



HIST 1301.050IN
United States History I
Spring mini 2023

Instructor Information:

Instructor: Patricia Ovesny MA. povesny@com.edu, 409-933-8304

Office: Learning Resource Center, Suite A, LRC-222

Office Hours: Online, email me at povesny@com.edu

Textbook: Edwards, Hunderaker, et al, *America's History Concise Edition*, 9th Edition. Reading assignments are listed on the last page of the syllabus. Material drawn from the textbook will account for 10 – 20% of each exam. Book may include the electronic key to access online material.

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 Information:

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 Grade:

Course Work Requirements: This is a course that requires the student to read lecture notes on D2L. 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 the class. In addition to reading the lectures, students are expected to read the textbook.

Exams: There will be **four exams** during the semester with a value of **100** points each. Exams will be online through D2L for 70 points and an essay turned in online for 30 points. Exam material will be drawn from both lectures and assigned readings. Students should pay particular

attention to terms in the study guides, which will be distributed prior to each exam. Each exam will consist of multiple-choice questions, short answer, map questions as well as a take home essay question. **There will be NO makeup tests given. If you miss a test your lowest test score for the semester will count twice. If you miss more than one test the other will be a 0. Exams address the following Core Objective: Critical Thinking.**

Assessment Quizzes: In addition to the four exams, there will be at least seven pop quizzes during the semester. Quizzes will be posted on BB. The lowest **two** quiz scores will be dropped. Quizzes will be given in order to identify at-risk students. Once at-risk students are identified, a plan will be developed in conjunction with the student with the goal of improving their performance in the class. Quizzes will count for a total of 100 points. **Quizzes cannot be made up. Quizzes address the following Core Objective: Critical Thinking.**

Discussion Posts: Each week you will be responsible for reading primary documents and posting comments on the discussion boards on D2L. These discussions will address the readings and will incorporate reading and class discussion. Each week there will be a different question posted that you will need to respond to. This will account for 100 points or 10% of your total grade. You will be given a packet of primary documents on the first day of class, these will be uploaded to BB. These are the documents that you need for the discussion posts. You will read the documents for that discussion and post a comment (needs to be about a paragraph) on the documents, what did the document say, what was its purpose and how did it fit into our class discussions.

Here is a link to a source for generally accepted network etiquette. Please review this material, be familiar with the core principles of netiquette and please follow these guidelines during the term of this course:

- [Netiquette: Etiquette for Communicating Online](#) - Howard Community College Netiquette Statement.
- [Netiquette: Ground Rules for Online Discussions](#) - The Institute for Learning and Teaching at Colorado State University
- Two-minute video about [Discussion Board Netiquette](#)
- Virginia Shea's [Netiquette Home Page](#)
- [The Core Rules of Netiquette](#) by Virginia Shea (an excerpt from *Netiquette*)
- [The Net: User Guidelines and Netiquette](#) by Professor Rinaldi, Florida Atlantic University

Research Paper Assignment: Each student will be responsible for a 3-5 page typed double spaced, 12 font Times New Roman, cited paper over a historical topic that we cover. You must use at least one primary document, one scholarly article, one book, and one scholarly internet site. You may pick your own topic but it must be approved by the instructor. **See syllabus for due date.** No late papers will be accepted. Make sure you turn in paper on time! The research paper will count for 10% of your grade. See class outline for when specific parts of the paper are due. **The Paper Assignment will also address the following Core Objectives: Critical Thinking Skills, Communication Skills (CS1)**

The Research Paper Assignment will be graded using the following formula:

Analyze and interpret primary and secondary sources - 25 points

Create an argument through the use of historical evidence	- 25 points
Effective use of Critical Thinking Skills	- 25 points
Effective use of Communication Skills (written)	- 25 points
	100 points

No late papers will be accepted, NO EXCEPTIONS. The research paper assignment is worth 100 points. This is a high value assignment. Failure to turn this assignment will adversely affect your final course grade. **See Calendar for due date.**

Oral Presentation Assignment: As part of the Quality Enhancement Plan (QEP) this course has an oral communication assignment. Each student will present a 5 minute presentation of their research topic to the class. Each student will be graded on content, research, and presentation. The oral presentation will count for 10% of your grade. **The Oral Presentation will address the following Core Objectives: Communication Skills (CS2) and Communication Skills (CS3). You must also create a “movie” poster for your topic to compliment your presentation. This must use visual imagery and be limited to 5 words. See Calendar for due date.**

The presentation is worth 100 points and will be graded according to the following formula:

Verbal Communication	- 25 points
Nonverbal Communication	- 25 points
Content	- 25 points
Poster (visual Communication)-	<u>25 points</u>
	100 points

Responsibility Paper: Students will pick one of the following topics and write a 2 page about the topic, the student **MUST** include a section in their paper discussing the social and personal responsibility (using the definition of page two of the syllabus) of the individuals involved. Topics include the treatment of Native Americans by the Spanish and English explorers, the reform movements of the early 19th Century, the abolitionist movement, or the women’s rights movement. **No late papers will be accepted. See Calendar for due date.**

The Paper Assignment will be graded using the following formula:

Effective use of Critical Thinking Skills	- 25 points
Effective use of Communication Skills (written)	- 25 points
Analysis of the Social Responsibility component of the topic	- 25 points
Analysis of the Personal Responsibility component the topic	- 25 points
	100 points

Movie Critique: Movies will be accessed through the Com Library site, go to Swank Films and choose film appropriate for our class. After watching the movie, you will write a 2 page typed paper to the movie/documentary. You will address the question of how this movie/documentary fit

into the class discussions we were having. Is this an accurate representation of what we have been studying? **See Calendar for due date.**

Extra Credit: Films on U.S. History are available in the library. To earn extra credit all you have to do is select a film, watch it, and write a one to two page typed response to the film. You will receive up to five extra credit points for each summary turned in. Note: Quality responses will earn you five extra points; summaries that are not well done will earn less credit, so don't turn in sloppy work and expect to earn extra credit. I do not want just a summary but what you thought about the film in the context of what we have discussed in class. You can earn a total of 30 points extra credit.

Other extra credit may be given throughout the semester. These may be an extra credit question on a test or other out of class assignments.

Emergency Closure Assignment: In case of an emergency closure of the school it may be necessary for assignments to be posted on D2L. Also, if class is unable to meet for various reasons assignments may be posted on D2L. Always check announcements on D2L for more information if this becomes necessary.

Total points for the semester will be **1000 points.**

Course grades will be calculated as follows:

Assessment Quizzes	- 100 points
Responsibility Paper	- 100 points
Research Paper	- 100 points
Presentation/ Poster	- 100 points
Discussion Posts	-100 points
Movie Critique	-100 points
First Exam M/C	- 70 points
First Exam Essay	-30 points
Second Exam M/C	- 70 points
Second Exam Essay	-30 points
Third Exam	- 70 points
Third Exam Essay	-30 points
Final Exam M/C	- <u>70 points</u>
Final Exam Essay	-30 points

Total Points **1000 points**

Grade Scale:

1000-900 = A (90 – 100% average)

899-800 = B (80 -89% average)

799-700 = C (70 – 79% average)

699-600 = D (60 – 69% average)

599 or below = F (59% or below)

Make-Up Policy: There will be NO makeup tests or quizzes given. If you miss a test your lowest test score for the semester will count twice. If you miss more than one test the other will be a 0. Quizzes cannot be made up.

Course Outline: Subject to change

History 1301

United States History I

May 15	Introduction Syllabus Quiz, Introduction discussion post. Colonization (Chapter 1-2) Guided questions 1
May 16	Read chapter 1-2 in textbook, Read Columbus and Cortes document, Discussion post due regarding primary documents. North America struggle (Chapter 3)/ British Empire (Chapter 4)
May 17	Research Topic Due Review 1st Great Awakening, Discussion posts on Bacons Manifesto and Trial of Anne Hutchison. Guided question set 2, matching quiz
May 18	Rebellion (Chapter 5-6) Research your groups role in Revolution, Post discussion on “Sinners in the Hands of an Angry God” and Give Me Liberty or Give me Death” Revolution/ matching quiz
May 19	Post discussion on your side of War and discussion post on Declaration of Independence/ Exam
May 22	Early Government (chapter 6) Read Constitution and do Constitution Quiz,
May 23	Jefferson Politics (Chapter 7)

Read and post on Washington's Farwell Address and Alien and Sedition acts.
Responsibility Paper Due

May 24 Industrial Revolution, post discussion on Questions from 256-257 from textbook. Guided questions
Slavery (Chapter 8)
Read and post discussion on Fugitive Slave Law and Olaudah Equiano **Exam**

May 25 Jacksonian Politics (Chapter 9)
Read Bank War statements and post discussion.
Reform movements (Chapter 10)

May 26 Read and post discussion on Declaration of Sentiments and Rights, study all reform movements /**Research Paper Due**

May 29 Manifest Destiny (Chapter 11) Guided questions
Read and post discussion on Annexation of Texas and California Gold Rush
Primary documents. /**Exam**

May 30 Sectional Crisis (Chapter 12)
Read and post discussion on Compromise of 1850
Movie Critique Due

May 31 Civil War (Chapter 13)
Post discussion on Emancipation Proclamation and Gettysburg Address

June 1 Reconstruction (Chapter 14) Post discussion on Mississippi Black codes.
Presentations
Final Due

United States History I
Reading Assignments:

Chapters 1-6

First Exam

Chapters 6-9

Second Exam

Chapters 10-12

Third Exam

Chapters 12-14

Final Exam

Withdrawal Policy: It is the student's responsibility to acquire and complete the drop form when the student ceases to attend the class. Any student who ceases to attend the class and fails to withdraw will receive a grade of "F" for the course. The instructor also reserves the right to withdraw any student due to insufficient academic progress in the class.

Student Success Tips:

Tips for success:

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

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. [Student Handbook 2022-2023 v4.pdf \(com.edu\)](#). Directions for filing an appeal can be found in the student handbook. *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

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 at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Early Warning Program: The Counseling Center at College of the Mainland has implemented an Early Warning Program. 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 Warning Program you will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

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

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

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

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

Concerns/Questions Statement: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Department Chair, Stacey Henderson at 409-933-8212.

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

1. Create an argument through the use of historical evidence. This course-level outcome maps to the Critical Thinking Skills Core Objective.
2. Analyze and interpret primary and secondary sources. This course-level outcome maps to the Critical Thinking Skills Core Objective.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history. This course-level outcome maps to the Critical Thinking Skills, Social Responsibility, and Personal Responsibility Core Objectives.

4. Develop, interpret, and express ideas on a History 1301-related topic through written communication. This course-level outcome maps to the Communication Skills Core Objective.
5. Develop, interpret, and express ideas on a History 1301-related topic through oral communication. This course-level outcome maps to the Communication Skills Core Objective.
6. Develop, interpret, and express ideas on a History 1301-related topic through visual communication. This course-level outcome maps to the Communication Skills Core Objective.
7. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
8. Evaluate choices and actions of others or one's own, and relate consequences to decision-making.

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

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

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