

HOUSTON COMMUNITY COLLEGE
Southwest College
Stafford

Course Title: United States History I.

Course Number: 1301-0038.

Course Section: 15346.

Credit Hours: 3.

Semester & Year: Spring 2017 (January 17-May 14).

Instructor: Roy Quick, B.A., Georgia, 1964; M.A.T., Georgia State, 1978.

Class Times: Tuesday & Thursday 12:30-1:50 PM.

Class Location: Stafford Campus Learning Hub.

Prerequisite: No student should be enrolled in the class who has not had English Composition I (1301). You may be enrolled if you are taking English Composition I (1301) concurrently. English 1302 may not be used as a substitute for English 1301. Students taking the course for dual credit should have had college level and writing.

COURSE DESCRIPTION

History 1301 is a survey of American history from Native American cultures to 1877. It will focus on the evolution of the economic, social, cultural, and political institutions which define the development of the modern United States and its people.

CORE OBJECTIVES

Critical Thinking Skills--to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Personal Responsibility--to include the ability to connect choices, actions and consequences to ethical decision-making Guidelines.

GENERAL LEARNING OUTCOMES

1. You will evaluate historical developments in an essay.
2. You will read primary source documents. In history primary sources are media contemporaneous to the events described.
3. You will analyze historical evidence by writing an analytical essay.
4. You will explain the importance of chronology and how earlier ideas and events shaped later events.

SPECIFIC LEARNING OUTCOMES FOR U.S. HISTORY I

1. You should be able to discuss the Age of Exploration.
2. You should be able to explain Colonization.
3. You should be able to identify the causes and effects of the American Revolution.

4. You should be able to explain the origins and impact of Slavery.
5. You should be able to analyze the formation of the Republic.
6. You should be able to summarize the effects of Expansion and Innovation.
7. You should be able to explain Nationalism and Sectionalism.
8. You should be able to discuss the Civil War.
9. You should be able to evaluate the effects of Reconstruction.

INSTRUCTOR'S APPROACH

The instructor will focus on the truth, the reality, of what has happened to the people who have inhabited the United States in order that we may build on their accomplishments and avoid their errors.

The instructor will point out information questioned frequently in standardized tests.

Because this is a survey course, the instructor will avoid being sidetracked from full coverage of U.S. History to 1877 while bringing to your attention areas of U.S. history which you may want to study in advanced courses.

The instructor will make every effort to prevent the subordination of the course to political party, ethnic, religious, or gender prejudices and, at the same time, will encourage and protect your formation and expression of personal opinion. The classroom is a captive audience, and everyone should be respectful of why everyone has signed up for the course.

The instructor uses Power Point presentations which he has put together over the course of nineteen years and constantly updates. They are not intended to be viewed passively but to increase comprehension by sight as well as hearing—"to get the big picture." The instructor has found test scores to increase significantly. Also you are encouraged to ask questions during the presentations, not to be just passive. It is important that you understand according to your way of thinking, because it increases the likelihood of something being remembered. How is what you do not understand to be addressed, if do not let it be known? You are expected to take your own notes in class on the presentations. The instructor will help you in learning when to take notes.

TEXTBOOK

If you would like a textbook for a reference, for a backup, or in which to follow along, the eighth edition of *The Unfinished Nation: A Concise History of the American People* by David Brinkley, published by McGraw Hill Education is used in Houston Community College District. The instructor's presentations will not be out of the textbook, will not be based on the textbook, and will contain information not found in the textbook, but there is a correlation with the textbook in the Test and Final Exam Schedule at the end of this syllabus.

REQUIRED READING

Selections from the *Autobiography of Benjamin Franklin* posted online at either one of the following links:

https://1drv.ms/b/s!Ap40DXS1hUnjj0_Z4RkjbvKFIbPKC

<https://drive.google.com/file/d/0B5-Rjg1CdWdXdEN3MWFNM3picDQ/view?usp=sharing>

Three additional selections assigned by the instructor from the following link:

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

Access to the three readings at the Pearson Custom link will require purchase either online at the website or at a campus bookstore.

If you do not own equipment to access the online readings, the readings may be accessed through computers in the campus library, which has also netbooks which may be checked out.

EVALUATION

Final letter grades will be assigned after computing individual final averages in percent as follows: 89.5% to 100% is A, 79.5% to 89.4% is B, 69.5% to 79.4% is C, 59.5% to 69.4% is D, and 0 to 59.4% is F. An end of the course "Incomplete" will be granted only for extreme circumstances, only by written contract, subject to the approval of the college, to a student who has completed at least 80% of a course. If any missing work is not completed within dates accepted by the college, the "Incomplete" is replaced by a F.

Before the final exam 70% of your grade will be the average of grades on four multiple-choice tests over information covered in the presentations by the instructor and 30% of your grade will be the average of grades on your written descriptions of the seven required readings. Thirty percent has been chosen so that your writing skills, which are part of HCC's Core Objectives and General Learning Outcomes, will reflect, at least, one grade level in the final grade, and the remaining 70% of your grade, most of your grade, will reflect your knowledge of what should have been learned. A grade assigned to a paper will be based solely on the instructor's evaluation, the instructor's judgment, not upon what a student may think it ought to be. The evaluation will be based on how well you have convinced the instructor that you read a selection completely, following directions on grammar and style. The four multiple-choice tests and final exam grades will represent solely the percentage of correct answers. Grades will not be curved. Grades will not be "negotiated" either. Everyone in the class will be graded the same way.

Seventy percent of your semester grade will be the average of the four tests or your final exam grade, whichever is higher, and 30% will be the average of your grades on your written descriptions of the required readings. However when a final exam is not taken the semester grade will be F, regardless of whatever averages you may have had beforehand. You must take the final exam to complete the course. There are no exceptions. The final exam will be comprehensive, covering notes on the presentations from the beginning of the course to the end of the course.

If the instructor observes any cheating on a test, on something written to be turned in, or on the final examination, the test, the writing, or the final examination of the individual or individuals observed cheating will be given the score of zero.

There will not be any special work or retesting to make up for low grades. The instructor will give a "make-up test" only for a test missed by an absence for which a reasonable explanation has been given.

After each of the four multiple-choice tests has been scored, you will be shown the test and your answers. However, to protect validity and reliability of the four tests and final examination, copying of the tests, the final examination, and test and final examination answer sheets will not be permitted, and the tests, the final examination, and test and final examination answer sheets will be kept by the instructor. In the course taught by this instructor, tests are to be used solely to evaluate how well you are progressing, not as a substitute for studying notes taken in class. In other words, you will not be memorizing answers to past tests to pass the course. A word to the wise, if you miss something on a test, check your notes afterward. You may be asked about it again on the final examination. However, any attempt to check notes while a copy of the test or answers are in front of you will be treated as cheating. No copying of the test and answers will be permitted.

Cheating includes looking at or copying from another student's test, paper, or final exam, communicating or receiving answers during a test or the final exam, having another person take a test or the final exam or do a paper, using

unauthorized notes, texts, or other materials for a test, a paper, or the final exam, and obtaining or distributing an unauthorized copy of any part of a test or the final exam.

A zero will be given for not taking a test, not turning in a paper, or not taking the final exam when scheduled without reasonable explanation, for example accident, injury, serious illness, or death in the family. If you have a reasonable explanation for having missed a test, it is your responsibility to request a make-up test with the instructor on the first day of return from an absence. Failure to make up a test will result in a score of zero for the test.

DIRECTIONS ON WRITING A PAPER

To confirm that you have read the required selections, you are to write a description, analysis, of each in your own words, without using outside sources at all. Adding your own opinion, thoughts, interpretation, in your descriptions is encouraged, but be sure to provide descriptions that show the instructor that you read all of a reading selection and did not skip over parts of it. How long should your descriptions be? Length will vary from individual to individual. Length should be whatever it takes to show, convince the instructor, that you have read all of a reading selection.

It is recommended that while you read one of the selections, that you take notes. Use your notes afterward, keeping the same order, sequence, of whatever you describe as it appears in the reading. Your written description should follow the same sequential order that it appears in the reading, no jumping around.

Do not use abbreviations, contractions, and any ellipsis, three little dots (. . .), or "etc." or its equivalent unless they are within a quotation in a reading selection and enclosed in quotation marks in your description. The description should be in your own words. Direct quotations should be avoided and never over a sentence in length.

Direct quotations not enclosed in quotation marks will be treated as plagiarism. Plagiarism means passing off as personal ideas or writings the ideas or writings of another (that is, without giving proper credit by documenting sources). Plagiarism includes submitting an essay, report or project that someone else has prepared, in whole or in part--copying, in other words.

Avoid showing whatever you have written to another student to avoid collusion. Collusion is inappropriately collaborating on assignments designed to be completed independently.

A zero will be given to any writing in which there is evidence of plagiarism or collusion.

The papers may be typed, printed, or handwritten. If handwritten, use exclusively black or blue ballpoint or ink on 8½" X 11" lined white paper. A paper handwritten in pencil will receive a grade of zero. Distinguish between upper and lower case. If handwritten, in cursive or hand printed, the writing must be legible. If handwritten, keep one inch right and left margins and leave the last two bottom lines empty. If typed or digitally printed, keep one inch right, left, and bottom margins. Double space lines only in typed or digitally printed essays, not in handwritten papers. Double space also between sentences (from the last period to the beginning of the next sentence)—press the space bar twice. Do not use a font smaller than 10 and larger than 12 in typed or digitally printed writings. Italicize titles in typed or digitally printed papers. Underline titles in handwritten papers.

Be sure every statement in your descriptions is a sentence, which means it contains a subject and predicate. Spelling and grammar will count.

Do not use footnotes, endnotes, or parenthetical documentation.

Do not attach any cover page, any title page, any drawing, any photo, or any graphic illustration. You need only to write, type, or digitally print your name below the left or right side of the top edge of your first page to identify your paper.

In regard to form, style, and grammar, *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian is recommended.

ATTENDANCE

It is the student's responsibility to attend class to take notes on the instructor's presentations, in which information not found in the textbook will be presented and for which there will be no substitute for attendance during the time that it will be presented. Just think of it—that is why the instructor is there at that time. Instruction will not be a mere repetition of any textbook content, which you can read, but based on the instructor's presentations. You will be expected to take your own notes, and, if not, expect to be questioned by the instructor. In no case should a student be observed sitting in class, not taking notes, and relying on notes taken by other students. No one should feel bullied or conned into helping another student who is not pulling his or her own weight in class. In no case should any student with repetitive unexcused absences be using the work (and time) of other students in order to receive credit for the course.

The instructor will check the roll at the beginning of each class. If you enter class after the roll has been checked, please, do not interrupt the class and leave the instructor a note in your handwriting that you were present before leaving class. Do not sign for another student.

If you leave the classroom before the end of a class, you will be marked in the attendance record for having left the class early. If you have a legitimate excuse, please leave the instructor a note explaining why you had to leave in order that the instructor may mark it excused, not unexcused, for reasons listed in the HCC attendance record. The door will be always open. It is better to be late than never in this class. However, that does not apply to anyone with a repetitive pattern of tardiness or leaving the classroom, especially when distraction is involved.

Expect to be questioned by the instructor for mounting absences, for which the instructor may submit an administrative drop, when there is no reasonable excuse. Expect to be questioned by the instructor for repeatedly entering the room late and for early exits. You may be administratively dropped by the instructor after missing five classes for which sufficient explanation has not been given for the absences. When you enroll in the class, you are expected to conform to the college's schedule. The instructor does not contract or negotiate exceptions to the college's schedule, including the hours and minutes in which you are expected to attend. If you cannot attend the course at the hour, minutes, and days assigned by the college, do not continue your enrollment in the course, no exceptions. If, for whatever reason, you choose to stop attending class, it is your responsibility to withdraw no later than the last time and date for administrative withdrawal posted by the college.

If you need to contact the instructor outside of the classroom for any reason that cannot be addressed before, during, or after class, the instructor may be reached most expeditiously at the instructor's campus email address, roy.quick@hccs.edu. Please remember that the instructor is a part-time instructor, adjunct, and does not have a campus office.

CLASSROOM ETIQUETTE

To promote a serious learning environment please do not bring food and drink into the classroom, which may be distracting, and please keep all electronic communication and listening devices turned off and out of sight as soon as you enter the classroom. No electronic device of any kind may be used to photograph, to take a picture of, the instructor's presentations. Laptops, notebooks, net books, tablets, and I-Pads may be used for typing only notes for this class. If the instructor finds that they are being used for any other purpose, the misuser will not be allowed to continue using the device in class.

If any disruptive behavior continues after the instructor has asked that it stop, the person responsible for the disruption will be asked to leave the classroom. If the problem persists afterward, the instructor will request withdrawal of the student.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972, 20 U.S.C. A§ 1681 ET. SEQ.

Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights are on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.

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. Log in to: www.edurisksolutions.org. Sign in using your HCC student e-mail account, then go to the button at the top right that says, "Login," and enter your student number.

STUDENTS WITH DISABILITIES

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor's receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

Ability Service Contact Information

Central College	Coleman College	Northeast College	Northwest College	Southeast College
713-718-7376	713.718.6164	713-718-8322	713-718-5422	713-718-7144
			713-718-5408	

Southwest College	Adaptive Equipment/Assistive Technology	Interpreting and CART services
713-718-5910	713-718-6629	713-718-6333
	713-718-5604	

TEST AND FINAL EXAM SCHEDULE

- TEST 1 Class after reaching 1763 Treaty of Paris in presentations. It will cover Prehistoric America to the 1763 Treaty of Paris. It roughly correlates with pages 1-90 in *Unfinished Nation*.*
- TEST 2 Class after reaching the Annexation of West Florida. It will cover from Pontiac's Rebellion to the 1810 Annexation of West Florida. It roughly correlates with pages 90-179 in *Unfinished Nation*.
- TEST 3 Class after reaching the 1849 Gold Rush. It will cover from the War Hawks to the 1849 Gold Rush. It roughly correlates with pages 179-308 in *Unfinished Nation*.

TEST 4 Class after reaching the Compromise of 1877. It will cover from the Department of the Interior to the Compromise of 1877. It roughly correlates with pages 308-371 in *Unfinished Nation*.

FINAL EXAM As scheduled by college during week of May 8-12. The final exam will cover from Prehistoric America to the Compromise of 1877. It roughly correlates with pages 1-371 in *Unfinished Nation*.

*The textbook does not follow a strict chronological order of events but the instructor's presentations do.

DUE DATES FOR WRITTEN DESCRIPTIONS OF READING SELECTIONS

February 2 Boston (1706-23), Philadelphia (1723-24), and London (1724-26) in online *Selections from the Autobiography of Benjamin Franklin*, pages 4-28.

February 23 Philadelphia (1726-57) in online *Selections from the Autobiography of Benjamin Franklin*, pages 29-63.

March 9 French and Indian War (1754-56) and London (1757) in online *Selections from the Autobiography of Benjamin Franklin*, pages 83-89.

March 30 *Venture Smith's Account of Slavery and Freedom (1700s)* by Venture Smith, found in pearsoncustom.com Chapter Two: The African Experience, pages 118-123.

April 13 *Native Reactions to the Invasion of America* by James Axtell, found in pearsoncustom.com Chapter Three: The Native American Experience in Colonial America, pages 154-164.

April 27 *José Antonio Navarro: Elder Statesman, 1853-71* by David McDonald, found in pearsoncustom.com Chapter Eight: Jacksonian America, pages 382-399.

3-28-17