



**History 1301.201CL (1989)  
United States History I  
Fall 2021  
Tuesday: 6:00 PM to 8:50 PM  
Learning Resource Center Room 255**

**Instructor Information:** Brooks Lewellen, [blewellen@com.edu](mailto:blewellen@com.edu) 409-933-8212 Kerry Kloesel  
Administrative Assistant

**Communicating 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 hours and location:** Learning Resource Center Room 255 1 hour before class begins on Tuesday.

**Required Textbook:** Edwards. *America's History Concise Edition. 9<sup>th</sup> Edition.*  
Bedford/St.Edwards.

**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 and creation of the federal government. Prerequisite: TSI Reading 351 or equivalent developmental course with a grade of "C" or better.

**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, therefore it is essential that students make a concerted effort to attend class. If a student is absent from class, they are responsible for acquiring the lecture notes from a classmate. Rigorous note taking and studying of lecture notes is mandatory if the student is to succeed in the class. In addition to attending lectures, students are expected to read the textbook assignments.

**Cell phones and beepers:** Turn off all cell phones, pagers and beepers prior to the beginning of class. If a cell phone goes off during the class, the student will be asked to leave.

### **Determination of Course Grade:**

**Assignments:**

**Exams:**

The student will take Three exams throughout the semester. Each exam will cover the lectures, class discussions, and textbook. The class will be broken into three major segments or themes and each theme will address a specific main point that discusses and highlights the events, people, movements, etc in history. Each exam completes a segment of history and no exam is cumulative. These themes or ideas will be emphasized and elaborated on strengthening what role they play in American History as the country evolves politically, socially, economically, and militarily. The first 2 exam will contain 40 multiple choice questions worth 2.5 points each and the final exam will be 50 multiple choice questions worth 2 points each. Each exam is separate from the other 2 and no exam is cumulative. Total points for each exam is 100 points.

### **Quizzes/Assignments:**

Students will take 8 quizzes throughout the semester. They are designed to provide factual material for class discussions and exams. Each quiz will be taken before a major exam. Consult the schedule for more details. All quizzes must be taken by the date and time specified in the outline. Any quiz not taken by that day and time will become a zero for the student. No exceptions allowed.

**United States President Quiz:** They will take 2 Presidential Quizzes beginning with George Washington and ending with James Buchanan

**United States Map Quiz:** They will take 4 State Map Quizzes over the first 36 states.

**European Map Quiz:** The students will take one European Map Quiz over 12 European Countries.

**US Constitution Quiz:** The students will take one US Constitution Quiz covering the first 12 Amendments

**US Colony Project:** The students will be working on them by themselves over the 13 colonies for a grade. I will grade each presentation and student based on their actual completion and overall finished presentation. The entire project will be worth 100 points. Each colony presented reflects on how they all played a part and a better understanding how their colony was founded, made an impact in America's formation and the difference between the original 13 colonies. This is a solo project and not a group project. The three main things or topics that must be included for each colony: the founder or settlers, the economy, and the religion.

**US President Project:** The students who didn't do a Colony Presentation will then choose 1 of the first 15 President's and create a similar power point presentation. I will grade each presentation and student based on their actual completion and overall finished presentation. The entire project will be worth 100 points. The three things to include in the project are: brief overview of each President's background, their time as President, and their time after serving as President.

**Due Dates for the Colony/President Presentation: September 17,2021 at 11:00 PM on the Blackboard**

### **History Book Analytical Assignment:**

The student will choose to read a 1301 History book and write up a 2-3 page Analytical Paper. I encourage the students if they are not sure to come and ask and seek clarification or possible books and topics to pick and read for the assignment. The format is simple and will abide to the principle of encouraging the student to fully engross and immerse into the book or author's main central ideals and overall purpose. The format to use and follow is as follows: 12 Point Font, Times New Roman, Double Spaced and is worth a 100 points.

The student will read the book and work on understanding the topic and purpose analytically while reading it as it attempts or infers to draw on the historical moments and place to the context of the time, period, place, people, events, etc. In roughly 2-3 pages, the student will pull from the book they have chosen to find a theme or an overall arching arc of the chapters and content that pushes them to think critically and analytically about the book.

This can be done in several paragraphs that capitalizes and comments on the entire scope of the book.

A purposeful guide in these paragraphs could be included in their papers that touch on the authors beginning chapters, middle chapters, and final chapters that complete and compliment the message of the author. The student could also approach the book from the perspective on picking out 1 or 2 very common and useful points that creates a theme that is used throughout with the intent of explaining and highlighting while strengthening it as it relates to the time period, event, movement, etc. There is no right or wrong way to analyze and write a 2-3 paper for this assignment as long as the student immerses themselves into the book and focuses on the content, its proper historical context and to critically think beyond the normal and typical level

rather than typing up a summation or quick overview of the book with no thought, understanding and grasp.

The assignment if it falls into the 2-3 page range will include at least and up to 5-7 paragraphs with the hope and aspiration for the student to push themselves and challenge their critical and analytical skills that far exceed what they have done before or that is different from a book report, review or a research paper. If a student has questions, confused or needs some help in understanding the assignment better, needs clarification I encourage them to ask, reach out and stay on top of the assignment and requirements. Most importantly is for them to be creative, critical and analytical in their approach, book, and paper when its completed and ready to turn in.

**The History Book Analytical Assignment is due on Friday November 19, 2021 on blackboard at 11:00 PM. No late work accepted.**

**This History Book Analytical paper Assignment satisfies the SLO #6 which states: Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.**

**Detailed Grading Formula:  
Grading Scale:**

**Detailed Grading Formula:** The following grading measures will be implemented in determining the grades done by the students. There will be three exams and 8 quizzes along with the historical book analysis and project over one of the 13 colonies.

<b>Your grade will be determined by the following</b>	<b>Details</b>	<b>Points (if applicable)</b>	<b>Percent of Final Average</b>
Exams	3 Exams each worth 100 pts. each	300	
History Book Analytical Paper	1 History Book Analytical Paper is worth 100 points	100	
US Map Quiz	4 US Map Quizzes worth 36 points	36	
US Presidential Quiz	2 Presidential Quizzes worth 20 points	20	
US Constitutional Quiz	1 US Constitution Quiz worth 26 points	26	
13 Colony or President Project Presentation	13 Colonies or President Project worth 100 points	100	
European Map Quiz	European Map Quiz over 12 European Countries worth 24 points	24	

Total:	606	100%
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**Grading Scale:**

The chart given below explains how the final grades will be computed.

To receive an A	606-543 points
To receive an B	542-482 points
To receive an C	481-422 points
To receive an D	421-361 points
To receive an F	Less than 360 points

**Make-Up Policy:**

**Late Work / Extra Credit Work:** No extra work given

**Make-Up Work: Make-up Exams:** All make-up exams will be taken at the Testing Center within 1 week when the test was originally given. You will need to make an appointment at the Testing Center and will take it there and be given the 90 minutes to complete it and inform the instructor that a date/time has been set up at the testing center so that I can drop it off for those students to make it up there on their scheduled time and date.

**Make up Quizzes:** Any quiz missed or not taken on the date it was originally given must be made up in class 1 week after the quiz was given.

**Course Goals and Objectives:** The primary goal of this course is to develop the student's understanding of the breadth and depth of the United States history since 1877. The development of a greater understanding of United States history since 1877 is the primary objective of this course. Following the completion of this course the student will also be able to demonstrate the nature and value of the history of the various ethnic, social, and political groupings in the United States. The student will be able to identify the contributions of all these groups and their relationship to the growth and development of the United States since 1877.

**Drop Date: November 19, 2021**

**Course outline:**

Week	Activities and Assignment
AUG 24	Introduction to Class Marco Polo Europe 1345-1360: Black Death Europe 1360: Renaissance
AUG 31	Martin Luther 30 Year War Europe 1441-1498 Portugal Explores Europe Spain and Christopher Columbus 1492 – 1598 Spanish Explores
SEPT 7	1492 – 1598 Spanish Explores King Henry VIII and Elizabeth British/Spanish Armada Video French Explore in late 1600s Slave Trade
SEPT 14	<b>Colony/President Presentation Due September 17, 2021 at 11:00 PM on the Blackboard</b> <b>European Quiz</b> Scene from Roots
SEPT 21	<b>Exam # 1</b> French and Indian War Treaty of Paris Proclamation Line of 1763
SEPT 28	British Taxes on Colonies Boston Massacre Boston Tea Party Intolerable/Coercive Acts 1774-1775 1 <sup>st</sup> Continental Congress Paul Revere Midnight Ride Lexington/Concord 2 <sup>nd</sup> Continental Congress
OCT 5	<b>Map Quiz # 1</b> <b>John Adams: Bunker Hill</b> <b>John Adams: Continental Army Formed</b> <b>1776 Movie</b>
OCT 12	<b>Map Quiz # 2</b> <b>1776 Movie</b> Articles of Confederation Treaty of Paris Northwest Ordinance Constitutional Convention

OCT 19	<p>Constitutional Convention  Washington as President  French Revolution  John Adam's as President</p>
OCT 26	<p><b>Exam # 2</b>  Thomas Jefferson as President  Midnight Appointments  Barbary Pirates</p>
NOV 2	<p>The Duel  Louisiana Purchase of 1803/04  Jefferson Elected 1804  Embargo Act 1807  James Madison as President  War of 1812</p>
NOV 9	<p><b>Map Quiz # 3</b>  <b>U.S. President Quiz # 1</b>  James Monroe: American System  Missouri Compromise of 1820  John Q Adams as President  Birth of Democrats – Election of 1828  Jackson as President: The Tariffs  Bank  Trail of Tears</p>
NOV 16	<p><b>History Book Analytical Paper Due November 19, 2021</b>  <b>Blackboard at 11:00 PM</b>  <b>Map Quiz # 4</b>  <b>U.S. President Quiz # 2</b>  Mexico Independence  Santa Anna in Power  Texas' Independence  Mexican-American War  Gold Rush  Compromise of 1850</p>
NOV 23	<p>Abolitionist Movement  Women's Movement  Popular Sovereignty: Bleeding Kansas  Bleeding Kansas: Congress  Dred Scott Case</p>

NOV 30	<b>U.S. Constitution Quiz # 1</b> Abolitionism and Violence: John Brown Video Election of 1860 Pre-Civil War Civil War
DEC 7	<b>Exam # 3</b> <b>6:00 pm to 8:50 pm</b>

**Attendance Policy:** The nature of this course is such that one should attend all scheduled sessions. There is a clear and direct correlation between attendance and success in the classroom, therefore regular attendance is strongly urged. However, in the event of illness or extenuating circumstances, it is the student’s responsibility to acquire the lecture from a classmate. In addition, keep in mind certain assignments have a 1 week grace period to make up and some have no grace period. Quizzes can be made up within a week of a missed class and you must arrange a time with the Professor to make it up. On the other hand, the research paper, or a Group Presentation can't be made up. Any assignments not made up in the allotted time frame will be recorded as a 0 and the others that can't be made up will be a 0 as well.

**Tardiness Policy:** This class begins promptly at the scheduled time. Tardiness (being late to class) not only disrupts the class, it has a detrimental impact on the student’s performance in the class as tardy students will miss lecture material. Any student who is tardy three or more times will have ten points deducted from their point total for the semester.

**Disclaimers/Additional Policies:**

**Student Rights:** Students taking this class have rights, but also responsibilities. One student right is the expectation that this course be taught within the parameters specified within this syllabus. While the instructor reserves the right to alter the course, no material or assignment will be added without proper notification and advance warning.

**Academic Dishonesty:** Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook. 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:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Shinya Wakao at 409-933-8107 or email Shinya at [swakao@com.edu](mailto:swakao@com.edu)



**Plagiarism:** Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing any plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

**Link(s) to resource(s) about ways to avoid plagiarism:**

<http://en.writecheck.com/ways-to-avoid-plagiarism/>

**General Education Core Competencies:** This course address the following core competencies: reading, critical thinking, and multicultural awareness.

**Success Tips for Students (at a minimum, include link(s) to resource(s) focused on any computer skills needed to be successful in course):**

**Student Success Tips:**

**Tips for success:**

- 1. Attend every class.**
- 2. Pay attention in class.**
- 3. Take detailed notes.**
- 4. Study lecture notes after every class.**
- 5. Use the study guide.**
- 6. Use the study technique that works best for you (highlighting, flashcards, study groups).**
- 7. Read the textbook carefully and for retention.**
- 8. Make use of office hours.**
- 9. If you are not doing well in the course, don't wait until the last week of class to see the professor.**

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

1. Create an argument through the use of historical evidence. This course-level outcome maps to the Critical Thinking Skills Core Objective.
2. Analyze and interpret primary and secondary sources. This course-level outcome maps to the Critical Thinking Skills Core Objective.

3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history. This course-level outcome maps to the Critical Thinking Skills, Social Responsibility, and Personal Responsibility Core Objectives.
4. Develop, interpret, and express ideas on a History 1301-related topic through written communication. This course-level outcome maps to the Communication Skills Core Objective.
5. Develop, interpret, and express ideas on a History 1301-related topic through oral communication. This course-level outcome maps to the Communication Skills Core Objective.
6. Develop, interpret, and express ideas on a History 1301-related topic through visual communication. This course-level outcome maps to the Communication Skills Core Objective.
7. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
8. Evaluate choices and actions of others or one's own, and relate consequences to decision-making.

**General Education Core Objectives:** Students successfully completing this course will demonstrate competency in the following Core Objectives:

1. **Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.
2. **Communication Skills:** Develop, interpret, and express ideas through written, oral, and visual communication.
3. **Social Responsibility:** Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. **Personal Responsibility:** Evaluate choices and actions of others or one's own, and relate consequences to ethical decision-making.

<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>
1. Create an argument through the use of historical evidence.	Critical Thinking Skills (CT)	Paper
2. Analyze and interpret primary and secondary sources.	Critical Thinking Skills (CT)	Paper
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.	Critical Thinking Skills (CT)	Quizzes and Exams
4. Develop, interpret, and express ideas on a History 1302-related topic through written communication.	Communication Skills (CS1)	Paper
5. Develop, interpret, and express ideas on a History 1302-related topic through oral communication.	Communication Skills (CS2)	Oral Presentation Assignment
6. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Social Responsibility (SR)	Paper
7. Evaluate choices and actions of others or one's own, and relate consequences to decision-making.	Personal Responsibility (PR)	Paper

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### **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://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.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.* [https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf)

**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 Holly Bankston at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

**Counseling Statement:** Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). Counseling services are available on campus in the student center for free and students can also email [counseling@com.edu](mailto:counseling@com.edu) to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

**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 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2<sup>nd</sup> 8-week session is December 2.

**F<sub>N</sub> Grading:** The F<sub>N</sub> grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F<sub>N</sub> 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 F<sub>N</sub> grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F<sub>N</sub> 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.

**COVID-19 Statement:** All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at [www.com.edu/coronavirus](http://www.com.edu/coronavirus). In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit [com.edu/coronavirus](http://com.edu/coronavirus) for future updates.