



HIST 1301-314C3
United States History II
Spring 2025
M-F – 1:45 – 2:30 PM

Instructor Information

Name: Ona M. Mull, M.A.

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Phone: 281-229-6400 X7820

Location: N 117

Office Hours: Monday, Tuesday, and Thursday from 2:30 – 3:15 and by appointment.

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.

Course Information

Required Textbook: Online textbook - American Yawp <https://www.americanyawp.com/>. A hard copy print edition 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 Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government and the study of U.S. foreign policy.

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. 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. There will be various primary source readings that are assigned to be evaluated. **Points will be deducted for sleeping and playing on phones.**

- **Exams** – There are a series of 5 exams comprising of objective and/or essay questions. (50%)
- **Comprehensive Final** (10%)
- **Daily grades** – Points for this category include attendance, discussion, and in class activities (20%) Attention during lecture is expected.
- **Argument paper** – (10%) You will take a position and support it with evidence!
- **Oral Presentation** – (10%) There are two parts to this assignment. Each student will select an approved topic and sign up for a presentation. You will write a 2-3 page typed (double spaced – 12 font - Times New Roman) process paper explaining research and include an annotated bibliography. I have attached a rubric to guide you in writing. You need to include at least **4 primary written sources** and **one scholarly article**. Pictures and video can be used as a resource, but do not count as one of the 4 written source.
 - Citations will follow the Chicago Manual of Style 16th Edition – using footnotes and a fully annotated bibliography.

- Oral presentation. Each student will present a 4–7-minute presentation of their research topic to the class.

Grade determination

Verbal Communication -	20 points
Non verbal Communication	20 points
Content	25 points
Organization	10 points
Process paper and annotated bib	25 points

If you choose to present with a PowerPoint or Prezi you may only use LIMITED text on the screen. NO more than 10 words per slide. I want to encourage you to not read from the screen. You may not use a notecard. Practice your presentation!

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

Letter grades are turned in to COM by instructor. 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.

Oral Presentation: This class includes oral communication in its curriculum as part of College of the Mainland’s Quality Enhancement Plan. 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. It aids a well-organized and 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 available on D2L. Quality summaries may earn up to ten points, sloppy or plagiarized work may earn zero points. In the event of a low test grade, a book critique may be used as an alternative assessment, with the instructor’s approval.

Make-Up Work: There are **NO** make-up tests. If you miss a test, the equivalent of your lowest test grade will be added for that that test grade. If you know in advance that you will be missing a test due to a school event or other conflict, you may discuss option with me **BEFORE** the test.

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 turn in your assignment online if you are not in attendance and then bring it to class when you return. An assignment is considered late if it is not turned in at the *beginning* of the class period (this includes turning in work at the end of the class or after school). See me if you know you will be missing class for an extended time. Late work will only be accepted for up to **one week** past the due date.

Course Policies & Guidelines

Attendance: Students are expected to attend class regularly, be on time, and stay in the classroom until class is dismissed. 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 or activities from a classmate.

Tardiness: This class begins promptly at the scheduled time. Being late to class not only disrupts the class, but it also has a detrimental impact on the student’s performance since part of a lecture or activity material is missed. Tardies will result in the loss of participation points. Please strive to be punctual!

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. The last day to drop the course is April 21st. See page 5 for additional information.

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

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

Table Mapping SLO’s, Core Objectives and Assignments

Student Learner Outcome	Maps to Core Objective	Assessed via this assignment
Create an argument through the use of historical evidence	Critical Thinking Skills	Social reform 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	Social reform paper
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. Then the student will be referred to the office of Student Conduct for the appropriate discipline action.

Plagiarism: Plagiarism is using someone else’s words or ideas and claiming them as your own. Plagiarism is a serious offense that includes paraphrasing someone else’s words without giving proper credit or citation and copying directly

from a website and pasting it directly into your paper, without using quotation marks. Any assignment containing 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. When in doubt – cite!

Links to resources about avoiding plagiarism: <http://www.com.edu/on-site-services/speaking-reading-writing-center.php>

Concerns & Questions Statement: 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 Department Chair, Shinya Wakao at 409-933-8107 or swakao@com.edu.

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

January 20th - Holiday

Jan 23rd - TEST 1 - 16, 18, 20

February 3rd - Argument paper due - with hardcopy and edits

Feb 13th – TEST 2 chapter 19, 21 and 22

Feb 17th - HOLIDAY! - NO CLASS

March 5th TEST 3 - 23-24

March 17th SPRING BREAK

April 1st **TEST 4 -25,26 and 27**

April 11th - Mock EOC

April 17th - EOC test

April 21st - W Day

April 23rd - TEST 5- 28-30

May 7th – FINAL COMPREHENSIVE

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. *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

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 1st 8-week session is February 26. The last date to withdraw from the 16-week session is April 21. The last date to withdraw for the 2nd 8-week session is April 30.

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 or 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.

Process Paper guidelines:

Think of this as an explanation of how you prepared for your project, not a report. Please write in the first person.

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

Paragraphs 2 and 3 – Explain your process – Where did you go to research? What sources were the most helpful? Remember you need **at least FOUR 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? What problems were encountered?

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

Annotated bibliography must be attached to your paper:

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

http://www.chicagomanualofstyle.org/tools_citationguide.html can help you.