**Course Instructor**
Dr. Keith Pacholl, Professor of History  
University of West Georgia  
1601 Maple St., Carrollton, GA 30118  
Office Number: (678) 839-6044  
**I will be out of my office for the entire summer. If you need me to talk by phone, please email me with a phone number and I will call you back as soon as I can. If you leave a message on my office phone, I will be unable to retrieve it.**  
E-mail address: kpacholl@westga.edu  
**NOTICE:** Please use the internal CourseDen email for general correspondence. I provide my external email address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external email so please use it for emergencies only.

**Office Hours**  
**Online Office Hours:**  
Monday: 3:00pm - 6:00pm  
*Online office hours online will take place in the “Online Office Hours” folder located in the content section of CourseDen. Just click on the link and you will enter a room where we can engage in live chat or videoconferencing.**  
**and by appointment**

**Course Introduction and Description**
This course will examine the American Revolutionary War, a conflict that took place between Great Britain and its North American colonies beginning in 1775 and ending in 1783. Americans declared their independence during this war and became the United States of America with their official declaration in July of 1776. Although the conflict began in 1775 between Britain and its colonies, it soon expanded to include Native Americans, France, and other European powers, and by the end the war had become a global conflict. The goal of this class is to explore the political and military history of the Revolutionary War. This class will focus specifically on the years 1775 through 1783 and will go into much more depth covering the military/political aspects of the conflict than does my normal offering HIST 4452 The American Revolution.

This course is a fully 100% online course using CourseDen and your computer as the delivery medium. There are no required face-to-face meetings.
Course Objectives and Outcomes:
Specific learning outcomes for this course include:

1. Examine the key military campaigns and battles of the Revolutionary War.
2. Identify important political developments during the war.
3. Analyze and interpret primary and secondary sources.
4. Develop skills in critical thinking and writing

Required Texts and Materials
Required book
John Ferling, *Almost a Miracle*

Videos
In this course we will extensively use the video *Liberty! The American Revolution*. Each module will include an episode from the document. It is one of the better documentaries covering the American Revolution.

Assignments and Grading
Discussion Assignments
Discussion assignments are community discussions about content you learned about in the Ferling book for each module, meaning everyone participates. Discussions will include individual postings and responses to other student postings. There are 4 module discussions: one for each module, excluding the Introduction module (there is a separate discussion for the Introduction module).

Here is how the discussions will work. First, you will choose three significant themes or developments from the Ferling chapters for that particular module. It can be a specific battle, leader, event, political development, etc. – the choice is yours. You will upload a posting that clearly identifies the topics you have chosen, provide key details and information for each topic (including specific examples from the Ferling’s book), and explain why you think each topic is significant. You can be as creative as you want in posting your discussion, including:

1. post a minimum of three written paragraphs in CourseDen (one paragraph per topic)
2. create a Word/Publisher document (like a newsletter, brochure, newspaper, etc.)
3. create a PowerPoint/Prezi presentation
4. create a YouTube video

The above are just some of the examples you can do. Feel free to run an idea by me if you want to post something different or unique. Just remember, Effort is key! In addition, your posting should reflect specific information you learned from the Ferling book and not some generic content from Wikipedia (no outside sources can be used for discussions). If you want to learn about the Revolutionary War, Ferling’s book is a standard for it!
Once you upload your initial posting, you will then read ALL postings by your peers. Yes, it is important to read what everyone else says (much like a classroom discussion) because you will learn from them. Your grade will suffer if you don’t read all the posts (this means if you are the first to post, you need to sign back and read other postings once they are uploaded – don’t ignore them!). Then, **choose one posting from another student (it is your choice) and respond to that posting.** In your response, write one paragraph (6-7 sentences) about what you learned from that posting and why you think the posting was informative. Make specific connections to Ferling’s book in support of your position. Thus, I don’t want you simply saying “nice posting.” Yes, everyone has a nice posting. What I am looking for is a thoughtful response that makes specific connections to the posting you are responding to and Ferling’s book (and not just simply how you feel). If you have any questions at all, please feel free to ask. Please review the Discussion Rubric for the criteria that you will be graded on for the discussion post. Please see the course calendar for specific due dates for each journal entry. (satisfies course objectives 1, 2, 3, 4)

**Journal Entries**
For Modules 1-4, you will post a journal entry to the Dropbox section of the course. The journal entry will reflect on what you have learned from the video series *Liberty!* You will write two paragraphs (no more, no less) that chooses 2 themes or issues that you learned about in the video episodes. You have the freedom to choose the issues and themes you think are most meaningful to discuss, but whatever you choose, be sure to include specific examples from the video to illustrate your main points. Please upload your journal entry as a Word document in the Assignments section of the course.

Each paragraph should reflect on one specific theme/issue and must be at least 6-7 sentences in length. Be sure to clearly identify your theme/issue at the beginning of each paragraph, then explain your topic and use specific examples from the video to illustrate your key points, and finally conclude your paragraph with a sentence or two on why you think the topic is significant. Be sure that your entries reflect specific information that you learned from the *Liberty!* video and not some generic content from Wikipedia (no outside sources can be used for discussions). Please review the Journal Entry Rubric so that you can see how the assignment is graded. Please see the course calendar for specific due dates for each journal entry. (satisfies course objectives 1, 2, 3, 4)

**Research Paper**
Ok, it is summer, so there is only so much research you can do. But I do want you to pick a topic of interest related to our class (something broadly to do with the Revolutionary War) and write about it. You will write a 5-page paper on a topic of your choice (see, not so bad!), and I will give you two weeks in July to spend all your energies working on it. Prior to then, you will turn in a topic statement (of what you plan to research) and an initial bibliography. You will also upload a presentation to CourseDen that shares your findings with other students. Additional details will be provided in a handout. Please see the course calendar for specific due dates for assignment related to your research paper. (satisfies course objectives 3, 4)
**Final Exam Essay:**
The final exam will be completed and uploaded between July 21-22. It must be uploaded to the Assignments folder **no later than 11:59pm on July 22.** Additional instructions will be provided at least one week prior to the exam in July. *(satisfies course objectives 3, 4)*

**Grading***
- **Discussions:** 30% *(125 points: 5 total discussions - 1 introduction & 4 modules - worth 25 points each)*
- **Journal Entries:** 30% *(100 points: 4 total quizzes worth 25 points each)*
- **Research Paper:** 25% *(75 points: 50 points for the paper, 25 points for the presentation)*
- **Final Exam:** 15% *(50 points)*

*The percentage represents the total weight of each assignment category toward the overall grade. For example, all 5 discussions are added together and will count 30% towards your overall grade.

**Standards for Evaluation:**
- **A:** 90-100%
- **B:** 80-89%
- **C:** 70-79%
- **D:** 60-69%
- **F:** 0-59%

***Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for history. As a rule, meeting the minimum requirements for an assignment is the basis for a “C” grade. To receive an A or a B grade, you must plan to go beyond the minimums stated for each assignment. The standards for the respective grades are as follows:***

**A:**
To achieve this grade the student must display **superior performance in his/her course work.** This includes demonstrating the ability to process and comprehend complex ideas, and to be able to convey those ideas to others in a clear, intelligent manner. An "A" student will go beyond simple requirements and seek to excel in his/her preparation for and presentation of assigned work. He/she will demonstrate excellence in communication skills and the ability to contextualize material.

**B:**
To achieve this grade the student needs to display **above average performance in his/her course work,** including demonstrating the ability to process and comprehend complex ideas, while being able to convey those ideas in a clear, intelligent manner. A "B" student will also go beyond minimum requirements in terms of preparation and presentation of assigned work. He/she will demonstrate above average communication skills and ability to contextualize material.

**C:**
For this grade the student must meet the **minimum requirements for the course, displaying adequate performance in his/her course work,** and adequately demonstrate the ability to comprehend complex ideas, while also being able to convey those ideas in a like manner. A "C" student demonstrates competence in terms of preparation and presentation of assigned work. He/she will demonstrate adequate communication skills and ability to contextualize materials.
D: A student receiving this grade is performing below the minimum requirements for the course. This could include failure to complete or turn in assignments on a timely basis, or failure to adequately demonstrate the ability to comprehend or convey complex ideas. A "D" student performs below the average in terms of preparation and presentation of assigned work. He/she may not be demonstrating adequate communication skills or ability to contextualize materials.

F: A student receiving this grade has failed to meet the requirements of the course, including failure to complete or turn in assignments, or failure to demonstrate ability to comprehend or convey complex ideas. An "F" student has not performed in a manner satisfactory to the standards of the class.

Grading Turnaround: All assignments and assessments will normally be graded within a week after the deadline. I will let you know if grading takes longer than a week.

**There is no extra credit offered in this course!**

Course Policies and Information

Rights and Responsibilities
Please carefully review the following information at this link:

  http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester.

Academic Honesty
***Any form of academic dishonesty (including but not limited to cheating and plagiarism) will result in a failing course grade as well as possible additional action. Definitions of academic dishonesty and plagiarism are defined in student handbook, so please be familiar with them. In particular, please refer to “Conduct Regulations,” section 2.0 in the handbook. Here is a link to the student handbook: http://www.westga.edu/handbook/

Technical Requirements and Assistance
Having a correctly configured computer will help ensure your success in an online course. Be sure that your computer meets all the necessary technical requirements for hardware and software. For technical assistance and basic online information, check out the UWG Online Learning website at UWG Online Student Help. This link will provide you with tutorials on how to navigate through the CourseDen (D2L) learning management system, which is the platform used for our course. In addition to CourseDen, students should have familiarity with a word processor program (Word is the preferred program) that will be used for written assignments.
Disabilities Act / Accessibility for the course
If you are a student whom is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please notify me and provide me with a copy of your packet from Student Services. The university will provide you with resources for any audio/visual needs that you may have with the learning management system or course content.

***Please consult the following link for more details regarding accessibility for this course, including contact information for those with accessibility needs:
UWG Accessibility Services (phone: 678-839-6428)

It is important that you contact UWG Accessibility Service immediately to find out the exact accommodations that are necessary for you to succeed in this course.

Attendance, Participation, and Late Policy
Attendance and participation are required. Attendance will be evaluated by how often you sign into the course. You should plan on checking the course at least every 48 hours to keep up with assignments and see if there are any announcements. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the procedures described the “Guidelines for Good Electronic Communication (Netiquette).”

In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, you must let me know within 24 hours of the deadline. Late submissions will NOT be accepted without a valid reason (that I determine) and proper documentation. A pattern of late submissions will result in a “0” for assignments not turned in by the deadline.

Time Commitment:
Taking a course online is not easier or faster. It will take as much or more time than taking a face-to-face class. If you normally go to class 3 hours per week per course you will need to devote that same amount of time to your online course. In addition to online time, you should be prepared to spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, writing papers, reading, studying, reflecting, and planning. Remember, this is a short-session summer course, so the pace will go even faster than the normal 16-week semester.

Communicating Online:
In an online environment, communication patterns are different from what you are used to in a face to face classroom. You cannot see the other students you are sharing ideas with and responding to. Instructors cannot see your facial expressions or body language to determine whether or not you understand. Because of this, it becomes more important for you to become an active contributor to the learning process. In order to be successful in an online course you must
become self-disciplined and actively involved. You will not be able to sit back and wait if you do not understand something. If you do not speak up, no one knows you are there. Ask questions as soon as they occur to you. Ask for clarification when you need it.

**Netiquette Guide:**
1. Focus on one subject per message and use pertinent subject titles.
2. Capitalize words only to highlight a point or for titles -- Capitalizing otherwise is the equivalent to SHOUTING!
3. **Cite all quotes, references, and sources.**
4. When posting a long message, warn your readers at the beginning of your post.
5. It is inappropriate to forward someone else's messages without his or her permission.
6. It's fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :-) or ;-) to let others know that you're being humorous, but use them sparingly and not in every sentence/posting.

**Guidelines for Writing Assignments**
All writing assignments (discussions, journal entries, exams) should adhere to the following guidelines:

1. Writing assignments should **meet the minimum writing length** as stated in each assignment. Writing submissions that are less than the minimum length will lose significant points.

2. **Writing assignments (AND emails) are to be written following the rules of correct grammar and spelling,** both of which will be taken into consideration in the evaluation of the assignment. Be sure to proofread your writing as grammar and spell checks typically do not catch words used in incorrect contexts.

3. **Writing assignments must be original AND analytical** and should reflect effort. An assignment should not be a string of quotes with limited analysis; rather, most of the written assignment should be in your own words with a few quotes to illustrate your points.

4. **You must provide specific examples from the assigned readings to support your main points.** If you do use direct quotations, you must **use quotation marks** to indicate the exact wording from the source you are quoting. (ex: Pacholl declared that “All students should become history majors to share their love of history with others.”)

5. **When using quotes from the readings, you must cite your sources** following the MLA style, the University of Chicago Press's *Chicago Manual of Style*, or Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. Refer to the online resources [Guide to the MLA Style](#) or [Turabian and Chicago Styles Citations](#) for assistance. You can choose your preferred method for citations, but you need to make sure you provide some sort of citation for your quotations. A sample citation: (Ferling, 10) = author / page number; if there is no page number, then provide the name of the author and the title of the work).
6. You may ONLY use the assigned book and video for your writing assignments (discussions, journal entries): **DO NOT USE ANY OUTSIDE MATERIALS** in your assignment (excluding your research paper). If you use outside materials (including but not limited to websites, journal reviews, and other online materials), you will receive a ZERO for the assignment. The goal for each assignment is to use the sources I have assigned for the class and not materials from another source.

**Important Note**
I reserve the right to modify this syllabus at any time during the course of the term, particularly regarding the course schedule. If such a modification is substantial, I will reissue a revised syllabus and discuss it with you.
Course Modules

Introduction ("Start Here") Module (May 31-June 8)

Objectives
Upon completion of this module, you will be able to:

- Recognize what is expected for successful completion of this course
- Recognize the course design and structure
- Identify important information in the course syllabus
- Introduce yourself to the instructor and other students in the course
- Analyze a journal article

Readings
- Scroll through the CourseDen website for the class (familiarize yourself with the layout of the course)
- Course Syllabus (yes, you must read the syllabus from beginning to end)
- *From Fellow Nationals to Foreigners* article

Assignments
- Introductions (not graded, but required for attendance. YOU WILL BE DROPPED FROM THE COURSE if you do not complete your personal introduction – due June 3)
- Introduction Module Discussion: *From Fellow Nationals to Foreigners* (graded – due June 8)
- Topic Statement for research paper due (not graded, but required for your research paper. If you do not provide a topic statement, you will lose points from your research paper score.– due June 8)

Module 1 (June 9-15)

Objectives
Upon completion of this module, you will be able to:

- Identify the causes of the Revolutionary War
- Analyze the initial battles of 1775 at Lexington, Concord, Bunker Hill, and the siege of Boston
- Describe the Campaign against Canada and Quebec
- Examine the key political developments of 1775-1776, including the move to independence
- Discuss the New York Campaign of 1776

Readings
*Almost a Miracle* (Ferling book)
- Introduction, Chapters 1-6 (pages 1-155)

Liberty! video (for the Journal Entry assignment)
- *Blows Must Decide* (1774-1776)
Assignments

- Journal Entry 1 (graded – due June 13)
- Discussion 1 (graded – due June 15)

Module 2 (June 16-22)

Objectives:
Upon completion of this module, you will be able to:

- examine the military developments at the end of 1776, including the battles of Trenton and Princeton
- describe the Saratoga Campaign and its impact
- evaluate the Philadelphia Campaign, including the battles of Brandywine and Germantown
- identify the military situation in 1778, including the impact of Valley Forge and the battle of Monmouth
- discuss the impact of the French alliance on strategy and leadership

Readings
Almost a Miracle (Ferling book)

- Chapters 7-12 (pages 156-314)

Liberty! video (for the Journal Entry assignment)

- The Times that Try Men’s Souls (1776-1777)

Assignments

- Journal Entry 2 (graded – due June 20)
- Discussion 2 (graded – due June 22)

Module 3 (June 23-29)

Objectives:
Upon completion of this module, you will be able to:

- define the “forgotten war” of 1779 and its significance
- discuss the war at sea during the Revolutionary War
- examine the war in the South and the major battles associated with the Southern Campaign of 1780
- identify features of conflict in the South and its impact on the backcountry

Readings
Almost a Miracle (Ferling book)
• Chapters 13-17 (pages 315-443)

Liberty! video (for the Journal Entry assignment)
• Oh Fatal Ambition (1777-1778)

Assignments
• Journal Entry 3 (graded – due June 27)
• Discussion 3 (graded – due June 29)
• Bibliography for research paper due (not graded, but required for your research paper. If you do not provide a bibliography, you will lose points from your research paper score – due June 29)

Module 4 (June 30-July 6)
Objectives:
Upon completion of this module, you will be able to:
• explain the changing military and political conditions of the Carolinas in 1780
• analyze the key battles of 1780 & 1781 including King’s Mountain and Cowpens
• describe the events leading to the battle of Yorktown and the factors contributing to the British defeat
• examine the changing circumstances after 1781 and the progress of the war through 1783
• identify reasons why the United States won the Revolutionary War according to John Ferling

Readings
Almost a Miracle (Ferling book)
• Chapters 18-25 (pages 444-575)

Liberty! video (for the Journal Entry assignment)
• The World Turned Upside Down (1778-1783)

Assignments
• Journal Entry 4 (graded – due July 5)
• Discussion 4 (graded – due July 6)
**Research Paper Module (July 7-20)**

**Objectives:**
Upon completion of this module, you will be able to:
- finish your research for the research paper
- upload a polished, completed draft of your research paper
- create a presentation of your research paper that will be shared with the rest of the class

**Readings**
**There are no formal readings for this module. Instead, you will read the various documents and books that you are using for your research paper.**

**Assignments**
- Email update on progress for paper  (not graded, but points will be deducted if you don’t send me an email by the due date – due **July 13**)
- Research paper (completed and proofed)  (graded – due **July 18**)
- Presentation of research paper  (graded – due **July 20**)

**Final Exam (July 21-22)**
You will complete the online final exam between the dates July 21-22. It must be submitted on one of these days (no exceptions). If you can’t take the final on one of these two dates, you should not take the course. A study guide will be made available at least one week prior to the final exam.