

## Course Syllabus

### AP European History A Syllabus



#### **Course Description:**

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. This course challenges students to read critically, weigh evidence and interpret problems presented by historians. Through assessment and critical analysis of historical documents and interpretations of them, students learn to analyze data, form conclusions, and present well-reasoned, persuasive arguments in written form. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. This course is taught at the college level. Students are frequently required to analyze, synthesize and evaluate primary and secondary historical sources, in addition to comprehending, memorizing and applying facts. Enroll in this course because you wish to be challenged and you wish to learn. The grade you work for, you will earn - both in this course and on the AP exam.

Each unit includes two assignments, two discussion topics and a multiple choice quiz with a thematic essay question. Additionally, two DBQ and two free response essays are included throughout the course. These are comprised of released AP Exams as well as original items and prompts. Throughout the course, students will be provided instruction and feedback on writing assignments, document based essays, and free response essays both before and after the revision of their work.

#### **Learning Outcomes:**

At the completion of European History A, the student will be able to:

- Distinguish between the key characteristics of the Renaissance and the Middle Ages.
- Determine how Machiavelli's works reflect the political realities of Renaissance Italy.
- Describe humanism, and its effect on philosophy, education, politics and the writing of history.
- List the chief characteristics of Renaissance art and how it differed in Italy and northern Europe.
- Explain why historians sometimes refer to the monarchies of the late fifteenth century as "new monarchies" or "Renaissance states".
- Describe the difference between the Christian humanists and the Protestant Reformers.
- List Martin Luther's main disagreements with the Roman Catholic Church

- and explain why his movement spread so quickly across Europe.
- Identify the main elements of Lutheranism, Zwinglianism, Calvinism, and Anabaptism, and describe in what ways they differed from each other and from Catholicism.
  - Explain the impact Protestant Reformation had on the society of the sixteenth century.
  - Identify the measures the Roman Catholic church took to reform itself and combat Protestantism in the sixteenth century.
  - Explain why Europeans began to amass overseas empires during the sixteenth century and describe the effects this experience had on both the Europeans and conquered peoples.
  - Draw conclusions about the role of religion in the European wars of the sixteenth century and the Thirty Years' War of the seventeenth century.
  - Distinguish how the religious policy, the foreign policy and the governments of Philip II of Spain and Elizabeth I of England differed.
  - List and describe the economic and social crises Europe experienced between 1560 and 1650.
  - Identify how the turmoil in Europe between 1560 and 1650 contributed to the witchcraft craze and to the artistic and intellectual developments of the period.
  - Describe the theories of government proposed by Jacques Bossuet, Thomas Hobbes and John Locke, and explain how their respective theories reflected the concerns and problems of the seventeenth century.
  - Explain absolutism in theory and describe how its actual practice in France differed from the theory.
  - Identify the developments that enabled Brandenburg-Prussia, Austria and Russia to emerge as major powers in the seventeenth century.
  - Identify the main issues in the struggle between king and Parliament in seventeenth-century England and explain how they were resolved.
  - Describe the role the Netherlands played in the political, economic and artistic life of the seventeenth century.
  - Trace the developments during the Middle Ages and Renaissance that contributed to the Scientific Revolution of the seventeenth century.
  - Identify what Copernicus, Kepler, Galileo and Newton contributed to a new vision of the universe and describe how it differed from the Ptolemaic conception of the universe.
  - Draw conclusions about the role of women in the Scientific Revolution.
  - Explain the problems the Scientific Revolution presented for organized religion and how both the church and the emerging scientists attempted to solve these problems.
  - Identify how the ideas of the Scientific Revolution were disseminated and the impact they had on society.
  - Identify the intellectual developments that led to the emergence of the Enlightenment.
  - List the leading figures of the Enlightenment and identify their main contributions.
  - Describe the type of social environment in which the philosophes thrived and the role that women played in this environment.
  - Explain the innovations in art, music and literature that occurred in the eighteenth century.
  - Draw conclusions about how popular culture and popular religion differed from high culture and institutional religion in the eighteenth century.
  - Define what historians mean by the term *enlightened absolutism* and explain to what degree eighteenth century Prussia, Austria and Russia

- exhibited its characteristics.
- Explain the concept of “balance of power” and “reason of state” and how these ideas influenced international relations in the eighteenth century.
  - List the causes and results of the Seven Years’ War.
  - Identify the changes that occurred in agriculture, finance, industry and trade during the eighteenth century.
  - Describe the main groups making up the European social order in the eighteenth century and explain how the conditions in which they lived differed both between groups and between different parts of Europe.
  - Identify the causes and results of the American Revolution and what impact it had on Europe.
  - Explain the long-range and immediate causes of the French Revolution.
  - Trace the main events of the French Revolution between 1789 and 1799.
  - Identify and explain the role of each of the following in the French Revolution: lawyers, peasants, women, the clergy, the Jacobins, the sans-culottes, the French Revolutionary Army and the Committee of Public Safety.
  - Draw conclusions about what aspects of the French Revolution Napoleon preserved and/or destroyed.

**Content Standards:**

This Advanced Placement European History course is written to the content standards outlined by the College Board’s [AP European History Course Requirements](#).

**Prerequisites:**

At least a B in most recent social studies course and good writing skills.

**Required Texts:**

**Primary Text:**

Title: Western Civilization  
Author(s): Spielvogel  
Publisher: Holt, Rinehart & Winston  
Year published: 2003  
ISBN 00534600069  
[Textbook Companion Site](#)

**Student Supplements:**

Title: Classics of Western Thought – The Modern World, Vol. III (4<sup>th</sup> edition)  
Author(s): Knoebel  
Publisher: Wadsworth  
Year published: 1998  
ISBN 0155076841

Title: The Other Side of Western Civilization – Readings in Everyday Life, Vol. II (3<sup>rd</sup> edition)  
Author(s): Stearns  
Publisher: Harcourt College Publishers  
Year published: 1984  
ISBN 0155676520

### Course Methodology:

This is an inquiry-based course where you will discover and utilize knowledge of European history via the textbook, videos, and other readings, along with websites, and synchronous and asynchronous discussions with other students and the instructor.

Acting as a facilitator, your instructor will guide you through the process; however, as the learner, you are responsible for actively acquiring and constructing knowledge by completing all assigned readings and activities.

Both formal and informal assessment will be used in evaluating your performance throughout the course. Informal assessment will include an evaluation of the quality and timeliness of your participation in class activities. Formal assessment will involve multiple-choice quizzes, written essays, timed writings, and a final exam.

Unit	Topic	Activities
1	Recovery and Rebirth: The Age of the Renaissance	<p>Themes:</p> <ul style="list-style-type: none"><li>• Meaning and Characteristics of the Italian Renaissance</li><li>• The Making of Renaissance Society</li><li>• The Italian States in the Renaissance</li><li>• The Intellectual Renaissance in Italy</li><li>• The Artistic Renaissance</li><li>• The European State in the Renaissance</li><li>• The Church in the Renaissance</li></ul> <p>Lecture: The Age of the Renaissance</p> <p>Study Guide:</p> <ul style="list-style-type: none"><li>• Self-assessment questions</li><li>• Glossary of terms/individuals/events</li><li>• Additional terms/individuals/events</li><li>• Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles)</li></ul> <p>Required Reading:</p> <ul style="list-style-type: none"><li>• Spielvogel text: Chapter 12</li></ul> <p>Required Viewing: Western Tradition Video Series</p> <ul style="list-style-type: none"><li>• 23 – The Late Middle Ages</li><li>• 24 – The National Monarchies</li><li>• 25 – The Renaissance and the Age of Discovery</li><li>• 26 – The Renaissance and the New World</li></ul>

		<p>Additional Reading:</p> <ul style="list-style-type: none"> <li>• Knoebel text: <ul style="list-style-type: none"> <li>○ Dialogue Concerning the Two Chief World Systems by Galileo Galilei</li> <li>○ The New Scientific Method by Francis Bacon</li> <li>○ Discourse on Method by René Descartes</li> </ul> </li> <li>• Stearns' text: <ul style="list-style-type: none"> <li>○ Premodern People 1550-1750</li> <li>○ The Peasantry: Material Life and Rational Controls by Keith Wrightson and David Levine</li> <li>○ Popular Religion in Preindustrial Society by Natalie Zemon Davis</li> <li>○ Witchcraft and Social Tensions in Europe by Edward Bever</li> </ul> </li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Renaissance Art</li> <li>• The Role of Man in Renaissance Society</li> </ul> <p>Threaded Discussion Forum Topics:</p> <ul style="list-style-type: none"> <li>• Learning Styles Assessment</li> <li>• The Renaissance Papacy</li> <li>• The Medici – Villains or Heroes?</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Quiz (20 multiple choice items and one essay question)</li> <li>• Timed Writing – Free Response Essay 1</li> </ul>
2	The Age of Reformation	<p>Themes:</p> <ul style="list-style-type: none"> <li>• Prelude to Reformation: The Northern Renaissance</li> <li>• Prelude to Reformation: Church and Religion on the Eve of the Reformation</li> <li>• Martin Luther and the Reformation in Germany</li> <li>• Germany and the Reformation: Religion and Politics</li> <li>• The Spread of the Protestant Reformation</li> <li>• The Social Impact of the Protestant Reformation</li> <li>• The Catholic Reformation</li> </ul> <p>Lecture: The Age of Reformation</p>

		<p>Study Guide:</p> <ul style="list-style-type: none"> <li>• Self-assessment questions</li> <li>• Glossary of terms/individuals/events</li> <li>• Additional terms/individuals/events</li> <li>• Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles)</li> </ul> <p>Required Reading:</p> <ul style="list-style-type: none"> <li>• Spielvogel text: Chapter 13</li> </ul> <p>Required Viewing: Western Tradition Video Series</p> <ul style="list-style-type: none"> <li>• 27 – The Reformation</li> <li>• 28 – The Rise of the Middle Class</li> </ul> <p>Additional Reading:</p> <ul style="list-style-type: none"> <li>• Knoebel text: <ul style="list-style-type: none"> <li>○ Leviathan by Thomas Hobbes</li> <li>○ Thoughts by Blaise Pascal</li> <li>○ An Essay Concerning Human Understanding by John Locke</li> </ul> </li> <li>• Stearns' text: <ul style="list-style-type: none"> <li>○ Religion and the Decline of Magic by Keith Thomas</li> <li>○ The World We Have Lost by Peter Laslett</li> <li>○ Premodern Families by David Hunt</li> </ul> </li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• The Protestant Revolt: A Move towards the Unknown</li> <li>• Politics and Lutheranism</li> <li>• Revision Assignment – Free Response Essay 1</li> </ul> <p>Threaded Discussion Forum Topics:</p> <ul style="list-style-type: none"> <li>• Luther – Revolutionary or Conservative?</li> <li>• Wars of Religion</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Quiz (20 multiple choice items and one essay question)</li> </ul>
3	Discovery and Crisis in the Sixteenth and	Themes:

Seventeenth Centuries

- An Age of Discovery and Expansion
- Politics and the Wars of Religion in the Sixteenth Century
- Economic and Social Crises
- Seventeenth-Century Crises: War and Rebellions
- The Witchcraft Craze
- Culture in a Turbulent World

Lecture: Discovery and Crisis in the Sixteenth and Seventeenth Centuries

Study Guide:

- Self-assessment questions
- Glossary of terms/individuals/events
- Additional terms/individuals/events
- Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles)

Required Reading:

- Spielvogel text: Chapter 14

Required Viewing: Western Tradition Video Series

- 29 – The Wars of Religion
- 28 – The Rise of the Trading Cities

Additional Reading:

- Knoebel text:
  - Of Civil Government by John Locke
  - Essay on Man by Alexander Pope
  - Candide by Voltaire
- Stearns' text:
  - Popular Recreations in English Society by Robert Malcolmson
  - Early Industrialization 1750-1850
  - A New Definition of Home Sweet Home by Carole Shammas

Assignments:

- Witchcraft
- Thirty Years' War: Last Religious War or First Modern One?

Threaded Discussion Forum Topics:

		<ul style="list-style-type: none"> <li>• Economy of the Eighteenth Century</li> <li>• European Exploration</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Quiz (20 multiple choice items and one essay question)</li> <li>• Timed Writing – DBQ 1</li> </ul>
4	State Building and the Search for Order in the Seventeenth Century	<p>Themes:</p> <ul style="list-style-type: none"> <li>• The Theory of Absolutism</li> <li>• Absolutism in Western Europe</li> <li>• Absolutism in Central, Eastern and Northern Europe</li> <li>• Limited Monarchy and Republics</li> <li>• Economic Trends: Mercantilism and European Colonies in the Seventeenth Century</li> <li>• The World of Seventeenth-Century Culture</li> </ul> <p>Lecture: State Building and the Search for Order in the Seventeenth Century</p> <p>Study Guide:</p> <ul style="list-style-type: none"> <li>• Self-assessment questions</li> <li>• Glossary of terms/individuals/events</li> <li>• Additional terms/individuals/events</li> <li>• Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles)</li> </ul> <p>Required Reading:</p> <ul style="list-style-type: none"> <li>• Spielvogel text: Chapter 15</li> </ul> <p>Required Viewing: Western Tradition Video Series</p> <ul style="list-style-type: none"> <li>• 31 – The Age of Absolutism</li> <li>• 32 – Absolutism and the Social Contract</li> </ul> <p>Additional Reading:</p> <ul style="list-style-type: none"> <li>• Knoebel text: <ul style="list-style-type: none"> <li>○ On the Origin of Inequality Among Men by Jean Jacques Rousseau</li> <li>○ On Education by Jean Jacques Rousseau</li> <li>○ On Crimes and Punishments by Cesare Beccaria</li> </ul> </li> <li>• Stearns' text: <ul style="list-style-type: none"> <li>○ The Rise of Romantic Love by Jean-</li> </ul> </li> </ul>



		<p>Louis Flandrin</p> <ul style="list-style-type: none"> <li>○ A Sexual Revolution? A Dispute</li> <li>○ The Argument for Revolution by Edward Shorter</li> <li>○ The Argument Against Revolution by Louse A. Tilly, Joan W. Scott and Miriam Cohen</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>● The Emergence of the Modern State</li> <li>● Scrambled Sentences – Constructing an Essay</li> <li>● Revision Assignment – DBQ 1</li> </ul> <p>Threaded Discussion Forum Topics:</p> <ul style="list-style-type: none"> <li>● Peter Romanov vs. Louis XIV</li> <li>● Dutch Commercialism</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>● Quiz (20 multiple choice items and one essay question)</li> </ul>
5	The Scientific Revolution and the Emergence of Modern Science	<p>Themes:</p> <ul style="list-style-type: none"> <li>● Background to the Scientific Revolution</li> <li>● Toward a New Heaven: A Revolution in Astronomy</li> <li>● Advanced in Medicine</li> <li>● Women in the Origins of Modern Science</li> <li>● Toward a New Earth: Descartes, Rationalism and a New View of Humankind</li> <li>● The Scientific Method</li> <li>● Science and Religion in the Seventeenth Century</li> <li>● The Spread of Scientific Knowledge</li> </ul> <p>Lecture: The Scientific Revolution and the Emergence of Modern Science</p> <p>Study Guide:</p> <ul style="list-style-type: none"> <li>● Self-assessment questions</li> <li>● Glossary of terms/individuals/events</li> <li>● Additional terms/individuals/events</li> <li>● Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles)</li> </ul> <p>Required Reading:</p>

		<ul style="list-style-type: none"> <li>• Spielvogel text: Chapter 16</li> </ul> <p>Required Viewing: Western Tradition Video Series</p> <ul style="list-style-type: none"> <li>• 33 – The Enlightened Despots</li> <li>• 34 – The Enlightenment</li> </ul> <p>Additional Reading:</p> <ul style="list-style-type: none"> <li>• Knoebel text: <ul style="list-style-type: none"> <li>○ Wealth of Nations by Adam Smith</li> <li>○ The Progress of the Human Mind by Antoine Nicolas de Condorcet</li> <li>○ Reflections on the Revolution in France by Edmund Burke</li> </ul> </li> <li>• Stearns' text: <ul style="list-style-type: none"> <li>○ A New World of Children by J. H. Plumb</li> <li>○ The Rise of Modern Medicine by Pierre Goubert</li> <li>○ The Insane in Modern Society by Andrew Scull</li> </ul> </li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• The Scientific Revolution: The Search for Meaning</li> <li>• Newtonian World-Machine</li> </ul> <p>Threaded Discussion Forum Topics:</p> <ul style="list-style-type: none"> <li>• Renaissance to Revolution</li> <li>• Scientific Revolution – Revolutionary?</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Quiz (20 multiple choice items and one essay question)</li> <li>• Timed Writing – DBQ 2</li> </ul>
6	The Eighteenth Century: An Age of Enlightenment	<p>Themes:</p> <ul style="list-style-type: none"> <li>• The Enlightenment</li> <li>• Culture and Society in an Age of Enlightenment</li> <li>• Religion and the Churches</li> </ul> <p>Lecture: The Eighteenth Century: An Age of Enlightenment</p> <p>Study Guide:</p> <ul style="list-style-type: none"> <li>• Self-assessment questions</li> </ul>

		<ul style="list-style-type: none"> <li>• Glossary of terms/individuals/events</li> <li>• Additional terms/individuals/events</li> <li>• Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles)</li> </ul> <p>Required Reading:</p> <ul style="list-style-type: none"> <li>• Spielvogel text: Chapter 17</li> </ul> <p>Required Viewing: Western Tradition Video Series</p> <ul style="list-style-type: none"> <li>• 35 – The Enlightenment and Society</li> <li>• 36 – The Modern Philosophers</li> </ul> <p>Additional Reading:</p> <ul style="list-style-type: none"> <li>• Knoebel text: <ul style="list-style-type: none"> <li>○ Faust by Johann Wolfgang von Goethe</li> <li>○ Romantic Poetry by William Wordsworth, John Keats, Heinrich Heine and Walt Whitman</li> </ul> </li> <li>• Stearns' text: <ul style="list-style-type: none"> <li>○ The Middle Class in France by Theodore Zeldin</li> <li>○ The Changing Nature of Protest by Charles Tilly, Louise Tilly and Richard Tilly</li> </ul> </li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• The Enlightenment: The Best of All Possible Worlds</li> <li>• Feminist Ideas: Then and Now</li> <li>• Revision Assignment – DBQ 2</li> </ul> <p>Threaded Discussion Forum Topics:</p> <ul style="list-style-type: none"> <li>• A Better Approach to Life</li> <li>• Still Enlightened?</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Quiz (20 multiple choice items and one essay question)</li> </ul>
7	The Eighteenth Century: European States, International	<p>Themes:</p> <ul style="list-style-type: none"> <li>• The European States</li> <li>• Wars and Diplomacy</li> <li>• Economic Expansion and Social Change</li> </ul>

Wars and Social Change

- The Social Order of the Eighteenth Century

Lecture: The Eighteenth Century: European States, International Wars and Social Change

Study Guide:

- Self-assessment questions
- Glossary of terms/individuals/events
- Additional terms/individuals/events
- Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles)

Required Reading:

- Spielvogel text: Chapter 18

Required Viewing: Western Tradition Video Series

- 37 – The American Revolution
- 36 – The American Republic

Additional Reading:

- Knoebel text:
  - Democracy in America by Alexis de Tocqueville
  - Walden *and* Civil Disobedience by Henry David Thoreau
- Stearns' text:
  - Part 3 – Mature Industrial Society 1850-1918
  - Middle-Class Women by Patricia Branca
  - Crime and Modern Society by Vincent McHale and Eric A. Johnson

Assignments:

- The Aristocracy Plays at War
- Enlightened Despotism?

Threaded Discussion Forum Topics:

- Remedying Poverty
- You're the Advisor (to Joseph II or Catherine the Great)

Assessment:

		<ul style="list-style-type: none"> <li>• Quiz (20 multiple choice items and one essay question)</li> </ul>
8	A Revolution in Politics: The Era of the French Revolution and Napoleon	<p>Themes:</p> <ul style="list-style-type: none"> <li>• The Beginnings of the Revolutionary Era: The American Revolution</li> <li>• Background to the French Revolution</li> <li>• The French Revolution</li> <li>• The Age of Napoleon</li> </ul> <p>Lecture: A Revolution in Politics: The Era of the French Revolution and Napoleon</p> <p>Study Guide:</p> <ul style="list-style-type: none"> <li>• Self-assessment questions</li> <li>• Glossary of terms/individuals/events</li> <li>• Additional terms/individuals/events</li> <li>• Resources (chapter outlines, flash cards, interactive maps, Web links and interactive crossword puzzles)</li> </ul> <p>Required Reading:</p> <ul style="list-style-type: none"> <li>• Spielvogel text: Chapter 19</li> </ul> <p>Required Viewing: Western Tradition Video Series</p> <ul style="list-style-type: none"> <li>• 39 – The Death of the Old Regime</li> <li>• 36 – The French Revolution</li> </ul> <p>Additional Reading:</p> <ul style="list-style-type: none"> <li>• Knoebel text: <ul style="list-style-type: none"> <li>○ On Liberty and Utilitarianism by John Stuart Mill</li> <li>○ Reason in History by Georg Wilhelm Friedrich Hegel</li> </ul> </li> <li>• Stearns' text: <ul style="list-style-type: none"> <li>○ New Leisure: Sports by William J. Baker</li> <li>○ Modern Leisure, Middle-Class Style by Peter Bailey</li> <li>○ Popular Education: Peasants into Frenchmen by Eugen Weber</li> </ul> </li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• What Happened When?</li> </ul>

		<ul style="list-style-type: none"> <li>In Your Own Words: Liberty, Equality and Fraternity</li> </ul> <p>Threaded Discussion Forum Topics:</p> <ul style="list-style-type: none"> <li>It Takes a Revolution</li> <li>Liberty, Equality or Fraternity: Which is most important?</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>Quiz (20 multiple choice items and one essay question)</li> <li>Timed Writing – Free Response Essay 2</li> </ul>
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### Assessment

Activity	Points
Assignments (16)	10 points each
Threaded Discussion Forums (16)	10 points each
Quizzes (8)	Units 1-7 – 25 points each Unit 8 – 85 points
Timed Writings – DBQ/FRE (4)	50 points each
Essay Revisions (3)	10 points each
Synchronous Discussions	Instructor determined
<b>Points Possible: 810</b>	

### Grading Scale

Letter Grade	Percentage Earned
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and lower

### Student's Role and Responsibilities in this Course

#### Expectations:

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging

from warning to dismissal, as deemed appropriate by NUVHS.

#### Communication:

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via email and electronic discussion boards. Therefore, students should plan on checking email at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects your performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

Technical Support is offered through Spectrum Pacific Learning Company (SPLC). Should a student need any technical assistance, he/she should email the Help Desk as soon as possible at [helpdesk@myonlinellogin.com](mailto:helpdesk@myonlinellogin.com) or call 1-877-252-7715. SPLC will help resolve technical problems and walk through the solution with students. If a problem persists for more than 48 hours, the student must also notify their teacher and NUVHS.

#### Time Required For This Course:

To complete this course in eight weeks, students should plan to allocate at least 12-15 hours a week on assigned readings, assignments, discussions (asynchronous and synchronous), quizzes, and exams.

NUVHS wishes every student great success in their online class. Please contact us at 1.866.366.8847 if any questions arise.

### NUVHS Expected Schoolwide Learning Results (ESLRs)

#### NUVHS Expected Schoolwide Learning Results (ESLRs):

It is anticipated that NUVHS students will be:

##### Engaged Learners

1. Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
2. Develop an understanding of their own preferred learning styles to enhance their overall academic potential
3. Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

##### Critical Thinkers

1. Effectively analyze and articulate sound opinions on a variety of complex concepts
2. Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
3. Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

### **Effective Communicators**

1. Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
2. Express concepts and ideas in a variety of forms
3. Enhance communication skills through the use of media rich or other technology resources

### **Global Citizens**

1. Appreciate the value of diversity
  2. Understand the range of local and international issues facing today's global community
  3. Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century
-