



**HIST1301-03E US History to 1877**  
**MWF 11:00 – 11:50pm BA243**  
**COURSE SYLLABUS: Fall 2024**

**INSTRUCTOR INFORMATION**

**Instructor:** Dr. Mylynka Cardona  
*You may address me as either Professor Cardona or Dr. Cardona*  
**Office Location:** Ferguson 146  
**Office Hours:**  
Tues. 4-6 pm & Wed. 2-5pm  
and by appointment

**University Email Address:**  
mylynka.cardona@tamuc.edu  
**Preferred Form of Communication:**  
TAMUC email  
**Communication Response Time:** 24-48  
hours

**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings**

**Textbook(s) Required:** The American Yawp & The American Yap Reader. Available at [www.americanyawp.com](http://www.americanyawp.com)

**Additional Materials**

Laptop/tablet or notebook and pen/pencil for in-class note taking

Colored pencils/pens for map assignments

Additional readings and all films will be posted electronically in D2L or distributed/shown in class as needed.

**Course Description**

**HIST 1301- History of the United States to 1877**

Hours: 3

A broad interdisciplinary course in the historical development of the United States and North America to 1877.

**Note:** Assignments will focus on reading, writing, and analysis.

**Prerequisites:** [ENG 1301](#) or concurrent enrollment or [ENG 1302](#) or concurrent enrollment.

The purpose of this survey course is to familiarize the student with the origins of American society and its general development from the settlement of the North American continent in the seventeenth century to the period of Reconstruction after the Civil War. Special emphasis will be placed on the origins of the United States (including how it took shape – cartographically), on the ideas of personal and political liberty in an American context, the paradox of slavery in the “land of the free”, as well as the role of the new country in the Atlantic World and beyond. Through the use of both primary and secondary source texts, students will critically evaluate issues in the development of the United States, its political institutions, and its culture.

### Student Learning Outcomes

1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.
2. Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose and message.
3. Students will demonstrate awareness of societal and/or civic issues.
4. Students will be able to understand their role in their own education.

*Student learning outcomes 1-3 will be assessed through the written work for the class. Student learning outcome 4 will be assessed by a Student Responsibility Quiz (SRQ) (administered through MyLeoOnline) and course engagement and college professionalism. Failure to complete the SRQ may result in automatic failure for the course.*

## COURSE REQUIREMENTS

### GRADING

This course is based on the 100-point system. All assignments are worth 100 points. The final exam is weighted the same as the other two exams. I do not round up. If you earn an 89.9 you will receive a B for the course.

Final grades are determined on the following scale:

100 –90 = A, 89 –80 = B, 79 –70 = C, 69 –60 = D, 59 and below = F

**Assessments:** There will be several assessments of your progress in this course including your college professionalism and course engagement, six (6) document analyses, four (4) exams, and one (1) primary source paper.

Values of major assignments and examinations for this course are as follows:

- Three (3) in-class exams: 20%
- Four (4) primary document analyses: 20%
- Four (4) in-class assignments: 20%
- Seven (7) map assignments: 15%
- One (1) primary source project: 10%
- Course engagement & college professionalism: 15%
  - Which also includes:
    - syllabus quiz
    - student responsibility quiz

*The syllabus/schedule is subject to change.*

### Student Responsibility Quiz (SRQ)

Students will complete a Student Responsibility Quiz in D2L due in the second week of class (this will be used to assess SLO #4).

### Exams

Students will take three in-class exams for this course as indicated in the Course Schedule.

These exams cover assigned readings, lecture material, and class discussions. *Students must read the assignments and attend class in order to pass the exams.* Exams will consist of short essays and possibly other questions. Students must do their own work on the exam. Students should use assigned material only for the exam. Any use of unauthorized sources on the exams will result in an automatic ZERO for the exam. The Final Exam will be completed in class on the Final Exam date listed in the Course Schedule. *(The exams will be used to assess SLO 1-3.)*

### Primary Document Analyses (DA)

For some weeks, students will provide an assessment of a primary source included in the *American Yawp Reader* for the chapter assigned for that week. A primary source is a document created at the time of the event in question. It gives us a first-hand account of a time or place, and thus provides an essential building block for understanding what happened in the past and why. The Document Analysis should, in one-two substantive paragraphs, clearly present: who wrote the document (provide as much information as possible, not just a name but also the person's role, job, status, etc.), when the document was created, who the document was created for (i.e. the audience of the document), and the historical significance of the document (why it is important or what it tells us about the time in which it was created). The Document Analysis must also include a summary of the contents of the document and your assessment of the document's significance for understanding the time period. A rubric can be found in D2L that will give you a sense of the expectations and grading standards for this assignment. The Document Analysis should be submitted to the appropriate dropbox on D2L by the deadline. Document Analyses are always due the night we discuss them in class.

At the end of the semester you will hand in a primary source project using the Adobe Cloud Suite – project parameters will be in D2L. *(The document analyses will be used to assess SLO 1-3.)*

### In-class assignments (IA)

In some weeks, a film is assigned to watch at home (or we may watch in class) in preparation for an in-class assignment/assessment and discussion. The assessment will be open notes. *(The in-class assessments will be used to assess SLO 1 & 3)*

### Map assignments (MA)

There will be seven map assignments given over the course of the semester. The lowest grade is automatically dropped. Map assignments are handed out in class to be completed at home before the following class period in preparation for class discussions and assessments. You must be in class to receive the paper map. *(The map assignments will be used to assess SLO 1 – explain phenomena)*

*The syllabus/schedule is subject to change.*

### Course Engagement and College Professionalism

Engagement with the course material, the instructor, and your peers is an essential component of this course. Engagement will be measured in several ways by continued and sustained class participation, reflecting student engagement with the materials and contributions to class discussions. College professionalism means being a responsible for your work outside of class, coming to class on time, being prepared for discussions and assignments, being respectful of the material and of your classmates, and by timely submission of assignments. *(This will be used to assess SLO #4)*

**Be Respectful:** This class is an educational safe zone. It welcomes and respects the viewpoints of students of all sexual orientations and genders as well as all races, ethnicities, religions, social statuses, and abilities. All members of this learning community are expected to treat each other with respect and dignity.

Optional Extra Credit: There will be extra credit opportunities this semester; details will be posted in D2L.

### COURSE OUTLINE / CALENDAR

This schedule will guide you through the semester and indicates when your assignments are due. It should be referred to often. I reserve the right to make adjustments to it during the course of the semester as such circumstances arise.

<b>Week</b>	<b>Class Dates</b>	<b>Topic</b>	<b>Readings/Assignments Due</b>
<b>1</b>	M: Aug 26	Course Intro	What is history and what does a historian do? <i>Map 0 – in class baseline quiz</i>
	W: Aug. 28	Indigenous America	Reading: Ch. 1 <a href="http://www.americanyawp.com/text/01-the-new-world/">http://www.americanyawp.com/text/01-the-new-world/</a>
	F: Aug. 30	Colliding Cultures	Reading: Ch. 2 <a href="http://www.americanyawp.com/text/02-colliding-cultures/">http://www.americanyawp.com/text/02-colliding-cultures/</a>  <b>ASSIGNMENT DUE IN CLASS:</b> Map 1 – The World
<b>2</b>	<b>M: Sept 2</b>	<b>**NO CLASS</b>	<b>TAMUC CLOSED – LABOR DAY**</b>
	W: Sept 4	Colliding Cultures	Reading: Ch. 2 <a href="http://www.americanyawp.com/text/02-colliding-cultures/">http://www.americanyawp.com/text/02-colliding-cultures/</a>  <b>FILM (watch at home):</b> <i>Secrets of the Dead - Jamestown</i>
	F: Sept 6	Colliding Cultures  Primary Sources	<b>In-class assignment #1 – <i>Secrets of the Dead - Jamestown</i></b>  Primary Sources - What they are and how we use them.  <b>ASSIGNMENTS DUE in D2L:</b> Syllabus Quiz & SRQ
<b>3</b>	M: Sept 9	British North America	Reading: Ch. 3 <a href="http://www.americanyawp.com/text/03-british-north-america/">http://www.americanyawp.com/text/03-british-north-america/</a>  <b>ASSIGNMENT DUE IN CLASS:</b> Map 2 – British N. America
	W: Sept 11		Primary Source Project/Adobe Express Assignment Overview
	F: Sept 13		Discussion of Document #1 (bring draft) - <a href="#"><i>Francis Daniel Pastorius Describes his Ocean Voyage, 1684</i></a>  <b>ASSIGNMENT DUE IN D2L:</b> <b>Document Analysis #1</b>

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4	M: Sept 16	Colonial Society	Reading: Ch. 4 <a href="http://www.americanyawp.com/text/04-colonial-society/">http://www.americanyawp.com/text/04-colonial-society/</a>  <b>ASSIGNMENT DUE IN CLASS:</b> Map 3 – Atlantic Trade
	W: Sept 18		<b>Exam 1 prep</b>
	F: Sept 20		Reading: Ch. 4 <a href="http://www.americanyawp.com/text/04-colonial-society/">http://www.americanyawp.com/text/04-colonial-society/</a>  <b>ASSIGNMENT DUE IN CLASS:</b> Map 4 – The Seven Year’s War
5	M: Sept 23	The American Revolution	Reading: Ch. 5 <a href="http://www.americanyawp.com/text/05-the-american-revolution/">http://www.americanyawp.com/text/05-the-american-revolution/</a>
	W: Sept 25		
	<b>F: Sept 27</b>		<b>Exam 1 – Chapters 1-5 and corresponding lectures, maps, films, documents.</b>
6	M: Sept 30	A New Nation	Reading: Ch. 6 <a href="http://www.americanyawp.com/text/06-a-new-nation/">http://www.americanyawp.com/text/06-a-new-nation/</a>
	W: Oct 2		
	F: Oct 4		Discussion of Document #2 (bring draft) <a href="#"><i>Hector St. Jean de Crèvecoeur Describes the American people, 1782</i></a>  <b>ASSIGNMENT DUE IN D2L:</b> Document Analysis #2
7	M: Oct 7	The Early Republic	Reading: Ch. 7 <a href="http://www.americanyawp.com/text/07-the-early-republic/">http://www.americanyawp.com/text/07-the-early-republic/</a>
	W: Oct 9		<b>ASSIGNMENT DUE IN CLASS:</b> Map 5 – The Louisiana Purchase
	F: Oct 11		
8	M: Oct 14	The Market Revolution	Reading: Ch. 8 <a href="http://www.americanyawp.com/text/08-the-market-revolution/">http://www.americanyawp.com/text/08-the-market-revolution/</a>
	W: Oct 16		<b>FILM (watch at home):</b> <i>TBD</i>
	F: Oct 18		<b>In-class assignment #2 –</b>

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<b>9</b>	M: Oct 21	Democracy in America	Reading: Ch. 9 <a href="http://www.americanyawp.com/text/09-democracy-in-america/">http://www.americanyawp.com/text/09-democracy-in-america/</a>
	W: Oct 23		Exam 2 prep
	F: Oct 25		<b>ASSIGNMENT DUE IN D2L:</b> Primary source project (Adobe Express)
<b>10</b>	M: Oct 28	Religion and Reform	Reading: Ch. 10 <a href="http://www.americanyawp.com/text/10-religion-and-reform/">http://www.americanyawp.com/text/10-religion-and-reform/</a>  <b>FILM (watch at home):</b> <i>Africans in America Pt 3: Brotherly Love</i>
	W: Oct 30		<b>In-class assignment #3</b> – <i>Africans in America Pt 3: Brotherly Love</i>
	<i>Th : Oct 31</i>		<i>Last Day to Drop (No refund)</i>
	F: Nov 1		<b>Exam 2 – Chapters 6-10 and corresponding lectures, maps, films, documents.</b>
<b>11</b>	M: Nov 4	The Cotton Revolution	Reading: Ch. 11 <a href="http://www.americanyawp.com/text/11-the-cotton-revolution/">http://www.americanyawp.com/text/11-the-cotton-revolution/</a>
	W: Nov 6		
	F: Nov 8		Discussion of Document #3 (bring draft) <b>NOTE:</b> This is an image <a href="#">Proslavery Cartoon, 1850</a>  <b>ASSIGNMENT DUE IN D2L:</b> Document Analysis #3
<b>12</b>	M: Nov 11 <i>Veteran's Day</i>	Manifest Destiny	Reading: Ch. 12 <a href="http://www.americanyawp.com/text/12-manifest-destiny/">http://www.americanyawp.com/text/12-manifest-destiny/</a>
	W: Nov 13		<b>FILM (watch at home):</b> <i>TBD</i>
	F: Nov 15		<b>In-class assignment #4</b>
<b>13</b>	M: Nov 18	The Sectional Crisis	Reading: Ch. 13 <a href="http://www.americanyawp.com/text/13-the-sectional-crisis/">http://www.americanyawp.com/text/13-the-sectional-crisis/</a>

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	W: Nov 20		<b>ASSIGNMENT DUE IN CLASS:</b> Map 6 – The US in 1860
	F: Nov 22	The Civil War	Reading: Ch. 14 <a href="http://www.americanyawp.com/text/14-the-civil-war/">http://www.americanyawp.com/text/14-the-civil-war/</a>  Discussion of Document #4 (bring draft) <a href="#"><i>Abraham Lincoln's Second Inaugural Address, 1865</i></a>  <b>ASSIGNMENT DUE IN D2L:</b> Document Analysis #4
<b>14</b>	M: Nov 25		<b>ASSIGNMENT MAKE-UP DAY</b>
			<i>Last Day to Withdraw (No refund)</i>
	<b>W: Nov 27</b>	<b>**NO CLASS</b>	<b>TAMUC CLOSED FOR THANKSGIVING BREAK**</b>
	<b>F: Nov 29</b>		
<b>15</b>	M: Dec. 2	The Civil War and Reconstruction	Reading: Ch. 14 <a href="http://www.americanyawp.com/text/14-the-civil-war/">http://www.americanyawp.com/text/14-the-civil-war/</a>  Reading: Ch. 15 <a href="http://www.americanyawp.com/text/15-reconstruction/">http://www.americanyawp.com/text/15-reconstruction/</a>
	W: Dec 4		
	F: Dec 6		<b>ASSIGNMENT DUE IN CLASS:</b> Map 7 - Reconstruction
<b>FINAL EXAM</b>	<b>W: Dec 11</b>	<b>10:30a -12:30p</b>	<b>FINAL EXAM and POTLUCK BRUNCH</b>

### Minimal Technical Skills Needed

Using the learning management system D2L and using Microsoft Word

### Instructional Methods

This class is face-to-face with additional assignments in D2L Brightspace.

### Student Responsibilities or Tips for Success in the Course

**Attendance:** Students attend class at their own discretion, but should keep in mind that some assignments are in-class only. Attendance is part of your course engagement – you cannot engage in the class if you are not here. It is your responsibility to come to class prepared for lecture. *This course relies heavily on in-class discussions of the assigned readings. You need to stay on top of the work.* If you miss a class it is your responsibility to gather class notes from a

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classmate. I do take roll (via seating chart) and if you are in class but not PRESENT, i.e. on your phone or other device, sleeping, etc. you will be counted absent for the day.

**Electronics Policy:** Our class is a time for learning and discussion. Cell phones and other devices should be silent and put away during class – unless otherwise specified for an in-class activity. Airplane mode is preferred. If you are using a laptop/tablet, it should be used solely for note taking. If you are using your devices for something other than taking notes you may be asked to power the device down.

**Student Behavior:** Behavior which may result in your being asked to leave my class includes, but is not limited to: sleeping, talking during lectures, movies or clips, text messaging, gaming, playing with your phone, watching things on your phone, FaceTiming, using electronic devices other than for specified activities, and working on another course's work/homework during my class.

**Expectations for Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

### **Things to help you succeed:**

Do the reading ahead of time: There will be a lot of reading in this course, *none of which is optional*. I will deliver the lecture material under the assumption that you have already read the assigned readings for the week. Be sure to take notes as well.

Face Your Fears: Ask questions in class. I do realize that this can be hard. However, asking questions is the only way to find out information you want to know, and it is likely that your classmates may have the same (or a similar) question.

Make Yourself Known: Showing an interest and letting me know you have an interest will help you understand the material, and help me understand you.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

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### **Interaction with Professor Statement**

You are strongly encouraged to interact with me. The more you let me know what is going on with you, the better I can help you. Beyond the classroom, the best way to get in touch with me is through TAMUC email. I am also available during my office hours. If you have a situation arise during the semester that will impede your ability to succeed in the class, **COME TALK TO ME SOONER RATHER THAN LATER**. I will be better equipped to help you in whatever ways I can the sooner you talk to me. If you wait until the very last minute, my hands will likely be tied and my options will be more limited as far as help is concerned. I can help you get/find the resources you may need on campus or in the community. We can meet in-person or via Zoom.

### **CHSSA Librarian:**

Our librarian for Humanities and Social Sciences is Sarah Northam. She is available to assist you in your research, whether it is using the library or identifying and locating sources. Please take advantage of this assistance as you need it. Her contact information is as follows:

Sarah Northam  
 Director of Research and Instruction Services  
 Velma K. Waters Library, Room 147F  
[Sarah.Northam@tamuc.edu](mailto:Sarah.Northam@tamuc.edu)

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Classroom Behavior**

All students are expected to observe basic tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide Handbook, Policies, and Procedures, Conduct). During class time, I expect college-level professionalism & course engagement. This means putting away cell phones, and any other forms of distraction, for the duration of the class period (exceptions will be allowed with advance permission of the professor).

Please come to class on time and plan to stay for the entire period. Coming late and/or disrupting the learning environment shows disrespect for me, your colleagues, and the educational endeavor in which you are engaged. If you must leave early, please let me know at the beginning of class.

I encourage you to come to my office hours, to get to know me, and to keep me informed of any issues you might have that would affect your performance in this class (see above statement on Interaction with Professor).

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### **AI Use in Courses**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

### **Late Work**

All written assignments are due as indicated in this syllabus. Late assignments may be accepted at the discretion of the professor and may assessed a penalty. If you know you will be away when something is due, please notify the professor *in advance or plan to turn the assignment in early*. I can be very understanding and flexible with you, but only if you come to talk to me in advance. To pass this class, all assignments must be completed. Any missing assignments at the end of the course will be given a grade of zero (0).

### **Syllabus Change Policy**

*The syllabus is a working document and a guide.* Circumstances and events, including class progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### **Statement on Student Grievances**

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky ([Sharon.Kowalsky@tamuc.edu](mailto:Sharon.Kowalsky@tamuc.edu)). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

### **University Specific Procedures**

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**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

**TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

- <http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>
- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03>

[Undergraduate Student Academic Dishonesty Form.pdf](#)

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

**Students with Disabilities - ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Velma K. Waters Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

**Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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**Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

- <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**TECHNOLOGY REQUIREMENTS - LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements> LMS

Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

**ACCESS AND NAVIGATION**

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

**COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

**Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

- <https://community.brightspace.com/support/s/contactsupport>

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