

Professor Octavia Jones-Reed  
**CRN 1301-017 (12424)**  
United States History 1 (Lecture)  
Tuesday & Thursday 7:00p.m. – 8:20p.m.  
E-mail address: Octavia.jonesreed@hccs.edu

Houston Community College  
August 27, 2018 - December 16, 2018  
Northline Campus Rm. 210

### Course Syllabus

#### TEXTBOOKS & REFERENCES:

Alan Brinkley, John Giggie, & Andrew Huebner- The Unfinished Nation – A Concise History of the American People, Eighth Edition ISBN: 978-0-07-351333-1 McGraw Hill Education. This book contains 32 chapters and is used for both 1301 and 1302.  
Web Site: <http://connect.mheducation.com>

Roark, Johnson, Cohen, Stage, Hartmann, The American Promise, A History of the United States, 5th Edition

The American Perspectives: Readings in American History Vol.1, e Text, 6th Edition, ISBN: 978-1-256-31206. You may purchase an access code (Disk) from the HCC Bookstore or directly from the publisher. Go [http://www.pearsoncustom.com/tx/hcc\\_hist\\_1301](http://www.pearsoncustom.com/tx/hcc_hist_1301). In put your access code. Be sure to buy access volume 1.

McCullough: 1776

Franklin// Autobiography of Benjamin Franklin

You Tube Videos: Historical Documentaries & PBS Historical Movies & Documentaries

#### COURSE OBJECTIVES:

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 a New World to 1877. 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; 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 (SLOs)

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

### PROGRAM LEARNING OUTCOMES (PLOs)

1. Students will be able to take a mini Pre-Assessment at the beginning of the semester. (Open Syllabus)
2. Students will be able to create an argument through the use of historical evidence.
3. Students will be able to analyze and interpret Primary and Secondary Sources.
4. Students will be able to analyze the effects of Historical, Social, Political, Economic, and Cultural Global forces during this period of the United States History.
5. Students will be able to understand the importance of chronology and how earlier ideas and events shaped later events.
6. Students will evaluate historical developments in several essay(s).

### COURSE REQUIREMENTS, COURSE ASSIGNMENTS, AND VALUES:

- |    |                                |                         |
|----|--------------------------------|-------------------------|
| 1. | Chapter Assessment (Test)      | 100 pts.                |
| 2. | Chapter Assessment (Test)      | 100 pts.                |
| 3. | Critical Review Essay(s)       | 75pts. (3 @25pts. Each) |
| 4. | Peer Analysis Projects         | 100pts.                 |
| 5. | Final Examination              | 100pts.                 |
| 6. | Class Participation/Attendance | 50pts.                  |

- **Discussion Rubric & Writing Assignment**

- a. Engagement: Contributes to the discussion on more than responds by using correct vocabulary.
- b. Preparedness: Show excellent evidence of the main point was understood.
- c. Etiquette: All interaction with others shows respect and interest in the view point for others.
- d. Quality: Papers are free of grammar, spelling, and punctuation errors.

- For due dates, see the course calendar in the Syllabus.

THE AMERICAN PERSPECTIVES: READINGS IN AMERICAN HISTORY VOL.1, e Text, 6th 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, newspaper accounts, or photographs. They can also be diaries, oral histories, memoirs or auto-biographies.

Secondary Works utilize primary sources and historians interpret original documents to create a historical narrative;  
The American Perspectives: Readings in American History

**THREE 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: heading, an introduction, the body of the paper, a conclusion and work-site/reference(s).**

- |    |           |  |            |
|----|-----------|--|------------|
| 1. | Chapter 4 | The Declaration of Independence (1776)                             | 1st. Paper |
| 2. | Chapter 5 | The Article of Confederation (1781)                                | 2nd. Paper |
| 3. | Chapter 5 | The United States Constitution (1787)<br>The Bill of Rights (1791) | 3rd. Paper |

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 **on time** and **attend class daily**. Students are not allowed to miss no more **than two days**. If a student is out more than two days, he/she must submit a document explaining why they were absent. Let me know if you are

traveling from another campus or job. Make sure you come prepared to participate daily. Class participation is extremely important. Your class participation points will be based on your attendance and student engagement.

#### **POINT SYSTEM**

**GRADES WILL BE DETERMINED BY THE FOLLOWING SCALE:**

**500-450 @ 90% = A**  
**449-400 @80% = B**  
**399-375 @75% = C**  
**374- 350 @ 70% =D**  
**349 - 0 = F**

#### **TENTATIVE SCHEDULE:**

**Students will be notified if there are changes.**

Pre- Assessment (Syllabus)	September 6, 2018
Chapter Assessment (Test)	<b>September 27, 2018</b>
Mid-Term Assessment (Test)	October 25, 2018
<b>Final Assessment (Test)</b>	<b>December 11, 2018</b>
Critical Review (Peer Analysis)	November 13-29, 2018
Class Participation	Collaboration of Notes, Daily News, and Attendance

Pre-Test – This quiz is very important and is an “open book,” or in this case, an “open syllabus” quiz. You can get the answers from the syllabus while taking the quiz so there’s no reason for getting the answers wrong. You will need to answer all the questions in the Syllabus Quiz correctly. The grade on the Syllabus Quiz will not be factored into your final grade. The point of this exercise is not the grade but to become familiar with the syllabus and what will be required of you in the course.

#### **STUDENTS LEARNING OUTCOMES (SLOs) –COURSE CALENDAR**

##### **Tuesday & Thursday August 28 & 30, 2018**

Introduction – “Getting to Know You”

Syllabus will be discussed

Discuss Current Abstracts Format (orally)

Guideline for Historical Papers (Students will be able to view previous student’s papers)

Attendance checked to verify enrollment.

Students will be assigned their first paper (The Declaration of Independence 1776) Reference; The American Perspectives Reading in American History Volume 1 – (One or two references)

**Tuesday, September 4, 2018** “In the News” Study Guides to be passed out. Lecture and class participation. Students must be able to engage in discussions and take notes. SLOs - Discover of the AGE OF Exploration and Colonization. Notes will be given from the overhead projector.

**Thursday, September 6, 2018** **Open Book Syllabus Test Lecture and Class Participation**

**Tuesday, September 11, 2018** **Lecture and Class Discussion.**

**Reminder: Students must come prepared to discuss assigned Readings from the chapter, Current Abstract (Current Event) And/ or Pow-wow conversations.**

**Thursday, September 13, 2018** SLOs - Lecture and Class Discussion. Discover of the AGE of Exploration and Colonization. Objective and Subjective Components.

**Tuesday, September 18, 2018** “In the News” Lecture and Class Discussion – Documentaries to correlate with (The Declaration of Independence 1776)

**Thursday, September 20, 2018** Lecture and Class Discussion continues. Documentary covering the "Declaration of Independence 1776" (1st paper). Students must be able to give critical oral feedback from The American Perspectives: Reading in American History Volume 1 (The Declaration of Independence 1776)

Submit a two page paper. When you write your paper, recognize the Five "W's" components WHY and WHAT HAPPENED, WHERE did it happen, To WHOM (who) did it happen, WHEN did it happen and HOW MANY people were involved? The papers must consist of AMENITIES such as: (1) Complete Sentences (2) Typed (3) Double Space (4) Arial-Font 12 (5) Spell Check (6) Justify (7) Primary and Secondary Sources.

**Tuesday, September 25, 2018** Lecture and Class Discussion. **2nd half of the class period students will be able to select groups for Peer Analysis Project.**

**Thursday, September 27, 2018** Review for ten (10) minutes. Students will be able to take their Assessment. SLOs Study Guide will be distributed. Lecture and Class Discussion SLOs Identify the Causes and Effects of the American Revolution, Explain the Origins and Impact of Slavery, and Analyze the Formation of the Republic.

**Tuesday, October 2, 2018** Lecture and Class Discussion.

**Thursday, October 4, 2018** Lecture and Class Participation. Students must complete questions on the Study Guide

**Tuesday, October 9, 2018** Lecture and class participation - Students must take notes.

**Thursday, October 11, 2018** Lecture and class participation. Study Guides will be distributed. SLOs: Summarize the Effects of Expansion and Innovation; Explain Nationalism, Sectionalism, and The Civil War.  
Lecture and Class participation

**Tuesday, October 16, 2018** "The Articles of Confederation" - Submit a two page paper. When you write your paper, recognize the Five "W's" components WHY and WHAT HAPPENED, WHERE did it happen, To WHOM (who) did it happen, WHEN did it happen and HOW MANY people were involved? The papers must consist of AMENITIES such as: (1) Complete Sentences (2) Typed (3) Double Space (4) Arial-Font 12 (5) Spell Check (6) Justify (7) Primary and Secondary Sources

**Thursday, October 18, 2018** Students will be able to get into groups for their final CORE Objective. Students will be able to select Chapters 12, 13, 14, & 15 to analyze and discuss in a forum with the class. (Peer Analysis)

**Tuesday, October 23, 2018** Lecture and class participation - Students must take notes

**Thursday, October 25, 2018** Review for ten minutes. Students must be able to take their Mid-Term Assessment.

Home work: Students will continue to work on their Peer Analysis Projects, SLOs Discuss the Civil War and Evaluate the Effects of Reconstruction

Tuesday, October 30, 2018 Lecture and Class Discussion

Thursday, November 1, 2018 Lecture and Class Discussion

**HCCS STUDENTS LAST DAY TO WITHDRAW – FRIDAY NOVEMBER 2, 2018.**

Tuesday, November 6, 2018 – "The United States Constitution-Bill of Rights" - Submit a two page paper. When you write your paper, recognize the Five "W's" components WHY and WHAT HAPPENED, WHERE did it happen, To WHOM (who) did it happen, WHEN did it happen and HOW MANY people were involved? The papers must consist of AMENITIES such as: (1) Complete Sentences (2) Typed (3) Double Space (4) Arial-Font 12 (5) Spell Check (6) Justify (7) Primary and Secondary Sources

Thursday, November 8, 2018 Lecture and Class Participation

Tuesday, November 13, 2018 Projects Chapter 12 Question and Answer Period (Q&A)

Thursday, November 15, 2018 Projects Chapter 13 Final Examine Study Guide will be passed out.

Tuesday, November 20, 2018	Projects Chapter 14
Tuesday, November 27, 2018	Projects Chapter 15
Thursday, November 29, 2018	Projects Chapter 16
Tuesday, December 4, 2018	REVIEW
Thursday, December 6, 2018	REVIEW
Tuesday, December 11, 2018	FINALS

### ATTENDANCE POLICY

All students are required to be punctual and attend class daily. Students are not allowed to miss no more than two (2) days. If a student is out more than two days, he/she must submit a document explaining why they were absent. Let me know if you are traveling from another campus in order to take my class.

Make sure you come prepared to participate daily. Class participation is extremely important. Your class participation points will be based on your attendance and student engagement.

In case of an emergency and you are unable to attend class, please contact me @ ☎ 281-460-7923 or email [Octavia.jonesreed@hccs.edu](mailto:Octavia.jonesreed@hccs.edu).

I urge you to drop the course for non-attendance. However, the instructor has full authority to drop a student for excessive absences. Students are responsible for officially withdrawing from class **Friday, November 2, 2018-Regular 16 weeks** – last day to withdraw. Students remaining in class after the final drop date will be given a regular grade of A, B, C, D, F or FX. 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. If a student receives an F, it means the student tried but failed, however, if a student receives an FX it indicates the student never withdrew and stopped attending class. Students will have to return the Financial Aid. 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. After the deadline, **Friday, November 2, 2018** you will receive the grade you are making in the class, which will more likely result in making an “F” (Villarreal)

### MAKE – UP POLICY

If you miss a test, you must explain why and request a make-up test in writing. You will receive a score of (0) zero for any unexplained or unexcused missed test, and I reserve the right to disqualify your excuse. Make up tests are given only in cases of documented illness, legal cases, or other extenuating circumstances, not just because you haven’t studied. Make up tests must be arranged by you, no later than the next week day after the test deadline or at the end of your emergency.

Students are solely responsible for taking and getting class notes. Do not ask instructor for her notes, copies, or transparencies.

Students will receive Study Guides and assigned Chapters to read. If there are questions or concerns, please do not hesitate to email me.

### GUIDELINES FOR CRITICAL REVIEW (CHAPTER ANALYSIS – WRITTEN)

Chapters: 12-15 will be chosen or selected from Alan Brinkley, John Giggie, & Andrew Huebner- The Unfinished Nation – A Concise History of the American People,

Students must be able to follow these guidelines:

1. Analyze Chapters 12-15
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 Peer 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/work cites pertaining to the assigned chapter. (The American Promise; the History of the United States and two other references/work sites)

**UPON SUBMITTING YOUR REPORT, YOU MUST HAVE:**

- 1) Folder
- 2) Cover Sheet/Fly Sheet
- 3) Signature Sheet (Name Sheet)
- 4) Introduction, Body of the Paper and Conclusion
- 5) Work Site/Reference(s) (3)
- 6) **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 implement the Core Objective 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

### **Title IX of the Education Amendments of 1972, 20 U.S.C. Ag 1681 ET. SEQ has changed (REVISED)**

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual’s fundamental rights and personal dignity.

Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in-educational programs and activities. If you require an accommodation due to pregnancy, please contact an Abilities Services Counselor.

The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC Policies, Compliance with applicable Laws, Status, and Regulations (Such as Title VI, Title IX, and Section 504), and complaints may be directed to:

<http://www.hccs.edu/district/students/disability-services>.

Reasonable accommodations are established through an interactive process between you, your instructor (s) an Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law.

A statement regarding how receive help regarding a student request for an accommodation due to a qualified disability has also been added:

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health chronic or temporary medical condition), Please meet with a Campus Abilities Counselor as soon as possible in order to establish reasonable accommodations.

Reasonable accommodations are established through an interactive process between you, your instructor (s) an Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environment consistent with federal and State Law.

It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations. Students must submit Modification Documents the first week of school.

### **CAMPUS CARRY**

#### **ABOUT CAMPUS CARRY**

During the 84<sup>th</sup> Texas Legislature, lawmakers passed a law we know as the “Campus Carry” Bill (Senate Bill 11). **It allows licensed** individuals to carry concealed handguns on academic campuses. The law took effect on August 1, 2016 for all institutions of higher education except for community colleges. The effective date for HCC and community colleges across the state in August 1, 2017.

Download: Senate Bill Campus Carry [<http://www.hccs.edu/media/Senate-Bill-11-Campus-Carry.PDFT>]  
(LOCAL).{<http://www.hccs.edu/district/about-us/policies/hcc-board-policy-manual-section-g/>}

## 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  
The Learning Centre-Library and A page 1-5 (Students must be able to download this article for future use)
6. You Tube Historical Documentaries & PBS Historical Movies & Documentaries
7. Students Outlines will be submitted on the day of the report.

## IMPORTANT EVENT (s):

1. **Wednesday, November 14, 2018 @10a.m.** Northeast College Fall 2018 Public Safety COE Career and job Fair. HCC Northeast Campus.
2. **Thursday, November 22, 2018** - Thanksgiving Break
3. **Wednesday, December 19, 2018** – Winter Break

**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.

**HAVE A GREAT SEMESTER!**

**Professor Octavia Jones-Reed**