Course Syllabus

Tuesday & Thursday

CRN 1302-0004 (41798)

E-mail address: octavia.jonesreed@hccs.edu

Textbooks:


The American Perspectives, E-Reader, Volume II; ISBN: 978-1-256-31206-2. You may purchase an access code from a HCC bookstore or directly from the publisher: http://www.pearsoncustomcom/tx/hcc_hist (1301 or 1302) and input your access code or buy your code from the publisher. Be sure you that you buy an access Volume II; Houston Community College

Herring, George C. America’s Longest War: The United States and Vietnam 1950-1975


William and Young //Eleanor Roosevelt//


ISBN: 978-1-4576-1345-6; (This book contains 31 chapters and is used for both 1301 and 1302 History Courses).

COURSE DOCUMENTS: You Tube Historical Documentaries & PBS Historical Movies & Documentaries

Course Objective:

The purpose of this course is to acquaint the students with a clear, relevant, and balanced history of the United States; as an unfolding story of national and international developments, from THE POST CIVIL WAR TO THE PRESENT.

The premise for the study of the United States History provides an understanding and appreciation of our American heritage, culture ideals, and how they developed. Throughout this study, students will be able to see how events of our country’s past influence the present and will obviously affect the future.

A study of United States History ultimately prepares students to be informed citizens who participate effectively in our society. This study includes significant people, issues, ideals and events as they relate to social, political and economic history. This study includes students using Collaborative Learning. Collaborative Learning enables students to learn course materials at a deeper level of understanding such as, those found in Bloom’s Taxonomy levels, for example, comprehension, interpretation, translation, application, analysis, synthesis, and evaluation. “Collaborative learning requires internal processing of information rather than just memorization of facts”. (Johnson 1991)
Course (Student) Learning Outcomes for History 1302: (SLOs)
1. Explain the features of the Gilded Age and the issues on society, culture, and politics
2. Summarize Industrialism and Urbanization
3. Analyze the New South and Jim Crow
4. Explain Populism and Progressivism
5. Identify the causes and effects of WWI and the US
6. Discuss America between the Wars
7. Identify the causes of WWII and the Cold War
8. Discuss Post-war America at home
9. Discuss Post-modern America

Program Learning Outcomes (PLOs)
1. Students will be able to create an argument through the use of historical evidence.
2. Students will be able to analyze and interpret primary and secondary sources.
3. Students will be able to analyze the effects of historical, social, political, economic, cultural and global forces during this period of United States History.
4. Students will be able to understand the importance of chronology and how earlier ideas and events shaped later events.

This Course encourages the development of the following CORE competencies: Reading, Writing, Speaking, Listening, Critical Thinking and Computer Literacy.

COURSE REQUIREMENTS, COURSE ASSIGNMENTS, AND VALUES
1. Chapter Assessment 100 pts.
2. Chapter Assessment 100 pts.
3. Critical Reviews (written) 100 pts. (4 critical review papers @ 25pts each)
4. Chapter Assessment 100 pts.
5. Peer Analysis Projects 100 pts.
6. Final Examination 100 pts.
7. Class Participation –Current Events-attendance 40 pts.
   • Folder
   • Cover Sheet
   • Signature Sheet (Name Sheet)
   • Contents (Dates, Objectives, Assignments, Activities, Grades)
   • Current Abstracts/Events
   • Handouts
   • Notes
   • Peer Analysis Paper


Four Critical Review Papers 25 points each. Listed below are the assigned readings. Students must be able to read and give an analysis of each author’s point of view as their interpretation of history. Students must be able to write a two page summary on each article. All papers must be Typed, Double
Spaced, Arial – Font 12 and Justified. When writing your papers, include an introduction, the body of the paper, a conclusion and work-cite/reference(s)

The American Perspectives: Readings in American History Vol. II, E-Reader, 5th Edition, this reader is a combination of Primary Sources and Secondary works. A Primary Source is material that is contemporary to the events or period being studied. Primary Sources can be government reports, census records, letters, contemporary journal or newspaper accounts, or photographs. They can also be diaries, oral histories, memoirs or autobiographies.

Secondary Works utilize primary sources and historians interpret original documents to create a historical narrative. (The American Perspectives)

2. Chapter 12: The Feminine Mystique: “The Problem that Has No Name”
3. Chapter 12: Transcripts from the Watergate Tapes (June 23, 1972)
4. Chapter 13: The 9/11 Commission Report; “We have some Planes” Inside the Four Flights on September 11, 2001

Students are exclusively responsible for reading, listening, note taking and completing all assignments. This Course encourages the development of the following CORE competencies: Reading, Writing, Speaking, Listening, Critical Thinking and Computer Literacy. Each Assessment will consist of a Subjective component such as: Short Answers with complete sentences or an Essay. The essay will be implemented during class, unless told otherwise. This section is worth 20% of the assessment. The Objective component will consist of: True or False, Multiple Choice and/or Matching. This section is worth 80% of the assessment. All students are required to be punctual and attend class daily. Please, let me know if you are traveling from another campus in order to take my class. Make sure you come prepared to participate daily. We will discuss materials, view films, and analyze documentaries, so that when you take your assessment, you will be prepared. Class participation is extremely important. Your class participation points will be based on your attendance and student engagement. Students must be familiar with current issues. (Local, State, National and International).

GRADES WILL BE DETERMINED BY THE FOLLOWING SCALE:
POINT SYSTEM
576-640 90-100% A
512-576 80-89 B
448-511 70-79 C
384-447 60-69 D
0-383 00-59 F
**TENTATIVE SCHEDULE:** Students will be notified if there are changes.

- **Chapter Assessment**  
  February 3, 2015
- **Mid - Term Assessment**  
  March 10, 2015
- **Chapter Assessment**  
  April 7, 2015
- **Critical Review Projects**  
  April 16-23, 2015
- **Final Assessment**  
  May 12, 2015  9:00a.m.
- **Class Participation**  
  Daily News & Attendance
- **Notebook: Abstracts & Notes**  
  April 28, 2015

**COURSE CALENDAR**

“In The News” – Being able to discuss what is in the news at the beginning of the class period. This is considered as an “icebreaker”. The purpose is to compare and contrast past historical events with the present. At the same time, students are able to see the relevance of history as a comparative study of past and present. Adapted by Octavia Jones-Reed

Tuesday, January 20, 2015 Introduction: “Getting to Know You”. Students will be able to introduce themselves, by telling who they are, the college or university they are attending and their future goals.

Attendance to verify students assigned to 1302 History class. Students will be given a study guide that will cover **SLOs (Student’s Learning Outcomes for History)** Chapters 17, 18, and 19. **Analyze The New South and Jim Crow, Summarize Industrialism and Urbanization, Explain the Features of the Gilded Age and the Issues on Society, Culture, and Politics.** Students will be held responsible for reading all assignments.

“In the News” - A process where students are able to discuss current abstracts at the beginning of the class period. This is considered as an “icebreaker.” The purpose is to compare and contrast past historical events with the present. At the same time, students are able to see the relevance of history as a comparative study of past and present. Adapted by Octavia Jones-Reed

Thursday, January 22, 2015  “In the News” Lecture and class discussion will resume. **SLOs Analyze The New South and Jim Crow, Summarize Industrialism and Urbanization, and Explain the Features of the Gilded Age and the Issues on Society, Culture, and Politics.** Chapters 17, 18, and 19.

Students will be assigned an article from **The American Perspectives: Reading in American History Volume II.**

Tuesday, January 27, 2015 “In the News” Lecture and Class discussion will continue. **SLOs Analyze The New South and Jim Crow, Summarize Industrialism and Urbanization, and Explain the Features of the Gilded Age and the Issues on Society, Culture, and Politics.** Chapters 17, 18, and 19.

Thursday, January 29, 2015 “In the News” – Lecture and Class Participation will continue. You Tube Documentary will be used to correlate and analyze the subject matter. Worksheets and study guides for chapters 20-21 will be passed out to all students. **SLOs Explain Populism and Progressivism and Identify the Causes and Effects of WWI.** Chapters 20-21. **Students are reminded that on Tuesday, February 3, 2015** their first major assessment will be given.
Tuesday, February 3, 2015 Students must come prepared to take a major assessment CHAPTERS 17-19. Objective and Subjective components.  20% of the Assessment will be Subjective; an essay or short answers with complete sentences. 80% of the assessment will be Objective; Multiple Choice, True or False and/ or Matching.

Thursday, February 5, 2015 Students will give oral and written feedback from The American Perspectives: Reading in American History Volume II. Submit a two page paper. The paper must consist of amenities such as: (1) Typed, (2) Double Space, (3) Arial- Font 12, (4) Spell Check, (5) Justify, and (6) Primary and Secondary Sources. Students must be able to read, analyze and give oral responses using the five “W’S” What, when, Where, Who, Why and how many. Work Cites or two references are needed.

Tuesday, February 10, 2015 “In the News” – Lecture and Class Participation. SLOs Explain Populism and Progressivism and Identify the Causes and Effects of WWI. Chapters 20-21. Students must be able to take notes. Assessment will be returned and reviewed by Professor Jones-Reed and students.

Thursday, February 12, 2015 “In the News” Lecture and Class Participation resume. SLOs Explain Populism and Progressivism and Identify the Causes and Effects of WWI Chapters 20-21. Students will be assigned an Article from The American Perspectives: Reading in American History Volume II.

*HCCS STUDENTS Deadline for FALL Completion of Degrees or Certificates.

Tuesday, February 17, 2015 “In the News” Students will be given a Study Guide for SLOs. Discuss America between the Wars and Identify the Causes of WWII and the Cold War. Chapters 22-25. Lecture and Class Participation.

Thursday, February 19, 2015 Students will give oral and written feedback from The American Perspectives: Reading in American History Volume II. Submit a two page paper. The paper must consist of amenities such as: (1) Typed, (2) Double Space, (3) Arial- Font 12, (4) Spell Check, (5) Justify, and (6) Primary and Secondary Sources. Students must be able to read, analyze and give oral responses using the five “W’S” What, when, Where, Who, Why and how many. Work Cites or two references are needed.

Tuesday, February 24, 2015 “In the News” Lecture and Class Participation will continue. SLOs Discuss America between the Wars and Identify the Causes of WWII and the Cold War. Chapters 22-25

Thursday, February 26, 2015 “In the News” Lecture and Class Participation. You Tube Documentary or PBS Documentary. Students are able to use this documentary as a “Teachable Moment” to discuss the passion of history. Reminder Major Assessment Thursday, March 5, 2015

Tuesday, March 3, 2015 Lecture and Class Participation will resume. SLOs Discuss America between the Wars and Identify the Causes of WWII and the Cold War. Chapters 22-25

Thursday, March 5, 2015 Lecture and Class Participation will resume. Students will be given their third article from The American Perspectives: Reading in American History Volume II. REMINDER MAJOR ASSESSMENT ON TUESDAY, MARCH 10, 2015. Objective & Subjective Components from Chapters 20-25.

Tuesday, March 10, 2015 Students must be able to come prepared to take a major assessment; Chapters 20-25. Objective and Subjective components- 20% of the Assessment will be Subjective; an essay or short answers with complete sentences. 80% of the assessment will be Objective; Multiple Choice, True or False and/ or Matching.
Thursday, March 12, 2015  Students will give oral and written feedback from The American Perspectives: Reading in American History Volume II. Submit a two page paper. The paper must consist of amenities such as: (1) Typed, (2) Double Space, (3) Arial- Font 12, (4) Spell Check, (5) Justify, and (6) Primary and Secondary Sources. Students must be able to read, analyze and give oral responses using the five “W’S” What, when, Where, Who, Why and how many. Work Cites or two references are needed. Students will be given a Study Guide: SLOs Identify the Causes of WWII and the Cold War and to Discuss Post-War America at Home. Chapter 26-28

* Tuesday & Thursday  March 15-22, 2015 SPRING BREAK

* Tuesday, MARCH 24, 2015 LAST DAY FOR STUDENTS TO WITHDRAW.

Tuesday, March 24, 2015  Students assessment will be returned and discussed. Students will be able to get into groups to work on Projects. Chapters will be assigned by the professor. Grouping

Thursday, March 26, 2015  “In the News” Lecture and Class Participation: SLOs Identify the Causes of WWII and the Cold War and to Discuss Post-War America at Home. Chapters 26-28 Students will be given their fourth article from The American Perspectives: Reading in American History Volume II

Tuesday, March 31, 2015  “In the News” Lecture and Class Participation: SLOs Identify the Causes of WWII and the Cold War and to Discuss Post-War America at Home. Chapter 26-28

*Last Day for Administration to W/D Students. 4:30p.m.

Thursday, April 2, 2015  Students will give oral and written feedback from The American Perspectives: Reading in American History Volume II. Submit a two page paper. The paper must consist of amenities such as: (1) Typed, (2) Double Space, (3) Arial- Font 12, (4) Spell Check, (5) Justify, and (6) Primary and Secondary Sources. Students must be able to read, analyze and give oral responses using the five “W’S” What, when, Where, Who, Why and how many. Work Cites or two references are needed.

Reminder Major Assessment on Tuesday, April 7, 2015.

Friday, April 3-5, 2015 Spring Holiday. Classes resume Monday, April 6, 2015.

Tuesday, April 7, 1025  Students must come prepared to take a major assessment. Objective and Subjective components. 20% of the Assessment will be Subjective; an essay or short answers with complete sentences. 80% of the assessment will be Objective; Multiple Choice, True or False and/or Matching.

Thursday, April 9, 2015  “In the News” Students test will be returned and discussed. Students will be given a study guide SLOs Discuss Post-modern America. Chapter’s 29-31 class discussion.

Tuesday, April 14, 2015  “In the News” Lecture and Class Participation SLOs Discuss Post-modern America. Chapters 29-31

Thursday, April 16, 2015  Projects Chapter 29. Students will be able to present as a group their project. Question and Answer Period

Tuesday, April 21, 2015  Projects resume. Chapter 30. Students will be able to present as a group their project. Question and Answer Period
Thursday, April 23, 2015. Projects Chapter 31 Project Question and Answer period

Tuesday, April 28, 2015 Complete all work from projects.

Thursday, April 30, 2015 Review and Class Participation

Tuesday, May 12, 2015 Final Examination

ATTENDANCE POLICY

Students are responsible for officially withdrawing from the class March 24, 2015 - Regular 16 week; last day to withdraw). Students remaining in class after the final drop date will be given a regular grade of A, B, C, D, or F. Faculty will No longer be able to “withdraw” students on their final semester roll sheets. The use of the withdrawal form must be used by students/faculty to withdraw students from coursework with appropriate boxes Checked. The State of Texas has begun to impose penalties on students who drop courses excessively, for example,“ if you repeat the same course more than twice, you have to pay extra tuition. In 2007, the Texas Legislature passed a law that limits students to no more than six total course withdrawals throughout their academic career in obtaining a Baccalaureate Degree. There may be future penalties imposed.

To help students avoid having to drop/withdraw from any class, HCC has instituted an Early Alert process by which your instructor will “alert” you and HCC Student Services of the chance you might fail a class because of excessive absences and/or poor academic performance. You should visit with your Instructor, an HCC counselor, or HCC Online Student Services to learn about what, if any, HCC interventions might be offered to assist you in tutoring, child care, financial aid, job placement, etc. – to stay in class and improve your academic performance.

You must visit with a faculty advisor, a counselor or on-line student service prior to withdrawing the class. This must be implemented prior to March 13, 2015. After the deadline, you will receive the grade you are making in the class, which will more likely result in making a “F.” (Villarreal)

Students in case of an emergency and you are unable to attend class, please contact me at © 281-460-7923 or e-mail Octavia.jonesreed@hccs.edu.

GUIDELINES FOR CRITICAL REVIEW (CHAPTER ANALYSIS – WRITTEN)

Chapters: 29-31 will be chosen or selected from Roark, Johnson, Cohen, Stage, Hartmann

The American Promise; the History of the United States; Fifth Edition,

Students must be able to follow these guidelines:
1. Analyze Chapters 29-31
2. Outline the selected chapters
3. Select peers to work with
4. Oral presentation/feedback will be presented by each member within the group (Fishbowl with Revision) Reciprocal Teaching Technique.

5. Allotted time will be scheduled for students to work on their projects
6. Each group will assign a Captain and Secretary.
7. Each member will be assigned a designated section of the chapter to analyze.
8. The Captain will submit one outline for the entire group.
9. Each group member will initial his or her section at the top of the paper on the right hand side.
10. Students must be able to use three (3) references pertaining to the assigned chapter. (The American Promise and two other references/work cites)
11. Upon submitting your report, you must have:
   A) Folder
   B) Cover Sheet/Fly Sheet
   C) Signature Sheet (Name Sheet)
   D) Introduction, Body of the Paper and Conclusion
   E) Work Cite/Reference(s) (Qty 3)
   F) ALL PAPERS MUST BE TYPED

PLEASE FOLLOW THE OUTLINE FORMAT

GUIDELINES FOR CHAPTER ANALYSIS (WRITTEN)

INTRODUCTION: _________________________________
I. _________________________________
   A. _________________________________
   B. _________________________________
      1. _________________________________
      2. _________________________________
      3. _________________________________
         a. _______________________________
         b. _______________________________

II. ______________

CONCLUSION: _________________________________

Paper must consist of amenities such as:
1. Typed
2. Double Space
3. Arial – Font 12
4. Spell Check
5. Justify
6. Primary and Secondary Sources
Instructor must approve and confirm chapters chosen by students.

Students will be able to work in groups.
GUIDELINES FOR CHAPTER & CRITICAL REVIEWS (ORAL)

THE CRITERIA FOR CHAPTER & CRITICAL REVIEW ORAL ANALYSIS WILL CONSIST OF:
1. Organization of Written Materials (Thinking Critically)
2. Eye Contact
3. Speak Volumes (Voice, Clear, Articulation and Distinctive)
4. Force and Enthusiasm
5. Conclusion, Summary
6. Footnote-References (Minimum 3 - Primary and Secondary Sources)

IMPORTANT INFORMATION

NEW POLICY: Students who repeat a course for a third or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor or counselor about opportunities for tutoring or other assistance prior to considering course withdrawal or if you are not receiving passing grades.

INTERNATIONAL STUDENTS: Receiving a W in a course may affect the status of your student Visa. Once a “W” is given for the course, it will not be changed to an “F” because of the visa consideration. Please contact the International Student Office at 713-718-8520 if you have any questions about your visa status and other transfer issues.

EGLS, EVALUATION FOR GREATER LEARNING STUDENT SURVEY SYSTEM OR SHORTENED. EVALUATE YOUR INSTRUCTOR :( EGLS) At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.

Learning Techniques

1. Buzz Groups – Discussion Techniques- Adapted from Barkley, Cross, and Major
2. “In The News” – Being able to discuss what is in the news at the beginning of the class period. This is considered as an “icebreaker”. The purpose is to compare and contrast past historical events with the present. At the same time, students are able to see the relevance of history as a comparative study of past and present. Adapted by Octavia Jones-Reed
3. Note-Taking Pairs – Reciprocal Teaching Technique Adapted from Barkley, Cross, and Major
4. Fish Bowl with Revisions
5. Eamon, Michael, “Toolkit” Defining Primary and Secondary Sources
6. The Learning Centre-Library and A page 1-5 (Students must be able to download this article for future use)
7. You Tube Historical Documentaries & PBS Historical Movies & Documentaries
8. Students Outlines will be submitted on the day of the report.
Tentative Syllabus: The instructor reserves the right to change the syllabus as needed during the semester. Students will be notified of such changes in advance.

Important Dates:

1. January 19, 2015  Campus Close Martin Luther King Jr. Day
2. January 20, 2015  Classes Begin
3. February 13, 2015  Deadline for Fall Completion of Degrees or Certificates
4. February 16, 2015  President’s Day
5. February 18, 2015  Classes Resume
7. March 24, 2015  Last Day for Students to With Draw W/D
8. March 31, 2015  Last Day for Adm. to withdraw. Deadline 4:30p.m.
9. April 3-5, 2015  Spring Holiday
10. April 6, 2015  Classes Resume
11. May 7, 2015  Instruction Ends
12. May 12, 2015  Final Examination
13. May 17, 2015  Semester ends
14. May 18, 2015  Grades due by Noon
15. May 22, 2015  Grades Available to Students

HAVE A GREAT SEMESTER!

Professor Octavia Jones-Reed