

Angelina College
Liberal Arts Division
History 1302 – United States History from 1877
Instructional Syllabus (updated 1/14/19)

I. BASIC COURSE INFORMATION

- A. Course Description:** Three credit hours. Survey of political, social, economic, military, cultural, and intellectual history of the United States from the Reconstruction to the present. Themes that may be addressed in United States History II 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.
- B. Intended Audience:** This course is designed for a diverse student body and is required of all students seeking an Associate of Arts or Science degree or who plan to transfer to a four-year school.
- C. Instructor:**
Name: L. Duane Choate
Office/Classroom Location: W242
Office Hours: 12:55-2:25 (4th Period)
Phone: (936) 630-4168
E-mail: lchoate@angelina.edu

II. CORE OBJECTIVES

A. Core Competencies

1. **Critical Thinking Skills (CT):** to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **Communication Skills (COM):** to include effective development, interpretation and expression of ideas through written, oral, and visual communication.
3. **Personal Responsibility (PR):** to include the ability to connect choices, actions and consequences to ethical decision-making.
4. **Social Responsibility (SR):** to include intercultural competence, knowledge of civic responsibility, and the ability to engage in regional, national, and global activities.

B. Course Learning Objectives for all Sections

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

III. ASSESSMENTS

A. Assessments for the Core Objectives:

1. Critical Thinking Skills—Students will answer four (4) questions regarding Critical Thinking skills. Each question has an appropriate answer.
2. Communication Skills— Students will answer four (4) questions regarding Communication skills. Each question has an appropriate answer.
3. Social Responsibility— Students will answer four (4) questions regarding Social Responsibility. Each question has an appropriate answer.
4. Personal Responsibility— Students will answer four (4) questions regarding Personal Responsibility. Each question has an appropriate answer.

B. Assessments for Course Learning Objectives

1. Student will create and analyze an historical event and using historical evidence (from both primary and secondary sources) to create an argument which they will defend in a written or verbal presentation.
2. Student will analyze and interpret both primary and secondary sources in the process of developing an historical argument which will be defended in a written or verbal presentation.
3. Student will analyze the effects of historical, social, political, economic, cultural, and global forces on this period in United States history by creating a written or verbal presentation describing a specific historic event.

IV. INSTRUCTIONAL PROCEDURES

- A. **Methodologies common to all section:** Methodologies that are utilized in presenting course content may include (but are not limited to) lectures, class discussion, audio-visual presentation, and critical thinking projects and online assignments.
- B. **Methodologies determined by Instructor – N/A**

V. COURSE REQUIREMENTS AND POLICIES

- A. **Required Textbooks, Materials, and Equipment:** Tindall, George Brown and Shi, David Emory, *America: A Narrative History*, Brief Tenth Edition (W.W. Norton & Company, 2016). ISBN: 978-0-393-26596-5
- B. **Textbook Resource Site:** <http://wwnorton.com/college/history/america10/welcome.aspx>
- C. **Assignments: (Appropriate due dates, schedules, deadlines)**
*Online supplemental coursework designed by the publisher will be used in this class.
- C. **Course policies:** (This course conforms to the policies of Angelina College as stated in the Angelina College Handbook)

Educational Accommodations – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you may fill out the Educational Accommodations application within your AC Portal, under the “Student Services” tab. A Student Success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with a disability in order to receive services; for questions regarding the application process you can visit the Office of Student Success and Inclusion in the Student Center (Room 200) or email access@angelina.edu. To report any complaints related to accommodations, you should contact Annie Allen, Director of Student Success & Inclusion, in Room 200 of the Student Center. You may also contact Ms. Allen by calling (936) 633-4509 or by emailing aallen@anglina.edu. To report discrimination of any type, contact Steve Hudman, Dean of Student Affairs, at (936) 633-5292 or shudman@angelina.edu.

Additional Policies Established by the Individual Instructor

Attendance: Attendance will be taken. Students with excessive absences will be dropped from the class or fail the class, depending on when the absence limit was reached.

Tardiness: If late arrivals begin to be a problem, I reserve the right to refuse entry to class after the designated start time. Those that may arrive late are responsible for informing the instructor of their attendance.

Cell Phones: Cell phones will be turned off before entering class. If you are expecting an emergency phone call, please let me know before class; otherwise cell phone use is not permitted.

Class Conduct: This is a college class. As an adult assuming the responsibility of higher education, you should act appropriately. This means treating fellow students and the instructor with respect. In return, you will be treated with respect. Respect means allowing others the opportunity to speak without interruption. It also means allowing the instructor to present material to the class without interruption. Violation of these policies may result in removal from the class.

Exams: Four major exams over the chapters assigned to each unit. Makeup exams need to be scheduled with the instructor.

Quizzes: Sixteen quizzes will be given over the assigned readings. (The lowest quiz score will be dropped each nine-week period.)

DBQs: Sixteen document-based questions will be assigned. The DBQ is a place where students use critical thinking skills to analyze different types of historical documents while presenting their opinion on a specific topic. (The lowest DBQ score will be dropped each nine-week period.)

STAAR Journal/Daily Writings: The STAAR Journal will be an ongoing student created document that breaks down the historical eras of the course. The STAAR Journal will be used as a study guide for when students prepare to take the US History STAAR EOC. Daily Writings will count towards this grade.

VI. COURSE OUTLINE

Class Schedule (While every attempt will be made to follow the schedule, circumstances such as holidays, and school wide events may dictate that changes may be necessary. Therefore, all dates are tentative.)

Unit 5: Growing Pains (Chapters 17-20)

Exam: January 30

Unit 6: Modern America: Part 1 (Chapters 21-25)

Exam: March 6

Unit 7: Modern America: Part 2 (Chapters 26-29)

Exam: April 10

Unit 8: The American Age (Chapters 30-32)

Exam: May 3

VII. EVALUATION AND GRADING

- A. Grades:** Grades will be determined by scores on exams, quizzes, discussions and the Critical Thinking Project. The instructor reserves the right to offer extra credit opportunities, but do not ask for extra credit.
- B. Determination of the Final Grade:** Your final grade will be determined in the following way:

Grade Scale:

A:	89.5 – 100
B:	79.5 – 89
C:	69.5 – 79
D:	59.5 – 69
F:	00.0 – 59

1st Nine-Weeks

Exam #5:	35%
Exam #6:	35%
Quizzes (17-24):	10%
DBQs (17-24):	10%
<u>STAAR Journal:</u>	<u>10%</u>
Total:	100%

2nd Nine-Weeks

Exam #7:	35%
Exam #8:	35%
Quizzes (25-32):	10%
DBQs (25-32):	10%
<u>STAAR Journal:</u>	<u>10%</u>
Total:	100%

Final Grade: Average of 1st and 2nd Nine-Weeks

NOTICE: SYLLABUS MODIFICATION

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.