

Professor Octavia Jones-Reed
History 1301

Houston Community College
January-May 2016
NE Learning Hub

Course Syllabus

CRN 1301-0035-87721

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

Tuesday & Thursday 11:00a.m. – 12:30 p.m.

Textbooks:

Roark, Johnson, Cohen, Stage, Hartmann The American Promise, A History of The United States, 5th Edition ISBN: 978-1-4576-1345-6 - This book contains 31 chapters and is used for both 1301 and 1302 History

The American Perspectives: Readings in American History Vol. I, 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. Input your access code. Be sure that you buy access Volume I.

McCullough: 1776

Franklin // Autobiography of Benjamin Franklin

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 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 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 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

PROGRAM Learning Outcomes (PLOs)

1. Students will be able to take a Pre-Assessment at the beginning of the Semester to determine where they are, or how much they know about the subject and at the end of the Semester students will be able to take a Post Assessment to determine how much they have learned.
2. Students will be able to create an argument through the use of historical evidence.
3. Students will be able 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 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 an essay.

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/Attendance | 40 pts. |
| 8. Notebook Check | 15 pts. |

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 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. (American Perspectives) 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).

1. Chapter 4 The Declaration of Independence (1776)
2. Chapter 5 The Article of Confederation (1781)
3. Chapter 5 The United States Constitution (1787)
4. Chapter 14 Reconstruction 13th,14th, 15th Amendments

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).

POINT SYSTEM

GRADES WILL BE DETERMINED BY THE FOLLOWING SCALE:

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 11, 2016
Notebook: Abstracts & Notes	February 16, 2016
Mid - Term Assessment	March 3, 2016
Critical Review Projects	April 19 th , 21 st , 26 th , & 28 th , 2016
Chapter Assessment	April 7, 2016
Final Assessment	May 10, 2016 – 11:00 a.m.
Class Participation	Daily News & Attendance

STUDENT LEARNING OUTCOMES (SLOs) – COURSE CALENDAR

Tuesday, January 19, 2016 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 1301 class.

Students will be given a Study Guide that will cover information over the **(SLOs) Discover Age of Exploration**. 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 21, 2016 “In the News” Students must be able to discuss **(SLOs) Discover the Age of Exploration** – Chapter 1 & 2. Students will be assigned an article from The American Perspectives: Reading in American History Volume I.

Tuesday, January 26, 2016 “In The News” Students will continue to discuss the **(SLOs) Discover of the Age of Exploration**.

Thursday, January 28, 2016 “In The News” **(SLOs) Explain Colonization** – Worksheet/study guide for Chapters 3 & 4 will be passed out to all students. You Tube Documentary will be used to correlate the subject matter. You Tube, Film or Documentary will be analyzed.

Students must be able to **(SLOs) Explain Colonization** (To identify Southern and Northern Colonies in the Seventeenth Century). Students will be held responsible for all assignments.

Tuesday, February 2, 2016 Students must be able to give an oral feedback from The American Perspectives: Reading in American History Volume I. and submit a two page paper. Students must read, analyze and give oral responses using the five “w’s” components – What, When, Where, Who, Why and How Many. Work Cites or two references are needed. The papers 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.

Thursday, February 4, 2016 “In The News” Students must be able to continue to discuss Chapters 3 & 4. Class discussion and participation.

Tuesday, February 9, 2016 “In The News” Students must be able to continue to discuss Chapters 3 & 4. Class discussion and participation **(SLOs) Explain Colonization**. Students will receive a worksheet for Chapters 5-8. **(SLOs) Identify the Causes and Effects of the American Revolution**

Thursday, February 11, 2016 Students will be able to take an Assessment, Objective & Subjective components from Chapters 1-4. Students will receive a worksheet for Chapters 5-8.

Lecture and class participation Chapters 5-8. **(SLOs) Identify the Causes and Effects of the American Revolution.**

Tuesday, February 16, 2016 “In The News” Lecture and class participation Chapters 5-8. **(SLOs) Identify the Causes and Effects of the American Revolution** Students will be assigned an article from The American Perspectives: Reading in American History Volume I. Return Assessment and review each question and answer.

Thursday, February 18, 2016 “In The News” Lecture and class participation. You Tube Documentary or PBS Documentary will be used to correlate the subject matter. You Tube, Film, or Documentary will be analyzed and discuss by students and Professor. Worksheet Chapters 9-11 will be passed out.

Tuesday, February 23, 2016 Students will be able to give an oral feedback from The American Perspectives: Reading in American History Volume I. Submit a two page paper. Students must read, analyze and give oral responses using the five “w’s” components – What, When, Where, Who, Why, and How Many. Work Cites or two references are needed. Lecture and class participation Chapters 9-11 will continue.

Thursday, February 25, 2016 Students will be assigned chapters to analyze. Grouping- Students will be able to implement the **Core Objectives**. Three or four students will work together.

Tuesday, March 1, 2016 “In The News” Lecture and class participation Chapters 9-11 will resume. **(SLOs) The Formation of the Republic**

Thursday, March 3, 2016 Students will be able to give an oral feedback from The American Perspectives: Reading in American History Volume I. and submit a two page paper. Students must read, analyze and give oral responses using the five “w’s” components – What, When, Where, Who, Why and How Many. Work Cites or two references are needed.

Tuesday, March 8, 2016 “In The News” Lecture and class participation. Chapters 9-11 will resume. **(SLOs) Analyze the formation of the Republic**

Thursday, March 10, 2016 - Mid-Term Examination Chapters 1-11 - Students will be able to take an Assessment; Objective & Subjective components will be implemented. Students will receive an Article from The American Perspectives: Reading in American History Volume I.

SPRING BREAK MARCH 14TH -18TH. Monday –Friday.

Tuesday, March 22, 2016 “In The News” Students assessments will be returned and discussed. Students will be able to give an oral feedback from The American Perspectives: Reading in American History Volume I. and submit a two page paper. Students must read, analyze and give oral responses using the five w’s components – What, When, Where, Who, Why and How Many. Work Cites or two references are needed. Worksheet Chapters 12 -13 will be passed out.

Thursday, March 24, 2016 "In The News" Lecture Chapters 12-13. Class participation. **(SLOs) Summarize the effects of Expansion and Innovation and Explain the origins and impact of Slavery.**

Friday, March 25, Spring Holiday Classes resume Monday 28, 2016.

Tuesday, March 29, 2016 "In The News" Lecture Chapters 12-13. Class participation. **(SLOs) Summarize the effects of Expansion and Innovation. Explain the origins and impact of Slavery.**

Thursday, March 31, 2016 Work on projects in/during class. Grouping.

Tuesday, April 5, 2016 "In The News" Lecture and class participation from Chapters 14-16. **(SLOs) Discuss the Civil War and Evaluate the Effects of Reconstruction.** You Tube Documentary or PBS Documentary will be used to correlate the subject matter. You Tube, Film or Documentary will be analyzed by students and Professor. Study Guides Chapters 14 -16 will be passed out.

Thursday, April 7, 2016 Students will be able to take an Assessment, Objective & Subjective components will be implemented from chapters 12-13. Students will continue to work on their Study Guide.

Tuesday, April 12, 2016 "In The News" Students test will be returned and discussed. Lecture and class participation from Chapters 14-16. **(SLOs) Discuss the Civil War and Evaluate the Effects of Reconstruction.**

Thursday, April 14, 2016 "In The News" Lecture will continue from Chapters 14-16. **(SLOs) Discuss the Civil War and Evaluate the Effects of Reconstruction. Final Examine Study Guide will be passed out.**

Tuesday, April 19, 2016 Projects Chapter 14. Question and Answer Period.

Thursday, April 21, 2016 Chapter 15. Question and Answer Period.

Tuesday, April 26, 2016 Chapter 16. Question and Answer Period.

Thursday, April 28, 2016 You Tube Documentary

Tuesday, May 3, 2016 Students will review notes for Final Examination.

Thursday, May 5, 2016 Students will review notes for Final Examination.

Tuesday, May 10, 2016 Final Assessment

ATTENDANCE POLICY

Students are responsible for officially withdrawing from the class Tuesday, April 5, 2016- 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. Grades will be assess and students will received the grade of an A,B,C,D, or F. applied to the 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 fail 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. This must be implemented prior to April 5, 2016. **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, your Attendance must improve. If there is an emergency and you are unable to attend class, please contact me at ☎ **281-460-7923** or e-mail **octavia.jonesreed@hccs.edu**. If you are absent more than **two days consecutively**, you **must bring in documentation stating why you were absent**. Remember, students are solely responsible for taking and getting class notes. Do not ask instructor for her notes, copies, or transparencies. Turn off beepers and phones before entering the classroom. Attendance will be checked daily. I urge you to drop the course for non-attendance. However, the instructor has full authority to drop a student for excessive absences; four or more days. I encourage you to also study, read your textbook, take notes, highlight your text if needed and get involve by participating in class Students must be familiar with current issues, local, state, national and international. (Current Abstracts/Current Events)

GUIDELINES FOR CRITICAL REVIEW (CHAPTER ANALYSIS – WRITTEN)

Chapters: 13-16 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 13-16
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/work cites pertaining to the assigned chapter. (The American Promise; the History of the United States and two other references/work cites)

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 Cite/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.

Title IX of the Education Amendments of 1972, 20 U.S.C. Ag 1681 ET. SEQ

Title IX of the Education Amendment of 1972 requires that institutions have policies and procedures that protect students’ rights with regard to sex/gender discrimination information regarding these rights are the HCC website under Student –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 into: www.edurisksolutions.org. Sign in using your HCC student email account, then go to the button @ the top right that says Login and enter your student number

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.

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

ADD IMPORTANT DATES

- | | |
|----------------------|---|
| 1. January 18, 2016 | Campus Close Martin Luther King Jr. Day |
| 2. January 19, 2016 | Classes Begin |
| 3. February 12, 2016 | Deadline for Fall Completion of Degrees or Certificates |
| 4. February 15, 2016 | President’s Day |
| 5. February 16, 2016 | Classes Resume |
| 6. March 14-18, 2016 | Spring Break |
| 7. April 5, 2016 | Last Day for Students to Withdraw W/D |
| 8. April 31, 2016 | Last Day for Adm. to Withdraw. Deadline 4:30p.m. |
| 9. March 25, 2016 | Spring Holiday |
| 10. March 28, 2016 | Classes Resume |
| 11. May 5, 2016 | Instruction Ends |
| 12. May 10, 2016 | Final Examination |

13. May 10, 2016

Semester Ends

HAVE A GREAT SEMESTER
Professor Octavia Jones-Reed