

# United States: Colonial Period to 1877

HIS 101 Section 1005

Spring Semester 2018

Meets Tues/Thurs 11:30-12:45 pm in WRI (Wright Hall) C-151

Instructor: Dr. David G. Schwartz  
More information: [dgschwartz.com](http://dgschwartz.com)  
[Brief bio](#) | [Curriculum Vitae](#)

Contact: 702.895.2242 | [david.schwartz@unlv.edu](mailto:david.schwartz@unlv.edu)

Office hours: Wednesday 2-4, Thursday 9:30-11:00  
3225 Lied Library (in UNLV Special Collections)



Survey of United States political, social, economic, diplomatic, and cultural developments from the colonial period to 1877. Includes examination of the United States Constitution. 3 credits, satisfies United States Constitution or Humanities requirement.

## Overview: What We Will Learn

This class will examine the **history of the United States** from the pre-Columbian era to the aftermath of the Civil War; though it officially focuses on the **colonial period** through **1877**, we will cover events both before and after that window.

Some of the things we will discuss include: indigenous Indian cultures and their interactions with European colonists; the English colonial period and the war for independence; the creation and evolution of the U. S. Constitution; slavery and free labor; the struggles of men and women for liberty; the shifting economy of the United States; expansion to the West; and the Civil War and Reconstruction.

We will also be doing some **writing**; this is an important life skill to have and one that you can develop if you work at it. To get an idea of how this course will fit in with your overall intellectual growth at UNLV, look at the **Learning Outcomes** (page 3).

## Communicating

I am happy to discuss any questions you have about the class or just to talk about college or history. To get in touch via email, use [david.schwartz@unlv.edu](mailto:david.schwartz@unlv.edu). Don't use any other address. **In the subject line, you must include the hashtag #HIS101** (no spaces) so I know this is course-related. This will bump it to the top of my queue.

Example: **Subject: #HIS101 question about essay 1**

I want to know who you are. On the first day of class, I will give you a **placard** to write your name on. You are responsible for bringing it to class. It helps me remember your name. If you don't bring it, I may make up a name for you

## Course Conduct Dos and Don'ts

To make expectations as clear as possible, here's a handy chart of good and bad conduct. Keep this in mind when deciding how to approach this class (and most others).

Good Conduct: Do this stuff		
What	Why?	Consequence
Attend class	Respectful, promotes academic success	Point gain, better understanding, karma gain, rep gain
Arrive for class on time	Respectful, promotes academic success	Point gain, karma gain, rep gain
Active listening	Respectful, promotes academic success	Better understanding, karma gain, rep gain
Note-taking	Promotes academic success	Better grades, karma gain, rep gain
Ask questions	Shows critical thinking, builds confidence	More insight, understanding, confidence, rep gain
Participate in discussion	Promotes academic success, shows critical thinking, builds confidence	More insight, understanding, confidence, rep gain
Read assigned readings	Promotes academic success, respectful	Greater understanding, higher grade, rep gain, karma gain
Submit assignments on time	Respectful, promotes academic success	Higher grade, rep gain, less stress
Talking to instructor about class	Promotes academic success	More insight, understanding, confidence, rep gain

Bad Conduct: Don't do this stuff		
What	Why?	Consequence
No call/no show class	Disrespectful, impedes success	Karma loss, point loss, bad rep, less understanding
Talking while someone else is talking	Rude, distracting, disrespectful	Karma loss, glare, verbal warning, bad rep
Eating in class	Rude, distracting	Karma loss, eye rolls, bad rep
Texting in class	Rude, distracting, <i>very</i> disrespectful	Karma loss, point loss, bad rep, less understanding
Browsing web/apps/books in class	Rude, distracting, <i>very</i> disrespectful	Karma loss, point loss, bad rep, less understanding
Cheating/misconduct (more about this on page 9)	Severely impedes academic success; huge time commitment if caught; possible academic sanctions if caught	Karma loss, zero on assignment, automatic referral to student conduct office, bad rep

## Learning Outcomes

Why are UULOs important? From the [General Ed website](#):

*The five University Undergraduate Learning Outcomes (UULOs) define what all UNLV students should know and be able to do when they graduate. Because students engage with the UULOs in both their general education and academic majors, the UULOs help make the undergraduate experience intentional and coherent.*

Upon successfully completing this course, students will have mastered the following University Undergraduate Learning Outcomes. Assignments that demonstrate this mastery are in bold.

### Intellectual Breadth and Lifelong Learning

- Demonstrate in-depth knowledge and skills in the field of United States history (**All**)
- Apply historical research methods to define, solve, and evaluate problems in United States history (**Exams**)
- Transfer knowledge and skills gained from general and specialized studies to United States history (**All assignments**)
- Achieve success in United States history, including applying persistence, motivation, interpersonal communications, leadership, goal setting, and career skills. (**All assignments, especially Essays and Exams**)

### Inquiry and Critical Thinking

- Access and collect the needed information from appropriate primary and secondary sources (**Essays, Exercises 2-7**)
- Recognize the complexity of problems in United States history, and identify different perspectives from which these problems and questions can be viewed (**Exams, Participation**)
- Identify, analyze, and evaluate reasoning, and construct and defend reasonable arguments and explanations (**Exercises 3, 4, 5, 7, Essays, Exams, Participation**)

### Communication

- Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English (**All assignments, especially Essays, Exercises 5, 7, and Exams**)
- Effectively use the common genres and conventions for writing within history (**Exercises 5, 7, Essays, Exams**)
- Prepare and deliver effective oral presentations (**Exercise 8, Participation**)
- Collaborate effectively with others to share information, solve problems, or complete tasks (**Exercise 8**)

### Global/Multicultural Knowledge and Awareness

- Demonstrate knowledge of the global and cross-cultural influences on the United States (**Exams, Participation**)
- Respond to diverse perspectives in United States history (**Exercises 2, 6, Participation**)
- Better **understand** the United States's place in the world and in history (**Exams**)
- Demonstrate awareness of one's own place in and effect on the world (**Exercise 1, Participation**)

Citizenship and Ethics

- Acquire knowledge of the political, economic, and social history of the United States (**Exams**)
- Examine and assess ethical concerns in United States history (**Participation**)
- **Understand** the importance of the Constitution to the past, present, and future of the United States(**Participation**)
- and **gain** a better appreciation of the meaning and obligations of American citizenship. (**Participation**)

## Evaluation

You will be graded on the following:

- A brief online test (via WebCampus) that demonstrates your mastery of the syllabus.
- An in-class **midterm** that will require you to answer short answer questions and 1 chronology.
- A **final**, which will be an inclusive exam with short answers and 2 chronologies.
- Two **essays** that require you to think critically about history.
- Eight take-home **exercises** that will prepare you for the essays, engage you with primary resources, and help you better contextualize the course material.
- A **self-assessment** survey. Responses will be anonymous, and you get points simply for completing it. Link will be posted on WebCampus near the end of class.
- An office hours meeting (sign up here: <https://goo.gl/L2L3Pf>)
- **Attendance**, with full credit for timeliness.

The course components are weighted as follows:

Syllabus test:	5	Assessment:	3
Essay 1:	70	Attendance:	87
Essay 2:	70	Midterm:	100
Exercises:	95	<u>Final:</u>	<u>150</u>
Meeting:	20	Total:	600

Final course grades will be assigned based on the following point totals:

F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A	
0	360	378	402	420	438	462	480	498	522	540	558	600

In other words, an A is from 558 to 600 points, A- 540 to 557, B+ 522 to 539, and so on.

## More about Grades & Extra Credit

You've done the work; you've turned it in. Now you've got your grade, and you don't like it. What can you do?

If you want to learn **why** you got the grade you did, ask the professor. Do not ask the professor to **regrade** your work. If, on an exam, your professor has **totalled** your points incorrectly, he will gladly correct that mistake; but he will not re-read and regrade your exam.

At the end of the semester, you may be disappointed with your grade. You may need a higher grade to maintain your scholarship, enrollment, or financial aid. What can you do?

By that time, there isn't anything you can do. The expectations in the course are clearly laid out, and there is **no extra credit** for the simple reason that in the "real world" there is no extra credit. Asking for special treatment for whatever reason is not fair to the other students. If you want to do extra work to get a better grade, do it **before** your work is turned in, not after.

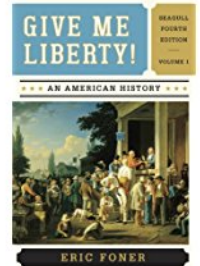
## Readings

### 1) Mandatory assigned text:

Eric Foner, *Give Me Liberty!, An American History Volume 1*, Seagull Fourth Edition. ISBN 978-0-393-92030-7

[UNLV Bookstore](#) | [Amazon](#)

If you are absolutely unable to buy/rent the book, it is on reserve in Lied Library, at the Circulation Desk.



## Exercises

The eight exercises are due via TurnItIn at 9 a.m. on the day for which they are assigned; also bring them to class so we can discuss intelligently:

- Exercise 1: You and History | Due 01/18  
10 points; This brief questionnaire will help me better understand what you know about American history.
- Exercise 2: Everyday Life in Colonial America | Due 01/30  
10 points: In this exercise, you will discuss a primary source document.
- Exercise 3: Grade the Thesis | Due 02/6  
10 points; Not sure what makes a good thesis? This exercise will help you decide.
- Exercise 4: Grade the Essay | Due 02/13  
15 points; Not sure what makes a good essay? This exercise will help you decide.
- Exercise 5: About Essay 1 | Due 02/20  
15 points; This exercise will prepare you for the first essay.
- Exercise 6: Jackson & Democracy | Due 03/22  
10 points; Using primary sources, you will answer questions about Andrew Jackson.
- Exercise 7: About Essay 2 | Due 04/17  
15 points; This exercise will prepare you for the second essay.
- Exercise 8: Review | Due 05/03  
10 points; we are crowd-sourcing the end-of-semester review. You will be responsible for part of it.

## Turning It In

The essays and exercises (except for Exercise 8) are due at 9 a.m. on the day for which they are assigned via TurnItIn. Under “Course Content” in WebCampus, there is a folder titled “TurnItIn” with links for each assignment.

TurnItIn isn’t perfect, but it is the best system we have right now. Please note that after uploading your assignment, you must then hit “**submit**” for the assignment to be submitted to me. You will then get a **confirmation email**. If you do not get a confirmation email, I will not get the assignment. It is **your responsibility** to properly submit work.

## Attendance

Classroom attendance is mandatory. There is a direct correlation between attending class and academic success. Without the foundation of good attendance, it is very difficult to progress through college.

When you enter class, you will sign in on a sheet at the front of the room. Signing in on time gets you three points; signing in late gets you two points. Not signing in at all...I think you can do the math (zero points).

## The Meeting (Office Hours)

You will get credit for one 15-minute in-office meeting with the instructor. You are free to meet with him more than once, but you must meet with him at least once. Topics of conversation will include:

- How the course fits with your overall undergraduate journey
- Any difficulties you are having with the course
- Any feedback you would like to offer on the course
- Questions about a specific assignment

To schedule a meeting, Please use this link: <https://goo.gl/L2L3Pf> to reserve a meeting slot. You can meet at any point in the semester, and may want to schedule your meeting strategically to discuss an assignment you are concerned about.

## Essays

There are two essays in this class. They are designed to get you **thinking** about American history.

Each essay should be approximately 500 words and five paragraphs, with an introduction, three paragraphs of evidence, and a conclusion.

For more information on how to write your essays, and trouble-shooting that will help you avoid a poor grade, see the “**Essay Checklist**” in the Exercises folder on WebCampus. The checklist will answer many of your questions.

### Essay 1, due 02/27, 9 am

#### **Why did the colonists rebel?**

In this 500-word essay, 5-paragraph essay, explain the primary reason for American colonists rebelling against the British crown. Why, after over 100 years, did they decide to be independent? Your thesis will look something like: “American colonists decided to revolt against Britain because \_\_\_\_\_.”

**Essay 2, due 04/24, 9 am****Was westward expansion good for the United States?**

The westward growth of the United States into and past the lands it received under the Treaty of Paris (1783) had tremendous repercussions for the nation, some positive, some negative. In this 5 paragraph 500-word essay, you will argue in favor or against this expansion. Your thesis will look something like: “Westward expansion was/was not good for the United States because it led to....”

For all assignments, please ask the professor if you have any questions about sources, style, or content. We will also discuss the assignments in class.

Need more help with writing? Talk to your professor or visit the Writing Center, CDC-3-301. Writing Center appointments may be made in person or by calling 702-895-3908. Your Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information at: <http://writingcenter.unlv.edu/>.

## Grading Your Essays

Your essays are graded on the following:

1. **Thesis:** If it doesn't have one, it is not an essay. It is the statement you will prove in the rest of the essay. It is the last sentence in your first paragraph. See below for more detail. 20 points.
2. **Evidence:** This is the course material you use to prove your thesis. It must be cited correctly. 30 points.
3. **Presentation:** How well you present your argument. This includes grammar, spelling, sentence structure, and the overall quality of your written word. 20 points.

## What is a thesis?

A thesis is the **statement** that your essay **proves** using **evidence** from the course. It must be something that you can argue for or against.

Which is a thesis?

1. “The North won the Civil War due to many reasons.”
2. “The North won the Civil War because of its superior population, manufacturing and industrial capacity, and better political leaders.”

I hope that (2) is obvious to you. The first anchors an essay that will meander without saying anything; the second anchors an essay that will **prove its point**.

## Avoiding first person

For these essays, do not write “In this essay, I will prove...” I already know I'm reading an essay, and I know that you're just padding it. Avoid first person and keep it in safe third person.

## Acceptable sources

For the essays and all assignments (unless otherwise instructed), the only acceptable sources are course materials. Course materials are: the lectures, any videos or materials linked from the lectures, the textbook, and any materials on the [Give Me Liberty website](#). See the **Essay Checklist** for more information.

## Simplified APA Citation Style

In the essay itself, use parenthetical citations, with page numbers specified for direct quotes. If no direct quote, just use (Author, Year). For example:

New Jersey regulators faced a great deal of pressure to get Resorts International open quickly (Schwartz, 2013).

Regulators, however, had to “investigate every employee, from the president to the night janitor” (Schwartz, 2013, p. 267).

When Resorts International opened, there was a line of people waiting to get inside that stretched several blocks (Schwartz, 2017a)

After your essay, you will include a list of references (APA style). Proper format:

Book:

Author, A. (Year of Publication). Title of work. Publisher City, State: Publisher.

Lecture:

Author, A. (Publication Year). Name or title of lecture [file format].

If you cite more than lecture, put them in alphabetical order in your list. In the essay, add a letter denoting its order (see example above).

See the **Essay Checklist** for more information on citing properly. This is an important part of essay-writing that deserves your mastery.

## Assignment Length

For essays, you should be **within 10%** on either side of the suggested length—a 500-word essay shouldn’t be less than 450 or more than 550 words.

The other assignments generally require single sentence or paragraph answers to each question. Turning in something with too little information will not get you maximum points. Turning in something with too much information will annoy your professor.

## Late Work

Sometimes for reasons under or beyond your control, you can’t turn work in on time. If you find yourself in this situation, what should you do?

1. Let the professor know before the due date
2. If you have a “legitimate” reason (i.e., medical excuse, university-related travel), the professor will make allowances
3. If not, the professor will accept late work for **five days** after the original due date, with points **deducted** for lateness.
4. After that, your grade will be **zero** for the assignment, no matter what. The only exception is if the professor is unable to grade/confirm receipt of assignments within that time frame.
5. Almost always, work is graded within 24 hours (usually less) after being turned in. It is **your responsibility** to check WebCampus to make sure that the professor received and graded your work.



## Please Don't Cheat

Please don't cheat. I beg students not to every semester, yet almost every semester catch them doing it. The penalties far outweigh the benefits, so don't try. Below is a reminder of why cheating is bad and what it constitutes.

## Expectations

Integrity is a concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the Student Academic Misconduct Policy and are expected to always engage in ethical decision-making. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

## What is Academic Misconduct?

1. Using the words or ideas of another, from the Internet or any source, without proper citation of the source(s), commonly called plagiarism.
2. Receiving unauthorized external assistance during an examination or any academic exercise for credit. This includes, but is not limited to:
  - Providing or receiving aid in connection with any academic assignment;
  - Use or possession of camera telephones, text messages, computer disks, audio recorders, calculators, solution materials, photocopies, materials from previous classes, commercial research services, notes or other means to copy or photograph materials used or intended for academic evaluation for use during the academic evaluation or assignment;
  - Communication in any manner with another student;
  - Working with others on graded coursework, including in-class, on-line and take-home examinations; or
  - Possessing, reading, buying, selling or using any materials intended for an academic evaluation or assignment in advance of its administration.
3. Turning in the same work in more than one class (or when repeating a class), unless permission is received in advance from the instructor.
4. Falsifying information for inclusion in an assigned paper, project or exercise; including inventing or altering data from a laboratory or field project, or creating fictional citations for a paper.
5. Attempting to influence or change any academic evaluation, assignment or academic records for reasons having no relevance to academic achievement. This includes, but is not limited to, bribery, threats and making unauthorized changes to any academic record.
6. Falsifying or misrepresenting attendance, hours, or activities in relationship to any class, internship, externship, field experience, clinical activity or similar activity.
7. Acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment.
8. Facilitating, permitting or tolerating any of the above-listed items.

*For more information about academic misconduct, visit <https://www.unlv.edu/studentconduct/misconduct/policy>*

## American History Timeline

This very basic timeline is your friend. I suggest memorizing it:

### 20,000 before present? – 1492: Pre-Columbian period

Before lasting European contact, many societies, languages, cultures, few written records

### c.1520 - 1775: Colonial period

Spanish settlement in South/Central/Western North America. British, French settlement in Caribbean/Eastern North America. Britain ultimately has 13 colonies in North America

### 1775-1783: Revolutionary War

Colonies become states, United States becomes independent

### 1783-1789: Articles of Confederation

weak national government, Shay's Rebellion

### 1789-1829: Early Republic

Constitution ratified 1789, Louisiana Purchase, growth of slavery, transportation revolution, War of 1812; Spanish colonies become independent

### 1830-1860: Antebellum period

growth of cities, industrialization, urbanization, Mexican-American War (1846-8), expansion to Pacific coast

### 1861-1865: Civil War

Union (North) under Lincoln defeats Confederacy (South)

### 1864: Nevada becomes a state

### 1865-1877: Reconstruction

rebuilding the post-war, post-slavery South; westward migration & Indian Wars

### 1877-1892: Gilded Age

"new immigration, 2<sup>nd</sup> Industrial Revolution, currency controversies, urbanization

### 1893-1920: Progressive Era

Monopolies; Spanish-American War (1898), reform movements stronger (temperance, labor laws, women's suffrage)

### 1914-1918: World War I

US joins in 1917.

### 1920-1929: Roaring Twenties

Mass production, consumer culture, urbanization grow

### 1929-1939: Great Depression

economic decline, New Deal

### 1939-1945: World War II

US starts fighting in 1941; invention of atomic bomb

### 1946-1989: Cold War

US/NATO vs Soviet Union/Warsaw Pact, China, civil rights movement, deindustrialization, rise of service economy

### 1950-3: Korean War

### 1965\*-1975: Vietnam War

### 1990-2000: New World Order

Soviet Union collapses, US economic growth, popularization of Internet

### 1990-1: Gulf War

US-led coalition vs Iraq

### 2001-present: War on Terror

9/11 attacks, return to prosperity, wars in Iraq, Afghanistan, elsewhere, recession

# Course Outline

## Week 1 Class Orientation and The First Americans

Reading: Chapter 1

- ▶ **Syllabus test due** 01/16: 1 Orientation
- ▶ **Exercise 1 due** 01/18: 2 The First Americans

## Week 2 Beginnings of English America, 1607-1660

Reading: Chapter 2

- 01/23: 3 Colonizing the Chesapeake
- 01/25: 4 Settling New England

## Week 3 Creating Anglo-America, 1660-1750

Reading: Chapter 3

- 01/30: 5 British North America Expands
- ▶ **Exercise 2 due** 02/01 6 Colonial Identities

## Week 4 Slavery, Freedom, and Empire, To 1763

Reading: Chapter 4

- ▶ **Exercise 3 due** 02/06: 7 Slavery in Colonial America
- 02/08: 8 Becoming American

## Week 5 The American Revolution, 1763-1783

Reading: Chapter 5

- ▶ **Exercise 4 due** 02/13: 9 Moving towards Revolution
- 02/15: 10 Fighting for Independence

## Week 6 After the Revolution

Reading: Chapter 6

- ▶ **Exercise 5 due** 02/20: 11 Winning the Revolutionary War
- 02/22: 12 Who did the Revolution free?

## Week 7 Founding a Nation, 1783-1789

Reading: Chapter 7, first half of 8

- ▶ **Essay 1 due** 02/27: 13 Ratifying the Constitution
- 03/01: 14 Washington as President

**Week 8****The Young Republic, 1790-1815**

Reading: Chapter 8

03/06: **\*\*\*Midterm\*\*\***

03/08: 15 The Jeffersonian Revolution

**Week 9****The Market Revolution**

Reading: Chapter 9

03/13: 16 The Market Revolution

03/15: 17 America Becomes Urban

**Week 10****Jacksonian America**

Reading: Chapter 10

03/20: 18 Jackson's America

▶ **Exercise 6 due**

03/22: 19 Jackson in Office

**Spring Break****Week 11****Reforming America**

Reading: Chapter 11, 12

04/03: 20 Antebellum Slavery

04/05: 21 Reform in America

**Week 12****America Expands**

Reading: Chapter 13

04/10: 22 The Mexican-American War

04/12: 23 Westward Expansion

**Week 13****A House Divided, 1840-1861**

Reading: Chapter 13

▶ **Exercise 7 due**

04/17: 24 North and South Diverge

04/19: 25 Things Fall Apart

**Week 14****The Civil War, 1861-1865**

Reading: Chapter 14

▶ **Essay 2 due**

04/24: 26 Fighting the Civil War

▶ **Self-assessment**

04/26: 27 Winning the Civil War

**Week 15****Reconstruction, 1865-1877**

Reading: Chapter 15

05/01: 28 Reconstruction

▶ **Exercise 8 due**

05/03: 29 Review

▶ **Final Exam**

5/10: 10:10 am to 12:10 pm

*Good luck!*

## UNLV Policies

**Academic Misconduct** – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <http://studentconduct.unlv.edu/misconduct/policy.html>.

**Classroom Conduct**—Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

**Note:** According to Nevada State Law (NRS 396.970, effective January 1, 2017), “Except as otherwise provided in subsection 2, **it is unlawful for a person to engage in any kind of surreptitious electronic surveillance on a campus of the System without the knowledge of the person being observed.**”

**Copyright** – The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)** – The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you.

If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to **the instructor** during office hours so that **you** may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach **the instructor** before or after class to discuss your accommodation needs.

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Incomplete Grades** - The grade of I – Incomplete – can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s)

beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Library Resources**—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here:

[https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Rebelmail** – By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor no later than the end of the first two weeks of classes, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning>  
<https://www.unlv.edu/provost/transparency>

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895- 3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

**UNLV Writing Center** – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

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