



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – United States History I
Course Prefix and Number – Hist 1301
Department – History, Geography, Government, and Economics
Division – Social and Behavioral Sci.

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:3:0

Equated Pay hours for course - 3

Course Catalog Description - Survey beginning with the European background for the discovery of America and continuing to the close of Reconstruction in 1877. Social, economic, cultural, military, political, and diplomatic developments are emphasized. The diversity of the American culture is stressed and the wide varieties of contributions from all Americans are included.

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| List Lab/ Other Hours |
| Lab Hours |
| Clinical Hours |
| Practicum Hours |
| Other (list) |

Prerequisites/Co requisites - THEA Reading and Writing requirements met.

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| <i>Prepared by</i> | <i>Date</i> |
| <i>Amanda Shelton</i> | <i>12-6-11</i> |
| <i>Reviewed by department head</i> | <i>Date</i> |
| <i>Amanda Shelton</i> | <i>12-6-11</i> |
| <i>Accuracy verified by Division Chair</i> | <i>Date</i> |
| <i>ghunt</i> | <i>12-7-11</i> |
| <i>Approved by Dean of Vocational Instruction or Vice President of Instruction</i> | <i>Date</i> |
| <i>Lizh Ann Collins</i> | <i>12-15-11</i> |



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

The instructor will organize the course in such a way that the main periods of the United States history 1302 will be surveyed in a balanced manner. It is within the prerogative of the instructor to assign exact amounts of time (days and weeks) to each of the main periods which are outlined as follows:

The Instructor will organize the course in such a manner that the main periods of the United States History 1301 will be surveyed in a balanced manner. It is within the prerogative of the instructor to assign exact amounts of time (days and weeks) to each of the main periods which are:

- I. The Age of Discovery and Colonization (1492 to 1763)
 - a.) Native Americans before contact
 - b.) Beginning of European Overseas Expansion
 - c.) Africa and the Atlantic Slave Trade
 - d.) The Spanish Empire in America
 - e.) The English Empire in America
 - f.) The French Empire in America
 - g.) The Seven Years' War

- II. The American Revolution and Post War Period (1764 to 1799)
 - a.) British Colonies Resist Imperial Reform
 - b.) American Revolution (including all major battles)
 - c.) The Peace Settlement
 - d.) The Articles of Confederation
 - e.) Challenges to the Confederation
 - f.) The Movement for Constitutional Reform
 - g.) The New Federalist Government
 - h.) George Washington's Administration (includes discussion of conflict between Hamilton and Jefferson, Funding the National Debt, site of the nation's capitol, Expansion, and the Whiskey Rebellion).
 - i.) John Adams Administration (includes discussion of the Election of 1796, the Quasi-War, and the Alien and Sedition Acts)

- III. The New Republic faces a New Century (1800-1844)
 - a.) Jefferson's Republic (includes discussion of the "midnight appointees," the Louisiana Purchase, the Burr Conspiracy, and the Embargo of 1807)
 - b.) Madison's Administration (includes the War of 1812)
 - c.) Monroe's "Era of Good Feelings" (includes discussion of the Monroe Doctrine, sectionalism and the Missouri Compromise)
 - d.) Jackson's Administration (includes discussion of the tariff/nullification, the Bank War, and Native Americans/Trail of Tears)
 - e.) Van Buren's Administration (includes the Panic)
 - f.) Social Developments (Transcendentalism, Emergence of a popular culture, Public Schools)
 - g.) William Henry Harrison/John Tyler Administrations (includes a discussion of expansion with emphasis on Texas)

- IV. Westward Expansion and Sectional Crisis (1845-1859)

- a.) Manifest Destiny
- b.) James K. Polk (includes discussion of Oregon territory, the war with Mexico, the Oregon Trail, the Gold Rush)
- c.) The Compromise of 1850
- d.) Kansas-Nebraska Act/ "Bleeding Kansas"
- e.) Dred Scott Decision
- f.) John Brown and Harpers Ferry
- g.) Election of 1860
- h.) Fort Sumter

V. The Civil War and Reconstruction (1860s to 1877)

- a.) Major conflicts of the Civil War (discussion must include at minimum Manassas, Antietam, Shiloh, Gettysburg, Vicksburg, and Sherman's "March to the Sea")
- b.) Emancipation Proclamation
- c.) Surrender at Appomattox
- d.) Lincoln's Plans for Reconstruction
- e.) Lincoln's Assassination
- f.) Andrew Johnson's Reconstruction
- g.) Radical Republican Response
- h.) Grant's Administration
- i.) Failure of Reconstruction
- j.) Election of 1876 and resulting Compromise of 1877

It is within the prerogative of the instructor to cover additional topics.

II. Course Learning Outcomes

| Course Learning Outcome | Method of Assessment |
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| 1.) to develop critical thinking skills which would include the knowledge, comprehension, analysis, synthesis, and evaluation of the significant events of United States history | 1.) Written projects as assigned by instructor. These assignments may include essays on exams, book reviews, reviews of primary documents or scholarly articles, research papers, journal projects, or other written assignments that emphasize analysis. Oral presentations at the discretion of the instructor. |
| 2.) to enable the student to understand the primary elements of cultural heritage and the cultural diversity of the United States | 2.) Measured by Post-Test and written projects as assigned by instructor. These assignments may include book reviews, research papers, or journal projects that emphasize analysis. Oral presentations at the discretion of the instructor |
| 3.) to foster in the student an understanding of the uses of historical knowledge, to show how the past helps to explain the present, and to assist the student in developing an historical perspective in and for one's personal life. | 3.) Measured by written projects as assigned by the instructor and/or oral presentations to develop critical thinking skills. |
| 4.) To provide students with a base of historical knowledge and the tools to further their studies in other disciplines and as transfer students to other colleges. | 4.) Measured by Post-Test, objective and/or essay exams, quizzes, critical thinking exercises, and/or oral presentations. |

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Ayers, et al., *American Passages Combined Advantage Series*; 4th ed. Cengage (Publisher)
required in all on-line and face-to-face courses.

Individual titles selected by the instructor available in library collection. Primary documents may be distributed to students, made available from instructor web site, or placed on reserve in the library.

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

No special requirements for face-to-face course. Instructor must have access to all appropriate technology for www course as well as courses taught by I-TV.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

Instructors may use the narrative/lecture method of instruction to impart factual information and to suggest to students the different interpretations of United States history. The narrative method is also useful for setting the stage for class discussions.

Class discussion between students and instructors is encouraged for the purpose of developing in students the ability to speak before others about historical events. Class discussions should arise from the readings that students complete and from points of interest and the interpretation of facts that emerge in class, especially those relevant to students.

Students will be required to complete written work or to prepare oral presentations to further elaborate or explain what has been presented and discussed by the instructor. These requirements are designed to challenge the student to analyze and critique the material presented. The written work may be in the form of essay test topics, book reviews, reports on articles in scholarly journals, or other written assignments as assigned by the instructor. Oral presentations may be designed as debates, informative overviews, or persuasive monologues.

Minimum requirements include the following:

- 1.) Attend class in accordance with college policy and as stipulated by the instructor.
- 2.) Complete appropriate reading assignments made by the instructor
- 3.) Complete appropriate writing assignments based on the readings, classroom presentations and discussion
- 4.) Complete oral presentations (if assigned by instructor)
- 5.) Complete appropriate tests (quizzes, major examinations, and a final examination)

The grading scale used for all tests, papers, and projects will be as follows:

90% to 100% = A
80% to 89% = B
70% to 79% = C
60% to 69% = D
Below 60% = F

Instructors may also use a point system to determine final scores as long as this point system is clearly outlined in the instructor's syllabus.

Assessment will be conducted using a variety of methods. Objective questions such as multiple-choice, matching, true/false and fill-in-the blank will be used as will subjective questions which may demand narrative identification, lengthy narrative responses, and also critical thinking. Students will be tested on materials presented in class and are expected to develop listening and note-taking skills. The weight, style, and nature of the specific assessment tools is left to the discretion of the individual instructor, but each instructor must place emphasis on the development of writing and critical thinking skills. There will be at least one outside assignment involving a research paper, book report, computer assignment, or such academic activity as the instructor deems important to augment the testing process and to improve reading and writing skills. Balance in testing to accommodate for varied learning styles is the desired goal.

Evaluation of student progress in this course will incorporate a Pre-Test/Post-Test and the use of a standardized, comprehensive exit examination. The Pre-Test will consist of fifty (50) multiple choice questions to be given during the first two weeks of instruction. The test is divided into five chronological periods: 1492-1763; 1764-1799; 1800-1844; 1845-1859; 1860-1877.

The post-test will also serve as the standardized, comprehensive exit examination. It will consist of fifty (50) multiple-choice questions different from the Pre-Test, but divided into the same categories as the Pre-Test. The Post-Test should be given the same day as the final examination and be part of that examination or stand alone as the final examination. The weight of the Post-Test to the student's course grade and the percentage assigned it as part of the final examination will be at the discretion of the instructor. The recommended weight of the Post-Test as part of the course grade is within the 10 to 50% range and all students must complete the exam.

The results of both the Pre-Test and Post-Test will be analyzed and discussed by the department. This will enable department members to evaluate strengths and weaknesses in the curriculum or the text, provide data regarding different class formats, schedules, and campus locations, and identify areas of improvement for the instructor. This measurement system serves as a valuable diagnostic instrument for the improvement of curriculum materials and classroom management in regard to improving student learning and developing intellectual competencies.

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed
- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:
 - Basic Intellectual Competencies
 - Perspectives
 - Exemplary Educational Objectives
- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.



Page 1: Competencies

| Course Prefix & Number: HIST 1301 | |
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| Competency | Method of Assessment |
| READING: Reading at the college level means the ability to analyze and interpret a variety of printed materials – books, articles, and documents. | Does not apply. |
| WRITING: Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. | Does not apply. |
| SPEAKING: Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. | Does not apply. |
| LISTENING: Listening at the college level means the ability to analyze and interpret various forms of spoken communication. | Does not apply. |
| CRITICAL THINKING: Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. | Critical Thinking competency is met by one or more of the following: essays on exams, collaborative group work, class discussions, objective questions that require application of material. |
| COMPUTER LITERACY: Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. | Does not apply. |



Page 2: Perspectives

| Course Prefix & Number: HIST 1301 | |
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| Perspective | Method of Assessment |
| 1. Establish broad and multiple perspectives of the individual in relationship to the larger society and world in which he or she lives, and help the student to understand the responsibilities of living in a culturally- and ethnically-diversified world; | Through lecture, class discussion, and assigned reading, students are exposed to the impact culture and ethnic diversity has on the history of the United States. Measured by written assignments, essays on examinations, oral presentations, and/or the Post-Test. |
| 2. Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways to be a responsible member of society; | Students who complete this course have been provided with a background of historical knowledge to use as a framework to analyze and participate as a responsible member of society. Measurement taken throughout course on tests and written assignments. |
| 3. Recognize the importance of maintaining health and wellness; | Perspective does not apply. |
| 4. Develop a capacity to use knowledge of how technology and science affect lives; | Perspective does not apply directly; however students who complete the course have been provided with a background on major developments and change in technology and science in the United States to use as a framework for study in their field. |
| 5. Develop personal values for ethical behavior; | The rationale for including this perspective is to promote civic awareness and to instill in the students the importance of active participation in the political process and to be a contributing member of their community. |
| 6. Develop the ability to make aesthetic judgments; | Perspective does not apply. |
| 7. Use logical reasoning in problem solving; | Perspective does not apply directly; however students who complete the course have been provided with a background in how individuals in the past have failed or succeeded at problem solving to use as a framework for analyzing problems and for determining probable solutions. |
| 8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines | Measured by written assignments, essays on examinations, oral presentations, and/or the Post-Test. |



Page 3: Exemplary Educational Objectives

| Course Prefix & Number: HIST 1301 | |
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| Component Area: Social and Behavioral Sciences | |
| Exemplary Educational Objective | Method of Assessment |
| 1. Employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition. | Through classroom lecture and discussion as well as critical thinking assignments, students are exposed to a variety of interdisciplinary techniques and alternative theories. |
| 2. Examine social institutions and processes across a range of historical periods, social structures, and cultures. | The Post-Test is divided in five chronological periods and includes questions based on social, political, economic, and military history. |
| 3. Use and critique alternative explanatory systems or theories. | Written assignments supplemented by lectures and discussions require students to examine and critique alternative theories |
| 4. Develop and communicate alternative explanations or solutions for contemporary social issues. | Essay assignments and/or oral presentations are designed to engage students in critical thinking exercises by requiring them to identify and explain multiple causes and effects of significant historical events as the antecedents to contemporary social issues. |
| 5. Analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study. | Students who complete the class are exposed to an interdisciplinary, cross-cultural perspective. This approach is reflected in the unit exams and in the post-test exam. |
| 6. Comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights. | Does not apply. |
| 7. Understand the evolution and current role of the U.S. in the world. | Exemplary Objective does not apply directly; however students completing this course have been provided with a background on these issues in United States History. |
| 8. Differentiate and analyze historical evidence (documentary and statistical) and differing viewpoints. | Out-of-class assignments including but not limited to book reviews, journal activities, research papers, and oral presentations are designed to meet this objective. |
| 9. Recognize and apply reasonable criteria for the acceptability of historical evidence and social research. | Instructors will evaluate written and oral work on the students' ability to meet this objective. |
| 10. Analyze, critically assess, and develop creative solutions to public policy issues. | Does not apply. |

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| <p>11. Recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.</p> | <p>Lecture, class discussion, written and/or oral assignments will require students to obtain information and to discern how this information impacts each of them as individuals and as a community.</p> |
| <p>12. Identify and understand differences and commonalities within diverse cultures.</p> | <p>Measured by unit examinations, course discussions, and/or oral presentations.</p> |