

COURSE SYLLABUS
RAMAPO COLLEGE OF NEW JERSEY
First-Year Seminar

Fall 2011

INTD 101-07: American History: An Alternative View

4 Credits

Prerequisites and/or Co-requisites: First-time, first-year student status

Mr. Jeffrey Morrow, Adjunct Professor

Room: History Session/A-103

Room: Technology Session/E-217

Seminar Hours: W 6:30 PM – 9:45 PM

Office Hours: By appointment

Office Location: A-220

Phone: (201) 681-8674

E-mail: jmorrow@ramapo.edu

Peer Facilitators: Matt Kobza/Arthur Nolasco

Phone: (973) 349-7710/(908) 591-1554

E-mail: mkobza@ramapo.edu/anolasc1@ramapo.edu

Additional Resources

College Internet Web address: <http://www.ramapo.edu>

College E-mail site: <http://mail.ramapo.edu>

Phone: College Closings/Special Announcements: (201) 236-2902

Common Course Description

Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College's academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo's academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: critical and creative thinking, college-level writing, oral communication, information literacy, and technological competency. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars. FYS encourages new students to participate in a community of

learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

Course Description of this Section

Michael Moore is a well-known political commentator. He has produced and directed documentaries such as *Fahrenheit 9/11* and *Bowling for Columbine* and has written non-fiction books such as *Dude, Where's My Country?* and *Stupid White Men*. *Fahrenheit 9/11* holds the record as the highest-grossing documentary, and Moore has been widely embraced by the American public.

Despite Moore's prestige, he has been criticized by others due to his methods of distributing information. Moore has deliberately altered facts in his books and movies in order to present a biased point of view.

Authors David T. Hardy and Jason Clarke published, *Michael Moore is a Big Fat Stupid White Man*. This book provides specific events where Moore has twisted the truth when discussing political issues, including the effects of 9/11, gun control, politics and other major issues, all with footnotes and a list of references used. In addition to revealing Moore's deceptions, the authors also present the other side of the story.

Students will also be introduced to specific historical topics such as the Bill of Rights and Reconstruction Amendments, Civil Rights Movement, the conquests of Christopher Columbus, and other events.

Students will become acquainted with operating Microsoft Programs including Word, PowerPoint, and Excel. In addition to assigned readings, students will be expected to complete mandatory projects including a research paper, two PowerPoint presentations, and a statistical spreadsheet.

Course Goals

- Students will be given the opportunity to synthesize new information and conclude whether they agreed or disagreed with the interpretation of a specific event.
- Students will learn to use various Microsoft Office Programs including Word, PowerPoint, and Excel.
- Students will learn to cite references in Turabian, MLA, or APA format. Students will have the option to choose which format they would like to cite depending on which major they may plan to pursue. Certain majors require students to use different citations.
- Computer skills such as Microsoft Word, Microsoft PowerPoint, and Microsoft Excel will be integrated with the historical theme of this course and students will complete assignments that use these tools such as a research paper, PowerPoint Presentation, and a statistical spread sheet.

Measurable Student Learning Outcomes (MSLO)

MSLO	Research Paper and other Assigned Essays	Class Discussion	Oral Presentation
Clearly and accurately summarize and evaluate the facts, presumptions, viewpoints, values, and arguments presented in a text or creative work.	X	X	
Gather and assess relevant information, and apply appropriate cognitive methods in solving problems or answering questions raised in a text or creative work.	X		X
Conceive and defend alternative hypotheses and viewpoints; offer and explain reasons for provisionally rejecting or accepting them.	X	X	
Compose a sequence of paragraphs that develop a point.	X		
Write an effective argumentative essay.	X		
Demonstrate skill in oral communication for purposes such as informing, persuading, and/or defending		X	X
Compose and deliver effective, audience-appropriate oral presentations that develop and support a point; or participate in formal debates; or lead or participate in collaborative discussion of a question or a text.		X	X
Conduct research using the variety of information sources available to them.	X		
Integrate sources effectively and ethically through proper citation.	X		
Demonstrate the ability to use general or discipline-specific technologies to identify, retrieve, analyze, and communicate ideas and information.			X

Peer Facilitators

As an added resource for first-year students, each section of First-Year Seminar (FYS) will have a peer facilitator(s). These upper-level students will attend FYS classes and assist the instructor with the academic topics covered in this seminar. They will serve as discussion leaders on issues that pertain to your personal and social development and they will facilitate weekly discussions on the class readings. Your peer facilitator(s) will be your mentor and will be available to you to provide guidance on navigating the different personal and social hurdles that you may encounter in your first year at Ramapo.

First-Year Academic Advising

Each First-Year Seminar course is assigned a professional Academic Advisor from the Center for Academic Advising and First-Year Experience (CAAFYE) who serves as your Academic Advisor during your first year. This advisor will attend your First-Year Seminar class for a group advisement session to review general academic advising policies and procedures. They will also be available to answer any general questions regarding college policies/practices. Students are encouraged to schedule individual appointments with their CAAFYE Advisor for assistance with course selection and the development of a personal academic plan. Prior to individual advising sessions, your peer facilitator will instruct you on printing your recommended academic four-year plan, major requirements, and degree evaluation. In October, all first-year students will be required to attend the annual Majors Fair, where representatives are available from each major to assist students in learning more about the academic programs at Ramapo. If you have any questions regarding Academic Advisement please call CAAFYE at (201) 684-7441 or via email at: caafye@ramapo.edu

Texts, Readings, Materials

Hardy, David T. and Jason Clarke. *Michael Moore is a Big Fat Stupid White Man*. New York: HarperCollins, 2004. ISBN: 0-06-077960-8

Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Touchstone, 2007. ISBN: 978-0-7432-9628-1

Hacker, Diana, and Barbara Fister. *Rules for Writers with Tabs with 2009 MLA and 2010 APA Updates*. Boston: Bedford/St. Martin's, 2009. ISBN-13: 978-0-312-66482-4

Course Requirements

Participation:

For every assigned reading due each week, there will be group discussion leaders (2-4 students per group – based on actual class enrollment). Your role will be to lead the discussion by presenting a Chapter PowerPoint presentation (10-20 slides) to the class. You will choose your own groups and I will be choosing your assigned chapter.

Classmates will be expected to participate and share feedback during the PowerPoint presentations. I will be monitoring the group discussion leaders and students.

Each student in the class will receive a participation grade for their effort. The purpose of this activity is to encourage discussion and keep everybody engaged.

Weekly Peer Journal:

Each week, you are required to write a weekly journal. Each entry should be one paragraph in length. Please note that I will not be reading the entries because your Peer Facilitators will be responsible for reading the journals. However, they will provide me with a list each week of students who did not complete their journal entry. Failure to complete the journals will impact your grade.

Projects and Essays:

During the Technology Session, you will report to E-217 (Please note: You will be reporting to the Computer lab for the last section of class on September 7, 14, 21, and October 26). I will be introducing you to specific Microsoft Programs. You are expected to complete the following projects using the following programs:

- Microsoft Word: Research Check Point assignments for research paper
 - Proposal for research paper:
 - September 14
 - Working Bibliography Page in Turabian, MLA, or APA format:
 - October 5
 - Detailed Outline:
 - October 19
- Microsoft Word: Summer Readings 1 ½ - 2 page Reaction Paper
 - 2 assignments:
 - September 7
 - September 28
- Microsoft Word: 3-4 page research paper
 - 1 assignment: November 16
- Microsoft Word: Course Enrichment Component 1½-2 page Reaction Paper
 - 3 assignments:
 - October 12
 - November 9
 - December 7
- Microsoft PowerPoint: Group 10-Slide War Presentation
 - 1 assignment: November 30
- Microsoft Excel: Statistical Spreadsheet
 - 1 assignment: September 21

Examinations:

- Midterm examination: November 2
- Final examination: December 21

- Microsoft Word: Weekly Peer Journals (Journals can be typed or hand written)
 - 13 assignments: Due every class **EXCEPT** September 7 and December 21

All assignments **MUST** be submitted on the appropriate due date on typed paper; late assignments up to one week will only be worth passing credit (final grade of D or lower). Assignments cannot be submitted after one week from the due date.

All assignments **MUST** be submitted as a hard copy. You are allowed to send up to 2 assignments as an e-mail attachment. However, 3 or more assignments sent as an attachment will decrease your grade by one letter.

*Specific descriptions regarding the Research Paper (including the Research Check Points), Excel spreadsheet, PowerPoint Presentation and Examinations are located under **Evaluations**, on pages 11-14.

Course Enrichment Component

This course will include a minimum of five hours of unmonitored appropriate experience outside of the classroom. These experiences should focus on one of two themes: introduction to college life and/or historical events. Specific examples include visits to museums, campus lectures, library programs, service learning, selected TV shows/movies, and a wide range of other activities limited only by the creativity of faculty and students. You are expected to attend three different events and write a 1 ½- 2 page reaction on each event. Throughout the semester, I will suggest events you can attend, but you are still free to choose your own events.

General Education Program Course

This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College. Common to all First-Year Seminar (FYS) courses, you will develop critical thinking skills that are basic to college level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences.

This course is categorized as an Interdisciplinary Studies FYS course because it draws from the disciplines of American History and computer technology. Students will read and discuss a book that describes selected current events in American history. Students will also use resources on the Internet to prepare and present two group PowerPoint presentations and individual research paper.

Writing Intensive (WI) Course

Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: E-230, x7557, cas@ramapo.edu.

Grading Policy

Chapter PowerPoint/Participation: 15%

Weekly Peer Journals (12): 10%

Midterm/Final: 15%

Research Paper: 15%

Summer Reading essays (2)/Research Check Points (3): 15%

Projects (2): 15%

Course Enrichment Component Papers (3): 15%

Grade Distribution

A	A-	B+	B	B-	C+	C	C-	D+	D	F
> 91	91-88	87-84	83-80	79-77	78-75	74-71	70-67	66-63	62-60	< 60

Attendance Policy

Class attendance is mandatory. All historical topics and technology skills discussed are essential for the preparation of projects, examinations, and skills that help benefit your learning at Ramapo College.

You will be allowed 2 unexcused absences. Because we meet for 14 class sessions, you are expected to attend all classes. After two unexcused absences, your final grade will be reduced by 5 points (equivalent to one-half a grade) for each time you are absent. If you do anticipate an absence, please inform me via e-mail or telephone in advance. Please arrive to class on time. Three tardy (5 minutes or greater) will equal one absence.

College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

Electronic Forms of Communication

In accordance with College policy, I will use your Ramapo College e-mail address (@ramapo.edu) to communicate with you regarding all course-related matters. Students are required to monitor daily their Ramapo e-mail account for important information regarding assignments, exams, and other course requirements.

Students with Disabilities

If you need course adaptation or accommodations because of a documented disability, please make an appointment during my office hours.

Please note: Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. As you develop or revise your course syllabus, consider ways to make your course material accessible to students with disabilities. For additional information, contact the Office of Specialized Services (OSS) at x7514 or E-mail at oss@ramapo.edu.

Important Dates

First Day of Classes: September 1

Last day for Schedule Adjustments: September 12

Last day to withdraw with 100% tuition refund: September 12

Last day to withdraw with 50% tuition and/or housing refund: September 26

Last day to withdraw from courses with "W" grade: October 27

Thanksgiving Recess: November 23-26

Reading Day (no classes): December 14

Final Exam Week: December 15-21

Common Finals: December 17

Final Exam Snow Make-Up Day: December 22

Weekly Class Schedule

- All **bold** comments indicate due dates for typed assignments (excluding Weekly Peer Journal, which can be hand written or typed).
- All events and/or dates are subject to change.

#1 W September 7, 2011

Syllabus review

Summer Reading - Review Loewen: ENTIRE Book

Discuss events in book and type reaction paper in the computer lab.

Choose PowerPoint groups for the semester

Introduction to Microsoft Word/Turabian and Microsoft Excel

#2 W September 14, 2011

Read Hardy/Clarke pp. 1-16

Assigned Group Discussion leaders will give PowerPoint about events in chapter(s)

Conclusion to Microsoft Word/Turabian and Microsoft Excel

Research Check Point #1 – Proposal

Weekly Peer Journal

#3 W September 21, 2011

Bradley Center Opening Convocation (1:00 – 2:30 PM); Speaker Dr. James W. Loewen

Read Hardy/Clarke pp. 17-30

Assigned Group Discussion leaders will give PowerPoint about events in chapter(s)

Introduction to Microsoft PowerPoint

Bill of Rights/Amendments Excel Spreadsheets

Weekly Peer Journal

#4 W September 28, 2011

Read Hardy/Clarke pp. 31-52

Assigned Group Discussion leaders will give PowerPoint about events in chapter(s)

Library research workshop with a Librarian from the George T. Potter Library

Summer Reading - Opening Convocation Reaction Paper

Weekly Peer Journal

#5 W October 5, 2011

Film #1: Wal-Mart: The High Cost of Low Price documentary

Film will be viewed in class.

Follow-up discussion will be held after film.

Research Check Point #2 – Working Bibliography Page

Weekly Peer Journal

#6 W October 12, 2011

Read Hardy/Clarke pp. 53-84

Assigned Group Discussion leaders will give PowerPoint about events in chapter(s)

Course Enrichment Component #1 Reaction Paper

Weekly Peer Journal

#7 W October 19, 2011

Read Hardy/Clarke pp. 85-110

Assigned Group Discussion leaders will talk about events in chapter(s)

Research Check Point #3 – Detailed outline

Weekly Peer Journal

#8 W October 26, 2011

Read Hardy/Clarke pp. 111-124

Assigned Group Discussion leaders will give PowerPoint about events in chapter(s)

Online Registration Review with a Guest speaker from the Advisement Center

Review for Midterm

#9 W November 2, 2011

Midterm Examination

Weekly Peer Journal

Spring/2008 schedule review

Film #2: Cheaters

Film will be viewed in class.

Follow-up discussion will be held after film.

#10 W November 9, 2011

Read Hardy/Clarke pp. 155-192

Assigned Group Discussion leaders will give PowerPoint about events in chapter(s)

Course Enrichment Component #2 Reaction Paper

Weekly Peer Journal

#11 W November 16, 2011

Read Hardy/Clarke pp. 193-222

Assigned Group Discussion leaders will give PowerPoint about events in chapter(s)

Film #3: The Web documentary

Film will be viewed in class.

Follow-up discussion & in-class activities will be held after film.

Research Paper

Weekly Peer Journal

W November 23, 2011

NO CLASS (Thanksgiving Recess)

#12 W November 30, 2011

Group PowerPoint Presentations

Weekly Peer Journal

#13 W December 7, 2011

Course Enrichment Component #3 Reaction Paper

Weekly Peer Journal

Film #4: Manufacturing Dissent

Film will be viewed in class.

Follow-up discussion will be held after film.

Review for Final Examination

W December 14, 2011

NO CLASS (Reading Day)

#14 W December 21, 2011

Final Examination

Evaluations

Excel Instructions

- Complete a chart for 27 amendments in the correct order.
- Avoid spelling and grammar errors.
- Use the format that I send as an attachment via Luminis.

Research Paper Instructions (Includes Directions for 3 Check Points)

- **Submit** a 50-100 word written proposal of your research paper. Mention the subject your paper is based on. Include brief information about your subject.
- **Submit** a Works Cited Page using Turabian, MLA, or APA format. Include a list of all sources you may possibly use for your research paper. The Works Cited page must also include at least 1 primary source and 3 secondary sources (4+ sources) Specific instructions will be provided on Luminis.
- I am not going to tell you what primary sources should be included since the type of appropriate and available sources will obviously vary according to your particular topic. However, you ought to be considering sources such as letters, diaries, sermons, newspapers, magazines, government records, legal documents, oral histories, genealogical records, or films. This is not meant to be an exhaustive list, just some ideas to get you started.
- **Submit** a detailed outline of your research paper. Include points indicating the introduction, body, and conclusion of your paper.

- The topic of your research paper must be non-fiction American history. Below is partial list of topics to choose. Please note – you are NOT required to choose any of the following topics since; this is to simply provide you with an idea.
 - The Civil Rights Movement
 - American Colonies
 - The Pentagon Papers
 - Immigration in America
 - President George W. Bush
 - The Salem Witch Trials
 - The Battle of Gettysburg
 - The Women’s Movement
 - General Douglas Macarthur
 - Abraham Lincoln
 - The Expedition of Lewis and Clark
 - Dr. Martin Luther King, Jr.
 - Bacon’s Rebellion
 - Japanese American Internment
 - 1993 World Trade Center bombing
 - 1995 Oklahoma City bombing
 - Virginia Tech Massacre
 - Susan B. Anthony
 - American Inventors
 - Christopher Columbus

Selected War & Chapter PowerPoint Instructions

- You and two partners (depending on actual class enrollment) will create a PowerPoint presentation based on any war in which the United States was involved. There are several wars to choose including the Pequot War, American Revolution, Civil War, Mexican American War, Spanish American War, World War I, and several others. Groups are **NOT** allowed to research the same war.
- You and two partners (depending on actual class enrollment) will also create a Chapter PowerPoint presentation based on your assigned reading for the semester. Groups are **NOT** allowed to research the same chapter.
- Include a Title Slide and Thank You Slide.
- Pictures for 5+ slides. Feel free to choose from:
 - Clip art
 - Pictures from the web
 - Scanned pictures
- Text for 8+ slides (excluding the Title Slide and Thank you Slide).
- The text can be combined with the pictures.
- Use the slide transition feature. (Optional)
- The **War PowerPoint** should have 10 -15 slides in all.
- The **Chapter PowerPoint** should have 10-15 slides in all.
- During the presentation, there must be only ONE PowerPoint to display. All slides must be combined into one presentation; two separate PowerPoint Presentations is not permitted.

Midterm and Final Instructions

- Complete approximately 60 multiple choice questions based on assigned readings, discussion notes, and films.
- The Midterm and Final examinations are closed notebook and closed textbook.
- The Final examination is NOT cumulative to the Midterm examination.

Policy on Academic Integrity

Students are expected to read and understand Ramapo College's academic integrity policy, which can be found in the *Ramapo College Catalog*. Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who violate this policy will be referred to the Office of the Provost. An abbreviated version of this policy is described below.

Policy

All members of the Ramapo community are expected to be honest and forthright in their academic endeavors. Since violations of academic integrity erode community confidence and undermine the pursuit of truth and knowledge at the College, academic dishonesty must be avoided.

Procedures

The Office of the Provost/Vice President for Academic Affairs has the responsibility for the oversight and enforcement of the academic integrity policy and for making the policy an institutional priority. The Office of the Provost/Vice President for Academic Affairs is also responsible for publishing the policy and for educating both faculty and students about the policy.

Faculty members play a crucial role in the academic integrity policy. They are responsible for educating their students about the importance of academic integrity and for communicating to students their expectations with respect to academic integrity in course work.

Students have the responsibility to understand the College academic integrity policy and to comply with the policy in all their academic work.

Criteria

There are four broad forms of academic dishonesty:

1. Cheating

Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise. Examples of cheating include, but are not limited to:

- copying from another student's work;
- allowing another student to copy his/her work;

- using unauthorized materials such as a textbook, notebook or electronic devices during an examination;
- using specifically prepared materials such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination;
- collaborating with another person during an examination by giving or receiving information without authority;
- taking a test for another person or asking or allowing another to take the student's own test.

2. **Plagiarism**

Plagiarism occurs when a person represents someone else's words, ideas, phrases, sentences, or data as one's own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete, accurate, and specific footnote references; additionally, verbatim statements must be acknowledged through quotation marks.

To avoid a charge of plagiarism, a student should be sure to include an acknowledgment of indebtedness:

- whenever he or she quotes another person's words directly;
- whenever he or she uses another person's ideas, opinions, or theories, even if they have been completely paraphrased in one's own words;
- whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing, or sharing of ideas);
- whenever he or she uses facts, statistics, or other illustrative material taken from a source, unless the information is common knowledge.

Examples of standard citation formats can be found on the [Library Website: Citation Manuals and Style Guides](#).

3. **Academic Misconduct**

Academic Misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class. Examples of academic misconduct include, but are not limited to:

- changing, altering, falsifying, or being the accessory to the changing, altering, or falsifying of a grade report or form or other academic record, or entering any computer system, College office or building for that purpose;

- stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or entering any computer system, College office or building, for the purpose of obtaining an unadministered test;
- submitting written work (in whole or in significant part) to fulfill the requirements of more than one course without the explicit permission of both instructors;
- disregarding policies governing the use of human subjects or animals in research;
- sabotaging another student's work through actions designed to prevent the student from successfully completing an assignment;
- knowingly facilitating a violation of the Academic Integrity Policy by another person.

4. **Fabrication**

Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to:

- citation of information not taken from the source indicated;
- listing of sources in a "works cited" that were not used in that project;
- altering, stealing and/or falsifying research data used in research reports, theses, or dissertations;
- submission as one's own of any academic work prepared in whole or in part by others, including the use of another's identity;
- falsifying information or signatures on registration, withdrawal, or other academic forms and records.

More on academic integrity can be found here:

http://www.ramapo.edu/catalog_11_12/academicpolicies.html?col10=open#CollapsiblePanel10