



**HIST 1301 021IN
United States History I
Summer 2024**

Instructor Information: Tomas Garcia, M.A.

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Phone: 409-933-8521

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.

Office hours and location: Contact me to make an appointment for a virtual or in person meeting.

Required Textbook: <https://www.americanyawp.com/>

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 the 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.

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 in the content section. 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.

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; has at least one English-related error and is otherwise well written.

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

Video Summary: For each module or test period there will be one film to watch and summarize.

Students will write a one page summary of the film. The summaries will be worth 10 points each. The rubric for the film summary will be the same as the primary document summary.

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; has some misspellings and no grammatical errors and is well written.

Exceeds Expectations (10 points) - summary demonstrates an exceptional understanding of the topic; exceptionally well written.

Primary Documents: For each module students will read one primary document that will be available in Primary document section of each module. Students will answer specific questions related to these documents provided by the instructor. Each document assignment will be worth 10 points each (a total of 50 points for all five modules). The grading rubric is the same for the primary document assignment and the video assignment (see rubric above in video summary description).

Discussion Questions: For each module students will answer one of three discussion questions related to the topics of the module. Students will create a thread answering the question for 10 points (a total of 50 points for all five modules). The grading rubric is the same for the primary document assignment and the video assignment.

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 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: Students will write a historical paper on social responsibility which will be on **one** of the following topics. 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. Papers should be three pages in length. Students do not need to follow a particular style manual such as APA. Students should cite at least three sources. One of these sources should be from a historical journal. Sources should be cited at the end of the three-page paper.

(a) The first choice is to write a paper on the treatment of Native Americans (Indians) from the American Revolution to the 1830's. How did the U.S. government treat Native Americans? Who were some of the leading Native Americans and who were some of the important American officials?

(b) The second choice is to write about one of the reform movements prior to the Civil War and how reformers wanted Americans to respond to social problems in society. Who were the key men and women in these various reform movements and what were their views on social responsibility to alter society for the better? Choose one of the following reforms to discuss: education, prisons (Eastern State Prison philosophy versus Auburn Prison philosophy), insane asylums, excessive drinking (temperance), women's rights, and abolition or the end of slavery. What successes and failures did these reformers have? How did these movements impact the United States? What resistance existed to social change and why were there obstacles to social change?

Students may want to use a variety of sources including the textbook, other books in the library, videos, and sites on the internet. There are also magazine articles available online through the COM library. Ask a librarian for help. Remember to proof your work before you submit. Students will write a 3 page- paper (double-spaced, 14 point font) on one of the above-mentioned choices and will address social responsibility. Students are not required to use a style manual format or to use footnotes. Students should cite people and events in their paper to support their arguments. This paper is worth 50 points.

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.

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 Module Four under Speech-related Links, then Speech Topics by Exam Period. If students want to select another topic other than those listed in Speech Related Links tab permission of the instructor is required. More detail about this requirement is located in Speech Related Links tab. No audience will be needed for the presentation. 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).

Map Quizzes: There will be three map quizzes. One quiz will be over the location of the original 13 colonies and another quiz will be over the location of some of the countries in Europe. A third map quiz will be over Central and South American countries. All quizzes will be multiple choice.

Matching: There will be nine matching exercises.

YES/NO Response: There will be one Yes/No response quiz.

Extra Credit

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

Total points (excluding extra credit) for the semester will be a maximum of **1,055 points**.

Course Grade Calculation

Course grades will be calculated as follows:

5 Identify @ 5 points each = 25 points

5 Video Summaries @ 10 points each = 50 points

5 Discussion Questions @ 10 points each = 50 points

1 Social Responsibility Paper @ 50 points each = 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
- 1 Syllabus Quiz = 25 points
- 1 Europe Map Quiz = 16 points
- 1 Central and South American Map Quiz = 6 points
- 1 Yes/No response Quiz = 10 points
- 9 Matching Quizzes = 83 points
- 5 Assessment Quizzes @ 20 points each = 100 points
- 5 Tests @ 100 points each = 500 points
- Total Points: **1,055 points**

Grading Scale:

At the end of the semester, the instructor will add all points including any extra credit. The instructor will use the 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 754.

<u>Point Range</u>	<u>Letter Grade</u>
1055 - 954	A (90 to 100% average)
953 - 854	B (80 to 89% average)
853 - 754	C (70 to 79% average)
753 - 653	D (60 to 69% average)
652 or below	F (59% or below average)

Make-Up Policy:

Late work will not be accepted. Extra credit will be available to make up any lost points.

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. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS)

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

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.

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)	Research Paper
2. Analyze and interpret primary and secondary sources.	Critical Thinking Skills (CT)	Primary Source Papers
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, Exams, Discussions
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	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 effectively in regional, national, and global communities.	Social Responsibility (SR)	Research Paper

8. Evaluate choices and actions of others or one's own, and relate consequences to decision-making.	Personal Responsibility (PR)	Personal Responsibility Paper
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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 or Plagiarism is an extremely serious offense and will result in a grade of zero on that assignment and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

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 Shinya Wakao, at 409-933-8107.

HIST 1301 Course assignments open at 6:00am and close at 11:30pm.

Module ONE: Opens: 7/8/2024- Closes: 7/14/2024

- Textbook: <https://www.americanyawp.com/> read: CH: 1, 2, 3
- Read lecture notes in Course Content; read study guide; answer questions in test review.

Graded Work

- Matching quiz on historians (4 points)
- Answer identify term/individual (5 points).
- View video and write video summary (10 points).
- Read primary document and write summary (10 points).
- Answer Discussion Question (10 points)
- 13 colony map quiz (10 points)
- Europe map quiz (16 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 Opens: 7/12/2024- Closes: 7/21/2024

- Textbook: <https://www.americanyawp.com/> read: CH: 4, 5, 6
- Read lecture notes in Course Content; read study guide; answer questions in test review.

Graded Work

- Answer identify term/individual (5 points).
- View video and write video summary (10 points).
- Read primary document and write summary (10 points).
- Answer Discussion Question (10 points)
- American Revolution Battles fill in the blanks (8 points)
- Articles and Constitution matching (10 points)

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

Module THREE Opens: 7/19/2024- Closes: 7/28/2024

- Textbook: <https://www.americanyawp.com/> read: CH: 7, 8, 9
- Read lecture notes in Course Content; read study guide; answer questions in test review.

Graded Work

- Answer identify term/individual (5 points).
- View video and write video summary (10 points).
- Read primary document and write summary (10 points).
- Answer Discussion Question (10 points)
- Supreme Court matching (5 points)
- War of 1812 matching (10 points)
- Central and South American map quiz (6 points)
- Social Responsibility Paper (50 points)
- Take 10-question quiz (20 points), then when ready, take the 50-question test (100 points).

Module FOUR Opens: 7/26/2024- Closes: 8/4/2024

- Textbook: <https://www.americanyawp.com/> read: CH: 10,11, 12
- Read lecture notes in Course Content; read study guide; answer questions in test review.

Graded Work

- Answer identify term/individual (5 points).
- View video and write video summary (10 points).
- Read primary document and write summary (10 points).
- Answer Discussion Question (10 points)
- Reformers matching (10 points)
- Oral Presentation (40 points)
- Oral Presentation/Visual Summary (20 points)
- Take 10-question quiz (20 points), then when ready, take the 50-question test (100 points).

Module FIVE Opens: 8/2/2024- Closes: 8/9/2024

- Textbook: <https://www.americanyawp.com/> read: CH: 13, 14, 15
- Read lecture notes in Course Content; read study guide; answer questions in test review.

Graded Work

- Answer identify term/individual (5 points).
- View video and write video summary (10 points).
- Read primary document and write summary (10 points)
- Answer Discussion Question (10 points)
- Causes of the Civil War matching (15 points)
- Civil War matching (10 points)

- Reconstruction (11 points)
- Civil War states Yes/No quiz (10)
- Take 10-question quiz (20 points), then when ready, take the 50-question test (100 points).

Success Tips for Students

(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.

Technology Outage Policy: Occasionally COM 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.”

Last day of class D2L outage: *If an outage takes place in the last hours on the final day of class, there will be no make-up assignments, and the accumulative points will determine the final grade.*

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.

NOTE: If for any reason the college closes, continue to work on the assignments spelled out in your syllabus and/or refer to D2L for Emergency Closing Assignments and further instructions.

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.). For more information, go to: <http://studygs.net/netiquette.htm>.

Technology Requirement: (optional but strongly encouraged)

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 D2L Maintenance is scheduled periodically and is noted on the D2L landing page. If you have problems with D2L, 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 <http://www.com.edu/student-services/student-handbook>.

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 2023-2024 v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_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 5-week session is July 1. The last date to withdraw from the 10-week session is July 30. The last date to withdraw for the 2nd 5-week session is August 2.

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.