



History 1302 – 014 IN

United States History II

Spring Semester 2022

Instructor Information

Name: Dr. Gary Wilson

e-mail: gwilson@com.edu

Student Hours: Monday – 8:00 am – 9:00 am; Thursday – 4:00 pm – 5:00 pm

Location: Online class

Course Communication: I will make every effort to answer your e-mails within two days, and I will make every effort to grade any submitted work within one week.

Course Information

Required Textbook: James Henretta, Rebecca Edwards, et al., America's History: Concise Edition, 9th edition, Boston: Bedford/St, Martin's, 2018.

Course Description: History 1302 is 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.

This course will emphasize political, social, and economic developments, as well as other significant topics. This course (a) meets the requirements of a college transfer course for four-year degree programs (b) prepares students for upper-division coursework in history (c) prepare students for the academic rigors of

upper-division coursework in the social sciences (d) prepares students for developing their critical thinking skills.

Course Requirements

Exams: There will be **five module exams** during the semester with a value of **100** points each. Exam material will be drawn from both lectures in each module and assigned readings from the textbook. Students should pay particular attention to the terms in the study guides and test review questions which are posted on Blackboard. Each exam will consist of **fifty** multiple-choice questions. Each question will be worth **two** points.

Assessment Quizzes: In addition to the five exams, there are **five** lecture unit quizzes. There will be **ten** questions for each of the five modules. These quizzes will also consist of multiple-choice questions on main points made in the module being studied and from the textbook. Each module quiz will be worth **twenty** points. Accordingly, quiz grades will count for a total of 100 points toward the overall course grade. Do not confuse the practice quizzes and practice crossword puzzles that are in each module. **The practice quizzes and practice crossword puzzles in the lecture part of each module are for practice, are not graded and do not count towards your grade.** However, be sure and try to answer these quizzes, as they will be good practice for the quizzes that do count towards your grade. The quizzes in the assessment section of the course count towards your grade. **All exams taken after the deadline will be subject to a 15 point penalty.** Quizzes should be taken before taking the exams. If a student does well on the quiz, then that student may be ready to take the exam. How students perform on the quiz should serve as a barometer as to how prepared they are to take the exam. There will also be a short quiz over the syllabus to test students' understanding of what is expected for this course (worth 20 points).

Identify: For each module there will also be one identify question to complete. These questions will be important individuals or events that occurred for that test period. Each answer will be worth a maximum of five points. Thus, for each module these identify questions will be worth a total of 5 points (a total of 25 points for all five modules). Students will have a choice of which identifies to answer. The instructor will list at least two identifies and students will answer only one. Responses should be in 14 point font and should answer why this person or event was important. Responses should be at least eight well-written sentences. Assignments can be submitted as an attachment or copied and pasted.

The following is a grading rubric for writing the identify responses:

Below Expectations (0 to 3 points) - summary does not demonstrate an understanding of the topic; information is inaccurate or incomplete; poorly written with several English-related errors.

Meets Expectations (4 points) - summary demonstrates an understanding of the topic and is well written.

Exceeds Expectations (5 points) - summary demonstrates an exceptional understanding of the topic; exceptionally well written with no English-related errors.

Video Quiz: For each module or test period there will be one short film to watch and take a quiz on that film. The url film link will be in Assessments in the instructions. These quizzes will be worth 10 points each.

Primary Documents: For each module students will read one primary document that will be available in Blackboard (click on Content, then Primary Documents). There will be at least four choices for each module. Students will summarize only one document for each module (summaries will be written in Journals which is located in the Blackboard menu). Document choices will be in Content (in the Blackboard menu), then click Primary Documents. Notice that documents will be listed as Module 1, Document 1, then Module 1, Document 2, Module 1, Document 3, etc. For the next module documents will be listed as Module 2, Document 1, Module 2, Document 2, etc. Each document assignment will be worth 10 points each (a total of 50 points for all five modules). The following is a grading rubric for writing the primary document and video summary responses:

Below Expectations (0 to 6 points) - summary does not demonstrate an understanding of the topic; information is inaccurate or incomplete; poorly written.

Meets Expectations (7 to 9 points) - summary demonstrates an understanding of the topic and is well written.

Exceeds Expectations (10 points) - summary demonstrates an exceptional understanding of the topic; exceptionally well written. Assignments can be submitted as an attachment or copied and pasted.

Personal Responsibility Assignment: Students will read a true story called “Perseverance”. They will analyze the story and write a summary evaluating choices and actions of those in the story. As part of the same assignment, students will relate at least two instances in which poor or good choices related to education impacted their own lives (and how). This part of the assignment should relate to choices made in education. This assignment is worth 20 points.

Social Responsibility Assignment: One of the course requirements (from the state of Texas) is to write a major paper on social responsibility. This paper is

worth 50 points. Your paper should be at least three pages and no more than three and a half pages (14 point font, double spaced) and will be submitted in Assessments. You need to cite at least three different references. Students should use **Academic Search Complete and American History Online** for the journal article. You do not need to use a particular style manual (i.e., APA, etc.). There are thousands of journal articles through the COM library in Academic Search Complete and American History Online - <http://libguides.com.edu/>. Ask a librarian for help. In referencing the journal article, you should list the **name of the journal**, title of the article, the author of the article, the date of the article, the pages of the article, and volume of the journal (if one is given). If listing other sources, you should give enough information for the instructor to find the source. **Sources should be at the end** of the three-page report. The citation information does not need to comply with a particular style manual.

The instructor will use SafeAssign which is a program owned by Blackboard. Submit your paper in Assessments. Your paper will be checked in several sources for plagiarism. Use people and historical events/acts to strengthen your paper. **Points will be deducted if people and events are not present.** Also, papers will be graded for English-related errors. You should mention the words "social responsibility" at least once in your paper. Write on **one** of the following topics:

(a) Discuss at least six major problems that arose in major cities during the Gilded Age. You should write at least five sentences for each problem. Also, you should discuss at least five people who were prominent in the Gilded Age in addressing these problems and how they contributed to solving these issues. Write at least five sentences for each person as to why they were important.

(b) The U.S. has been criticized for not doing more to help the Jewish people just before and during World War II. Write a paper describing how the United States responded to the Holocaust. What did the U.S. know and how did it react? **This is not a report on concentration camps.** You should write about specific people and actions taken by the U.S. For example were there any ships that tried to enter the U.S. carrying Jewish refugees? If so, how did the U.S. respond? Were there military actions the U.S. could have taken during the war to save more Jews? What military actions did the U.S. take or not take during the war? What humanitarian actions did the U.S. take or not take? You should include specific people and events.

(c) Discuss at least six New Deal programs and why they were important. You should write at least six sentences for each of these programs. Of the six programs, include at least two that still exist today. You should also mention at least four people who played an important role in the New Deal and why. You should write at least five sentences for each person.

(d) Discuss the African American experience in the 1950's and 1960's. This discussion should include what Congress did to help African Americans during this period. You should mention at least two acts passed by Congress that were important to the Civil Rights movement. You should write a minimum of five sentences for each act. You should name at least eight people in your discussion that played an important role in the African American experience during these two decades and why they were important. You should write at least five sentences for each person.

Immigration Assignment: There are examples in U.S. history when the U.S. did not want certain groups of people to enter this country. Discuss at least five specific examples when the U.S. was not welcoming to immigrants. Write at least five sentences for each example. Start with the year 1882 and go to the present. Include the most important examples. In your discussion cite Congressional acts and laws, Presidential executive orders, and Supreme Court decisions and other examples. Also, in your discussion, cite at least two people that were prominent in each of your selections.

Syllabus and Course Quiz: There will be one syllabus and course quiz which will have 25 questions. Each question will be worth 1 point. The purpose is to ensure students have a good understanding of course requirements. Most answers will be found in the syllabus and through the course menu

Oral Presentation (Speech): Students will be required to give one, five-minute speech during the semester. The speech will be worth 40 points. Topics for possible speech presentations are located in the Blackboard menu under Content, then Speech-related Links, then Speech Topics by Exam Period. If students want to select another topic other than those listed in Blackboard, permission of the instructor is required. Students can select a topic from any test period. More detail about this requirement is located in Blackboard menu under Content, then Speech-related Links, then Instructions. The Oral Presentation will address the following Core Objectives: Communication Skills (CS2) and Communication Skills (CS3).

Visual Communication Assignment: Students will also write a two-page summary of their speech topic. The speech will be worth 40 points and the written summary will be worth 20 points. Included in the written summary of the speech must be at least two pictures related to the speech topic. The pictures should be after the two-page summary. The Oral Presentation will address the following Core Objectives: Communication Skills (CS2) and Communication Skills (CS3).

Extra credit opportunities may occasionally be offered at the discretion of the instructor.

Map Quizzes: There will be two map quizzes. One quiz will be over the location of the US states and the other quiz will be over the location of countries in the Middle and Far East. Both quizzes will be multiple choice and will be worth 10 points each.

Matching: There will be nine matching exercises.

Total points (excluding extra credit) for the semester will be a maximum of 1,069 points.

Course Grade Calculation

Course grades will be calculated as follows:

- 5 Identify @ 5 points each = 25 points
- 5 Video Quizzes @ 10 points each = 50 points
- 1 Social Responsibility Paper @ 50 points each = 50 points
- 1 Immigration Assignment @ 50 points = 50 points
- 1 Personal Responsibility Paper @ 20 points each = 20 points
- 5 Primary Documents @ 10 points each = 50 points
- 1 Oral Presentation @ 40 points each = 40 points
- 1 Visual Presentation (part of the oral presentation @20 points each = 20 points
- 9 Matching exercises for a total of 119 points
- 1 Syllabus Quiz = 25 points
- 1 US Map Quiz = 10 points
- 1 Map Quiz on Middle and Far East = 10 points
- 5 Assessment Quizzes @ 20 points each = 100 points
- 5 Tests @ 100 points each = 500 points

Total Points: 1,069 points

Course grades will be calculated as follows:

Identify - 25 points
Video Quizzes – 50 points
Social Responsibility Paper - 50 points
Immigration Assignment – 50 points
Personal Responsibility Paper – 20 points
Primary documents - 50 points
Oral Presentation – 40 points
Visual Presentation – 20 points
Syllabus Quiz - 25 points
US Map Quiz – 10 points
Middle and Far East Map Quiz – 10 points
Matching – 119 points
First Quiz – 20 points
Second Quiz – 20 points
Third Quiz – 20 points
Fourth Quiz – 20 points
Fifth Quiz – 20 points
First Test - 100 points
Second Test - 100 points
Third Test - 100 points
Fourth Test - 100 points
Fifth Test - 100 points

Total Points: 1,069

Grading Scale:

Below is a tentative grading scale. The instructor may add additional assignments which will change the point range and letter grades. If the instructor adds additional assignments, this grading scale will be adjusted accordingly. At the end of the semester, the instructor will add all points including any extra credit. The instructor will use this tentative scale below to determine the final letter course grade.

The numbers on the left represent the range of points needed for a particular course grade. For example, the minimum number of points for a course grade of a C would be 748.

| <u>Point Range</u> | <u>Letter Grade</u> |
|--------------------|--------------------------|
| 1,069 to 962 | A (90 to 100% average) |
| 961 to 855 | B (80 to 89% average) |
| 854 to 748 | C (70 to 79% average) |
| 747 to 641 | D (60 to 69% average) |
| 640 or below | F (59% or below average) |

Late Work and Make-up/Extra Credit: Late work (for grades) will not be accepted (which includes all assignments except major exams). All exams taken after the deadline will be subject to a 15 point penalty, and can only be taken with the approval of the instructor. One point may be subtracted for each minute a quiz or exam is submitted past the allotted time period. Extra credit may occasionally be available.

Attendance Policy: You must log in to this course at least **once** a week. Any student who does not log in once a week each week may have **ten points** deducted for that particular module. There are five modules in the course. Point deductions will be determined by the instructor. Students should spend at least three hours per week on this course to be successful. Some weeks may require more time than others.

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 Learner Outcomes: Upon successful completion of this course students will be able to demonstrate knowledge of:

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 1302-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 1302-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 1302-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.

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 civil 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.

Table Mapping SLO's, Core Objectives and Assignments

| Student Learner Outcome | Maps to Core Objective | Assessed via this Assignment |
|---|-------------------------------|-------------------------------------|
| 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, and 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 1301-related topic through written communication. | Communication Skills (CS1) | Paper |
| 5. Develop, interpret, and express ideas on a History 1301-related topic through oral communication. | Communication Skills (CS2) | Oral Presentation Assignment |
| 6. Develop, interpret, and express ideas on a History 1301-related topic through visual communication. | Communication Skills (CS3) | Oral Presentation Assignment |
| 7. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage | Social Responsibility (SR) | Paper |

| | | |
|---|------------------------------|-------|
| effectively in regional, national, and global communities. | | |
| 8. Evaluate choices and actions of others or one's own, and relate consequences to decision-making. | Personal Responsibility (PR) | Paper |

Withdrawal Policy: When a student wishes to withdraw from class after registration, he or she must complete the proper form for withdrawal in the Admissions and Records Office. A course withdrawal, which will be recorded on the transcript, is defined as an affected credit course not completed by an undergraduate student who drops after the census day but before “W” day, as indicated in the College Calendar, and a grade of “W” will appear on the student’s permanent record. See the current college catalog for more details. Withdrawing from the course to avoid receiving a failing grade for the course is the responsibility of the student. The last day to withdraw in the spring semester is April 26, 2021.

Technology Outage Policy: Occasionally the College may experience emergency technology outages. Should this occur during an exam or quiz, you will need to notify the instructor that you will need the exam or quiz to be reset. Students are responsible for completing all other course work such that due dates can be met. In case of an emergency technology outage that is campus-wide, students will have an opportunity to submit assignments as long as they were submitted within the newly designated due date that will be posted as an “Announcement.” In case of a personal technology issue or if you have questions about an assignment or need clarification of requirements, you are expected to contact the instructor. The College has a number of computer labs so that access to technology needed to complete assignments should not be an issue.

Netiquette: When communicating via the online mechanisms of this course it is important to remember that those communications are conducted in a public forum and should reflect a level of professionalism reflective of that forum. At a minimum such communications should be respectful of others and use appropriate writing mechanics (spelling, grammar, etc.).

Technology Requirement: (optional but strongly encouraged)

Mozilla Firefox is the recommended Blackboard browser

<http://www.mozilla.org/en-US/firefox/new/> and other software, required plug-ins or applications can be found at

[http://com.parature.com/ics/support/default.asp?deptID=15028&_referrer=.](http://com.parature.com/ics/support/default.asp?deptID=15028&_referrer=)

Students will need internet access for successful completion of this course.

College of the Mainland has a number of Computer Labs for students to access the internet.

Routine Blackboard Maintenance is scheduled periodically and is noted on Blackboard. If you have problems with Blackboard, do not send technical support questions to the instructor. See a support ticket to <http://de-support.com.edu/requests>. Student-related questions may be answered in the student handbook which may located at

https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2020-2021_v2.pdf.

Tips to be successful: (a) Make a copy of the course calendar found in the menu and in this syllabus. Use the calendar to know when assignments open and close. The calendar also has the location of where the assignment can be located. (b) do not wait until the day an assignment is due to start working on that assignment. (c) try to turn assignments in early. If you have an issue or problem (personal, technical) and wait until the day an assignment is due to turn it in, you will have no room to maneuver. A source to help students learn about blackboard-related questions and issues is <https://www.blackboard.com/student-resources.aspx>.

COM Policies

Early Alert Program: The Student Success Center

(<http://www.com.edu/counseling>) 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.

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the online Student Handbook.

https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2020-2021_v2.pdf.

Students are expected to be familiar with and abide by the Student Code of Conduct. Any violations of the Code of Conduct will result in a referral to the Dean of Students and may result in dismissal from this class.

Academic Dishonesty Policy: Any incident of academic policy will be dealt with in accordance with college policy and Student Handbook. Academic dishonesty – such as cheating on exams – is an extremely serious offense and will result in a grade of zero on the exam and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

Plagiarism Policy: 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.

Resources about avoiding plagiarism: Consider visiting COM’s Writing Center for guidance when preparing assignments. There are also some excellent websites that can help to avoid plagiarism, such as:

<https://owl.english.purdue.edu/owl/resource/589/01/>.

NOTE: If for any reason the college closes, continue to work on the assignments spelled out in your syllabus and/or refer to Blackboard for Emergency Closing Assignments and further instructions.

Tips for Campus/Classroom Safety:

Run, Hide, Fight *

<https://www.youtube.com/watch?v=5VcSwejU2D0>

Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi

<https://www.youtube.com/watch?v=r2tIeRUbRHw>

Surviving an Active Shooter Event - Civilian Response to Active Shooter

<https://www.youtube.com/watch?v=j0It68YxLQQ>

Make the Call *

<https://www.youtube.com/watch?v=AWaPp-8k2p0>

Concerns and 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 Mrs. Stacey Henderson, Department Chair, 409-933-8212, shenderson@com.edu.

Course Calendar – Also, course calendar is in Blackboard menu under Course Resources. Course calendar is below as well.

Assignments Open at 6:00 a.m. and close at 7:00 p.m.

The calendar below shows assignments that are in Blackboard for the semester. Assignments open in blue color and close in red color.

Assignments open at 6:00 a.m. and close at 7:00 p.m. 1302 IN Spring 2022

Assignments open at 6:00 am and close at 7:00 pm

January, 2022 – next page

| January 2022 | | | | | | |
|---|--|--|--|---|---|--|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| 16 | 17 Martin Luther King, Jr. Holiday | 18 Class begins Module 1 opens (located in Course Content, then Learning Module in course menu) Syllabus Quiz opens (located in Assessments in course menu) Personal Responsibility Assignment opens (located in Discussion Board located in course menu) | 19 Identify opens in Discussion Board | 20 Video 1 quiz opens (located in Assessments) Early historians matching quiz (opens in Assessments) | 21 US Map Quiz opens in Assessments Primary Document 1 opens (located in Content in menu, then Primary Documents and write a response in Journals) | 22 Oral and visual presentation opens (located in Discussion Board) not due until May 7 |
| 23 Social Responsibility Assignment opens in Assessments not due until March 12 | 24 | 25 | 26 Identify 1 closes in Discussion Board | 27 Early historians matching closes in Assessments | 28 Tech Survey opens in Assessments Syllabus Quiz closes (located in Assessments in course menu) | 29 Primary Document 1 closes (located in Content in menu, then Primary Documents and write response in Journals) |
| 30 Video 1 quiz closes in Assessments | 31 Personal Responsibility Assignment closes in Discussion Board | | | | | |

| February 2022 | | | | | | |
|--|--|---|--|--|--|---|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | 1 Quiz 1 opens in Assessments | 2 Presidential matching quiz opens in Assessments | 3 Gilded Age activity opens in Assessments | 4 Tech Survey closes in Assessments | 5 US Map Quiz closes in Assessments |
| 6 Exam 1 opens in Assessments | 7 Quiz 1 closes in Assessments | 8 | 9 Presidential matching quiz closes in Assessments | 10 | 11 Gilded Age activity closes in Assessments | 12 |
| 13 Exam 1 closes in Assessments | 14 | 15 Identify 2 opens in Discussion Board | 16 Primary Document 2 opens (located in Content in menu and write response in Journals) | 17 Video 2 quiz opens in Assessments | 18 | 19 Quiz 2 opens in Assessments |
| 20 Exam 2 opens in Assessments | 21 | 22 Identify 2 closes in Discussion Board | 23 Primary Document 2 closes (located in Content in menu and write response in Journals) | 24 Video 2 quiz closes in Assessments | 25 | 26 Quiz 2 closes in Assessments |
| 27 Exam 2 closes in Assessments | 28 | | | | | |

| March 2022 | | | | | | |
|--|---|---|---|--|---|--|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | 1 Module 3 opens (located in Course Content in menu, then Learning Modules) | 2 Identify 3 opens (located in Discussion Board) | 3 Primary Document 3 opens (located in Content in menu and write response in Journals) | 4 Video 3 quiz opens in Assessments | 5 |
| 6 | 7 | 8 | 9 Identify 3 closes (located in Discussion Board) | 10 Primary Document 3 closes (located in Content in menu and write response in Journals) | 11 Video 3 quiz closes in Assessments | 12 Social Responsibility Paper closes in Assessments |
| 13 Middle East/Far East Map quiz opens (map in Discussion Board, take quiz in Assessments) | 14 Spring break this week | 15 Quiz 3 opens in Assessments | 16 1920's matching quiz opens in Assessments | 17 Exam 3 opens in Assessments | 18 World War II matching quiz opens in Assessments | 19 |
| 20 | 21 Middle East/Far East Map quiz closes (map in Discussion Board, take quiz in Assessments) | 22 Quiz 3 closes in Assessments | 23 1920's matching quiz closes in Assessments | 24 | 25 World War II matching quiz closes in Assessments | 26 Exam 3 closes in Assessments; Module 3 closes |
| 27 Module 4 opens in Course Content, then Learning Modules in menu | 28 Identify 4 opens in Discussion Board | 29 Cold War matching quiz opens in Assessments | 30 | 31 | | |

| April 2022 | | | | | | |
|--|---|---|---|---|---|---|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| | | | | | 1 Primary Document 4 opens (located in Content in menu and write response in Journals) | 2 Civil Rights matching quiz opens in Assessments |
| 3 Video 4 quiz opens in Assessments | 4 | 5 Identify 4 closes in Discussion Board | 6 Cold War matching closes in Assessments | 7 | 8 Primary Document 4 closes (located in Content in menu and write response in Journals) | 9 Civil Rights matching quiz closes in Assessments |
| 10 Video 4 quiz closes in Assessments | 11 Vietnam War matching quiz opens in Assessments | 12 Quiz 4 opens in Assessments | 13 | 14 Exam 4 opens in Assessments | 15 | 16 |
| 17 Vietnam matching quiz closes in Assessments | 18 | 19 Quiz 4 closes in Assessments | 20 | 21 Immigration Assignment opens in Discussion Board | 22 Exam 4 closes in Assessments; Module 4 closes | 23 Module 5 opens (located in Course Content, then Learning Modules in course menu) |
| 24 | 25 Last day to drop this class | Identify 5 opens in Discussion Board | 27 Primary Document 5 opens (located in Content in menu and write response in Journals) | 28 Video 5 quiz opens in Assessments | 29 1970's and 1980's matching quiz opens in Assessments | 30 Identify 5 closes in Discussion Board |

| May 2022 | | | | | | |
|---|---|---|---|--|---|--|
| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
| 1 1990's to present matching quiz opens in Assessments | 2 Primary Document 5 closes (located in Content in menu and write response in Discussion Board) | 3 Quiz 5 opens in Assessments | 4 Immigration Assignment closes in Discussion Board | 5 Video 5 quiz closes in Assessments | 6 Exam 5 opens in Assessments | 7 1970's and 1980's matching quiz closes in Assessments Oral and visual presentation closes (located in Discussion Board) |
| 8 1990's to present matching quiz closes in Assessments | 9 | 10 Quiz 5 closes in Assessments | 11 Exam 5 closes in Assessments | 12 | 13 Last Day of Class | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |

Course Outline:**Module ONE**

Textbook: America's History, read: pp. 494 - 555.

- Read lecture notes in Blackboard (located in Course Content in menu, then Learning Modules), answer all quizzes, crossword puzzles, drag and drops, etc. in lecture notes (not for grade); read study guide; answer questions in test review.

Graded Work

Write Identify summary (5 points)

View video and take quiz (10 points).

Read primary document and write summary (10 points).

US Map Quiz (10 points)

Matching exercises – Early historian matching; Presidential matching and Gilded Age matching (total of 21 points)

Take 10-question quiz (20 points), then when ready, take the 50-question test (100 points).

In Module 1 there will be a syllabus quiz (25 points) and a Personal Responsibility Assignment (20 points).

Module TWO

Textbook: America's History, Module 2 read: pp. 556-681.

- Read lecture notes in Blackboard (located in Course Content in menu, then Learning Modules), answer all quizzes, crossword puzzles, drag and drops, etc. in lecture notes (not for grade); read study guide; answer questions in test review.

Graded Work

Write Identify summary (5 points)

View video and take quiz (10 points).

Read primary document and write summary (10 points).

Take 10-question quiz (20 points), then when ready, take the 50-question test (100 points).

Module THREE

- Textbook: America's History, read: pp. 682-777.
- Read lecture notes in Blackboard (located in Course Content in menu, then Learning Modules), answer all quizzes, crossword puzzles, drag and drops, etc. in lecture notes (not for grade); read study guide; answer questions in test review.

Graded Work

Write Identify summary (5 points)

Social Responsibility paper is due (50 points).

View video and take quiz (10 points).

Read primary document and write summary (10 points).

Far East/Middle East Map Quiz (10 points)

Matching exercises on 1920's and World War II (45 points)

Take 10-question quiz (20 points), then when ready, take the 50-question test (100 points).

Module FOUR

- Textbook: America's History, read: pp. 778-934.

- Read lecture notes in Blackboard (located in Course Content in menu, then Learning Modules), answer all quizzes, crossword puzzles, drag and drops, etc. in lecture notes (not for grade); read study guide; answer questions in test review.

Graded Work

Write Identify summary (5 points)

Oral Presentation (40 points)

Oral Presentation/Visual Summary (20 points)

View video and take quiz (10 points).

Read primary document and write summary (10 points).

Matching exercises on Cold War, Civil Rights, and Vietnam era (35 points)
Take 10-question quiz (20 points), then when ready, take the 50-question test (100 points).

Module FIVE

Textbook: America's History, read: pp. 934-1020.

- Read lecture notes in Blackboard (located in Course Content in menu, then Learning Modules), answer all quizzes, crossword puzzles, drag and drops, etc. in lecture notes (not for grade); read study guide; answer questions in test review.

Graded Work

Write Identify summary (5 points)

View video and take quiz (10 points).

Read primary document and write summary (10 points).

Immigration Assignment (50 points)

Matching exercise on 1970's and 1980s (15 points)

Matching exercise on 1990's through the present (7 points)

Take 10-question quiz (20 points), then when ready, take the 50-question test (100 points).

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_2020-2021_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.

https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2020-2021_v2.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. 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. Counseling services are available on campus in the student center for free and students can also email 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 is March 3rd for the 1st 8-week session, April 26 for the 16-week session, and May 5th.

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.

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. Students are required to watch a training video, complete the self-screening, and acknowledge the safety guidance at: www.com.edu/selfscreen. In addition, students, faculty, and staff must perform a self-screening prior to each campus visit. Finally, students, faculty, or staff who have had symptoms of COVID-19, received a positive test for COVID-19, or have had close contact with an individual infected with COVID-19 must complete the self-report tool.