

# **HIS 3810: History of Illinois**

## **Fall 2016 Syllabus**

### **1: HIS 3810: History of Illinois (3-0-3)**

### **2: Instructor Contact Information:**

**Instructor:** Debra A. Reid

**Classroom & Time:** Online – 15 weeks Fall 2016 (with the Final exam in the 16<sup>th</sup> week)

**Office Hours:** Monday Noon-3 pm; Tuesday Noon-2 pm, and by appointment.

**Communication:** Please use the D2L email. I will respond daily. At the minimum, I check the site between 6-8 am daily, during scheduled office hours, and between 5-7 pm daily). It is always wise to schedule an appointment, even during office hours, to ensure that we can concentrate.

**Office:** 2572 Coleman Hall; **Office phone:** 217-581-6361; **Department phone:** 217-581-3310

### **3. Catalog Description:**

A history of Illinois from contact to the present including the contrast of Indian, French, British and American geo-political agendas; the Northwest Ordinance's influence on the state's development ("free state," public education and land distribution); the tension associated with northern or southern cultural allegiances, rural or urban economic and political power, and race and ethnic relations over time. (3-0-3) WI

### **4: Learning Goals & Objectives:**

Course goals further EIU's Undergraduate Learning Goals (UULG). Specifically, HIS 3810 requires that you read a variety of sources, write persuasively (i.e., discussions posts and source analysis) using credible evidence, and become a more informed Illinois resident as a consequence. By the end of HIS 3810, you will:

1. Recall major events and trends in Illinois history, and put those events into local, regional, national and international contexts.
2. Distinguish between forces that affected historic and that affect current issues in Illinois politics, economics, society and culture.
3. Examine and critique the accuracy and credibility of primary and secondary sources.
4. Convey in writing your understanding of those sources, and incorporate information from the sources into substantive discussion posts to share with you peers.
5. Apply skills of analysis as you consolidate evidence from a variety of credible sources (primary and secondary).
6. Transfer the information learned in this Illinois history course to interpret the places where you live and work, thus increasing your understanding of how past issues affect current situations.

**Knowledge:** Illinois is a state of extremes bounded by two mighty rivers to its south and west, and by the flattest of prairies to the north. Stories featuring the largest, the first, or the most exceptional capture our attention (i.e., Cahokia Mounds, Fort de Chartres, De Sable, Deere, McCormick, Douglas, Lincoln, the Chicago Fire, the Haymarket Riot, the Columbian Exposition, International Workers of the World, Farm Bureau, the Corn-Hog program, no-till, the 1968 Democratic Convention, Reagan, Stop-ERA, Obama). HIS 3810 puts these stories into context, helping us understand the contested nature of freedom, equality, and justice. NOTE: This course satisfies a requirement for the Rural

Studies Minor at EIU (<http://www.eiu.edu/rural/> - an interdisciplinary minor that helps prepare you for a career in the state of Illinois).

**Skills:** HIS 3810 starts with topographic and environmental factors and American Indian cultures prior to contact. These factors affected the geo-political borders that French and then English and then American settlers, entrepreneurs and politicians imposed on the land. Much of this remains visible today, if we know what to look for.

This course involves you in the process of historical thinking, source analysis and data interpretation (aka critical thinking). This starts with analysis of primary sources (created at the time of the event) and secondary sources (resulting from interpretation of evidence including primary and secondary sources).

Critical thinking involves many steps. You will accumulate information drawn from reading sources and reading what I and your classmates write. You will critique the evidence (primary and secondary sources) with sensitivity to the issues of the time of its creation. You will communicate your findings orally and in writing. You will analyze the material, synthesize findings, and summarize this information to create your own interpretation.

Mastering the content (knowledge and skills) will help you distinguish the facts from the myth (but also see the role of myth and of memory as part of a process of understanding the past), the agendas from the power struggle that affects the history you have learned in classrooms, and the power that you can exercise to document your own histories. You convey this newfound understanding through your written work.

**Transfer of Knowledge and Skills:** History is not just something that happened long ago and to those long dead. We each play an active role in remembering (and forgetting) the history of our state, and our nation, and our world. Individual actions became part of the historic record. We all filter the diversity of those experiences, however, so only certain things become part of the memory, only certain things become part of the historical narrative. Who has the power to make those decisions? And what consequences result when those in power prioritize past events in certain ways? This makes the past a hotly debated topic. It's our duty to recognize opinions that affect which stories get printed in history textbooks, what gets repeated in K-12 classrooms, what historic sites get saved or destroyed, what successes get featured and what failures get forgotten. The winners no longer write the histories, but economic power, partisan politics and moral values all affect the stories told.

**Ultimately,** I want you to develop knowledge that helps you understand what happened in this place that you call home (even if temporarily). I want you to realize the usefulness of this knowledge as you fulfill your role as an educated citizen. I want you to develop historical thinking skills. I want you to transfer those skills beyond this class and apply them in your personal lives and in your chosen professions. Ideally this will make you a more discerning citizen able to recognize the factors that created the story of the past that you consume (or the history that you will one day teach).

## 5: Textbook & Course Materials

EIU uses D2L, an electronic instructional management system. You need an internet connection (DSL, LAN, or cable connection). For information on D2L, visit <https://www.eiu.edu/eionline/>. You should check your browser for compatibility with D2L. Follow the directions on the site.

### Required Texts (EIU Textbook Rental)

- James E. Davis, *Frontier Illinois* (Indiana Univ. Press, 1998) ISBN 978-0-253-21406-5
- Roger Biles, *Illinois: A History of the Land and Its People* (Northern Illinois University Press, 2005) ISBN 9-780875806044
- Upton Sinclair, *The Jungle* (University of Illinois Press, 1988) ISBN 978-0-252-01480-2

Other Readings & Resources (posted in the course site, as relevant to the lessons).

Relevant websites:

- Past Tracker, a digitized database of primary sources related to Illinois history:  
[http://www.eiu.edu/past\\_tracker/index.php](http://www.eiu.edu/past_tracker/index.php)
- Localités/Localities, a collection of research papers, exhibits, and archival finding aids and other interpretation of Illinois history: <http://www.eiu.edu/localite/>

Relevant journals:

- *Journal of the Illinois State Historical Society* (Illinois State Historical Society). The ISHS also publishes *Illinois Heritage* <http://www.historyillinois.org/>
- *Journal of Illinois History* (Illinois Historic Preservation Agency). The IHPA also publishes *Historic Illinois* and *Illinois History Teacher*  
<https://www.illinois.gov/iHPA/Research/Pages/Publications.aspx>

## 6: Topical Outline/Schedule

NOTE: This course complies with the Federal credit hour definition and Higher Learning Commission policy that student engagement in academic work meets or exceeds the minimum 37.5 hours per semester hour of course credit (112.5 hours for the 3 credit hour course, an average of 7.5 hours per week).

Week	Lesson Topic	Readings	Activities	Due Day/Time
<b>Orientation</b>	Welcome & Orientation	<ul style="list-style-type: none"> <li>• Course syllabus &amp; schedule</li> </ul>	Read the Syllabus Complete the Quiz & the Discussion (Introduce Yourself)	No later than the 10 am on the first day of the first week of class.
<b>Module 1: Colonial Era</b>		<b>During the first five weeks you must juggle reading in two textbooks. This is the most reading of the semester. Pace yourself!</b>	Extra Credit: Share Illinois Discussion (extra credit 5pts)	Share once during Module 1: L1, 2, 3
<b>Lesson 1</b>	Environment & Cultural Encounters Indigenous & French Colonial	<ul style="list-style-type: none"> <li>• Biles, Ch 1</li> <li>• Davis, Chs 2 &amp; 3 to pg 47</li> <li>• Supplemental: Robert Morrissey, "The Power of the Ecotone: Bison, Slavery, and the Rise and Fall of the Grand Village of the Kaskaskia," <i>Journal of American History</i> (Dec 2015): <a href="https://news.illinois.edu/blog/view/6367/298688">https://news.illinois.edu/blog/view/6367/298688</a></li> </ul>	Read; listen to Lecture Take the Quiz Start Discussion; respond to two peers	L-Mon 23:59 Q-Tues 23:59 D-Wed 23:59 Thurs 23:59
<b>Lesson 2</b>	French Defeat British Colonial American Independence	<ul style="list-style-type: none"> <li>• Morrissey continued</li> <li>• Biles, Ch 2</li> <li>• Davis, Chs. 3 from pg. 47 plus Chs 4, 5 &amp; 6</li> </ul>	Read; listen to Lecture Take the Quiz Start Discussion; respond to two peers	L-Mon 23:59 Q-Tues 23:59 D-Wed 23:59 Thurs 23:59
<b>Lesson 3</b>	Northwest Territory & Early Statehood	<ul style="list-style-type: none"> <li>• Biles, Ch 3</li> <li>• Davis, Chs. 7 &amp; 8</li> <li>• Illinois Constitution 1818</li> </ul>	Read; listen to Lecture Take the Quiz Start Discussion; respond to two peers Review L1, 2, 3 Analysis Exercise #1 (IL Constitution 1818)	L-Mon 23:59 Q-Tues 23:59 D-Wed 23:59 Thurs 23:59 A1-Fri 23:59

<b>Module 2. Frontier &amp; Ante- bellum Illinois</b>			<b>Transfer information from previous wks</b> Share Illinois (XC 5pts)	Share once during L4, 5, 6
<b>Lesson 4</b>	Settlement in the Prairie State	<ul style="list-style-type: none"> <li>• Biles, Ch 4</li> <li>• Davis, Prologue, Chs. 9, 10, &amp; 11</li> <li>• Excerpts from Burlend</li> </ul>	Read; listen to Lecture Take the Quiz Start Discussion; respond to two peers	L-Mon 23:59 Q-Tues 23:59 D-Wed 23:59 Thurs 23:59
<b>Lesson 5</b>	Slavery & Illinois	<ul style="list-style-type: none"> <li>• Biles, Ch 5</li> <li>• Davis Ch. 12 &amp; 13</li> <li>• Dexter OR Coleman</li> </ul>	Read; listen to Lecture Take the Quiz Start Discussion; respond to two peers	L-Mon 23:59 Q-Tues 23:59 D-Wed 23:59 Thurs 23:59
<b>Lesson 6</b>	Illinois during the Civil War	<ul style="list-style-type: none"> <li>• Biles, Ch 6</li> <li>• Robert D. Sampson, "Pretty Damned Warm Times": 1864 Charleston Riot &amp; 'Inalienable Right of Rev,'" <i>JILHist.</i> 99-116.</li> <li>• Irene Hunt <i>Across Five Aprils</i> (1964)</li> </ul>	Read; listen to Lecture Take the Quiz Start Discussion; respond to two peers Review L4, 5, 6 Analysis Exercise #2 (Lesson Plan or Proposal for Research Paper or Public Project	L-Mon 23:59 Q-Tues 23:59 D-Wed 23:59 Thurs 23:59 A2-Fri 23:59 (see Assignment & Rubric)
<b>Module 3. Made in Illinois (1880s-1910s)</b>			<b>Transfer information from previous wks</b> Share Illinois(XC 5 pts)	Share once during L7, 8
<b>Lesson 7</b>	New Industrial & Agricultural Orders	<ul style="list-style-type: none"> <li>• Biles, Ch 7</li> <li>• <i>The Jungle</i> (chaps 1-13)</li> <li>• Excerpts (10-15 pgs) from an Illinois county history published during the late 19<sup>th</sup> century. Ck course site: "Finding County Histories" and "Hints: Finding Illinois County Histories"</li> </ul>	Read Take the Quiz M3 Disc Start	L-Mon 23:59 Q-Tues 23:59 D-Wed 23:59 Thurs 23:59
<b>Lesson 8</b>	Progressive Era Reforms inc. Education	<ul style="list-style-type: none"> <li>• Biles, Ch 8</li> <li>• <i>The Jungle</i> (chaps 14-25)</li> <li>• Excerpts (10-15 pgs) from an IL county history published during the early 20<sup>th</sup> century. Focus on reform for Mon; education Wed</li> <li>• Terry A. Barnhart, "Educating the Masses: The Normal-School Movement and the Origins of Eastern Illinois University, 1895-1899," <i>JILH</i> (2001): 193-218.</li> </ul>	Read; listen to Lecture Take the Quiz Start Discussion; respond to two peers Review L7, 8 Analysis Exercise #3 Lesson Plan or Research Paper/ Public History Project: statement of research to date and significance	L-Mon 23:59 Q-Tues 23:59 D-Wed 23:59 Thurs 23:59 A3-Fri 23:59 (see Assignment & Rubric)
<b>Module 4. Illinois Culture/ Conflict (1910s)</b>			<b>Transfer information from previous wks</b> Share Illinois(XC 5 pts)	Share once during L9, 10
<b>Lesson 9</b>	Cultural Trends during the Early Twentieth Century	<ul style="list-style-type: none"> <li>• Biles, Ch 9</li> <li>• <i>The Jungle</i> (chaps 26-31)</li> <li>• Vachel Lindsay, "Abraham Lincoln Walks the Streets at Night (1914).</li> </ul>	Read, listen to Lecture Take the Quiz Start Discussion; respond to two peers	L-Mon 23:59 Q-Tues 23:59 D-Wed 23:59 Thurs 23:59

		<ul style="list-style-type: none"> <li>Joanna Meyerowitz, "Sexual Geography and Gender Economy: Furnished Room Districts in Chicago, 1890-1930," <i>Gender and History</i> (1990): 274-296.</li> </ul>		
<b>Lesson 10</b>	The Prairie State, World War I & the Red Scare	<ul style="list-style-type: none"> <li>Biles Ch 10</li> <li>"Proud to Serve: Otis B. Duncan, the 8<sup>th</sup> Illinois Volunteer Infantry, and the History of the 178<sup>th</sup>" (an all-African-American regiment of the Illinois National Guard), <i>Illinois Heritage</i> (ISHS), 51-54.</li> <li>Music from WWI</li> <li>Sources on the East St. Louis riot</li> <li>Bolshevism Cartoons (<i>The Jungle</i>)</li> </ul>	Read; listen to Lecture Take the Quiz Start Discussion; respond to two peers Review L9, 10 Analysis Exercise #4 Lesson Plan or Paper/Project Annotated Bibliography	L-Mon 23:59 Q-Tues 23:59 D-Wed 23:59 Thurs 23:59 A4-Fri 23:59 Lesson Plan or Paper or Project (see Assignment & Rubric)
<b>Module 5. Conservatism Economic Depression</b>			<b>Transfer information from previous wks</b> Share Illinois(XC 5 pt)	Share once during L 11, 12
<b>Lesson 11</b>	Prosperity & Economic Depression	<ul style="list-style-type: none"> <li>Biles Ch 11</li> <li>Laura Beshears, "Honorable Style in Dishonorable Times: American Gangsters of the 1920s &amp; 1930s." <i>JofAmCulture</i> (Sept 2010):197-206.</li> <li>George T. Blakey, "Ham that Never Was: The 1933 Emergency Hog Slaughter," <i>The Historian</i> 30, no. 1 (November 1967): 41-57.</li> </ul>	Read, listen to Lecture Take the Quiz Start Discussion; respond to two peers	L-Mon 23:59 Q-Tues 23:59 D-Wed 23:59 Thurs 23:59
<b>Lesson 12</b>	The Prairie State & World War II	<ul style="list-style-type: none"> <li>Biles Ch 12</li> <li>Oral Histories documenting WW II</li> </ul>	Read; listen to Lecture Take the Quiz Start Discussion; respond to two peers Review L11&L12 Analysis Exercise #5	L-Mon 23:59 Q-Tues 23:59 D-Wed 23:59 Thurs 23:59 A5-Fri 23:59 Lesson Plan or Paper/Project Draft
<b>Module 6. Civil Rights</b>			<b>Transfer information from previous wks</b> Share Illinois(XC 5pts)	Share once during L13, 14, 15
<b>Lesson 13</b>	Illinois & the Cold War: Society & Culture	<ul style="list-style-type: none"> <li>Biles Ch 13</li> <li>Philip Mohr, "Housing E.I.'s G.I.s and Married Students: Trailers, Barracks, &amp; Apartments at EIU."</li> <li>Wendy Plotkin, "Hemmed In": Racial Restrictive Covenants and Chicago post-WW II," <i>Journal of the Illinois State Historical Society</i> (2000).</li> </ul>	Read; listen to Lecture Take the Quiz Start Discussion; respond to two peers	L-Mon 23:59 Q-Tues 23:59 D-Wed 23:59 Thurs 23:59

<b>Lesson 14</b>	Civil Rights, '60s Protest, and a Range of Reforms	<ul style="list-style-type: none"> <li>• Biles Ch 14</li> <li>• SDS; Black Power</li> <li>• David Bell, "Passive Protest: Vietnam Antiwar Movement at EIU, 1968-70," <i>Historia</i> 12 (2003)</li> <li>• ERA Fight in Illinois, oral histories</li> </ul>	Read, listen to Lecture Take the Quiz Start Discussion; respond to two peers	L-Mon 23:59 Q-Tues 23:59 D-Wed 23:59 Thurs 23:59
<b>Lesson 15</b>	Illinois since the '60s: Prologue to an Uncertain Future	<ul style="list-style-type: none"> <li>• Biles Ch 15 &amp; Epilogue</li> <li>• FUTURE: Agricultural Literacy in Urban State</li> </ul>	Read; listen to Lecture Take the Quiz Start Discussion; respond to two peers Review L1-15 Analysis Exercise #6	L-Mon 23:59 Q-Tues 23:59 D-Wed 23:59 Thurs 23:59  A6 Fri 23:59 Lesson Plan or Revised Paper or Project
<b>FINAL</b>	EXAM	50 quiz questions from Week 1-15	50 quiz questions (2 pts each/100 pts)	Opens Mon 0:00; due no later than Tues 23:59

## 7: Required Activities/Assignments

### **READING (to learn content and to develop skills of historical thinking & source analysis):**

I expect you to read required texts and additional assigned materials. Pace yourself and practice techniques that help you identify arguments, evidence, and the most important points. The reading takes time, but comprehension can increase with effective reading techniques.

### **Reading & Content:**

We will read and discuss at least one chapter from the textbook by Roger Biles (*Illinois: A History of the Land and its People*) each lesson. We will practice critical reading that will help with recall. This starts with identifying Biles' focus in each chapter—what is his argument? Then enumerate main points he makes to support his argument (take notes on this in any format that suits you – if you are a visual learner, draw a concept map, or make an outline, or annotate each chapter – identify words you do not recognize; interesting points; and confusing points).

### **Reading & Historical Thinking:**

As you skim the Davis chapters (and other secondary sources assigned) pay attention to sequences of events and change over time. We will analyze primary sources (sources created at the time of the event). These increase our understanding of Illinois history by providing additional points of view on the past.

### **Reading & Source Analysis:**

After you read Biles, I will introduce you to additional secondary sources to increase your knowledge of the topic. This will provide more details about significant events and different perspectives on those event. These sources add evidence that you can use to evaluate Biles' as a source and critique his narrative. This is all part of the process of textual analysis at the heart of source analysis (an important skill).

In the first couple of weeks these additional chapters all come from the monograph by James E. Davis, *Frontier Illinois*. A monograph is a book-length essay on a specific topic, written by a scholar. Davis provides a lot more information than Biles on the events that shape Illinois from the earliest Indian residents through French and British and American occupiers through statehood and settlement. That said, we have

limited time! And not all details are equally important! Instead, I will help you learn techniques of skimming sources to learn more about specific essential topics. This will increase your understanding of state history.

**QUIZZES: (150 pts; 10 pts per lesson, completed as scheduled on the syllabus)**

Quizzes based on textbook chapters. Complete the quiz for each lesson based on the deadlines in the syllabus (repeated in the learning guide). These quizzes should test your recall of information. The questions emphasize key events, individuals, and legislation. Some questions ask you to match individuals to their biographies; others ask you to put several events into sequence. These can help you practice routines of historical thinking. All quizzes are set for 40 minutes. You can take each quiz two times; the highest score counts. DEADLINE: see Syllabus for deadlines for each of 15 quizzes.

**DISCUSSION: (300 pts: 20 pts/lesson; 12 maximum based on your initial post; and 4 maximum earned for each of the two required responses to your peers).**

I've designed discussions to move you past recall of information from the chapters (evident in how well you complete quizzes) and to involve you in sources analysis and information synthesis. This will help you master the content. During each week you will submit a discussion post in response to a prompt. Prompts are posted in the "Discussion" section of the D2L course site. After you post your contribution, you will see the posts of your classmates. Read through these and then respond to two of your classmates with comments that further the conversation about the readings and their meanings.

**Citing Sources Used in Discussions and in Analysis Exercises (see following)**

I expect you to use the MLA or APA or Chicago Manual of Style citation standard to cite sources throughout the semester. Reference guidelines for the style of your discipline:

MLA Guidelines at: <https://owl.english.purdue.edu/owl/resource/747/01/> or

APA Guidelines at: <https://owl.english.purdue.edu/owl/resource/560/01/> or

Chicago Quick Guide: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

**ANALYSIS (6 due; 75 pts each; 450 pts total):** You will apply your new understanding of Illinois history by completing SIX Analysis Exercises. Everyone does the same Analysis exercise in Module 1; but for Modules 2-6, you will complete one of three options: 1) develop five Lesson Plans on five different Illinois history topics (see the syllabus schedule for deadlines; these will be submitted electronically to the appropriate Dropbox). OR, you can 2) research and write a research paper focused on one topic in Illinois history. OR, you can 3) research a local history topic related to your home town, and either design an exhibit, a documentary, a YouTube video or some other public product about the event. The Paper and the Public History project are due in five stages. Proposal for Paper or Project due as the Module 2 Analysis.

**WRITING INTENSIVE COURSE:** EIU's EWP: <http://www.eiu.edu/~assess/ewpmain.php>

HIS 3810 is a "Writing-Intensive" (WI) course (at least 35 percent of the course grade is based on written work). IF you need to use a paper from this course for your EWP then you need to select the research paper option. After you revise, then you can submit it and I will rate it for EWP purposes. You will have satisfied another graduation requirement!

**FINAL (Comprehensive) (100 points)** Recall facts (50 quiz questions you have seen before)

**EXTRA CREDIT (optional) (5 pts 6 times/semester; maximum 30 pts)** See the Discussion Theme: "Share Illinois History." You can earn extra credit for contributing (not just replying to what others have posted) at least ONCE during each of the six (6) sections of the course. This "share" should be something of interest to your peers and be useful as you work through the lessons.



**DEADLINES:**

Weekly LESSONS are categorized into MODULES. There are three lessons in Modules 1, 2, and 6; and two lessons in Modules 3, 4, 5.

Check the Syllabus; Consult the Learning Guide for each Lesson in each Module for details.

The standard schedule for each LESSON follows:

Lesson opens on Friday, 0:00 am.

Read and listen to the lecture by Monday, 23:59 aka 11:59 pm

Complete the Quiz by Tuesday, 23:59

Complete the Discussion by Wednesday 23:59

Submit your TWO Responses to the Discussion by Thursday, 23:59

Start working on the next week's material which opens Friday, 0:00 am (midnight)

At the end of each MODULE:

Analysis Exercise (Lesson Plans, Research Paper, or Public History Project) due Friday 23:59

**NOTE: 23:59 equals 11:59 pm Thursday; that is 1 minute before 0:00 am Friday; not 24 hours before!**

**Part 8: Grading Policy****Graded Course Activities**

Points	Description
Credit/NC	Engagement/Attendance
150	Quizzes over assigned readings (One per Lesson; 10 points each; 15 total)
300	Discussion (weekly; 20 pts each; 15 total)
450	Analysis: One Analysis due in each Module; All will complete the same Analysis for Module 1; then for Modules 2 through 6, you must choose to do either Five Lesson Plans OR one Research Paper or Public History project due in stages; 75 pts each
100	Final Exam (Comprehensive) 50 Quiz questions from quizzes (2 pts each).
<b>1000</b>	<b>Total Points Possible</b> (plus maximum of 30 pts extra for "Share Illinois" posts)

**Late Policy**

Please note that I will post materials on time. I expect you to keep up with the schedule. You must notify me AHEAD of deadlines if you have to request an extension. Work not submitted receives a "0"

**Viewing Grades**

I use EIU's D2L Grade Book. Click on My Grades on the left navigation to view your points. I will post your grades when I finish grading—typically no more than five (5) days after you submit your work. An icon will appear on your EIU Desire2Learn homepage that indicates that a grade has been posted for this course.

**Letter Grade Assignment**

Final grades assigned for this course will be based on the percentage of total points earned:

Letter Grade	Percentage	Performance
A	90-100%	Excellent Work
B	80-89.5%	Good Work
C	70-79.5%	Average Work
D	60-69.5%	Poor but Passed Work
F	0-59.5%	Failing Work

**Important note:** For more information about grading at EIU, visit the academic policies and grading section of the university catalog.



## 9: Course Policies

### Attendance

An excerpt from the EIU Class Attendance Policy (# 43) follows:

*Students are expected to attend class meetings as scheduled. When an absence occurs, the student is responsible for the material covered during the absence. When possible, the student should notify the instructor in advance of an anticipated absence.*

*Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, or participation in an official University activity; and such absences will not militate against students in classes in which attendance is used directly in determining final grades. It is the student's responsibility to initiate plans for make-up work and to complete it promptly.*

**Course policies are subject to change.** It is your responsibility to check the HIS 3810 course site on D2L for corrections or updates to the syllabus.

### Take Responsibility

**Get Your Money's Worth at EIU!** -- Your tuition pays for these resources to help you succeed!

- **The Student Success Center** – Ninth Street Hall, Rm 1302. Students who have difficulty achieving their academic goals should contact the Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217.581.6696.
- **EIU Writing Center** – 3rd floor, Coleman Hall, Rm 3110. This is a fantastic resource where you can meet one-on-one with a writing consultant who can help you with brainstorming, organizing, drafting and revising papers. They can also help guide you through incorporating sources ethically and appropriately. Sessions last up to 45 minutes. To schedule an appointment, you can drop in the center (3110 Coleman Hall) or call 581-5929.
- **EIU Reading Center** – Buzzard Building, Room 1320. It offers individualized, workshop, and computer-aided instruction for students who want to beef up their critical reading and study skills. The Reading Center offers monitored study hours, too.

### Inform Your Instructor of Any Special Accommodations You Need

- **Students with Disabilities** - Ninth Street Hall, Room 2006. If you have a documented disability and verification and need accommodation to fully participate, contact OSDS. It is the student's responsibility to provide documentation of disability and meet with staff at EIU's Office of Disability Services to request special accommodation *before* classes start. Staff must approve all accommodations. Stop by, or call 217.581.6583 to make an appointment.

If you find that you need another type of specific accommodations in the classroom (say, for example, you lose your glasses and need to switch seats to be able to see the board better), please let me know so that we can work to solve your problem.

- **Withdrawal:** You have the responsibility to make decisions in your best interest. If you find that you cannot continue in this course, you can withdraw. Do this in time to avoid penalties.

Refer to the EIU Course Schedule for dates and deadlines.

Incomplete Policy: Under emergency/special circumstances, students may petition for an incomplete grade.

### **Academic Integrity**

You are expected to maintain a high degree of professionalism, commitment to active learning and integrity in your behavior in and out of the virtual classroom at EIU. Academic dishonesty threatens the system. This applies to every professor and student at EIU. Students should not plagiarize other's ideas or words. Such activity will not be tolerated. Students unfamiliar with the penalties for academic misconduct should see me prior to the first paper's due date.

Please familiarize yourself with the Student Conduct Code: <http://www.eiu.edu/~judicial/>

**Important Note:** I will report academic dishonesty, including cheating and plagiarism, to the Office of Student Affairs. Understand what you need to do to comply with the standards of higher education.