



## **History 1301.012IN United States History I Summer I 2024**

**Instructor Information:** Dr. Steven L. Sewell [ssewell@com.edu](mailto:ssewell@com.edu) 409-933-8117

**Class Days and Time:** Online Class

**Student hours and location:** MTWTH 12:30-2:30 p.m. and by appointment (These are virtual student hours)

**Required Open Educational Resource (OER) Textbook:** *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol 1: To 1877*. This is a free open-source textbook, a link to the textbook is built into the class shell and is easily accessible online at [www.AmericaYawp.com](http://www.AmericaYawp.com). Reading assignments are listed on page 10 of the syllabus. Material drawn from the textbook will account for 10% of each exam.

**Course Description:** A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

**Determination of Course Grade:**

**Exams:** There will be **five exams** during the semester with a value of **100** points each. Exams are in the “Assessments” section of the course. Exam material will be drawn from both lectures and assigned readings. Students should pay attention to terms in the study guides, which are available inside each module. Each exam will consist of **fifty** multiple-choice questions. Each question is worth **two** points. **Makeup tests are given only in extraordinary circumstances and only with the approval of the instructor. All makeup exams will have an automatic ten-point penalty. There are no retakes on exams.**

**Quizzes:** In addition to the five exams, there are **twenty-five** lecture quizzes. Quizzes are in the “Assessments” section of the course. These quizzes consist of two multiple-choice questions on two main points made in each lecture. Each quiz is worth **ten** points, with each question worth five points. Accordingly, quiz grades will count for a total of 250 points toward the overall course grade. **Quizzes not taken by the module deadline will recorded as zeros and cannot be made**

**up.** Do not confuse credit quizzes with the practice quizzes at the end of each lecture. **The practice quizzes at the end of each lecture are not graded and do not count toward your grade.** The quizzes in the assessments section of the course count toward your grade. **There are no retakes on quizzes.**

**Textbook Chapter Discussions:** There are **four** textbook chapter discussions. There is a textbook chapter discussion in Modules 1-4. **There is no textbook chapter discussion for Module Five.** The discussion questions are available in D2L Brightspace at the beginning of each module. After reading the textbook chapter, you will upload a minimum 200-word discussion to the course's D2L Brightspace shell responding to the discussion question. You can turn in the discussion at any time, but it must be turned in on or before that module's deadline. See the course outline section of the course for chapter discussion deadlines. Each discussion posting is worth **25 points.** **Chapter discussions will not be accepted past the exam deadline and will be recorded as zeros in the grade book.**

**Discussion postings will be evaluated using the following rubric.**

23-25 points: Contains all required elements  
20-22 points: Contains most required elements  
17-19 points: Missing some required elements  
15-16 points: Missing most required elements  
14 or less points: Missing all required elements

**Oral Presentation Assignment:** One of the key core objectives you will develop in college are oral communication skills. To help you develop this skill, this course has an oral communication assignment. The Oral Communication Assignment can be found in the "Assignments" section of the course. You will select any topic from the time period covered in this course and make a five-minute oral presentation on the topic. Students will record their oral presentation on either their cellphone or their computer and then upload the presentation to Brightspace or upload the presentation to YouTube and upload the link to Brightspace. **The deadline for the Oral Communication assignment is 11:59 p.m. Saturday, June 15.**

The oral presentation assignment is worth **50 points** and will be graded according to the following formula:

Verbal Communication	- 10 points
Nonverbal Communication	- 10 points
Content	- 15 points
Organization	- <u>15 points</u>
	50 points

**Primary Source Assignment:** In addition to exams and quizzes, students will complete a primary source assignment on the “Angelina Grimke-Weld speech at Pennsylvania Hall,” which can be found in the “Assignments” section of the course. **Submissions of the primary source assignment will not be accepted past the Module Three deadline and will be recorded as a zero. The deadline for uploading the Primary Source assignment to Brightspace is 11:59 p.m., Saturday, June 22.**

**Each assignment will be evaluated using the following rubric:**

Contains all required elements: 45-50 points

Contains most required elements: 40-44 points

Missing some required elements: 35-39 points

Missing most required elements: 30-34 points

Missing all the required elements: 29 or less points

**Paper Assignment:** The Paper Assignment can be found in the “Assignments” section of the course. The paper assignment has several objectives that include (1) the student will analyze and interpret primary and secondary sources, (2) create an argument using historical evidence in a **two-page paper** (double-spaced, 12-point font, Times New Roman), (3) use at least one primary source and two secondary sources and finally, (4) the paper assignment will address the following Core Objectives: Critical Thinking Skills, Communication Skills, Social Responsibility, and Personal Responsibility. Additional details on this assignment are available in Brightspace.

In addition to analyzing and interpreting primary and secondary sources and constructing an argument using historical evidence found in your research, you also **MUST** include a section in your paper discussing the social and personal responsibility (using the definition on page 7 of the syllabus) of the individual assigned in the assignment. You must discuss these individuals and the issues they were involved in using your critical thinking skills and effectively communicate the personal responsibility and social responsibility of your subject.

**The deadline for uploading the paper assignment to Brightspace is 11:59 p.m. on Saturday, June 29. No late papers will be accepted, NO EXCEPTIONS.** The paper assignment is worth 50 points. This is a high value assignment. Failure to turn this assignment will adversely affect your final course grade.

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

Analyze and interpret primary and secondary sources	- 15 points
Create an argument using historical evidence	- 15 points
Effective use of Critical Thinking Skills	- 5 points

Effective use of Communication Skills (written)	- 5 points
Analysis of the Social Responsibility component of the topic	- 5 points
Analysis of the Personal Responsibility component the topic	- <u>5 points</u>
	50 points

**Paper Assignments Topics:**

**You may choose one of the following topics:**

**Arts and Humanities:** Discuss John Brown. Discuss his actions in Kansas and at Harper’s Ferry. Include a section on the social and personal responsibility of his actions.

**Business and Industry:** Discuss Eli Whitney. Discuss his invention of the cotton gin. Include a section on Whitney’s social and personal responsibility, especially the consequences of his invention of the cotton gin.

**Health, Human and Consumer Science, and Public Safety:** Discuss Clara Barton. Discuss Barton’s most significant accomplishments. Include a section on the social and personal responsibility of Barton.

**STEM:** Discuss Samuel Morse. Discuss his contributions toward the development of the telegraph. Also, include a section on his social and personal responsibility, particularly his views on slavery and immigrants.

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

Analyze and interpret primary and secondary sources	- 15 points
Create an argument using historical evidence	- 15 points
Effective use of Critical Thinking Skills	- 5 points
Effective use of Communication Skills (written)	- 5 points
Analysis of the Social Responsibility component of the topic	- 5 points
Analysis of the Personal Responsibility component the topic	- <u>5 points</u>
	50 points

## **How the final course grade will be calculated:**

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

**Course grades** will be calculated as follows:

	Points
Lecture Unit Quizzes 25 @ 10 points	250
Textbook Chapter Discussions 4 @ 25 points	100
Oral Communication Assignment	50
Primary Source Assignment	50
Paper Assignment	50
Module One Exam	100
Module Two Exam	100
Module Three Exam	100
Module Four Exam	100
Module Five Exam	100
<b>Total</b>	<b>1000</b>

### **Grade Scale:**

900-1000 = A (90 - 100% average)

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

700-799 = C (70 - 79% average)

600-699 = D (60 - 69% average)

599 or below = F (59% or below)

### **Late Work, Make-Up, and Extra Credit Policy:**

**Late Work:** Late work will not be accepted. Deadlines for quizzes, exams, and other assignments are stated in the syllabus. Deadlines are known well in advance; therefore, no late work will be accepted.

**Make-Up:** Make-Up work is allowed under extraordinary circumstances and must be approved by the instructor. All work can be submitted only once. No “redoos” on quizzes and exams.

**Extra Credit:** To earn extra credit, select a film from the list below. After you watch the film and write a two-page typed summary of the film, answering the questions listed below. You will receive **ten extra credit points** for each summary turned in.

### **Film List:**

The Last of the Mohicans

The Patriot

The Revenant

Jeremiah Johnson

Lincoln

Little Women

Amistad

Twelve Years a Slave

Glory

Gone with the Wind

Film review questions:

- What did you enjoy most about the film?
- What did you enjoy least about the film?
- Was there a message or moral to the story?
- Can the message or moral be applied to life?
- Did the story engage your emotions? How did the story leave you feeling?

**Note:** Quality summaries will earn you ten extra points; summaries that are not well done will earn less credit, so don't turn in sloppy work and expect to earn a full ten points extra credit. Summaries must be turned in by the Module Five deadline. Summaries **will not** be accepted after that date.

Another way to earn extra credit is to select a book from the library. Any topic covered in United States history to 1877 is acceptable, but the instructor **must** approve it. After you read the book and write a two-page typed summary of the book, you will receive up to **ten extra credit points**, depending on the quality of the work submitted.

Other extra credit may be offered from time to time at the discretion of the instructor.

**Maximum extra credit is thirty points.**

**Attendance Policy:** Attendance is crucial to success in any class. There is a clear and direct correlation between attendance and success in the classroom. Attendance will be taken at the beginning of every class.

**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:

1. Create an argument using 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. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
7. 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.

### Course Learner Outcomes

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 Assignment
2. Analyze and interpret primary and secondary sources.	Critical Thinking Skills (CT)	Paper Assignment
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.	Critical Thinking Skills (CT)	Exams

4. Develop, interpret, and express ideas on a History 1301-related topic through written communication.	Communication Skills (CS)	Paper Assignment
5. Develop, interpret, and express ideas on a History 1301-related topic through oral communication.	Communication Skills (CS)	Oral Communication Assignment
6. 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 Assignment
7. Evaluate choices and actions of others or one's own and relate consequences to decision-making.	Personal Responsibility (PR)	Paper Assignment

**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 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 appropriate discipline action.

**Use of Artificial Intelligence (AI):** Any assignment containing material generated by Artificial Intelligence (AI) will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for appropriate discipline action.

**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, Dr. Shinya Wakao at 409-933-8212.



**Student Rights:** Students taking this class have rights, but also responsibilities. One student right is the expectation that this course be taught within the parameters specified within this syllabus. While the instructor reserves the right to alter the course, no material or assignment will be added without proper notification and advance warning.

## **HISTORY 1301 COURSE OUTLINE**

### **Module One**

Unit I - The Colonial Era  
Unit II - Resistance and Rebellion  
Unit III - The American Revolution  
Unit IV - Confederation and the Constitution  
Unit V - The Federalist Era

### **Module One Exam**

### **Module Two**

Unit I - The Jefferson Administration  
Unit II - The United States and the Napoleonic Wars  
Unit III - The Era of Good Feelings  
Unit IV - The Jacksonian Era (Part I)  
Unit V - The Jacksonian Era (Part II)

### **Module Two Exam**

### **Module Three**

Unit I - Transportation Revolution  
Unit II - Early 19<sup>th</sup> Century Economic Development  
Unit III - Second Great Awakening  
Unit IV - 19<sup>th</sup> Century Reform Movements  
Unit V - Abolitionism

### **Module Three Exam**

### **Module Four**

Unit I - The Women's Sphere  
Unit II - Black Americans: Slave and Free  
Unit III - Westward Expansion  
Unit IV - 1840s: Manifest Destiny and National Expansion (Part I)  
Unit V - 1840s: Manifest Destiny and National Expansion (Part II)

### **Module Four Exam**

### **Module Five**

Unit I - 1850s: Sections and Sectionalism  
Unit II - 1850s: Sections and Sectionalism  
Unit III - The Civil War  
Unit IV - The Civil War  
Unit V - Reconstruction

### **Module Five Exam**

**History 1301 Online Schedule:**

**Getting Started Assignment**

**Start – Monday, June 3, 12:01 a.m.**

**End – Saturday, June 8, 11:59 p.m.**

**Module One**

**Start – Monday, June 3, 12:01 a.m.**

**End – Saturday, June 8, 11:59 p.m.**

**Module Two**

**Start – Sunday, June 9, 12:01 a.m.**

**End – Saturday, June 15, 11:59 p.m.**

**Module Three**

**Start – Sunday, June 16, 12:01 a.m.**

**End – Saturday, June 22, 11:59 p.m.**

**Module Four**

**Start – Sunday, June 23, 12:01 a.m.**

**End – Saturday, June 29, 11:59 p.m.**

**Module Five**

**Start – Sunday, June 30, 12:01 a.m.**

**End – Saturday, July 4, 11:59 p.m.**

**\*\*\*\*\*Note that Module Five ends on a Thursday, not the usual Saturday\*\*\*\*\***

## **Important Deadlines**

### **Oral Communication Assignment**

**Deadline – June 15, 11:59 p.m.**

### **Primary Source Assignment**

**Deadline – June 22, 11:59 p.m.**

### **Paper Assignment**

**Deadline – June 29, 11:59 p.m.**

## **History 1301**

### **United States History I**

#### **Reading Assignments:**

**Module One Exam** – Chapters 3, 4, 5, 6

**Module Two Exam** - Chapters 7, 9

**Module Three Exam** - Chapters 8, 10

**Module Four Exam** - Chapters 11, 12

**Module Five Exam** - Chapter 13, 14, 15

**Note: 10% of each exam will come from the textbook readings.**

#### **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>

**Tips for success (Not all applicable for an online class):**

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 lecture notes, flashcards, study groups, etc.).**
  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.**
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## **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 [Student Handbook 2022-2023 v4.pdf \(com.edu\)](#). *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](mailto: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 Summer I semester is July 1.

**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](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto: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.