

Instructor contact information

Instructor: Mr. Brooks Lewellen

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Phone Number: TBA

Office Hours: TBA

Course Information:

Course Title: HIST

Course Prefix: 1301

Course Number: 85452

Semester and Year: Spring 2014

Class Days & Time: MW: 7:30 am to 9:30 am

Classroom Location: Alief Room B220

Text Books and Other Readings:

Textbooks

Making America: A History of the United States by Berkin, Miller, Cherny, and Gormly. Sixth Edition, Cengage. ISBN-13:978-0-8400-2871-6. REQUIRED

Reader

American Perspectives:

http://www.pearsoncustom.com/tx/hcc_hist1301

This is an electronic reader you need to purchase through Pearson Custom Publishing. Purchase only the Reader, there is not a class attached to this. REQUIRED

Course Description:

A survey of U.S. history from the Age of Discovery through the Civil War and Reconstruction. Special emphasis is placed on the emergence of the United States as a nation. Other topics will include westward expansion, slavery, the Civil War, and Reconstruction. The purpose of this course is to provide students with an interpretive analysis of the social, economic, political, and intellectual dynamics that have shaped United States history before 1877.

Course Goals:

The purpose of this course is to provide students with an interpretive analysis of the social, economic, political, and intellectual dynamics that have shaped United States history before 1877.

Course Requirements:

The basic intellectual competencies for core courses include reading, writing, speaking, listening, critical thinking, and computer literacy.

Assignments:

Exams:

The student will take **Three** exams throughout the semester. Each exam will cover the lectures, class discussions, and textbook. The class will be broken into three major segments or themes and each theme will address a specific main point that discusses and highlights the events, people, movements, etc in history. These themes or ideas will be emphasized and elaborated on strengthening what role they play in American History as the country evolves politically, socially, economically, and militarily. The students will receive a copy of 4 mini essay questions that stresses certain key areas of history where the student must demonstrate his/her own understanding of the topic and answer the question with thought, information and clarity from their notes, class discussions and textbook. The instructor will choose 2 essay questions before the exam and the student must answer both questions. Each Essay Question is worth 25 points. The student will be given a set of key terms where they be asked to answer 5 questions that will be used on the exams for each segment of history the class covers. The 5 Key Terms on the exam are worth 25 points. A final segment for each exam that must be completed is to have the students identify 5 people that will be covered in class and emphasize how they played a part in US History. The identification section of the exam is worth 25 points. Each exam completes a segment of history and no exam is cumulative. The total points for each exam are 100 points.

Quizzes/Assignments:

Students will take 8 quizzes throughout the semester. They are designed to provide factual material for class discussions and exams. Each quiz will be taken before a major exam. Consult the schedule for more details. **All quizzes must be taken by the date and time specified in the outline.** Any quiz not taken by that day and time will become a zero for the student. **No exceptions allowed.**

United States President Quiz: They will take 2 Presidential Quizzes beginning with George Washington and ending with James Buchanan

United States Map Quiz: They will take 4 State Map Quizzes over the first 36 states.

European Map Quiz: The students will take one European Map Quiz over 12 European Countries.

US Constitution Quiz: The students will take one US Constitution Quiz covering the first 12 Amendments

US Colony Group Project: The students will be working in groups on the first 13 colonies for a grade. They will be given a rubric at the beginning of class on the first day and groups will be assigned among the students within the first 3 weeks of the semester. Group presentations will then take place whereby a total of 2 groups will present their findings to the class via Power Point Presentations. Each group will present their presentation in class for a total of 10-20 minutes in which the other students will listen, and take down notes. After each group has presented their project, the next five minutes is the time where both students and the instructor will ask questions for group to answer. I will observe all the 13 presentations, assign a group and individual grade on the content. I will also instruct the students within their group to fairly grade their fellow members. The total group presentation project will be 100 points (50 points from each group member and 50 points from the instructor). The purpose of the project is for the students to work together as a whole, but more importantly learn and understand how their colony was founded, made an impact in America's formation and the difference between the original 13 colonies. A colony is to have only 3 people per group. The three main things or topics that must be included for each colony: the founder or settlers, the economy, and the religion.

E-Reader Assignment

The student will select any 5 from the actual Online E-Reader itself and complete the assignment by reading, writing, thinking and typing it up. Each paragraph (4) will be worth 5 points making each reading worth 20 points and the total points for all 5 readings will be 100 points. The format to use and follow is as follows: 12 Point Font, Times New Roman, Double Spaced

The upper left hand side of the document should contain the following information:

Name

Class

Instructor

Date

Title of the Reading centered and Italicized.

Each of the responses to the 5 the student will select and complete will be the same throughout. There will be 4 paragraphs done for each of the selected 5 readings.

The First Paragraph will consist or contain the actual student's reading and summation of the selected document or reader. The student should focus on what the document or the selected reading emphasizes or concentrates on that deals with the actual important summation in its scope.

The Second Paragraph will have the student focus and concentrate on the main point of the selected reading. This is not a repeat of the first paragraph and will be graded entirely upon the student's ability to really focus on the main point or level of understanding of deriving and analyzing the readings main point.

The Third Paragraph will next require the students to really concentrate on the overall impact from the main point of the selected readings place and significance in history during the period in which the readings are addressing. Again, the student should not repeat themselves and assume that it is like the first and second paragraph and recycle their answer. This demands that the student to concentrate and write up the overall impact the main point has or plays on the topic from the selected readings.

The Fourth Paragraph should only deal with the overall importance from the main point from the selected readings that the student has chosen. I will expect and require that the students to stay away from repeating themselves from the previous 3 paragraphs, but instead focus on the importance the main topic or point is stressing as it relates to history that the reading is covering or addressing.

Book Report Assignment

The student will select any 2 books from the time period that is covered in class. In History 1301, the time period will be from 1250 AD to 1865 AD. The student after reading the book will write up a very analytical and thorough 3-5 page report. The format to use and follow is as follows: 12 Point Font, Times New Roman, Double Spaced. The first 8 paragraphs will be worth 10 points and the final one will be worth 20 points making the entire assignment worth 100 points.

The upper left hand side of the document should contain the following information:

Name

Class

Instructor

Date

Title of the Reading centered and Italicized.

The First Paragraph should concentrate on the summation of the book. The student should focus on what the book is emphasizing or concentrating on that deals with the actual important summation in its scope as it relates to the time period of history that is being covered in the book.

The Second Paragraph will have the student focus and concentrate on the main point of the book. This is not a repeat of the first paragraph and will be graded entirely upon the student's ability to really focus on the main point or level of understanding of deriving and analyzing the book's or authors main point about the subject addressed in the book.

The Third Paragraph will next require the students to really concentrate on the overall impact from the main point from the book they have selected to read by zeroing in on its place and significance in history during the period the book is addressing. Again, the student should not repeat themselves and assume that it is like the first and second paragraph and recycle their answer. This demands that the student to concentrate and write up the overall impact the main point has or plays on the topic from the book.

The Fourth Paragraph should only deal with the overall importance from the main point of the book that the student has chosen. I will expect and require that the students to stay away from repeating themselves from the previous 3 paragraphs, but instead focus on the importance the main topic or point is stressing as it relates to history that the book is covering or addressing.

The next part of the assignment will ask and have the students to actually bring some clarity and analytical skills by seeking out from history other examples, relevant or similarities within the time frame and period of the book they have chosen and written about in the first part. This will help their ability to emphasize and illustrate just how critical and analytical their thinking and writing skills will help them to look at historical topics on both a micro and macro level. This next section of the assignment will be very similar to the first part except that the paragraphs will be about the example or source they are using to bridge the gap between 2 similar historical people or events. There will be 4 paragraphs and 1 additional paragraph that the student must complete and the format and requirements are listed below. Somewhere in the five paragraphs below, the student must cite or include 3 Secondary sources to help them define or better analyze their understanding of history by illustrating how those 3 Secondary sources show any and all relevancy between the main book they read and the example to clarify it.

The First Paragraph should concentrate on the summation of the book. The student should focus on what the book is emphasizing or concentrating on that deals with the actual important summation in its scope as it relates to the time period of history that is being covered in the book.

The Second Paragraph will have the student focus and concentrate on the main point of the book. This is not a repeat of the first paragraph and will be graded entirely upon the student's ability to really focus on the main point or level of understanding of deriving and analyzing the book's or authors main point about the subject addressed in the book.

The Third Paragraph will next require the students to really concentrate on the overall impact from the main point from the book they have selected to read by zeroing in on its place and significance in history during the period the book is addressing. Again, the student should not repeat themselves and assume that it is like the first and second paragraph and recycle their answer. This demands that the student to concentrate and write up the overall impact the main point has or plays on the topic from the book.

The Fourth Paragraph should only deal with the overall importance from the main point of the book that the student has chosen. I will expect and require that the students to stay away from repeating themselves from the previous 3 paragraphs, but instead focus on the importance the main topic or point is stressing as it relates to history that the book is covering or addressing.

The Fifth Paragraph will require and ask the students to emphasize on the cross relational significances between the first book and second book the student have chosen to read and use in the assignment. In essence, the student should connect or bridge the first book with the second book they have read.

Due Date: Turn in the first book report at the end of class prior to the second exam and the third book report at the end of class prior to the final exam .

Both the E-Reader and the Book Assignment must be submitted on the Turnitin.com website and a copy – printed out (no late papers or email copies will be accepted on both assignments) to me on the due date.

Plagiarism is unacceptable for any reason. Plagiarism means the use of someone else's words or ideas without attribution. Examples of plagiarism include, but not limited to, directly copying material from a book or textbook either with or without attribution, cutting and pasting material from online sources including sparknotes.com and Encarta.com, and/or purchasing or downloading papers from internet sites. Students who plagiarize on papers or exams will suffer harsh penalties. The penalty will be decided by the professor in keeping with NHMCCD guidelines. **Penalties will begin with a zero for the assignment.**

No excuses for plagiarism will be accepted at any time.

Civility policy:

Class attendance requires civility and courtesy towards students as well as the professor. As such, the following behaviors are prohibited: **talking, cell phones, pagers, studying for other classes, chronic tardiness or any other action deemed disruptive or inappropriate by the instructor.**

The professor reserves the right to remove anyone from the class for violating these policies.

1. A verbal warning will be issued at the **first occurrence** of problematic behavior, where the student is told that the conduct will not be tolerated or allowed.
2. A **second occurrence** will result in another verbal warning and written notification being sent to the dean of the college, explaining the circumstances of the offense.
3. A **third occurrence** of the activity will result in the student being sent to the appropriate academic dean and potentially dropped from the class.

Make-up Exams:

If you miss an exam, contact me either e-mail within twenty-four hours with appropriate documentation.

All make-up exams will be given on the day of the final exam. You will take the make up exam after taking the final exam during the scheduled final exam period.

Cell phones and beepers:

Turn off all cell phones, pagers and beepers prior to the beginning of class.

If a cell phone goes off during the class, **the student will be asked to leave.**

Tape Recorders:

In addition, tape or audio recorders is not allowed in the classroom. If a student has a need to use one, they must provide documentation and further accommodations will be met and applied to the student and their needs.

Here are the PLOs for the fall syllabus:

- Will be able to create an argument through the use of historical evidence
- Will be able to analyze and interpret primary and secondary sources

- Will be able to analyze the effects of historical, social, political, economic, cultural and global forces on this period of United States history
- **Students will be able to understand the importance of chronology and how earlier ideas and events shaped later events.**

Course (Student) Learning Outcomes for History 1301:

1. Discuss the Age of Exploration
2. Explain Colonization
3. Identify the Causes and effects of the American Revolution
4. Explain the origins and impact of Slavery
5. Analyze the formation of the Republic
6. Summarize the effects of Expansion and Innovation
7. Explain Nationalism and Sectionalism
8. Discuss the Civil War
9. Evaluate the effects of Reconstruction

EGLS₃ -- Evaluation for Greater Learning Student Survey System

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.

Grading Policy:

The following grading measures will be implemented in determining the grades done by the students. There will be four exams and 5 in class quizzes over the States and the Presidents from 1775 to 1867.

Your grade will be determined by the following	Details	Points (if applicable)	Percent of Final Average
Exams	3 Exams each worth 100 pts. each	300	
Book Assignment	2 Book Review worth 100 pts each	200	
US Map Quiz	4 US Map Quizzes worth 36 points	36	

US Presidential Quiz	2 Presidential Quizzes worth 20 points	20	
US Constitutional Quiz	1 US Constitution Quiz worth 26 points	24	
13 Colony Group Project	13 Colonies Group Project worth 100 points	100	
European Map Quiz	European Map Quiz over 12 European Countries worth 24 points	24	
Online E-Reader Assignment	5 Reading Assignments from the E-Reader. 20 points for each paragraph	100	
Total:		804	100%

Grading Scale:

The chart given below explains how the final grades will be computed.

To receive an A	804-719 points
To receive an B	718-639 points
To receive an C	638-559 points
To receive an D	558-479 points
To receive an F	Less than 478 points

Writing Assignments:

- The students will participate in numerous writing assignments such as taking exams and quizzes.

Classroom Activities:

- They will also be encouraged to ask and answer questions that arise during class meetings.

Academic Honesty:

All Houston Community College System students are required to exercise academic honesty in completion of all tests and assignments. Penalties for academic dishonesty (cheating on a test, plagiarism, collusion on an assignment, etc.) may include, but are not limited to a reduced grade or a "0" on that test or assignment, a "W" in the course, or an "F" in that course.

Students with Disabilities:

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester.

ADA

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of each semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Service Office.

ADA Counselor: Dameria Curry
Phone: (713)718-5408

Attendance and Withdrawal Policies:

It is recommended and important for you to attend class. If you miss class on a consistent basis, please keep in mind that you are responsible for getting any and all notes that you have missed. In addition, keep in mind certain assignments have a 1 week grace period to make up and some have no grace period. Quizzes can be made up within a week of a missed class and you must arrange a time with the Professor to make it up. On the other hand, a book report, or a Group Presentation or Extra Credit Assignment can't be made up. Any assignments not made up in the allotted time frame will be recorded as a 0 and the others that can't be made up will be a 0 as well.

If you stop attending class, I will not automatically drop you. I will only drop you after you have requested to be dropped. Furthermore, I am not able to drop you after the official drop date.

**The last date to officially withdraw from a class is April 9.
PLEASE BE AWARE, THAT YOU, THE STUDENT ARE NOW ABLE TO DROP YOURSELF.**

Course Prerequisites

A student will be permitted to be officially enrolled in any course for credit only after all prerequisites for such course have been completed.

Class Visitors and Auditors

A person may attend classes as a visitor with permission of the instructor; a person may attend classes as an auditor with the written permission of the instructor and the Associate Dean.

Calendar

Week	Activities and Assignment
FEB 10	Introduction to Class Marco Polo Europe 1345-1360: Black Death
FEB 12	Europe 1360: Renaissance Portugal Explores
FEB 17	President's Day – No Class

FEB 19	European Map Quiz Europe 1492 – 1598 Spanish Explores King Henry VIII and Elizabeth
FEB 24	British/Spanish Armada Video French Explore in late 1600s
FEB 26	Virginia Colony Project New York Colony Project Massachusetts Colony Project New Hampshire Colony Project Maryland Colony Project Connecticut Colony Project Rhode Island Colony Project Delaware Colony Project New Jersey Colony Project North Carolina Colony South Carolina Colony Project Pennsylvania Colony Project Georgia Colony Project
MARCH 3	Slave Trade Scene from Roots
MARCH 5	Exam # 1
MARCH 10	Spring Break
MARCH 12	Spring Break
MARCH 17	French and Indian War Treaty of Paris Proclamation Line of 1763 Split in Colonies British Taxes on Colonies
MARCH 19	British Taxes on Colonies Boston Massacre Boston Tea Party Intolerable/Coercive Acts 1774-1775 1 st Continental Congress Paul Revere Midnight Ride: Lexington/Concord
MARCH 24	2 nd Continental Congress John Adams: Bunker Hill John Adams: Continental Army Formed 1776 Movie
MARCH 26	1776 Movie
MARCH 31	Map 1 Articles of Confederation Treaty of Paris Northwest Ordinance Constitutional Convention

	Washington as President
APRIL 2	Book Report # 1 Due Map 2 John Adam's as President
APRIL 7	Exam # 2
APRIL 14	Thomas Jefferson as President Midnight Appointments The Duel Louisiana Purchase of 1803/04 Jefferson Elected 1804 Embargo Act 1807 James Madison as President
APRIL 16	War of 1812 James Monroe: American System Missouri Compromise of 1820 Monroe Doctrine John Q Adams as President Birth of Democrats -- Election of 1828 Jackson as President: The Tariffs Bank
APRIL 21	Map Quiz # 3 U.S. President Quiz # 1 Trail of Tears Abolitionism Mexico Independence Santa Anna in Power Texas' Independence Mexican-American War
APRIL 23	Map Quiz # 4 U.S. President Quiz # 2 Gold Rush Compromise of 1850 Abolitionist Movement Women's Movement Dred Scott Popular Sovereignty: Bleeding Kansas 1 Bleeding Kansas 2
APRIL 28	Abolitionism and Violence: John Brown Video Election of 1860 Pre-Civil War Civil War
April 30	U.S. Constitution Quiz # 1 E-Reader Book Report # 2

	Civil War
MAY 5	Final Exams