



**1301-302C3 (0734)**  
**United States History 1301**  
**Fall 2024**  
M-F

**Instructor Information**

**Name** Elaine Terrell

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**Phone** 281-229-6400 ext 7816

**Location:** B 103

**Office Hours:** I am available 2:30 - 3:00 Monday and Thursday. I also arrive by 6:30 am every morning

**Course Communication** –ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. [eterrell@com.edu](mailto:eterrell@com.edu)  
Remind code - text 81010 @fall23hi

**Course Information**

**Required Textbook:** Online textbook - American Yawp <https://www.americanyawp.com/>. A hard print can be purchased in the COM bookstore.

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Course Description:** A survey of the social, political, economic, cultural and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, creation of the federal government. You will have a variety of resources to help you stay informed.

**Determination of Grade**

**Course Requirements:** This is a course that requires the student to attend lectures. Each lecture contains material that is not available in the textbook, material that the student is responsible for and will be tested upon. Rigorous note taking and studying of lecture notes is expected if the student is to succeed. Students are also expected to read all textbook assignments and will complete key terms for each chapter- these CANNOT be turned in electronically. Students will write an argument paper. All students are expected to actively engage in class activities and discussions. An extra component includes researching a topic in history and presenting their findings to the class (oral presentation). There will be various primary source readings that are assigned to be evaluated. **Points will be deducted for sleeping and playing on phones.**

- **Exams** - a series of 5 exams- comprised of objective and/or essay questions. (50%)
- **Oral Presentation**– (10%) oral presentation. Each student will present a 3-5 minute presentation of their research topic to the class. Process paper and annotated bibliography will be turned in to assess research.
- **Argument Paper** (10%) More details will be given later
- **Daily grades/quizzes** - consisting of attendance, discussions, in class activities and reading assignments (20%) Note All phones have an assigned place in my classroom - please comply. I will drop the two lowest scores. There is no make-up of quizzes
- **Comprehensive final** (10%)

**Grading Scale** Grading scale

- A (90% - 100% average)
- B (80% - 89% average)
- C (70 % - 79% average)
- D (60% - 69% average) - note a D is a failing grade for the high school
- F (59 or below)

## DUAL CREDIT

I turn in letter grades to COM. These are your college credit grades. Please note that DHS then transfers those numbers into a numerical grade – an A becomes 95, B becomes 85, C becomes 75, D becomes 65, F becomes 55. Note a D does NOT earn you high school credit.

### Reading Assignments:

You will have a nightly chapter reading assignment. These are designed to help ensure you focus on the most important information. Notes can be used on quizzes. Primary source documents will be available on brightspace and I can provide hard copies. These are due at the beginning of class or you may turn in earlier electronically. Turning in at the end of class or later in the day will result in points being deducted. The following is a grade rubric for primary source readings:

**Below Expectations** summary does not demonstrate an understanding of the topic; information is inaccurate or incomplete; poorly written, or is a copy from another student's work.

**Meets Expectations** Summary demonstrates an understanding of the topic; has no grammatical errors and is well written.

**Exceeds Expectations** ( Summary demonstrates and exceptional understanding of the topic; exceptionally well written.

**Argument Paper** – Each student will be responsible for a 3-4 page, typed, double spaced, 12 font, Times New Roman, cited paper. You must use THREE primary documents. After completing a Structured Academic Controversy, students will write a well structured argument paper. I have attached a guide sheet to aid you in completing your paper, with specific due dates. Students may want to take a draft of their paper to the Speaking, Reading and Writing Center for their assistance in citations, avoiding plagiarism, organization and thesis.

**Oral Presentation:** . Each student will present a 3-5 minute presentation of their research topic to the class. You may use two notecards when you present. You will also create a “movie poster” to compliment your presentation. This must use visual imagery and be limited to 10 words.

Each student will be graded on

- Verbal Communication The speaker demonstrates the ability to express their ideas verbally using expressive, accurate and appropriate language 20 points
- Nonverbal Communication - The speaker uses appropriate presentation techniques (i.e. maintains eye contact, modulates voice, demonstrates appropriate pacing, uses appropriate gestures, etc.) 20 points
- Content - The speaker demonstrates understanding of the topic by utilizing properly cited facts, examples, and other forms of support - shows research! 20 points
- Poster - the poster is visually neat and well organized to aid plans, a well-organized logical oral presentation ,20 points
- Annotated bibliography 20 points
- Process Paper 10 points

**Extra Credit Work:** For each test you may bank up to 10 bonus points by completing a video analysis. The video list is attached and also available on D2L. Quality summaries may earn up to ten points, sloppy or plagiarized work may earn 0. In the event of a low test grade, a book critique may be used as an alternative assessment, with the instructor's approval.

Other extra credit may be given throughout the semester. Best plan of action is to complete assignments ON TIME!.

**Make-Up Work:** General policy is to pay attention to your syllabus. I will post a calendar on the class board to help you stay up with due dates. I generally do not allow make-up for multiple choice tests. I will change the multiple choice portion to a completely written/oral exam. You will need to arrange a time afterschool - it needs to be completed within a week of missing the test. . If you know in advance that you will be missing a test due to a school event or other conflict, you may discuss options with me.

**Late Work:** Record your DUE dates! Assignments are due when they are listed on the syllabus. There is no excuse for not turning in an assignment on time. You may electronically turn in your assignment if you are not in attendance. An assignment is considered late if it is not turned in at the beginning of the class period. Turning in work at the end of the class or after school, will result in a 20% penalty. See me if you know you will be missing class for an extended time.

**Attendance Policy:** Students are expected to attend and participate in every session of all classes for which they are registered. Regular attendance is a critical component to being successful in courses. There is a clear and direct correlation between attendance and success in the classroom. In the event of an absence, it is the student’s responsibility to acquire lecture notes from a classmate. COM recognizes no excused absences other than those prescribed by law: religious holy days and military service.

**Tardiness :** This class begins promptly at the scheduled time. Being late to class not only disrupts the class, it has a detrimental impact on the student’s performance, as they miss lecture material. Excessive tardiness - defined as three - will result in the loss of participation points. Please strive to be punctual!

**Communication with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

**Student Learner Outcomes:** Upon successful completion of this course students will:

**Table Mapping SLO’s, Core Objectives and Assignments**

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this assignment</b>
Create an argument through the use of historical evidence	Critical Thinking Skills	Argument paper
Analyze and interpret primary and secondary sources	Critical Thinking Skills	Primary readings and paper
Analyze the effects of historical, social, political, economic, cultural and global forces on this period of US history	Critical Thinking Written communication	Exams, quizzes and essays
Develop, interpret and express ideas on a History 1301 related topic	Written, Oral and Visual Communication	process paper and presentation
Demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities	Social responsibility	Primary readings and written evaluations
Evaluate personal choices and actions of others or one’s own, and relate consequences to decision making	Personal responsibility	Assignment

**Academic Dishonesty:** All students are expected to maintain high levels of ethical behavior. Academic dishonesty, such as, cheating on exams is an extremely serious offense and will result in a grade of zero on that exam and the student will be referred to the office of Student Conduct for the appropriate discipline action.

**Concerns & Questions Statement:** Other questions or concerns: If you have any questions or concerns about any aspect of this course, please contact me either via e-mail [eterrell@com.edu](mailto:eterrell@com.edu) , phone 281-229-6400 or visit with me before or after class. If, after discussing your concerns with me, you continue to have questions, please contact Department Chair Shinya Wakao.

**Course Outline:** Schedule - This schedule is tentative and subject to change – regular attendance will assure you keep up with any alterations in the schedule

**Important Dates**

- Sept 2nd – no class
- Sept 6th - Test 1 -material from activities, lecture and ch 1, 2 and 3**
- Sept 16th – sign up begins
- Sept 25th - Argument paper** due in brightspace by midnight
- Oct 2nd - Unit 2 material from activities, lecture and chapters - 4, 5,and 6**
- Oct 18th– Test 3 material from activities, lecture and chapter 7, 8 and 9**
- Oct 21st - Bring typed annotated bibliography - we will correct and work on in class
- Nov 5th - Test 4 material from activities, lecture and ch 10, 11 and 12**
- Nov 17th<sup>th</sup> – Test 5 material from activities, lecture and ch 13 and 14**

November 15th – W-day – this is the last day to withdraw from the course  
**Dec 4th - Comprehensive Final!!! Focus on 15**

**Withdrawal :** After students have registered and paid for courses they are considered enrolled until the Records Office has received an official withdrawal. Continued non-attendance does not automatically terminate enrollment in the course and will result in a failing grade. Last day to drop the course is November 15th.

### **Student Success Tips!**

1. **Come to EVERY class.**
2. **Pay attention in class.**
3. **Take detailed notes.**
4. **Study lecture notes**
5. **Use the study guide**
6. **Read the textbook carefully**
7. **Use the book website for additional useful tools**
8. **Come see me for help! Don't wait until the last minute.**
9. **Believe me – I want you to succeed!**

## **Institutional Policies and Guidelines**

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [https://www.com.edu/student-services/docs/Student Handbook 2024-2025 v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf), *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: [AccessibilityServices@com.edu](mailto:AccessibilityServices@com.edu)

Location: COM Doyle Family Administration Building, Student Success Center

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is October 2. The last date to withdraw from the 16-week session is November 15. The last date to withdraw for the 2<sup>nd</sup> 8-week session is November 26.

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

### **Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

### **Nondiscrimination Statement:**

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

## **Oral Presentation and the Process Paper**

Based on a two-year selection process, oral communication was chosen because employers cited oral communication as one of the top skills they seek from college graduates, while data indicated that this skill was not emphasized in College of the Mainland courses.

As a result of the QEP implementation, not only will our students gain confidence in their speaking skills but they also will be able to communicate their ideas in a clear, effective manner appropriate to their audiences. This, in turn, will enhance their ability to compete successfully in the workplace.

## Student Learner Outcomes

1. Students will demonstrate the ability to express their ideas verbally using expressive, accurate and appropriate language.
2. Students will use appropriate presentation techniques (i.e., maintain eye contact, modulate voice, demonstrate appropriate pacing, use appropriate gestures, etc.)
3. Students will demonstrate understanding of the topic by utilizing properly cited facts, examples and other forms of support.
4. Students will plan, prepare and deliver a well-organized, logical oral presentation.
5. Students will demonstrate a statistically significant decrease in their communication apprehension on a measure of communication apprehension.

### Paper guidelines:

Think of this as not a report, but an explanation of how you prepared for your project. You may write in the first person – actually encouraged.

Paragraph 1 – Why did you choose your topic? Why is the topic important to you?

Next several paragraphs - Explain your process – Where did you go to research? What sources were the most helpful? Remember you need **at least THREE primary sources**, and one scholarly article. Did you have any difficulties in researching? How did you overcome them?

Paragraph 4 - How did you decide to present your research? Why? Problems encountered?

Paragraph 5 – What did you really learn? Why is your topic important? Did you learn anything about yourself?

### Annotated bibliography is required and needs to be attached to your paper

Include a citation for all sources used and include 3-4 sentences explaining sources significance. Separate primary and secondary. Identify it as a song, article, video etc. Include why the source is relevant to your topic. Format preference is Chicago Manual Style.

– Example book

Morris, Edmund. *Theodore Rex*. New York: Modern Library, 2001.

This biography of Theodore Roosevelt helped me understand the way in which Philippe Bunau Varilla was able to get President Roosevelt to recognize the revolutionary government of Panama. It also gave me details regarding the specific treaties signed between the two nations that gave the U.S. control of the canal zone.

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) can help you.

## Test Extras

You **may** earn up to a 10 points bonus on your test. I really like complete sentences! Remember I need to have NO doubts that you watched the movie and really thought about it. NO WIKIPEDIA CUT AND PASTES. These are due at the time of the test.

### Unit 1

Chap 1-3

*The New World*

*Three Sovereigns for Sarah*

*Black Robe*

*The Mission*

### Unit 2 ch 4-6

*Last of the Mohicans*

*Liberty* – PBS Series (*one episode*)

*John*

### Unit 4 10-12

*12 Years a Slave*

*Amistad*

*The West episode 2*

### Unit 5 13-14

*Adams HBO series (one episode)*

*The Patriot*

*1776*

**Unit 3**

ch 7-9

*Later episodes of John Adams series*

*Hamilton*

*A Midwife's Tale*

*Not For Ourselves Alone*

*The Alamo*

*Abe Lincoln in Illinois*

*Lincoln*

*Gettysburg*

*Glory*

**FILM STUDY WORKSHEET -- FOR A WORK OF HISTORICAL FICTION**

Read the questions before you watch the movie so that you will know what to look for.

Complete the assignment by answering each question in paragraph form on a separate sheet of paper. Answers need to be complete and comprehensive, demonstrating that you paid attention and thought about what was shown on the screen. You may use more than one paragraph if necessary. Be sure that the topic sentence of your first paragraph uses key words from the question. All responses should be in complete sentences using proper spelling, grammar, and punctuation. Questions 6 and 10 ask about your personal experience and you may respond in the first person. All other responses should be in the third person.

1. Write a brief summary of the main plot, describing the event or events that are the focus of the film, stating where and when they take place. Be sure to identify the protagonist and antagonist *(1-2 paragraphs)*
2. In the story told by the film, what is the main conflict and how is it resolved? *(1 paragraph)*
3. Music and lighting are part of the way that the moviemakers communicate their message. Go deeper than that. Give one specific example of how other elements of the cinematic art, such as shot framing, camera angles, camera movement, color, editing choice, or length of take were used by the filmmakers to get their point across. *1 paragraph)*
4. Describe two images or scenes from the film that stand out in your mind. Discuss why they impressed you and how they relate to themes explored in the story. *(2 paragraphs)*
5. Describe one event or portrayals in the film that, on the whole, accurately reflect what actually happened and one that does not. For any historical inaccuracies, describe what really happened. A helpful guide will be to check a historical review of the movie – make sure you cite. *(2 paragraphs)*
6. It could be said that “History is what the present chooses to remember about the past.” Given the fact that the audience will take away from the movie an impression of the historical events or figures portrayed in the story, does the film improve the viewer’s understanding of historical events? Justify your conclusion. *(1 to 2 paragraphs) Would you recommend this to a classmate?*