



## SYLLABUS

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| <b>Course Title</b>                                                         | Integrative Seminar: Patriots                                                                                                                                                                                        |
| <b>Course Number</b>                                                        | LAR 202-ONL                                                                                                                                                                                                          |
| <b>Number of Credits</b>                                                    | 3 semester credits                                                                                                                                                                                                   |
| <b>Course Dates</b>                                                         | 8/17/20 - 10/10/20                                                                                                                                                                                                   |
| <b>Instructor</b>                                                           | Dick Ehrman                                                                                                                                                                                                          |
| <b>Email Address</b>                                                        | richard.ehrman@doane.edu                                                                                                                                                                                             |
| <b>Office Hours/Availability</b>                                            | 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. |
| <b>Phone Number</b>                                                         | (402) 429-1327. Feel free to text if you want, but please make sure you identify yourself if you do!                                                                                                                 |
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| <b>Textbook Information:<br/>(e.g. title, edition,<br/>publisher, ISBN)</b> | <b>REQUIRED TEXT:</b> Bill Offutt, <i>Patriots, Loyalists, and Revolution in New York City, 1775-76</i> (Norton, 2 <sup>nd</sup> ed.) ISBN: 978-0-393-93889-0-3.                                                     |
| <b>Additional Course Materials</b>                                          | You will need to create a VoiceThread account (free) early in the class; instructions will be provided via Canvas. Additional materials will be supplied by the instructor via Canvas and/or email.                  |
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| <b>Course Description</b>                  | <p>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.</p> <p><b>Prerequisite: Sophomore status, and successful completion of LAR 101.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Foundational Area of Knowledge</b>      | <p>Foundational Area of Knowledge: Liberal Arts Studies</p> <p>Students will work to:</p> <ul style="list-style-type: none"> <li>• connect the methods and research of more than one field of study to address complex issues.</li> <li>• recognize multiple social, political, religious, cultural or global perspectives on complex issues.</li> <li>• develop collaborative skills which may include research and presentation of knowledge.</li> <li>• use reflection to examine their distinctive voices and to</li> <li>• explore how they will connect knowledge across disciplines and experiences to shape their values and goals.</li> </ul> <p>Program Outcomes:</p> <ol style="list-style-type: none"> <li>a. Develop critical and analytical thinking skills</li> <li>b. Develop oral and written communications skills</li> <li>c. Obtain a strong liberal arts component to balance the technical knowledge I have acquired</li> </ol> |
| <b>Course Learning Outcomes/Objectives</b> | <p>At the completion of this course students will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze important texts and ideas (demonstrated through research in primary documents as well as secondary interpretive works as documented for written essays)</li> <li>2. Understand the historical context surrounding significant debates on the fundamental principles of democracy (demonstrated through written essays and oral in-class presentations)</li> <li>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)</li> <li>4. Enhance leadership and collaboration skills through group</li> </ol>                                                                                    |

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|                                | <p>discussions and teamwork on strategy and presentations (demonstrated through the functioning of factions/groups in course sessions).</p> <p>5. Demonstrate an increase in empathy – an understanding that key questions have multiple human perspectives (demonstrated through reflective writing and the final essay examination)</p> <p>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)</p> |
| <b>Course Prerequisites</b>    | LAR 101                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Instructional Details</b>   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Technology Requirements</b> | <a href="https://www.doane.edu/faq/minimum-computer-requirements">https://www.doane.edu/faq/minimum-computer-requirements</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

## Course Schedule & Grading Assessments

| <b>Module</b> | <b>Course Activities</b>                                  | <b>Points</b> | <b>Due By<br/>(everything by 10pm, unless otherwise listed)</b>            |
|---------------|-----------------------------------------------------------|---------------|----------------------------------------------------------------------------|
| Module 1      | Self Introductions Discussion                             | 15            | Initial Post ( <b>IP</b> )<br>Wed 3/11 + Peer Reply ( <b>PR</b> ) Sun 3/15 |
|               | Roundtable Discussion: The Eve of the American Revolution | 20            | IP: Wed: + PR: Sat 3/14                                                    |
|               | Syllabus Quiz                                             | 10            | Thu 3/12                                                                   |
| Module 2      | Character Assignments                                     | 0             | --                                                                         |

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|          | Roundtable Discussion: State of Nature vs. Society                                  | 20            | IP: Wed 3/18: +<br>PR: Sat 3/21 |
|          | Reflection Paper: Communities & Beliefs                                             | 30            | Sat 3/21                        |
| Module 3 | Character Paper Signoff                                                             | required      | Tue 3/24                        |
|          | Game Play Participation Signoff                                                     | required      | Tue 3/24                        |
|          | Game Rules Quiz                                                                     | 10            | Sat 3/28                        |
|          | Reflection Paper: Community & Diversity                                             | 30            | Sat 3/28                        |
|          | Initial Faction Meeting                                                             | participation |                                 |
| Module 4 | Initial Provincial Congress Meeting and Vote                                        | participation | Wed 4/1                         |
|          | Reflection Paper: In-Groups and Out-Groups                                          | 30            | Sat 4/4                         |
|          | Faction Meeting                                                                     | participation |                                 |
| Module 5 | Character Paper #1 (Patriots & Loyalists only)                                      | 30            | Wed 4/8                         |
|          | Character Paper #1 Voicethread Presentation (Patriots & Loyalists only)             | participation | Wed 4/8                         |
|          | Faction Meeting                                                                     | participation |                                 |
|          | Game Session 1 Participation                                                        | participation | Wed 4/8                         |
|          | Game Session 2 Participation                                                        | participation | Sat 4/11                        |
| Module 6 | Character Paper #1 (Moderates, Laborers, Women and Slaves)                          | 30            | Wed 4/15                        |
|          | Character Paper #2 Voicethread Presentation (Moderates, Laborers, Women and Slaves) | participation | Wed 4/15                        |
|          | Faction Meeting                                                                     | participation |                                 |
|          | Game Session 3 Participation                                                        | participation | Wed 4/15                        |

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|          | Game Session 4 Participation                                 | participation             | Sat 4/18                       |
| Module 7 | Character paper #2 (All Characters)                          | 30                        | Wed 4/22                       |
|          | Character paper #2 Voicethread Presentation (All Characters) | participation             | Wed 4/22                       |
|          | Faction Meeting                                              | participation             |                                |
|          | Game Session 5 Participation                                 | participation             | Wed 4/22                       |
|          | Game Session 6 Participation                                 | participation             | Sat 4/25                       |
|          | Final vote on Independence                                   | Winners get 10 bonus pts. |                                |
| Module 8 | Roundtable Discussion: Federalist #10                        | 20                        | IP: Wed 4/29: +<br>PR: Sat 5/2 |
|          | Final Reflection Paper: Democracy & Diversity                | 30                        | Sat 5/2                        |

### **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 Canvas
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](mailto:helpdesk@doane.edu)

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

### **Computer Requirements**

Minimum computer requirements for the successful use of Canvas:

[http://www.doane.edu/about-doane/offices/its/help-and-support#min\\_requirements](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 Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Canvas Course Site can be accessed at <https://www.doane.edu/current-students>. Canvas tutorials are available in the Canvas shells under the tab labeled “tutorial.”

### **Submitting Assignments**

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

### **Campus Network or Canvas Outage**

When access to Canvas 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

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| <b>Participation Policy</b>                               | <p>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.</p> <p>(Faculty to insert any additional class participation; see resource page for ideas.)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Study Time</b>                                         | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Late Work</b>                                          | <p>(Include expectations regarding late work; please see attachment for examples.)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Submitting Assignments</b>                             | <p>(Include expectations regarding students' submission of assignments, for example, in class or in Canvas.)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Communication Policy including Assignment Feedback</b> | <p>(State your policy on timeliness of communicating with students and length of time needed before assignments will be graded, e.g. 48 hours.)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Academic Integrity Policy</b>                          | <p>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:</p> <ol style="list-style-type: none"> <li>1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise."</li> <li>2. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise."</li> <li>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.</li> <li>4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both</li> </ol> |

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|                               | <p>oral and written projects.</p> <p><i>Gehring, D., Nuss, E.M., &amp; Pavela, G. (1986). Issues and perspectives on academic integrity. Columbus, OH: National Association of Student Personnel Administrators</i></p> <p>For more information on the sanctions for academic dishonesty, please visit the website:</p> <p><a href="https://catalog.doane.edu/content.php?catoid=16&amp;navoid=1333">https://catalog.doane.edu/content.php?catoid=16&amp;navoid=1333</a></p>                                                                                                                                                                                       |
| <b>Academic Support</b>       | <p>Please contact <a href="mailto:academicsupport@doane.edu">academicsupport@doane.edu</a></p> <p><a href="https://www.doane.edu/graduate-and-adult/academic-support">https://www.doane.edu/graduate-and-adult/academic-support</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Disability Services</b>    | <p><a href="https://www.doane.edu/disability-services">https://www.doane.edu/disability-services</a></p> <p>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.</p>                                                                                                                                                                                                            |
| <b>Military Services</b>      | <p><a href="https://www.doane.edu/graduate-and-adult/military">https://www.doane.edu/graduate-and-adult/military</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Anti-Harassment Policy</b> | <p><a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Grade Appeal Process</b>   | <p><a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Credit Hour Definition</b> | <p>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.</p> |
| <b>Syllabus Changes</b>       | <p>Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



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| <b>Doane Syllabus<br/>Addendum</b> | Each student is responsible for being aware of the policies, resources, and expectations as specified in the Doane Syllabus Addendum located at <a href="https://www.doane.edu/Syllabus">https://www.doane.edu/Syllabus</a> . |
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