



History 1301 – 013IN

United States History I

Fall Semester 2021

Instructor Information

Name: Dr. Gary Wilson

e-mail: gwilson@com.edu

Student Hours and Location:

Location: Online class; I will be in my home office Monday from 8:00 am until 9:00 am and Thursday from 4:00 pm to 5:00 pm. I will be available to communicate by email during these hours. I also check my email regularly during the day and evening and will communicate with students as soon as I can. If you have tried to reach me by email and have not received a reply within two days, you can call the administrative assistant of the Social and Behavioral Sciences. Her name is Kerry Kloesel at 409-933-8212.

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.

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

Course Description: History 1301 is 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. **All assignments in Blackboard open at 6:00 am and close at 7:00 pm.**

Course requirements: (including description of any special projects or assignments).

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. **Students are required to use Respondus Lockdown Browser for taking tests and quizzes.** The Lockdown Browser is not required for the Syllabus Quiz or the Technology Survey. **This browser can be downloaded from the Blackboard Announcements page.** This tool makes it more difficult to cheat on exams. Later this semester, the instructor does not require students to use a monitor (camera) while taking exams and quizzes.

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 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:

The following is a grading rubric for writing the Identifies:

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 few English-related errors 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 and write a summary of that document. Each document assignment will be worth 10 points each (a total of 50 points for all five modules). Assignments can be submitted as an attachment or copied and pasted.

The following is a grading rubric for writing the primary document 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.

Personal Responsibility Assignment: Students will read a true story called “The Late Paper”. 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 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 three different references. At least one reference should be from a journal or magazine. Use journal articles from **Academic Search Complete and/or American History Online**. These sources are found in the COM library and are available online. Ask a librarian for help. You do not need to use a particular style manual (i.e., APA, MLA, etc.). There are thousands of journal articles through the COM library - <http://libguides.com.edu/> using Academic Search Complete. 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 me 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.

Students have choices for their report. Students will write about **one** of the reform movements **prior** to the Civil War (abolition, women's rights, temperance, education, treatment of the insane and development of asylums, and lastly, the creation of penitentiaries in the U.S.). Students should not include information on these topics after 1861. Who were the key men and women in the reform movement and what were their views on social responsibility to alter society for the better? What successes and failures did these reformers have? How did the reform movement you select impact the United States? What resistance existed to the reform movement you select and why were there obstacles to social change? Use people and historical events/acts to strengthen your paper. **Several points will be deducted if papers do not mention people and events.** Students may use the textbook, other books in the library, videos, and sites on the internet. Remember to proof your work before submitting. You should mention the words "social responsibility" at least once during your report.

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 worth 40 points. All history classes at College of the Mainland have a speech requirement. Students may select a person or event studied this semester for a speech topic. Additional information about this requirement is in Blackboard (go to Content in the menu, then click **Speech-**

related links and read the 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 at the end of the written summary of the speech must be at least two pictures related to the speech topic. The pictures will be after the two-page summary. The Oral Presentation will address the following Core Objectives: Communication Skills (CS2) and Communication Skills (CS3).

Class Discussion/Interaction - Reparations: In this assignment each student will use the Discussion Board to give three reasons why the U.S. government should and should not pay reparations to African Americans. Read the instructions in the Discussion Board for further details. 50 points

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

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.

Reconstruction Assignment: Students will cite six individuals and write about how they contributed to successes of African Americans during Reconstruction. Students will also be asked to cite six events/acts that contributed to the successes of African Americans during Reconstruction.

Matching: There will be nine matching quizzes.

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

Total points (excluding extra credit) for the semester will be a maximum of 1,103 **points.**

Course Grade Calculation – Below is a tentative list of assignments and point value. **Additional assignments may be added at the discretion of the instructor.**

Course grades will be calculated as follows:

- 5 Video quizzes @ 10 points each = 50 points
- 5 Identify responses @ 5 points each = 25 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
- 13 colony map Quiz = 10 points
- 1 Europe Map Quiz = 16 points
- 1 Central and South American Map Quiz = 6 points
- 1 Yes/No response Quiz = 10 points
- 1 Reparation Discussion = 50 points
- 1 Reconstruction Assignment = 48 points
- 9 Matching Quizzes = 83 points
- 5 Assessment Quizzes @ 20 points each = 100 points
- 5 Tests @ 100 points each = 500 points

Total Points: 1,103 points

Course grades will be calculated as follows:

- Video Quizzes – 50 points
- Identify responses – 25 points
- Social Responsibility Paper - 50 points
- Personal Responsibility Paper – 20 points
- Primary documents - 50 points
- Oral Presentation – 40 points
- Visual Presentation – 20 points
- Syllabus Quiz - 25 points
- Reparation Discussion – 50 points
- 13 colonies map Quiz – 10 points
- Europe Map Quiz – 16 points
- Central and South America Map Quiz – 6 points
- Matching – 83 points
- Yes/No Response Quiz – 10 points
- Reparation Discussion -- 50 points
- Reconstruction Assignment = 48 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: 1,103

Determination of Course Grade/Detailed Grading Formula:

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, 772 points is needed as a minimum for a course grade of a C – again this scale is subject to change if additional assignments are added.

<u>Point Range</u>	<u>Letter Grade</u>
1103 - 993	A (90 to 100% average)
992 - 882	B (80 to 89% average)
881 - 772	C (70 to 79% average)
771 - 661	D (60 to 69% average)
660 or below	F (59% or below average)

Late Work and Make-up/Extra Credit Policy: 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	Critical Thinking Skills (CT)	Quizzes and Exams

forces on this period of United States history.		
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)	Paper

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:

<http://en.writecheck.com/ways-to-avoid-plagiarism/>
<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342057>.
<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.

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 Dr. Shinya Wakao, Department Chair, 409-933-8107, swakao@com.edu.

Course Outline: Course calendar below.

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. Additional assignments may be added by the instructor. Assignments open in **blue color** and close in **red color**.

August 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
15	16	17	18	19	20	21
22	<p>23 Classes Begin Module 1 opens (located in Content, then Learning Modules in course menu)</p> <p>Syllabus Quiz opens (located in Assessments in course menu)</p> <p>Personal Responsibility Assignment opens (located in Journals)</p>	<p>24 Identify 1 opens in Discussion Board</p>	<p>25 Video 1 opens (located in Assessments)</p> <p>Early historians matching quiz opens in Assessments)</p>	<p>26 Primary Document 1 opens (located in Primary Documents in Content in the menu and write response in Journals)</p>	<p>27 Oral and visual presentation opens located in Discussion Board –This assignment can be turned in anytime through the semester until December 5</p>	<p>28 Social Responsibility Assignment opens in Assessments –not due until October 30</p>
29	30	31				

September 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Identify 1 closes in Discussion Board	2 Early historians matching closes in Assessments	3 Syllabus Quiz closes located in Assessments	4 Tech Survey opens in Assessments
5 Primary Document 1 closes (located in Primary Documents in Content in the menu and write response in Journals)	6 Personal Responsibility assignment closes in Journals	7 Video 1 closes in Assessments	8 Europe map quiz opens in Assessments	9 Quiz 1 opens in Assessments	10 13 colonies map opens in Assessments	11 Tech Survey closes in Assessments
12 Exam 1 opens in Assessments	13 13 colonies map closes in Assessments	14 European map quiz closes in Assessments	15 Quiz 1 closes in Assessments	16 Exam 1 closes in Assessments; Module 1 Ends	17 Module 2 opens (located in Content, then Learning Modules)	18 Reparations Discussion opens in Discussion Board
19 Identify 2 opens in Discussion Board	20	21	22	23 Primary Document 2 opens (located in Primary Documents in Content in the menu and write response in Journals)	24	25 Identify 2 closes in Discussion Board
26	27	28	29 Video 2 opens in Assessments	30		

October 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Reparations Discussion closes in Discussion Board	2 American Revolution battles quiz opens in Assessments
3 Articles of Confederation and Constitution matching opens in Assessments	4 Quiz 2 opens in Assessments	5 Video 2 closes in Assessments	6 Primary Document 2 closes (located in Primary Documents in Content in the menu and write response in Journals)	7 Exam 2 opens in Assessments	8 American Revolution battles quiz closes in Assessments	9 Articles of Confederation and Constitution matching closes in Assessments
10 Quiz 2 closes in Assessments	11 Exam 2 closes in Assessments; Module 2 Ends	12 Module 3 opens (located in Course Content, then Learning Modules in menu)	13 Identify 3 opens in Discussion Board	14 Video 3 opens in Assessments	15 Primary Document 3 opens (located in Primary Documents in Content in the menu and write response in Journals)	16 Quiz 3 Opens in Assessments
17 Central and South America Map Quiz opens in Assessments	18 War of 1812 matching opens in Assessments	19 Supreme Court Decisions matching opens in Assessments	20 Identify 3 closes in Discussion Board	21 Video 3 closes in Assessments; Exam 3 Opens in Assessments	22 Primary Document 3 closes (located in Primary Documents in Content in the menu and write response in Journals)	23 Quiz 3 closes in Assessments; Supreme Court matching closes in Assessments
24 Central and South america Map Quiz closes in Assessments	25 War of 1812 matching closes in Assessments	26	27	28 Exam 3 closes in Assessments; Module 3 Ends	29	30 Social Responsibility Paper closes in Assessments

October 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31						

November 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Module 4 opens (located in Content, then Learning Modules in Menu)	2	3	4 Identify 4 opens in Discussion Board	5	6 Primary Document 4 opens (located in Primary Documents in Content in the menu and write response in Journals)
7 Reformers matching opens in Assessments	8 Quiz 4 opens in Assessments	9	10 Video 4 opens in Assessments	11	12 Exam 4 opens in Assessments	13 Identify 4 closes in Discussion Board
14 Primary Document 4 closes (located in Primary Documents in Content in the menu and write response in Journals)	15 Quiz 4 closes in Assessments	16 Reformers matching closes in Assessments	17	18 Video 4 closes in Assessments	19 Last Day to drop this class	20 Reconstruction Assignment opens in Journals

November 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
21	22 Exam 4 closes in Assessments; Module 4 Ends	23	24 Module 5 opens (located in Content, then Learning Modules in course menu)	25 Primary Document 5 Opens (located in Primary documents in Content in the menu and write response in Journals)	26 Causes of the Civil War matching Opens in Assessments	27 Video 5 opens in Assessments
28 Identify 5 opens in Discussion Board	29 Civil War states quiz opens in Assessments	30 Primary Document 5 Closes (located in Primary Documents in Content in the menu and write response in Journals)				

December 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Civil War matching opens in Assessments Reconstruction matching opens in Assessments	2 Reconstruction Assignment closes in Journals Identify 5 closes in Discussion Board	3 Quiz 5 opens in Assessments Exam 5 opens in Assessments	4 Civil War states quiz closes in Assessments

December 2021						
Sun	Mon	Tue	Wed	Thu	Fri	
5 Oral and visual presentation closes (located in Discussion Board)	6 Causes of the Civil War matching closes in Assessments	7 Video 5 Closes in Assessments Reconstruction matching closes in Assessments	8 Civil War matching closes in Assessments Quiz 5 closes in Assessments Exam 5 closes in Assessments	9	10 Last Day of Classes	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

COURSE OUTLINE

Module ONE

- Textbook: America's History, read: pp. 6-141.

- 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

- Matching quiz on historians (4 points)
- Identify summary (5 points)
- View video and take quiz (10 points)
- Read primary document and write summary (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

- Textbook: America's History, read: pp. 142-233.
- 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

- View video and take quiz (10 points)
- Identify summary (5 points)
- Read primary document and write summary (10 points)
- Reparations Discussion (50 points) – Part I
- Reparations Discussion (20 points) – Part II
- Articles and Constitution matching (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. 233-300.

- 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

- View video and take quiz (10 points)
- Identify summary (5 points)
- Read primary document and write summary (10 points).
- American Revolution Battles fill in the blanks (8 points)
- Supreme Court matching (5 points)
- War of 1812 matching (10 points)
- Central and South America 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

- Textbook: America's History, read: pp. 301-385.
- 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

- View video and take quiz (10 points)
- Identify summary (5 points)
- Read primary document and write summary (10 points).
- Central and South American map quiz (6 points)
- Reformers matching (10 points)
- Take 10-question quiz (20 points), then when ready, take the 50-question test (100 points).
- In class activities – points will vary

Module FIVE

- Textbook: America's History, read: pp. 386-493.
- 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

View video and take quiz (10 points)

Identify summary (5 points)

Read primary document and write summary (10 points)

Causes of the Civil War matching (15 points)

Civil War matching (10 points)

Reconstruction Assignment (48 points)

Reconstruction matching(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).

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.

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)

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

<http://www.com.edu/student-services/student-handbook>.

Tips to be successful: (a) Make a copy of the course calendar found 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>.

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-](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf)

[services/Student_Handbook_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.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_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 career. 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 that is 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 setup 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 only permitted to withdraw six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 6. The last day to withdraw for the 16 week courses is November 19, 2021. The last date to withdraw for the 2nd 8-week session is December 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.

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. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.

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. <http://www.com.edu/student-services/student-handbook>. 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.

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>

