



HIST 349 - The Civil War and Reconstruction, 1848-1877

Spring, 2016

Section AE

ONLINE



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MWF 2:00-2:50

@The Library or by appointment

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zoom.us/j/3659090163



Grand View University

Course Goals:

Welcome to History 349! This course has several goals, embracing not only specific content, but the ways in which the class can serve as an significant experience in your liberal arts education. To that end, the course goals are broken down into six areas necessary for a *significant learning experience*.

This course will help you:

[Foundational Knowledge]

-Understand and Remember key themes, events, and people from the history of the United States during the eras of the Civil War and Reconstruction (1848-1877).

[Application]

-Develop the critical thinking skills necessary to meaningfully analyze historical material and arguments.

-Achieve proficiency in academic writing by completing regular and varied writing assignments, written examinations, and a research project.

[Integration]

-Discern and articulate thematic connections that emerge from the course material.

-Understand and appreciate the historical context that informs today's society and events.

[Human Dimension]

-Gain confidence in your academic ability and develop the focus and time management skills necessary to successfully complete this course.

-Develop the skills necessary for effectively communicating in an online environment.

[Caring]

-Value the acquisition of historical knowledge and the maintenance of historical literacy.

[Learning How to Learn]

-Develop an understanding of the skills necessary for success in this course—and an understanding of *why* they are necessary.

-Articulate how you will use the knowledge and skills acquired in this course in your academic and professional careers.

Course Description (from the GV Catalog)

This course is an intensive survey of US history from 1848 to 1877, covering the origins and course of the Civil War and subsequent efforts at Reconstruction. Particular attention is given to topics such as race, slavery, sectionalism, the aftermath of war with Mexico and the sectional crisis; secession and the onset of war; the military course of the Civil War; the Union and Confederate home fronts; the social and cultural implications of the war; the war's conclusion and its immediate legacies; the political and social struggles over Reconstruction; the role of African Americans in the war and reconstruction years; the impeachment of Andrew Johnson; and the incomplete resolution of Reconstruction and its legacies. Prerequisite: Completion of the English Proficiency requirement. **This course also contains the Information Literacy (IL) & Written Communication (WC) outcomes for the GV Core Curriculum.**

History Department Goals

All History courses at Grand View are designed to help you accomplish the following:

- Value lifelong learning and engagement with History
- To think like a historian:
 - understand causation
 - See the past and present as a continuum.
 - Foster global awareness and empathy for the other
 - Construct and critically approach narratives
- Proficiency in documentation and research.

GV Core Outcomes

Written Communication: This course provides students with experience in the process of forming their ideas and presenting them to a specified audience (e.g. the instructor, classmates, community members, discipline specific peers, etc.) for the purpose of developing effective written communication skills.

Information Literacy: This course provides students with multiple experiences in analyzing questions, theses, or problems and collecting and evaluating related information for the purpose of producing

Succeeding in an Online Class Environment

This class will be conducted entirely online. There are plenty of strong opinions in the higher education community either enthusiastic about or critical of online learning. I tend to believe that, just like any other class in any other format, an online class will succeed if all parties involved do their part to create that success. Online learning isn't inherently better or worse than traditional face-to-face classes; it is, however, different. If you haven't taken an online course before, here are some things you should keep in mind as we begin our work together this semester:

GV Attendance Policy for Blended & Online Classes

For classes designated blended or online, attendance is measured by either face-to-face attendance or access to the course site. All other policies for Changes in Registration, Individual Course Withdrawal, and Dropping Classes still follow University policy with the understanding that logging into the course site equals attendance. **Once a student has attended one class meeting or has logged into the course site during the add/drop period for the term, the student has committed to maintaining his/her entire registration for the term, including the charges associated with those decisions.** It is the personal responsibility of the student to know the University's registration policies, to follow those policies when adjusting registration, and to verify through their record in myView that the requested schedule changes have been made; thus, it is the personal responsibility of the student to complete the appropriate admission deferment or withdrawal process.

Blackboard

We will do much of the work for this course via GVU's campus network resources; in particular, the Blackboard course management system. You may log into Blackboard via [MyView](#), or at bb.grandview.edu; if you are unfamiliar with Blackboard, or have a problem logging in, please contact me ASAP so that we can get you up to speed; the introductory email I sent to each of you also has basic Blackboard information. Blackboard also has an excellent library of brief tutorial videos, covering a range of subjects (how to post on discussion boards, how to submit assignments, etc.). Click [HERE](#) to go to the Student Video help page, or select the "On-Demand Learning Center" link on the landing page when you log into Blackboard. I will post assignments, announcements, and all course information on Blackboard; you should get in the habit of checking the announcements page regularly. Also, please check your GV email account regularly; this is how I will communicate with you both individually and as a group. ***You are responsible for any and all material communicated via email and Blackboard.***

Course Blog

In order to accomplish our course goals, we'll need to be deeply and meaningfully engaged with the material we encounter this semester. To that end, we will collaborate on a course blog that carries the discussion further to extend and explore the issues at hand. Our blog is located at it is a WordPress site, <https://history349blog.wordpress.com/>, so in order for you to post, you'll need to create a (free) WordPress account. You'll be receiving an email that invites you to become an "author" on the course blog, and it will contain instructions on how to create your WordPress account. Once you're set up on the blog, you'll be able to author posts, make comments, add the blog to your RSS feed or device notifications, and all of that good stuff. Throughout the semester, I will post topics frequently for you to respond to. Additionally, each week one or more of you will be responsible for posting an extended response (at least 500 words or so) to that week's readings, and it will form the basis for an online forum on the topics you raise. During the first week of our course, we'll create a schedule for the individual contributions. I will assess (i.e., grade) your blog contributions based upon both quantity and quality (leaning toward the latter), and your individual post week will also figure prominently.

What You'll Need

To be able to participate in this course, and to successfully complete its requirements, you need to have a high-speed internet connection. If you don't have this at home, all of our campus computer labs are equipped with the hardware and software that you'll need, but keep in mind that they have limited hours of operation, especially in the evening. Whatever computer you're using, you'll need to have a good web browser. Internet Explorer and Safari have known issues with some of Blackboard's features, and I advise you to avoid using them. **I highly recommend you use either Firefox or Chrome as your browser for this course.** Both of them are free, and they are by far the two best web browsers available (faster, more functionality, better extensions and add-ons). You can download Firefox at Mozilla.org or Chrome at google.com/chrome/.

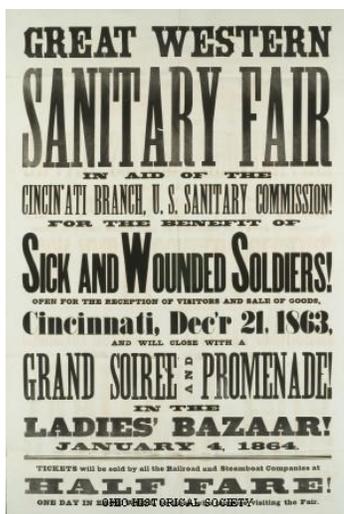
For **mobile devices**, I recommend Chrome as your browser. If you sign into Chrome with a Google account, you can sync your browsing data across devices (including history and saved passwords), which is really handy. There is a Blackboard mobile app, Blackboard Learn, which is optimized for mobile devices. I recommend it; check either the App Store or Google Play to download it to your device. For our course blog, there is a WordPress mobile app that allows you to post, comment, and interact with the blog on your smartphone or tablet; for a mobile app, it is surprisingly robust, and I think you'll find it useful.

In addition to creating a WordPress account for the course, you'll also need to create a Google account (if you don't have one already). This will give you access to Google Docs, which we will use to collaboratively work on and edit your Think Piece and Synthesis Paper assignments. You can create your Google account (it's free!) at <http://accounts.google.com>.





Memorial to the members of the Sioux nation executed in the wake of the Sioux Uprising of 1862 near New Ulm, Minnesota



Advertisement for a "Sanitary Fair," which were fundraisers held throughout the North during the Civil War to support the US Sanitary Commission.

Course Assignments & Grading

Course Blog

- Lead Author Posts 75 points each
- Commentary, Engagement 150 points

Wiki Chronology

300 points

Discussion Board

200 points

Synthesis Paper

200 points

Grading Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Course Blog

See the description on [page 3](#) of this syllabus for more detail on the blog. During Module 1, you'll be asked to blog on a set of documents relating to territorial expansion. Thereafter, each week one or two of you will serve as the **Lead Author**, where you will be responsible for writing a blog post of at least 500 words that summarizes the issues, themes, and debates raised by that week's readings and other course material. I will assess these posts using the criteria outlined in the blog rubric posted on our Blackboard course site.

For the weeks where you are not a lead author, you will be responsible for commenting on the lead author's post, as well as interacting with the rest of us in the comments section. Comments should offer a reasoned, substantial reaction to the Lead Author's post, and advance the conversation by either weighing in on the issues raised, or by positing other

Discussion Board

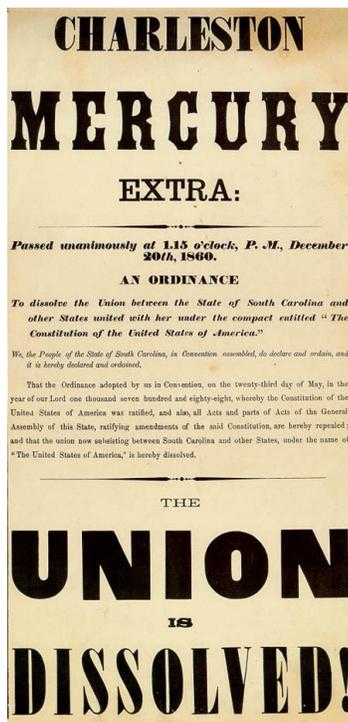
In addition to the more formal written posts and conversation on the blog, we will also be carrying on an informal chat on the Discussion Board, which you can access in the left-hand menu column on our Blackboard course site. Think of the Discussion Board as our course chat room; if you have questions about course materials or procedures, there is space on the discussion board for you to post them. Each week, one or two of you will be responsible for leading our discussion; you'll post a prompt and moderate the ensuing discussion (I will moderate the first module's discussion). Throughout the semester, you'll be assessed on your leadership, as well as your engagement with, and quality of responses to, the work of your classmates each week.

Wiki Chronology:

Throughout the semester, we'll be collaborating on building an interactive digital timeline for this period of US history. I've created a space for this project on Wikispaces (at <https://hist349chronology.wikispaces.com/>), and we'll use that platform to create our chronology and publish it on the web. Our goal is to create a digital exhibition with strong historical and multimedia content that will serve as a guide to the contours of US history through this complex and dynamic period. Your contributions to this collective endeavor will be assessed for both quantity and quality. I've posted a sample entry on the Wikispaces page to give a sense of how an entry might look. There is also a rubric on our Blackboard site that gives the specific criteria I'll use in evaluating the wiki contributions.

Synthesis Paper

The capstone project for this course will be a **synthesis paper**. You will be asked to address a particular historical debate relating to this era (e.g., "who freed the slaves?" or "why did Reconstruction fail?") and provide an analysis and interpretation using primary and secondary historical sources. There will be a range of topics from which to choose, and I will provide assistance and resources to help you track down source materials for your research. There also will be a specific post on Blackboard later in the course that will provide more detailed explanation and set of expectations for this assignment. For this paper, we will use Google Docs to facilitate collaborative peer editing and feedback for your work; you will need to create a Google account if you don't already have one.



Special broadside printed by the Charleston **Mercury** announcing the decision of the South Carolina Secession Convention to withdraw the state from the Union on December 20, 1860.

Course Texts

The following texts are required for this course. Copies are available in the GV bookstore or online via [Amazon](#), [Powells](#), [B&N](#), or any online bookstore.

- Amy Greenberg, *Manifest Destiny and American Territorial Expansion: A Brief History with Documents* (Bedford/St. Martin's, 2012).
- Chandra Manning, *What This Cruel War Was Over: Soldiers, Slavery, and the Civil War* (Vintage, 2008).
- Stephanie McCurry, *Confederate Reckoning: Power and Politics in the Civil War South* (Harvard University Press, 2010).
- Megan Kate Nelson, *Ruin Nation: Destruction and the American Civil War* (University of Georgia Press, 2010).
- Heather Cox Richardson, *West from Appomattox: The Reconstruction of America after the Civil War* (Yale University Press, 2007).
- Elizabeth R. Varon, *Appomattox: Victory, Defeat, and Freedom at the End of the Civil War* (Oxford University Press, 2014).

In addition to these texts, we will also use articles, primary sources, and video documentaries in this course; links to those materials are provided on our Blackboard course site (in the "Content" section). For Video material, we'll be using Grand View's *Films on Demand* portal; if you're unfamiliar with it, please watch the brief tutorial video posted on the "Information" page of our Blackboard course site. Be sure to regularly consult the course schedule for specific assignments and their due dates.

Course Schedule & Assignments

Module 1 - Westward the Course of Empire: A Country in Motion

Greenberg, *Manifest Destiny*: everyone read Part One, and their assigned chapter (chapter assignments posted on Blackboard)

Watch Module Overview

Video: *The Golden Land (57 min.)* <http://vikingvoyage.grandview.edu:2048/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7396&xtid=1103>

Video: *Empire Upon the Trails: The West (85 min.)* <http://vikingvoyage.grandview.edu:2048/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7396&xtid=44411>

- ♦ Create Blogging and Discussion Board Schedules (A link to the sign-up sheets [Google Doc] will be posted on Blackboard.)
- ♦ Create WordPress account and post your username on the Discussion Board
- ♦ Create Google account
- ♦ Log in to our Wikispaces Chronology site at <https://hist349chronology.wikispaces.com/>
- ♦ Have Discussion Board responses completed by 1/15.
- ♦ Post blog entry on your chapter in Greenberg by 1/18 (see assignment sheet on Blackboard)

Module 2 - Free Labor, Slave Labor, and the American Boom

Watch Module Overview

Read "The Debate Over Slavery" [CHNM documents available on Blackboard]

Video: *The Age of Slavery (1800-1860)*, from the series *The African Americans—Many Rivers to Cross (56 min.)*

<http://vikingvoyage.grandview.edu:2048/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7396&xtid=58758>

Video: *Flight to Freedom: The Underground Railroad (110 min.)* <http://vikingvoyage.grandview.edu:2048/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7396&xtid=5864>

- ♦ Discussion Board: Leaders post by 1/20, forum closes 1/25
- ♦ Lead Authors for Blog: post by 1/22

Wiki check 1/25

For a brief tutorial on how to access and use the *Films on Demand* service for these videos, see the link on our Blackboard course site, located on the "Information" page.

Module 3 • The Shattering of America: Politics and Culture in the 1850s

Greenberg, Chapters 6-7.

Watch Module Overview

Video: *Death Runs Riot: The West* (watch until the 31:30 mark). <http://vikingvoyage.grandview.edu:2048/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7396&xtid=44413>

Document: *Appeal of the Independent Democrats in Congress* [1854]

- ◆ Discussion Board: Leaders post by 1/27, forum closes 2/1
- ◆ Blog: Have Lead Author Posts up by 1/29

Module 4 • The Union Disintegrates

Watch Module Overview and *The Utah War* (7 min.)

Documents: Lincoln and Douglas on Dred Scott and Kansas

Document: Henry David Thoreau, *A Plea for Captain John Brown*.

Documents: Secessionists in Their Own Words

Manning, *What This Cruel War was Over*, Ch. 1

McCurry, *Confederate Reckoning*, Chs. 1-2

Wiki check 2/8

- ◆ Discussion Board: Leaders post by 2/3, forum closes 2/8
- ◆ Blog: Have Lead Author Posts up by 2/5

Module 5 • Battlefields, 1861-1862

Watch Module Overview

Manning, Ch. 2 and McCurry, Ch. 3

Videos: “Shiloh: Fiery Trial” (48 minutes); brief modules from “The Civil War in 4 Minutes”

Note: You may also want to view the Ken Burns documentary, *The Civil War*, that will provide an overview of this material, as well as supplement your reading with images and primary sources. Here is the link to the series page:

<http://vikingvoyage.grandview.edu:2048/login?url=http://digital.films.com/PortalPlaylists.aspx?psid=16733&aid=7396>

- ◆ Discussion Board: Leaders post by 2/10, forum closes 2/15
- ◆ Blog: Have Lead Author Posts up by 2/12
- ◆ Synthesis Paper Prospectus Due 2/12

Module 6 • From War to Revolution

Read Manning, Chs. 3-4 and Watch Module Overview

Document: Emancipation Proclamation, January 1, 1863.

http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/

Documents & Images: “Responses to the Emancipation Proclamation”

<http://www.civilwar.org/education/history/emancipation-150/the-emancipation-proclamation.html>

Louis Masur, “Liberty Is a Slow Fruit: Lincoln the Deliberate Emancipator,” *The American Scholar* 81 (2012): 44-53.

Robin Blackburn, “Karl Marx and Abraham Lincoln: A Curious Convergence,” *Historical Materialism* 19 (2011): 99-128.

Video: *High Tide of the Confederacy: 1863, The Turning Point in the War* (52 mins.)

<http://vikingvoyage.grandview.edu:2048/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7396&xtid=40513>

- ◆ Discussion Board: Leaders post by 2/17, forum closes 2/22
- ◆ Blog: Have Lead Author Posts up by 2/19

Wiki
check
2/19

Our new government is founded upon exactly the opposite idea; its foundations are laid, its corner-stone rests, upon the great truth that the negro is not equal to the white man; that slavery subordination to the superior race is his natural and normal condition. This, our new government, is the first, in the history of the world, based upon this great physical, philosophical, and moral truth .

—Alexander Stephens,
March 21, 1861



Cover of Harper's Weekly depicting Northern women knitting clothes for Union soldiers.

Module 7 - The Confederacy at War

Watch Module Overview

McCurry, chapters 4-7

Video: **Total War** (52 mins.) <http://vikingvoyage.grandview.edu:2048/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7396&xtid=40514>

- ◆ Discussion Board: Leaders post by 2/24, forum closes 2/29
- ◆ Blog: Have Lead Author Posts up by 2/26
- ◆ Synthesis Paper Working Bibliography due 2/24

Module 8 - Battlefields: 1863-65

Watch Module Overview

Manning, Chs. 5-6 and Conclusion

Varon, Appomattox, Part 1.

Wiki check 3/6

- ◆ Discussion Board: Leaders post by 3/2, forum closes 3/7
- ◆ Blog: Have Lead Author Posts up by 3/4

Module 9 - The Costs of War

Nelson, *Ruin Nation* (entire)

Author chat with Dr. Megan Kate Nelson

(tentatively scheduled for March 11; more information TBA)

March 14-18: Grand View's Spring Break.

Module 10 - Postwar Fractures

McCurry, Ch. 8 and Epilogue

Varon, Parts 2 and 3

- ◆ Discussion Board: Leaders post by 3/23, forum closes 3/28
- ◆ Blog: Have Lead Author Posts up by 3/25
- ◆ Synthesis Paper Outline Due 3/25

Wiki check 3/28

Module 11 - What Does It Mean To Be Free?

Richardson, *West from Appomattox*, Chapters 1-2.

Video: **Aftershock: Beyond the Civil War** (90 min.) <http://vikingvoyage.grandview.edu:2048/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7396&xtid=43028>

Video: Eric Foner on the Meaning of Freedom [available on Blackboard]

- ◆ Discussion Board: Leaders post by 3/30, forum closes 4/4
- ◆ Blog: Have Lead Author Posts up by 4/1

Module 12 - The Once and Future West

Richardson, Chapters 3-4.

Video: **The Grandest Enterprise under God: The West** (86 mins.) <http://vikingvoyage.grandview.edu:2048/login?url=http://digital.films.com/PortalPlaylists.aspx?aid=7396&xtid=44414>

- ◆ Discussion Board: Leaders post by 4/6, forum closes 4/11
- ◆ Blog: Have Lead Author Posts up by 4/8

"Without slavery the rebellion could never have existed; without slavery it could not continue."

**Abraham Lincoln,
Second Annual
Message to Congress,
December 1, 1862**



Political Cartoon from the Election of 1868



Crazy Horse, Lakota Chief

Module 13 - The American Counterrevolution?

Richardson, Chapters 3-4.

Document: Testimony of Benjamin Singleton, 1880. [Blackboard]

Document: D.H. Chamberlain, "Reconstruction and the Negro." [Blackboard]

- ◆ Peer Review of Synthesis Paper Drafts: Post on Google Drive Folder by 4/11
- ◆ Blog: Have Lead Author Posts up by 4/15



Thomas Nast,
"Compromise—Indeed!"
Cartoon criticizing the
Compromise of 1877

Module 14 - The War Is You and Me

Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic*, June 2014.

<http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

Jason Ward, "The Cause Was Never Lost," [orig. in *The American Historian*]

<http://www.history.msstate.edu/news/jason-ward-cause-was-never-lost-and-mississippi-state-flag/>

Kevin Levin, "The Civil War Almost Didn't End Slavery," *The Daily Beast*, Dec. 6, 2015.

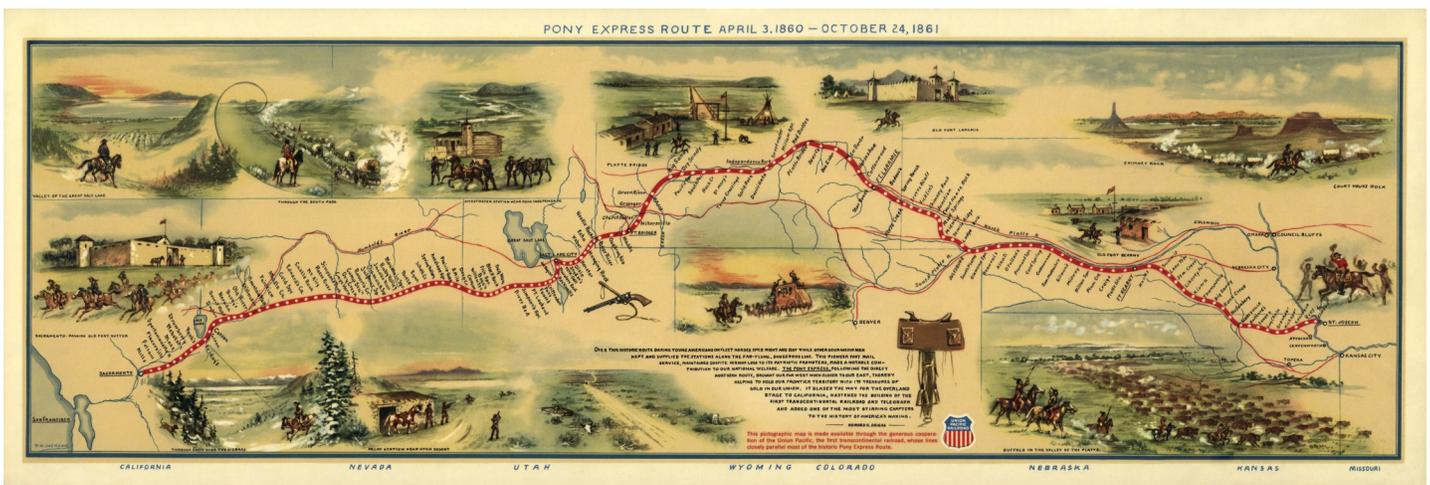
<http://www.thedailybeast.com/articles/2015/12/06/the-civil-war-almost-didn-t-end-slavery.html>

S.E. Curtis, "Telling the Untold Story," *Thebittersoutherner.com*

<http://bittersoutherner.com/telling-the-untold-history/#.Vnlye7YrLs0>

"Here's What Appears to Be Dylann Roof's Racist Manifesto," *Mother Jones*, June 20, 2015

<http://www.motherjones.com/politics/2015/06/alleged-charleston-shooter-dylann-roof-manifesto-racist>



Map of the Pony Express's Route across the West



INSTITUTIONAL UNDERGRADUATE SYLLABUS STATEMENTS Revised: 7/10/2014

University E-Mail Account

It is essential that all students check their Grand View University e-mail account or set their account to forward to a preferred e-mail address. Students may set-up an e-mail auto forward from the myView web site ([myView](#) > [Campus Life](#) > [Technology Resources](#) > [myView Mail](#) > [myView Mail Forwarding](#)).

IDEA Student Ratings of Instruction

Grand View University is interested in knowing how learners experience the classroom environment. To that end, all students will be asked to participate in the IDEA survey of student ratings of instruction system at the end of each fall and spring term. IDEA is also administered in some summer classes. Students are asked to provide honest and thoughtful feedback to their instructor through the IDEA process. All student responses are confidential and are not provided to the instructor until after grades are submitted.

Academic Responsibility/Academic Honesty

In accordance with its mission statement, Grand View University is dedicated to the development of the whole person, and committed to truth, excellence, and ethical values. The University strives to promote appreciation of the dignity and worth of each individual and open interaction among students, faculty and staff. Personal integrity and academic honesty are essential to building a campus of trust. Thus, honesty in all aspects of the college experience is the responsibility of each student, faculty, and staff member. This is reflected in the Grand View University Code of Integrity which states: "As a member of the Grand View University community, and in accordance with the mission of the university and its Lutheran identity, I agree to appreciate and respect the dignity and worth of each individual. I will honor and promote a community of open interaction, personal integrity, active and intellectual engagement, and academic honesty with students, faculty and staff."

The following list describes various ways in which the principles of academic honesty/integrity can be violated. This list is not exhaustive; see the Student Handbook for a complete list.

Plagiarism: The use of another's ideas, words, or results and presenting them as one's own. To avoid plagiarism, students are expected to use proper methods of documentation and acknowledgement according to the accepted format for the particular discipline or as required by the faculty in a course.

Cheating: The use or attempted use of unauthorized materials, information, notes, study aids, or other devices in any academic exercise. Cheating also includes submitting papers, research results and reports, analyses, etc. as one's own work when they were, in fact, prepared by others.

Fabrication and Falsification: The invention or falsification of sources, citations, data, or results, and recording or reporting them in any academic exercise.

Facilitation of Dishonesty: Facilitation of dishonesty is knowingly or negligently allowing one's work to be used by another student without prior approval of the instructor or otherwise aiding another in committing violations of academic integrity. A student who facilitates a violation of academic honesty/integrity can be considered as responsible as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violations.

Academic Interference: Academic interference is deliberately impeding the academic progress of another student.

Procedure for an Incident of Academic Dishonesty

Any incident of academic dishonesty requires action by both the student and the instructor directly involved, and the submission of an Academic Dishonesty Report to the Office of the College Deans. If the instructor is unsure how to proceed, she/he may consult with the Student Academic Life Committee at any point in the process.

The faculty member must also provide the student with a copy of the Academic Dishonesty Report. The report form should identify the following series of consequences:

If it is the student's **first incident** of academic dishonesty:

The instructor can impose a range of sanctions from the following, depending upon the nature of and degree of seriousness of the incident:

A warning with opportunity to rectify the violation

A failing grade for the academic exercise with no opportunity to rectify the violation

A failing grade for the course

The student will receive a letter from the Provost and Vice President for Academic Affairs about the incident, the University's expectations regarding academic honesty/integrity, and future possible consequences should the student commit another act of academic dishonesty during their enrollment at Grand View. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

Following a **second incident** of academic dishonesty, the student minimally will fail the course and be placed on academic dishonesty probation. Upon receiving notification from the instructor of a violation, and determining that it is a second violation, the Provost and Vice President for Academic Affairs must notify the student about the incident. This letter will inform the student of her/his failing grade and placement on probation. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar.

When a student is reported for a **third incident** of academic dishonesty, the student will fail the course and will be suspended from the University, and the suspension for academic dishonesty will be noted on the student's transcript. Upon receiving notification from the instructor of a violation, and determining that it is a third violation, the Provost and Vice President for Academic Affairs must notify the student about the incident. This letter will inform the student of her/his failing grade and suspension. Copies of the letter will be sent to the student's academic advisor, the instructor, and the registrar. Should the student appeal the decision, he/she will be allowed to complete the term during which the appeal is heard; if upheld, the suspension will occur during the regular term following the appeal.

Students suspended for Academic Dishonesty must follow the same procedures for readmission as those listed for students who have been academically suspended—with the exception that they will not be required to enroll elsewhere during their suspension.

When a student has returned to Grand View after being suspended for a third violation and is subsequently reported for a **fourth incident** of academic dishonesty, the student will fail the course and will be suspended immediately from the University, and the suspension for academic dishonesty will be noted on the student's transcript. The suspension will remain in force during the appeal process; if the suspension is upheld, the student will be expelled from the University.

Netiquette (from 'Internet etiquette')

"Netiquette" refers to the standards for appropriate interaction in an online environment. Students are expected to display proper netiquette in their communications with their teacher and with other students. This includes using proper written English, being polite, by disagreeing agreeably when necessary, including your name and other necessary identifiers on any communication. If an email or discussion post ever concerns you, please notify the instructor right away in a private manner.

Accommodation

Grand View University prohibits unlawful discrimination and encourages full participation by all students within the university community. When a student requires any instructional or other accommodation to optimize participation and/or performance in this course, it is the responsibility of the student to contact both the instructor and the Associate Director of Student Success: Academic Support and Disability Services and apply for any requested accommodation. The associate director is [Ms. Joy Brandt](#) and she can be reached at 515/263-2971.

Class Attendance

Students are responsible for adhering to the attendance policies as expressed by the instructor/department. Furthermore, the Federal Government requires that students receiving financial aid attend classes. Students, who are identified by the instructor as not attending classes, will be reported. Students who fail to return to classes may lose all or a portion of their financial aid.

Classroom Conduct

Students should conduct themselves as responsible members of the University community respecting the rights of others. Any student behavior interfering with the professor's ability to teach and/or the student's ability to learn constitutes a violation of the Code of Student Conduct found in the Grand View Catalog. The professor may ask the student to leave the classroom and that student will be subject to disciplinary sanctions.

Appeal of Final Course Grade or Faculty Member's Final Academic Disciplinary Action

Students who wish to appeal a final course grade or other academic disciplinary action of an instructor must complete at least section I.A. of the Academic Appeal Form on-line within fourteen calendar days after the published due date for the final grade submission of the academic term in which the issue of disagreement occurred. Visit site below to complete first part of the form. <https://secure.grandview.edu/gradeappealform.html> This form must be submitted electronically to the Office of the Provost. Nursing Students appealing a grade in a nursing course must follow the Nursing Division procedures.

Use of Blackboard and MyGrades

The MyGrades tool of Blackboard is intended to be a communication tool and to facilitate information sharing between instructors and students. The grades and feedback posted on MyGrades are not to be interpreted as the final grade submitted by the instructor. Discrepancies and mistakes can be made in using and interpreting the technology – by both student and instructor. Refer to the grade policy in the syllabus for a full understanding of how your grade is calculated. Students will find their final grade on myView > myTools > Academic Profile > Grades by Term.

Assignment of Credit Hours

With successful completion of this course, Grand View University will award you a specified number of credit hours on your transcript. Our accrediting body, the Higher Learning Commission, as well as the US Department of Education have standards in the definition of what counts as a credit hour (see [GV Catalog for a full definition](#)) so that students receive the full educational experience we claim. This course will involve face-to-face class time and outside learning activities to fulfill credits awarded.