Clare Haru Crowston (University of Illinois at Urbana-Champaign) , Merry E. Wiesner-Hanks (University of Wisconsin-Milwaukee) , Jerry Davila (University of Illinois at Urbana-Champaign) ISBN-13: 978-1-4576-5995-9				

<p><b>title, whether optional or required, &amp; cost for each item)</b></p>	<p><a href="http://www.macmillanhighered.com/Catalog/Product.aspx?isbn=1457659956">http://www.macmillanhighered.com/Catalog/Product.aspx?isbn=1457659956</a></p> <p>Reilly, Kevin. <i>Worlds of History, Volume 1, to 1500 1400</i>. 5<sup>th</sup> edition. Boston: Bedford/St. Martins, 2013. ISBN: 13-978-1-4576-1783-6.  <a href="http://www.macmillanhighered.com/Catalog/product/worldsofhistoryvolumeiisince1400-fifthedition-reilly">http://www.macmillanhighered.com/Catalog/product/worldsofhistoryvolumeiisince1400-fifthedition-reilly</a></p> <p>Both books are required. <i>A History of World Societies</i> in new condition is \$135.99. The price for <i>Worlds of History</i> is \$64.99.</p>
<p><b>Requested Amount of Funding</b></p>	<p>\$10,800</p>
<p><b>Original Per Student Cost</b></p>	<p>\$200.98</p>
<p><b>Post-Proposal Projected Per Student Cost</b></p>	<p>\$0</p>
<p><b>Projected Per Student Savings</b></p>	<p>\$200.98</p>
<p><b>Projected Total Annual Student Savings</b></p>	<p>90 students X \$200.98 = \$18,008.22</p>
<p><b>Creation and Hosting Platforms Used</b></p>	<p>D2L (including Curriculum Builder) &amp; LibGuides (with a Creative Commons open license)</p>

**NARRATIVE**

## 1.1 PROJECT GOALS

Teaching students to think critically and engage deeply in materials in a world history course can be expensive. The current cost of textbooks in HIST 1111, World History until 1648, is \$200. All students, but particularly those at access institutions (primarily two-year degree granting institutions), find this cost daunting. Today, however, an enormous range of primary source documents, such as *The Law of Hammurabi*, as well as virtual tours and media, like the interactive component of the British Museum, can now “come to the student” via laptops, tablets, or even smartphones.

The goals of this project:

- Redesign HIST 1111, which has used a traditional textbook and printed book of primary source materials, into one that uses all online, free materials of the same quality and subject matter
- Add more interactive multimedia components to the course to engage the 21<sup>st</sup> century learner
- Organize the content in Brightspace by D2L, our institution’s learning management system (LMS), and LibGuides, the library’s online guides to resources, so that the course content can also be used in a traditional or flipped face-to-face classroom at EGSC or other institutions throughout the USG
- Teach the course for three consecutive semesters using feedback and data to evaluate and revise materials

## 1.2 STATEMENT OF TRANSFORMATION

- Goal: Reduce the costs of taking HIST 1111 by replacing traditional textbooks with online primary sources and media enrichment (videos, interactive museum websites, and narrated PowerPoints created by the instructor).
- Stakeholders: Any students taking HIST 1111 will benefit from this cost reduction. Based on past enrollment, the cost savings per year of using online resources as opposed to textbooks will be approximately \$18,000. Other potential stakeholders include other professors of history at EGSC and across the USG. The course is set up online in D2L, but it could be used with equal success in a face-to-face classroom.
- Transformative Impact on Stakeholders: HIST 1111 is an Area E (social science) common core option, which may also be used in Area F for some majors (Area F has 18 credit hours of designated classes at the 1000 or 2000 level for a given major). It has no pre-requisites. Many students choose the course as one of their social science options or as an elective. History majors and some other social sciences majors take the course as part of their program of study. However, a challenge to students in our service sector and geographic area is the cost of textbooks. East Georgia State College (EGSC) is an access institution. Approximately 30% of the populations in counties in and contiguous to our campus live below the poverty line (via United States Census Bureau QuickFacts at <http://www.census.gov/quickfacts>). Students often cite the inability to afford textbooks as a huge barrier to their success. Even students on financial aid often cannot buy books until after classes begin, thus starting the semester at a disadvantage. If students have access to high quality online reading sources, in addition to the OER and instructor-created media, they can begin working with the course materials from the first day of class. Because this course requires interactive discussion, based on the readings, this access is essential to student success.
- Transformative Impact on a Wider Scale: The savings to students over a three-year period is estimated to be \$54,000. Moreover, the course will be scalable across the department, the School of Social Sciences, and the USG. The use of embedded links to sources and media can be changed quickly to adapt to current events or the needs and interests of a specific faculty member. The course has ten modules. An instructor could, for example, add an additional module or substitute one in her or his area of expertise. The course design is thus customizable and advantageous for a range of instructors. Finally, students in 2016 want rich media. This course uses an array of educational short videos and interactive websites that brings world history to them in a portable way. Today's students repeatedly state they find classes with media, such as YouTube and TED Talks, more stimulating and engaging (<http://www.facultyfocus.com/articles/teaching-with-technology-articles/showtime-in-the-classroom-seven-ways-streaming-video-can-enhance-teaching/>). However, the instructor still needs to be sure those materials are of appropriate quality and provide assignments that use the media in a meaningful way. This is one reason the team of instructor plus librarian is particularly effective in this project.





### 1.3 TRANSFORMATION ACTION PLAN

1. The learning materials will be adopted for use beginning in the Spring 2017 semester for one section of HIST 1111 (online with D2L and LibGuides). The course will be carefully evaluated, refined, and taught in subsequent semesters of the academic year.
2. The course syllabus will include thorough explanations of how to use the online tools, readings, and media. The reading and media links and materials will also be embedded in the course itself (thirteen modules) for redundancy. Each module will have an introduction, study guide, resources for further exploration, and content written by the instructor. All videos will have transcripts available to ensure Americans with Disabilities Act compliance.
3. Both the course overall and each of the thirteen modules will have a set of student learning outcomes (SLOs). The course design starts with these outcomes, and they establish what materials the instructor selects and creates. The course conforms to the ION (Illinois Online Network) rubric which East Georgia State College uses for online course evaluation. The librarian will also assist in gathering quality open access and GALILEO online sources and media for this project. We also hope to incorporate Curriculum Builder in D2L as a tool to organize the reading lists from GALILEO resources. The Librarian will assist in assuring that all OERs meet college and USG standards. She will also help verify copyright issues related to the material and serve within the course as a resource (updating and revising a LibGuide for the timeline assignment, for example, which worked well for students in previous semesters).
5. During the administration of the course, the librarian will be embedded in D2L to serve as an additional resource for using the materials, providing assistance with information literacy questions, and providing links to helpful LibGuides and library materials to assist students in their studies. Helping students understand and use primary and secondary sources is also an important part of her role.
6. The course instructor, who is also the instructional designer, is responsible for the content accuracy, pedagogy, selection of materials, and course assessments. She will also compile and report student success data at several points during the semester (3 weeks, 5 weeks, 8 weeks, end of semester). This data will be the result of both summative and formative assessments built in to the course. This reporting schedule is helpful to students to self-monitor their academic progress as well as a measure of course success rate that the instructor can apply to determine resource appropriateness.
7. Plan for Open Access: The learning materials and modules will be available in D2L for enrolled students' use. They will also be available to other instructors who wish to use the learning modules. The course is designed to be taught online; however, it is completely transferable to a face-to-face or hybrid format. It follows the same SLOs as recommended by the Regents Advisory Council on History for HIST 1111. The course materials will also be available via a public, Creative Commons open licensed LibGuide hosted through the East Georgia State College Library.

## 1.4 QUANTITATIVE AND QUALITATIVE MEASURES

### Quantitative Measures

Several sets of data will be compiled to evaluate success rates at various points in the semester:

- 3-Week Alert Grade Average (posted in D2L and GradesFirst, an early warning notification and monitoring system that records students' academic progress. This average includes grades on the first two interactive discussions; the course has 13 interactive discussions total, one for each module, worth 20% of the course grade). This is an optional "grade update" used by the individual instructor.
- 5-Week Early Warning Grade Average (posted in D2L and GradesFirst, includes grades on first four interactive discussions and the first five video quizzes; the course has 15 video quizzes which are worth 10% of the course grade). This early warning grade is required by the college for all courses.
- Midterm Proctored Exam (Given at 7 weeks, worth 30% of grade).
- Average Grade at Midpoint (Includes five discussion grades, five video quizzes, and midterm exam, roughly 50% of course final grade). Students receive this information in time to decide whether to withdraw or stay in the course.
- Interactive Timeline Activity (Week 11, worth 10% of grade). This is a major project that requires research and analysis of various resources and major world events across a set time period. Please see the syllabus for more information on this project.
- Final Exam Online (Week 15-16, worth 30% of grade).
- Final success rates—mean course grade, number of students who earned a C or better compared to total enrolled, number of students who withdrew compared to number of students who completed the course, and mean scores on the major course assessments (midterm exam, final exam, timeline, video quiz average, interactive discussion average).

This data will be compared to the success rates of previous semesters taught using the traditional textbook only.

### Qualitative Measures

- Pre-test survey of Perceptions of Quality and Cost-Efficacy of Online Resources (Given at beginning of course). This survey will determine how students perceive online resources in lieu of traditional textbooks before they begin the course in earnest.
- Post-Course Survey of Perceptions of Quality and Cost-Efficacy of Online Resources (Given at end of course). This survey will be administered post-course as a measurement of students' perceptions of online resources after they have used these for the entire course.
- Anonymous Feedback Discussion Board. This discussion board will be open in D2L throughout the semester. This allows students to contribute his or her opinion about the course, the course setup, and the course content anonymously for the instructor(s) to see.
- Student Course Evaluation (Required by EGSC). As an assessment tool for the institution, the school administers student course evaluations at the end of every semester.

## 1.5 TIMELINE

### Fall 2016 – Fall 2017

**10/2016 – 12/2016:** McKinney revises course content and updated visuals. McKinney and Shepard work together to find quality online primary source readings, video clips, and interactive media for the course. Shepard works on a LibGuide aimed at the timeline assessment/assignment. McKinney reviews course with ION rubric. She also checks for issues of 508 compliance (which ensures that students with disabilities can access the content with any needed accommodations) and consistency across course modules. Shepard assists with proofing the course for copyright compliance, typographic errors, and working links.

**1/2017:** McKinney finalizes course **syllabus** (see References and Attachments) and rechecks course.

**1/9/2017:** Class begins. Shepard introduces students to the timeline assignment LibGuide and any other relevant online guides using the course discussion tool. Invitation extended to all faculty members to be “observers” in the course—to learn more about D2L as well as OER teaching. McKinney and Shepard assist students in accessing these materials in D2L throughout the semester.

**2/2017:** Students receive 3-week interim grade update (posted in D2L and sent via text and email using GradesFirst).

Students receive 5-week interim grade update (posted in D2L and sent via text and email using GradesFirst).

**3/2017:** Midterm exams and updated grade (approximately 8 week point) posted. Shepard works with students on timeline assignments using LibGuide and the discussion tool in D2L.

**4/2017:** Timeline assessment due.

**5/2017:** Final exams and end of course/semester. McKinney makes tabulation of success and completion rates (DWR) for the course as a whole and on individual assessments (10 discussions, 13 video quizzes, timeline, midterm exam, and final exam). Using this data and the students’ feedback, course revisions are made as needed by McKinney and Shepard prior to beginning of summer 2017. Course content is available to other instructors for summer with data collected from spring 2017. **Initial report** made to ALG committee.

**6/2017-7/2017:** Transformed course is taught for second time. Continue to gather data from student assessments, evaluations, and success rates for summer 2017.

**8/2017:** McKinney and Shepard modify and update course as needed for fall 2017. Course content is available to other instructors for fall with data collected from spring and summer 2016. Shepard makes course module and content available in a LibGuide format for instructors outside EGSC to have access to materials.

**8/2017-12/2017:** Transformed course is taught for third time. Continue to gather data from student assessments, evaluations, and success rates for fall 2017.

**12/2017:** McKinney and Shepard compile three semesters’ worth of data (assessments, evaluations, DWR/success rates, qualitative commentary) and compare this to the success rates and feedback from the previous sections taught with the traditional textbook. All analysis is sent as a **final report** to the ALG committee. Course content remains available to other instructors at EGSC in D2L and the USG through a public LibGuide.

## 1.6 BUDGET

Awarded funds will be dedicated solely and specifically to meet project goals, objectives, and activities associated with the redesign of HIST 1111 (World Civilization since 1648). The scope of this project required work above and beyond the regularly assigned duties of the team members and will have to be in addition to the regular work and course load.

### **Personnel and Projected Expenses, Single Course Award:**

- Dr. Dee McKinney, Associate Professor of History (Instructor of Record)  
\$5000 release time for course redesign and subject matter expertise  
\$400 for travel to kickoff meeting and a state conference
- Ms. Katie Shepard, Librarian  
\$5000 release time for research on interactive media, course-related GALILEO materials, copyright, open source materials, and online primary sources; building and revising the LibGuides  
\$400 for travel to kickoff meeting and a state conference

## **1.7 SUSTAINABILITY PLAN**

Starting in fall 2017, all portions of the course will be offered to other instructors as an open resource in both D2L and LibGuides. Course materials will be updated periodically by Dr. McKinney, who will continue to teach the course, and Katie Shepard, as well as individual instructors. Evaluation of SLOs, course assessments, learning objectives, retention rates, and overall student success as related to the course redesign and use of exclusively online resources will be monitored, and re-evaluated each semester. McKinney and Shepard will give presentations at faculty meetings on campus to encourage the use of OER within courses at EGSC and throughout the USG. As McKinney is the Associate Dean of e-Learning, she can use this opportunity to be an advocate for implementing OERs and interactive media at the institution and throughout the USG. McKinney and Shepard will also pursue presentation opportunities at upcoming conferences to showcase the findings from the transformation and provide access to the materials and guidance for selecting resources for other instructors across the USG.



## 1.8 REFERENCES & ATTACHMENTS

- Letter of support from Dean of Social Sciences, Dr. H. Lee Cheek
- Syllabus for HIST 1111 for Spring 2016