



**HIST 1301-301CL**  
**United States History I**  
**Fall 2021**  
**MTWTF**

**Instructor Information:** Elaine Terrell MA,  
[eterrell@com.edu](mailto:eterrell@com.edu),  
281-229-7816

**Office – B103**

**Available for tutorials Tuesday and Thursday 2:35-3:15**

**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. Instructor will reply to email within 24 hours, weekend emails will be answered on Monday.

**Course Information**

**Required Textbook:** America's History 9<sup>th</sup> edition by Rebecca Edwards, Eric Hindraker, Robert Self and James Henretta. .

**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

**Determination of Course Grade**

**Course Work Requirements:** This is a course that requires the student attend class and take lecture notes. 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 read and understand the material. Rigorous note taking and studying of lecture notes is expected if the student is to succeed in class. Students are also expected to read all textbook assignments. All students are expected to actively engage in class activities and discussions. An oral presentation component is required and includes researching a topic in history

and presenting their findings to the class. There will be various primary source readings that are assigned to be evaluated. Points will be deducted for sleeping or playing on phones.

- **Exams** - a series of 4 exams comprised of objective and/or essay questions. (40%)
- **Social Responsibility Paper** – 2-page paper (10%)
- **Article Analysis** – Students will turn in a two-page summary of an article (10%)
- **Oral Presentation** – (10%) oral presentation. Students will turn in a process paper and annotated bibliography demonstrating their research. Each student will present a 4–6-minute presentation of their research topic to the class.
- **Daily grades** - consisting of attendance, quizzes, discussions, in class activities and reading assignments (20%) Note sleeping and playing on your phone will result in a deduction of points.
- **Journal Reflections** – (10%) Each week students will log into their blackboard accounts and write a reflection of the week’s learning. Include - How many pages they read, what insights they gained, questions they still have.

**Grade Scale:**

- A (90 – 100% average)
- B (80 -89% average)
- C (70 – 79% average)
- D (60 – 69% average)
- F (59% or below)

**Make-Up Policy: There will be NO makeup quizzes given. I drop the lowest two quizzes in order to make adjustments for absences.**

**Late work will not be accepted.**

**If you have issues with an assignment you need to see me BEFORE the assignment is due. I cannot help you if you contact me after the assignment is due.**

**Extra Credit:** 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 blackboard. 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.

**DUAL CREDIT**

I turn in letter grades to COM. These are your college credit grades. Please note that DHS than 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.

**Exams:** There will be **four exams** during the semester with a value of **100** points each. Exams will be given in class. Exam material will be drawn from quizzes, assigned readings, blackboard assignments and all class activities. Students should pay particular attention to terms in the study guides, which will be distributed prior to each exam. Each exam may consist of multiple-choice questions, short answer, essay, and/or map questions. Please contact me promptly if you miss an exam and we will schedule a make-up exam that will be in an essay format. If you miss two or more exams, they will receive zeros.

**Core Objective: Critical Thinking**

**Reflection Journal:** Every week you will create a new journal entry reflecting on the previous learning week. You create a new journal entry with the Module and week listed in the subject line. For example - Unit 1 - Week 1. You can find the appropriate Unit numbers and weeks on your syllabus.

Reflect about the assignments and information that has been presented in the module. Include what reading you completed, any insights you gained from a peer discussion. Also include any questions or problems that you might be struggling with. This is a personal journal, only you and I can view the contents, so please be honest.

**Oral Presentations/Summary:** Each student will create an oral presentation on a person/event in History (Time Period 1492 – 1877). You will need to confirm your topic with me and I am including a list of ideas at the end of this syllabus. Look for people that interest you and will enhance your classmates understanding of history. Must answer the question of why this is important to history – please stay away from simply gruesome events. Students will present a 3-5 min oral presentation to the class. Students will also submit a process paper and an annotated bibliography. Paper must be double spaced Times New Roman Font 12. Please review rubric.

**Responsibility Paper:** Students will pick a person or movement that fits into the time period of HIST 1301 – U.S. History to 1877. Students will write a two-page typed paper on the Social and Personal Responsibility of the person/or persons involved in the movement. The student must include a section in their paper discussing the social and personal responsibility of the individuals involved. Reflect on lessons learned on social and personal responsibility. Students will use primary and secondary sources for their paper.

Example: Harriet Tubman’s decision to help runaway slaves, what are the consequences of her actions. What personal responsibility does she have and how does it influence those around her. Paper format: 12 point Times New Roman font, double spaced

**Covers: Critical Thinking, Social Responsibility, Personal Responsibility, Communication**

**Article Analysis** - American Heritage reading – Sometime during the semester you will be required to go to [www.americanheritage.com](http://www.americanheritage.com) and select an article from their website. You should select one based upon your interests and relevance to the course. You can choose from people, places, events, invention and technology. You must stay within the time frame of the course so early American History until reconstruction. Write a two-page summary on the

article. Include specific information - which article, key points the author made, supporting information and points of interest. (Basically, make sure to convince me you read the article.) You should also include an analysis of the author’s argument – do you agree with their reasoning? I have included a list of ones I have found interesting to get you started. The article must be at least 6 pages.

“Friends at Twilight” by Joseph Ellis, May 1993 – examines the relationship between Jefferson and Adams in their least years.

“The Secret Life of a Developing Country (Ours)” by Jack Larkin, September 1988 - looks at daily life of early nineteenth century America.

“Day by Day in a Colonial Town” By Robert Linscott, December 1983 – colonial life

“A War that Never Goes Away” by James McPherson March 1990 – Civil war

**Covers: Critical Thinking, Communication**

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Create an argument through the use of historical evidence	Critical Thinking Skills	Paper
2. Analyze and interpret primary and secondary sources	Critical Thinking Skills	Paper
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.	Critical Thinking Skills	Quizzes and Exams
4. Develop, interpret, and express idea on a history 1301-related topic through written communication.	Communication Skills	Paper
5. Develop, interpret, and express ideas on a History 1301-related topic through oral communication	Communication Skills	Oral Presentation Assignment
6. Develop, interpret, and express ideas on a History 1301-related topic through visual communication.	Communication Skills	Oral Presentation Assignment
7. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Social Responsibility	Paper
8. Evaluate choices and actions of others or one’s own, and relate consequences to decision-making	Personal Responsibility	Progress assessment and paper

**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 ins 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 actions.

**Student Concerns:** 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 Stacy Henderson at [shenderson@com.edu](mailto:shenderson@com.edu)/409-933-8212.

Course Outline: **Subject to change**  
 History 1301  
 United States History I

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
Week 1 - Unit 1 August 23rd	Chapter 1 – Colliding Worlds 1491-1600	<b>Terms ch 1 Aug 27<sup>th</sup></b> <b>Journal 1 -due by Aug 28<sup>th</sup></b>
Week 2 – Unit 1 August 30 <sup>th</sup>	Chapter 2 American Experiments 1521-1700	<b>Terms Ch 2 - Sept 3<sup>rd</sup></b> <b>Journal 2 due by Sept 4<sup>th</sup></b>
Week 3– Unit 1 Sept 7 <sup>th</sup>	Chapter 3 – The British Atlantic World 1607-1750	<b>Terms ch 3 Sept 10<sup>th</sup></b> <b>Topic Selection for oral report Sept 10<sup>th</sup></b> <b>Journal 3 due by Sept 11<sup>th</sup></b>
Week 4- Unit 1 Sept 13 <sup>th</sup>	Chapter 4 – Growth Diversity and Conflict 1720-1750 (Teacher absent 15 <sup>th</sup> -17 <sup>th</sup> )	<b>Terms ch 4 – Sept 16<sup>th</sup></b> <b>Journal 4 Due by Sept 18<sup>th</sup></b>
Week 5- Unit 2 Sept 20 <sup>th</sup>	Chapter 5 – The Problem of Empire 1754-1776	<b>Exam 1 Sept 20<sup>th</sup></b> <b>Journal 5 due by Sept 25<sup>th</sup></b>
Week 6 – Unit 2 Sept 27 <sup>th</sup>	Chapter 6- Making War and Republican Governments, 1776- 1789	<b>Journal 6 due by Oct 2<sup>nd</sup></b> <b>Article Summary due Oct 1<sup>st</sup></b>
Week 7 - Unit 2 Oct 4 <sup>th</sup>	Chapter 7 – Hammering out a Federal Republic 1787-1820	<b>Written summaries - 2 primary sources and 1 secondary source for oral presentation (include actual articles)</b> <b>Journal 7 by Oct 9<sup>th</sup></b>
Week 8 – Unit 3 Oct 11 <sup>th</sup>	Chapter 8- Economic Transformations 1800-1848 Start ch 9 Democratic Revolution 1800-1848	<b>Exam 2 – Chapters 5-7 Oct 11<sup>th</sup></b> <b>Journal 8 due Oct 16th</b>
Week 9 – Unit 3 Oct 18 <sup>th</sup>	Chapter 10 – Religion, Reform and Culture 1820-1848	<b>Peer review - Responsibility Paper</b> <b>Journal 9 Oct 23<sup>rd</sup></b>
Week 10 – Unit 3 Oct 25 <sup>th</sup> (Note- no school on Oct 25 <sup>th</sup> )	Chapter 11 – Imperial Ambitions- 1820-1848	<b>Journal 10 due Oct 30<sup>th</sup></b> <b>Responsibility Paper due Oct 27<sup>th</sup></b>
Week 11 – Unit 4 November 1 <sup>st</sup>	Chapter 12 – Sectional Conflict and Crisis 1844-1861	<b>Exam 3 – Chapters 8-11 Nov 1<sup>st</sup></b> <b>Journal 11 due Nov 6<sup>th</sup></b>
Week 12 – Unit 4 Nov 8 <sup>th</sup>	Chapter 13 – Bloody Ground: The Civil War, 1861-1865	<b>Journal 12 due Nov 13<sup>th</sup></b>

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
Week 13 Unit 4 Nov 15 <sup>th</sup>  (Note – Thanksgiving break)	Chapter 14 – Reconstruction 1865-1877	<b>Annotated Bibliographies and process papers due Nov 19<sup>th</sup> Journal due Nov 20<sup>th</sup></b>
Week 14 – Nov 29 <sup>th</sup>	Presentations	<b>Exam 4 – Ch 12-14 Dec 1<sup>st</sup> Journal</b>
Week 15 – Module 5 Dec 6 <sup>th</sup>	<b>Final Exam</b>	<b>Final reflection on class Dec 8<sup>th</sup></b>

## **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 career. 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 that is 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 setup 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 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 only permitted to withdraw six times during their college career by State law. The last date to withdraw from the 16-week session is November 19.

**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.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention is 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: 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.