

- **Catalog description:** This course examines the major political, social, cultural, economic and intellectual developments which gave rise to Western civilization and its continuance.
- **Blended course description:** Blended learning is a combination of classroom and online learning where online learning replaces *some* classroom instruction. Blended courses provide some of the conveniences of online courses without the complete loss of face-to-face contact. The majority of instruction will take place in the classroom
- **Text:** *Western Civilizations: Their History & Their Culture, 17th Edition* ISBN 978-0-393-14967-8
- The following dates are due dates for online Blackboard submission of assignments and class meeting dates (Monday *and* Wednesday at **11:30 -12:45**)

Week one

January 9 Class meeting: Introduction

January 11 Class meeting: Chapter 1 "Early Civilizations" and Chapter 2 "Peoples, Gods and Empires"

Week two

January 16 **Autobiography and Assignment one (optional)**
No class meeting

January 18 Class meeting: Chapter 3 "The Civilization of Greece" and Chapter 4 "The Greek World Expands"

Week three

January 23 **Primary source reading #1 *Polybius: The Roman Army*(required)**
Assignment two (optional)
Class meeting: Chapter 5 "The Civilization of Ancient Rome"

January 25 Class meeting: : Chapter 6 "The Transformation of Rome"

Week four

January 30 **Primary Source Reading #2 *Speech at Clermont 1095* (required)**
Assignment three (optional)
Class meeting: Chapter 8 "The Expansion of Europe"
Chapter 9 "The Consolidation of Europe"

February 1 Class meeting; Chapter 10 "Crisis, Unrest and Opportunity"

February 4 **Midterm completed; submitted by 6:00PM (This is Saturday)**

Week five

February 6 Class meeting: Chapter 11- "Commerce, Conquest and Colonization"

February 8 Class meeting: Chapter 12- "Renaissance Ideals and Realities"

Week six

February 13 **Primary Source reading #3** *The Prince* (required)
Assignment four (optional)
Class meeting: Chapter 13 "The Age of Dissent and Division"

February 15
Class meeting: Chapter 14- "Religion, Warfare and Sovereignty"

Week seven

February 20 **Primary Source reading #4** *English Constitution and the Bill of Rights* (required)
Assignment five (optional)
No class meeting:

February 22 Class meeting: Chapter 15- "Absolutism and Empire"
Chapter 17 - "The Enlightenment"

Week eight

February 27 **Assignment six (optional)**
Class meeting: Chapter 18 "The French Revolution"

February 29 Class meeting: Chapter 18 concluded

March 3 **Final exam due Saturday at 6:00PM**

Prerequisites: none

Learning outcomes: Students can presume

- To gain knowledge about the establishment of Western institutions; especially government, economic system, religious institutions and culture.
- To make appropriate and relevant comparisons to historical events and present day events
- To cultivate primary source interpretive skill by extracting from documents and articles the historical significance associated with them
- To express knowledge and hone writing skill in a multitude of writing assignments

Notes:

- Written assignments (corresponding readings are online at Primary Sources folder found at Blackboard under **course documents**) will consist of four papers, **500** words each in length. These primary source papers are mandatory and can be critiqued at **Criterion** for additional credit.
- Also, six textbook based question and answer format assignments are presented. They are elective (see schedule above). Since assignment is elective; you may choose to complete to turn in for credit. No penalty for missing assignment. (Exception: assignment is mandatory if class meeting is missed during corresponding week)
- Word is normally due on Monday at 8:00AM. Post at Blackboard. Promptness and preparation are especially critical during an accelerated schedule of eight-week terms.
- Graded assignments (both mandatory and elective) will be returned by email attachment, with comment before next class meeting. Often these assignments are prelude to that week's lesson.

- Exams are combination multiple choice and brief essay style questions. Both exams are taken at Blackboard. No classroom time is dedicated to test taking.
- Absence from class will require additional assignment to make up your missed time; optional assignment for the corresponding week then becomes mandatory.
- Tardiness to class is an interruption of instruction; three tardies will calculate as an absence.
- Weather related class cancellation will require makeup class, or optional assignment, to compensate for missed lesson
- Important **not** to bring food or drink into classroom. This is a building policy, please oblige. I realize it is a lunchtime class, consider eating protein or “power” bar for a temporary fix. If nothing else, they temper hunger.

Grading is determined as follows: written assignments & discussion= 65%, tests=35%

Grading scale: A= 90-100, B= 80-89, C= 70-79, D= 60-69, F=0-59

Mr. George Speth (910-251-0166) leave message, I'll return your call;
gspeth@ec.rr.com and spethg@campbell.edu (email)

Writing assignment expectations:

25%= Answers should be 100 words in length, composed in standard English, using complete sentences and arranged in paragraphs.

50%= Describe examples (your wording) from textbook or source folder in order to answer the questions.

25%= Spelling, punctuation and legibility are crucial.

Requirements:

1. Write in past tense
2. Avoid contractions (i.e. isn't, I'm)
3. Minimum use of quotations in such a limited length, use only when absolutely necessary. Too much quoting might be viewed as laziness. Better to use your own words to describe your interpretation of what you are reading rather than copying what someone else has already written.
4. single space
5. Spelling, punctuation and legibility are crucial
6. Small fonts only (#10-12 pt.), no bold print.
7. no cover sheet required
8. No citations required for textbook or assigned article references (i.e. footnotes, endnotes, parenthetical entries, etc.)
9. Work should be submitted in time. I have other teaching assignments in addition to this class, so deadlines are crucial to surviving my week. I reserve the right to penalize or to reject any work submitted past the due date (Monday mornings). Late grades begin as a 'B.' It is your responsibility to notify me in advance if a problem exists that might interfere with your timely submission of an assignment. **You may submit work as soon as you complete; earlier is better as I then can return to you well before class time.**
10. Please do not send work in pieces; complete all parts of the same assignment and send as one document only.
11. Send work as an MS Word attachment only.
12. Be sure to include your name on the copies of each assignment
13. Each answer should be followed by a **word count**. Points will be taken if this process is not followed for each answer. This should not include the question itself, only your answer should be included in

the count. ('highlite' your work, click on 'tools', click on 'word count', type in number following each answer)

14. Answers that fall short of the minimum number of words will require that the grade for the assignment begin with 89 (B). My logic is that it would be unfair to award an 'A' to work that is incomplete.
15. Exams will be administered online; no testing during class time
16. Be sure to read statement about plagiarism (found at Campbell handbook). Specifically, in this course each assignment is taken primarily from the textbook or from an article found in 'course documents'. While composing answers to questions posted at **assignments** you must use only your wording. Copying directly from the pages of the textbook for example is improper, and will result in grade penalty or denial of any credit for the assignment. I encourage you to gain the needed information from the author, but you must formulate an understanding within your mind and present this knowledge in your own words. In other words, it is important to convince me that you understand what you read, not just that you recognize what someone else has written.
17. Assignments will be submitted to **turnitin.com** for screening by me from time to time. This is only an effort to detect plagiarism and hopefully will serve as a means to protect the integrity of your work. If anyone tries to copy it, it will be detected.
18. Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services at 1-800-334-4111 or by visiting their local extended campus site academic coordinator.
19. Consult the **grading rubric** at **Course Information** for specific grading formula.
20. **Criterion** is available for submission of rough drafts; since your work will be graded for syntax and spelling and word choice, this service will scan and recommend corrections before submission to Blackboard. Essays must be submitted for preview, failure to submit will cause grade reduction.
21. Students with documented disabilities who desire modifications or accommodations should contact the office of Student Support Services at 1-800-334-4111 or by visiting their local extended campus site academic coordinator.
22. Contact me at: Mr. George Speth gspeth@ec.rr.com or 910-251-0166

Following are school administrative statements:

Mission Statement

23. The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.
24. ADA Statement: Students with documented disabilities who desire modifications or accommodations should contact the Office of Student Support Services. Student Services is now in the Student Services Building. To contact this office, call (910) 814-4364 or email supportservices@campbell.edu.
25. Attendance: Campbell's attendance policy states that regular attendance is mandatory. Students may miss only 15% of classes. Any student missing more than 15% of classes may fail the course due to a lack of attendance. Students taking distance education classes need to meet the weekly timetables and due dates promulgated by the instructor. Failure to meet these deadlines may result in a failing grade.
26. Inclement Weather: Campbell University's policy is to remain in operation during periods of inclement weather. If extreme or emergency weather develops, the University will work through those situations as they develop. Distance Education courses will continue to run. Outages to the Blackboard server will be coordinated.
27. Incomplete Work: (Instructors will issue grades of incomplete in conjunction with the Director of Distance Education,(coordination) and the guidelines provided in the University Catalog .)

28. Internet/Email Requirements: This course utilizes email, and the Blackboard Learning system. Students are required to have and regularly monitor a valid email address and internet service provider. A Campbell University email account is preferred. Students will be contacted in most cases via the Blackboard platform. Students are directed to ensure that the email address entered in the Blackboard system is functional.
29. Missed Classes: Students who are aware that they will miss a class should inform the instructor before class. Scheduled class assignments (tests, quizzes, etc.) may be re-scheduled or made-up with a prearranged, excused absence.
30. Plagiarism: Plagiarism is any use of another person's words or ideas without giving proper credit to the person from whom you borrowed the words or ideas. Plagiarism is the theft of intellectual property. Plagiarism includes the following: Failing to cite properly any direct or indirect quotation(s) from professionally written materials (books, journal articles, etc.) student papers, projects, presentations, etc. · Submitting as your own work a paper, project, or presentation that you did not compose (that is, write, compile, draw, etc.) Allowing another person to write your paper or develop your presentation or assignment. Students who plagiarize will be subject to failing the assignment and/or failing the course. Additional sanctions may be imposed by the Campus Director. See the Extended Campus Student Handbook for further information.
31. Turnitin.com: "Turnitin.com" is a web-based service that provides online reviews of written material to judge if it has been copied from another source. Turnitin.com is used to evaluate the possibility of a student plagiarizing or cheating on written material. The instructor may require students to submit written work in an electronic format for the purpose of utilizing the Turnitin.com service

Learning competencies

I. Reading: Textual and Non-Textual:

3. Students will be able to read with understanding, so as to be able to apply discipline methodologies and theories in the areas of Fine Arts, Humanities, Mathematics, and the Sciences
4. While reading, students will be able to recognize logical and compositional structures of various disciplines
 - 4.1. Students will be able to comprehend various linguistic, compositional elements and processes leading from a topic sentence to a conclusion
 - 4.2. Students will be able to comprehend conclusions based on numerical and graphed data

III. Critical Thinking: Inquiry, Analysis and Solution

1. Students will be able to make discipline specific inquiries

Students will be able to use a variety of discipline-specific methods to recognize the existence of a problem

Students will be able to use the proper methodologies to form questions about a problem at hand, and the implications of the question

2. Students will be able to solve a problem which has been discovered and defined
 - 2.1 Students will learn to form relevant and concrete questions concerning evidence of a problem
 - 2.2 Students will be able to analyze the evidence defining a problem

2.3 Students will be able to construct well-supported, clearly articulated, and sustained arguments based on evidence

3. Students will be able to reach a logical solution

3.1 Through asking the right questions, students will be able to eliminate false assessments and solutions

3.2 Students will be able to recognize a true solution and articulate the reasons for making that recognition

IV. Communication: Verbal and Non-Verbal

1. Students will learn to communicate verbally in written form

1.1 Students will be able to write an essay with a focused purpose

1.2 Students will be able to support the essay's purpose with a logical and organized sequence of ideas and evidence

1.3 Students will be able to use the proper level of diction for the subject and the audience of their essay

1.4 Students will be able to use proper documentation for their essay's discipline and the discipline's methodology

1.5 Students will learn to minimize errors in spelling

1.6 Students will learn the basic computer software applications which can aid in their essay's presentation

3.2 Students will learn the process of combined oral and visual presentation in a public setting

V. Clarity in Value Formation: Spiritual, Interpersonal, and Physical

1. Students will learn the sources, purposes, and processes of American national and spiritual sensibilities

1.2 Students will learn the basic forms of Judeo-Christian ethics and ideals

1.3 Students will learn basic differences between major world religions

1.4 Students will learn the historic sources and events of the American process of democracy

1.5 Students will learn the rich diversity in worldviews created by differing theological, political, social and economic systems

VI Student Use of Technology in the Sciences, Arts, and Humanities

2. Students will learn to gather information using technology in the library and on the internet

2.1 Students will learn a library's digital organization, (e.g., homepage, search tools, catalogues, etc.)

2.2 Students will learn to use the library's digital resources to gain primary and secondary information

2.3 Students will learn to use the resources of the internet properly in order to gain quality primary and secondary texts, images, and sounds.

3. Students will learn how to use technology to present the information they have gathered

3.1 Students will learn the processes of creating visual and oral presentations by using software such as Microsoft PowerPoint and Office

3.2 Students will learn to use technology for use in learning group activities (e.g., Blackboard, etc.)

3.3 Students will learn to use technology to assess the proper use of documentation (e.g., Turnitin.com, etc.)