



SYLLABUS

Course Title	Integrative Seminar: Patriots
Course Number	LAR 202-ONL
Number of Credits	3 semester credits
Course Dates	5/20/19 - 7/20/19
Instructor	Dick Ehrman
Email Address	richard.ehrman@doane.edu
Office Hours/Availability	I will be online and interacting with students/grading work on Tuesday evenings 600-900 PM and Saturday mornings 830 AM--1200 noon. If necessary, other times of availability can be negotiated throughout the term.
Phone Number	(402) 429-1327. Feel free to text if you want, but please make sure you identify yourself if you do!
Textbook Information: (e.g. title, edition, publisher, ISBN)	REQUIRED TEXT: Bill Offutt, <i>Patriots, Loyalists, and Revolution in New York City, 1775-76</i> (Norton, 2 nd ed.) ISBN: 978-0-393-93889-0-3.
Additional Course Materials	You will need to create a VoiceThread account (free) early in the class; instructions will be provided via BlackBoard. Additional materials will be supplied by the instructor via Blackboard and/or email.

Course Description	In a collaborative setting, students will apply and integrate knowledge and experiences to examine complex questions related to democracy and diversity from multiple perspectives. This course can address far-reaching issues that are enduring or contemporary in areas such as culture and values, science and society, global interdependence, citizenship, or human dignity and freedom. Prerequisite: Sophomore status, and successful completion of LAR 101.
Foundational Area of Knowledge	Foundational Area of Knowledge: Liberal Arts Studies Students will work to: • connect the methods and research of more than one field of study to address complex issues. • recognize multiple social, political, religious, cultural or global perspectives on complex issues. • develop collaborative skills which may include research and presentation of knowledge. • use reflection to examine their distinctive voices and to • explore how they will connect knowledge across disciplines and experiences to shape their values and goals. Program Outcomes: a. Develop critical and analytical thinking skills b. Develop oral and written communications skills c. Obtain a strong liberal arts component to balance the technical knowledge I have acquired
Course Learning Outcomes/Objectives	At the completion of this course students will be able to: 1. Analyze important texts and ideas (demonstrated through research in primary documents as well as secondary interpretive works as documented for written essays) 2. Understand the historical context surrounding significant debates on the fundamental principles of democracy (demonstrated through written essays and oral in-class presentations) 3. Display improved skills in persuasion and argumentation both in speaking and in written form, particularly through establishing clear claims, reasons for belief in the claim, and evidence to support those reasons (demonstrated through written essays and oral in-class presentations) 4. Enhance leadership and collaboration skills through group

	discussions and teamwork on strategy and presentations (demonstrated through the functioning of factions/groups in course sessions). 5. Demonstrate an increase in empathy – an understanding that key questions have multiple human perspectives (demonstrated through reflective writing and the final essay examination) 6. Discuss the problems and possibilities in establishing democracy, and indicate the impact of that knowledge on their own perception of their role in a democratic system (demonstrated through reflective writing and the final essay examination)
Technology Requirements	https://www.doane.edu/faq/minimum-computer-requirements

Course Schedule & Grading Assessments

Module	Course Activities	Points	Due By (everything by 10pm, unless otherwise listed)
Module 1	Self Introductions Discussion	15	Initial Post (IP) Wed 8/15 + Peer Reply (PR) Sun
	Roundtable Discussion: The Eve of the American Revolution	20	IP: Wed: + PR: Sat
	Syllabus Quiz	10	Thu
Module 2	Character Assignments	0	--
	Roundtable Discussion: State of Nature vs. Society	20	IP: Wed: + PR: Sat
	Reflection Paper: Communities & Beliefs	30	Sat

Module 3	Character Paper Signoff	required	Tue
	Game Play Participation Signoff	required	Tue
	Game Rules Quiz	10	Sat
	Reflection Paper: Community & Diversity	30	Sat
	Initial Faction Meeting	participation	
Module 4	Initial Provincial Congress Meeting and Vote	participation	Wed
	Reflection Paper: In-Groups and Out-Groups	30	Sat
	Faction Meeting	participation	
Module 5	Character Paper #1 (Patriots & Loyalists only)	30	Wed
	Character Paper #1 Voicethread Presentation (Patriots & Loyalists only)	participation	Wed
	Faction Meeting	participation	
	Game Session 1 Participation	participation	Wed
	Game Session 2 Participation	participation	Sat
Module 6	Character Paper #1 (Moderates, Laborers, Women and Slaves)	30	Wed
	Character Paper #2 Voicethread Presentation (Moderates, Laborers, Women and Slaves)	participation	Wed
	Faction Meeting	participation	
	Game Session 3 Participation	participation	Wed
	Game Session 4 Participation	participation	Sat
Module 7	Character paper #2 (All Characters)	30	Wed

	Character paper #2 Voicethread Presentation (All Characters)	participation	Wed
	Faction Meeting	participation	
	Game Session 5 Participation	participation	Wed
	Game Session 6 Participation	participation	Sat
	Final vote on Independence	Winners get 10 bonus pts.	
Module 8	Roundtable Discussion: Federalist #10	20	IP: Wed: + PR: Sat
	Final Reflection Paper: Democracy & Diversity	30	Sat

Online Courses ONLY

Online Course

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

Communicating with the Instructor

This course uses a “three before me” policy in regards to student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements in Blackboard
3. The “Question Center” discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor from answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the “Question Center” discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, contact

me via email or phone. My preference is that you will try to email me first. Please allow 24 hours for me to respond to emails Monday-Friday and 48 hours on the weekend.

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance.

Phone: 402-826-8411

Email: helpdesk@doane.edu

Web: <http://www.doane.edu>

Computer Requirements

Minimum computer requirements for the successful use of Blackboard:

http://www.doane.edu/about-doane/offices/its/help-and-support#min_requirements

Minimum computer requirements for success in this course:

- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic

You are responsible for having a reliable computer and internet connection throughout the course.

Email and Internet

You must have an active Doane University e-mail account and access to the Internet. *All instructor correspondence will be sent to your Doane University e-mail account.* Please plan on checking your [Doane Gmail](#) account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard Course Site can be accessed at <http://bb2.doane.edu>

Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Blackboard. Each assignment will have a designated place to submit the assignment.

Campus Network or Blackboard Outage

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Grade Scale (Grade scale will be program specific. Please check with the applicable Program Director for this information.)

Grade Scale

A+ = 97-100%	A = 94-96%	A- = 90-93%	B+ = 87-89%	B = 84-86%	B- = 80-83%
C+ = 77-79%	C = 74-76%	C- = 70-73%	D+ = 67-69%	D = 64-66%	D- = 60-63%
F= 59% or below					

Participation Policy	A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for on-line courses. Participation in class discussions is an integral part of your grade. (Faculty to insert any additional class participation; see resource page for ideas.)
Study Time	Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.
Late Work	(Include expectations regarding late work; please see attachment for examples.)
Submitting Assignments	(Include expectations regarding students' submission of assignments, for example, in class or in Blackboard.)
Communication Policy including Assignment Feedback	(State your policy on timeliness of communicating with students and length of time needed before assignments will be graded, e.g. 48 hours.)
Academic Integrity Policy	Doane University expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories: 1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise." 2. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise." 3. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same. 4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects. <i>Gehring, D., Nuss, E.M., & Pavela, G. (1986). Issues and perspectives</i>

	<i>on academic integrity. Columbus, OH: National Association of Student Personnel Administrators</i> For more information on the sanctions for academic dishonesty, please visit the website: https://catalog.doane.edu/content.php?catoid=16&navoid=1333
Academic Support	Please contact academicsupport@doane.edu https://www.doane.edu/graduate-and-adult/academic-support
Disability Services	https://www.doane.edu/disability-services Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University.
Military Services	https://www.doane.edu/graduate-and-adult/military
Anti-Harassment Policy	http://catalog.doane.edu/content.php?catoid=5&navoid=452
Grade Appeal Process	http://catalog.doane.edu/content.php?catoid=5&navoid=238
Credit Hour Definition	Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.
Syllabus Changes	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.

