

Common Course Syllabus

History 1301

Department of History

Department: Social Sciences

Discipline: History

Course Number: HISTORY 1301

Course Title: United States History I

Credit: 3 Lecture, 0 Lab

Satisfies a core curriculum requirement? Yes, American History

Prerequisites: TSI compliance in Reading

Available Formats: Conventional, INET, ITV

Campus: Levelland, Reese, ATC, Plainview

Textbook: Varies according to instructor.

Course Specific Instructions: Each instructor will attach his/her course with specific instructions.

Course Description: A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

Course Objectives addressed:

1. critical thinking: to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
2. communication: to include effective development, interpretation and expression of ideas through written, oral and visual communication.
3. social responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. personal responsibility: to include the ability to connect choices, actions, and consequences to ethical decision-making.

Course Purpose: To acquaint students with the diversity of American history and to promote critical thinking in interrelating the past to the present. Fundamentally, the course promotes general understanding of a body of knowledge any literate person should possess about the history of his own country.

Course Requirements: To maximize a student's potential to complete this course, he/she should attend all class meetings, complete all homework assignments and examinations in a timely manner, and complete all other projects or papers as assigned in the instructor's specific instructions.

Course Evaluation: See the instructor's course information sheet for specific items used in evaluating student performance.

Attendance Policy: Whenever absences become excessive and in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course. Each instructor will have additional information about attendance on his/her course information sheet.

Learning Outcomes: Upon successful completion of this course, students should be familiar with the evolution of American political, social, and economic institutions and traditions from the arrival of Europeans to the mid-nineteenth century. This would include the ability to:

- Create an argument through the use of historical evidence.
- Analyze and interpret primary and secondary sources.
- Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

SOUTH PLAINS COLLEGE
HIST 1301

WHO:

Instructor: Cathrine McMahan

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Phone: 806-716-2958

Office Hours

WHERE:

Online

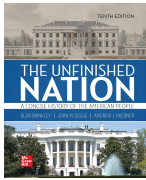
WHEN:

Online

WHAT: HIST1301

History 1301 is a general survey course of the significant events in the history of the United States spanning from the arrival of European colonizers in the Western Hemisphere to the conclusion of the Civil War era (1492-1877). The course will emphasize the political, economic, geographic, and social changes that influenced each period of the nation's history. HIST 1301 will include but is not limited to Early European Exploration, British Colonization of North America, American War of Independence, Early Republic, Industrialization, Jacksonian Democracy, Sectionalist Conflict, Social Reforms, Westward Expansion, Secession & the Civil War, Reconstruction & Recovery.

TEXTBOOK:



The Unfinished Nation: A Concise History of the American People

Brinkley, 10e

A digital version of the textbook is attached to your tuition and fees for this class; if you would like a hardcopy of the book, the SPC Bookstore can help you order one.

SUPPLEMENTAL MATERIALS:

I will occasionally assign additional readings such as journal articles, primary sources, or videos. Those will always be posted digitally to Blackboard for the appropriate week.

WHY:

“We are not makers of history. We are made by history.” --Martin Luther King, Jr. (1963)

Course Objectives/Learning Outcomes:

- Identify political, economic, geographic, and social characteristics of eras in American history.
- Analyze the connections between past events and the context in which they occurred.
- Examine and analyze primary and secondary sources to better understand the issues and events surrounding eras in American history.
- Develop research and critical reading skills.
- Develop argumentative writing skills and implement proper grammar and mechanics to communicate in writing.
- Effectively express one's ideas and interpretations of the past through class discussions and written assignments.
- Receive appropriately and consider the ideas and interpretations of others about the past.

HOW:

Students will be evaluated on evidence of content understanding through skills assignments, consistent and active participation, quizzes, and tests.

Grading Categories	Grading Breakdown
<p>Video Meet & Greet: In order to build an online community of kindness and collaboration, students will submit video introductions and greet one another. This creates a valuable connection within the cohort and improves the online learning experience.</p>	<p>1 @ 20 points = 20 points</p>
<p>History Labs: The work of historians includes two main skills: (1) critically reading primary and secondary source materials and (2) analytical writing about such materials and the past. We will apply these skills to class content throughout the semester.</p>	<p>4 @ 50 points = 200 points</p>
<p>Reflective Learning Summary Discussion: (RLS) In these assignments, the student will produce a reflective blog post as a checkpoint for understanding. Each RLS should be 400 words (+10%/-10%). In addition the student may address the questions: What did you learn this week? How does the content of the lessons connect to the world around you? What evidence have you found most interesting and why? What questions do you still have?-- It is also required that students interact with peers on boards- minimum 2 responses or interactions that <u>add value to the content</u>. SEE RUBRIC FOR GRADING CRITERIA</p>	<p>4 @ 60 points = 240 points</p>
<p>History Media Project: Each student will develop and create a portfolio to examine the portrayal of a period or event in early US history in the media. The project will consist of several parts and we will work through them throughout the semester. The project will culminate with a synthetic essay.</p>	<p>Project Elements</p> <ul style="list-style-type: none"> ● Selected Film Summary (20 points) ● Social Media Analysis (15 points) ● Journal Analysis (20 points) ● Primary Source Analysis (20 points) ● Synthetic Essay Draft (15 points) ● Tutor.com Receipt (10 points) ● Synthetic Essay Final (100 points) <p>200 points</p>
<p>Quizzes: Quizzes will be based primarily on assigned reading. However, some quizzes may include content from class discussions and additional materials from in-class meetings. Quizzes may include multiple-choice and/or short-answer responses. All quizzes are 90 minutes and students have two attempts - the higher score is recorded</p>	<p>8 @ 35 points= 280 points</p>
<p>SmartBook Readings: Using the online textbook, students will complete SmartBook guided reading modules. These are essential to understanding the key elements of American History. SmartBook guided reading can be repeated until a student gains mastery of the key concepts. All SmartBook assignments will take 60-120 minutes to complete.</p>	<p>8 @ 20 points = 160 points</p>
<p>Grading Summary: A= 1100-900 points B= 899-800 points C= 799-700 points D= 699-600 points F= 599-0 points</p>	<p>Total Points Available- 1100 *Please note, there is a "bonus" of 200 points available on top of 900 minimum for an "A." This is intentional and serves as a built-in method to recover credit for lower grades. <u>Please do not ask for "extra credit" or make up work or late submission as it is built into the grading structure.</u></p>

Everything Else:

Dual Credit Grade Calculations: Most high schools request that SPC assign a number grade for transcript reporting. This course is based on a points scale. Your total points can be divided by 10 and that will calculate your number grade. While I provide 1100 points of assignments, I can only assign a maximum of 100 points as a number grade. See below for some examples of calculations.

677 points = 67% = D

893 points = 89% = B

922 points = 92% = A

1093 points = 100% = A

Academic Dishonesty:

Academic dishonesty commonly comes in the form of cheating or plagiarism both of which are addressed below, however, twenty-first-century students are clever in finding new ways to avoid doing work.

Therefore, it is at the instructor's discretion to determine what qualifies as academic dishonesty and respond accordingly. **Academic dishonesty can result in reduced credit, a zero, withdrawal from the course, or disciplinary action as outlined in the SPC code of conduct.**

- **Cheating:** Cheating can include using unpermitted materials to complete an assignment, quiz, or test. Copying answers from another student or past class materials, or allowing others to use your class materials for their own nefarious purposes. Students must acknowledge all work assigned is to be completed individually unless otherwise noted.
- **Plagiarism:** Plagiarism is the intentional or unintentional use of another person's written or creative work without proper citation or credit. More accurately it is, "an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author's work as one's own, as by not crediting the original author."¹ In other words, **if you copy someone else's work (including internet sources) and claim you wrote it, you are plagiarizing. This includes AI technology such as OpenAI, ChatGPT, or similar programs.** This is a serious offense and will be handled accordingly. Do not waste my time with plagiarism, my time on earth is limited and tracking down copied Wikipedia articles is not how I want to use minutes of this finite existence. If I am forced to do so, I will be angry, bitter, and lacking in mercy. Consider yourself warned. *ALERT* Instructors have digital tools and the basic intelligence to easily detect plagiarism, you WILL get caught eventually and the consequences can damage your collegiate career, so just don't do it. If you have questions about how to use a source or quote another person's work, I would be happy to meet with you during office hours and help you work through that. The world has been full of brilliant people who wrote brilliant things, it is ok to use their ideas to build your own, BUT you must give those brilliant people credit for their work.

Absences/Late or Missed Assignments:

- **Absences:** This course is 100% online and there is no face-to-face attendance required. It is your responsibility to manage your time and develop a schedule to complete all work ON TIME. The **choice** to participate in dual credit courses means the student accepts the responsibility of time management at a college-level. **High school schedules, events, activities, etc are not taken into consideration by South Plains College and do not constitute a justification for late or missing work.**

¹ Dictionary.com. Definition of Plagiarism. Dictionary.com. Accessed December 10, 2021.

<https://www.dictionary.com/browse/plagiarism>. (See what I did there? I proved where I found something and gave that source credit. You must do this too.)

****Student-Athletes or Extracurricular Participants:** If you have a scheduled absence that interferes with a class assignment or deadline, **it is your responsibility to submit the assignment before you depart.** Late work will not be accepted for school trips or extracurricular activities.

- **Late Work:** **Late work will not be accepted** without a documented emergency, illness, or verified problem with the Blackboard server. Again, if there is a problem submitting an assignment it is the responsibility of the student to **contact the instructor via email BEFORE the deadline passes.** All late assignments meeting the criteria above are subject to reduced credit.

Technology Statement: Technology failures or difficulties are not valid excuses for late or missed assignments unless it is a verifiable Blackboard server problem. If you are submitting an assignment minutes before a deadline and there is a technical problem, that is an unfortunate consequence of procrastination. In other words, do not wait until the last minute to submit an assignment. An excellent scholarly citizen turns in work in a timely manner that allows for solving any technical problems. Furthermore, it is the responsibility of the student to double-check that all assignments are posted or submitted properly.

Legal Statements:

For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title V Pregnancy Accommodations, CARE Team, and Campus Concealed Carry, please visit <https://www.southplainscollege.edu/syllabusstatements/>.