



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 – Texas History

Course Prefix and Number – Hist 2301

Department – Government, History and Geography

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

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

Course Catalog Description - History of Texas from the Spanish period to the present day. Emphasis placed on the period of early settlement, the revolution, the republic, and early statehood.

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

Prepared by

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Date
12-6-11

Reviewed by department head

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Accuracy verified by Division Chair

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Date
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Approved by Dean of Vocational Instruction or Vice President of Instruction

Date

Liz Ann Collins 12-15-11



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 Texas History 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/topics which are outlined as follows:

- The Native Americans of Texas
- Spanish Exploration in Texas including the French-Spanish Rivalry
- The Spanish Missions
- The Struggles of New Spain and Texas Colonization (1763-1821)
- Filibustering in Spanish Texas
- The Austins and the Empresario System
- Mexico's Changing Policy toward Texas
- Early Conflict in Texas
- Texas Revolution (1835-1836)
- Texas Election of 1836 and Annexation
- Sam Houston's First Administration
- Mirabeau B. Lamar's Administration
- Sam Houston's Second Administration
- Anson Jones Administration
- Immigration to Texas Post-1836
- Mexican War (1846-1848)
- Compromise of 1850 and the "Panhandle" Line
- Native American Problems in the 1850s
- Slavery and the Plantation System
- The Secession Debate in Texas
- Texas in the Civil War
- Defeat and Removal of the Texas Indian Nations
- Open-Range Cattle Industry in Texas
- Reform Politics in Texas (Gilded Age)
- Spindletop (1901) and Modern Age
- Texas and Immigration, 1900-1920
- Texas and Issues of Racism, 1900-present
- Great Depression/New Deal in Texas (1930s)
- Texas Involvement in World Wars, Korea and Vietnam
- Governors of Texas
- Social Issues since World War II, 1945-Present

H. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
1. An appreciation of the role of Native Americans in Texas History.	1. Measured by post-test, unit examinations, and/or written assignments.
2. An appreciation of the role of Spanish and Mexican Texans.	2. Measured by post-test, unit examinations, and/or written assignments.
3. A study of the contributions made by individuals in the development of Anglo Texas, with particular attention to Stephen F. Austin and Sam Houston	3. Measured by post-test, unit examinations, and/or written assignments.
4. An understanding of the causes of the Texas Revolution	4. Measured by post-test, unit examinations, and/or written assignments.
5. A study of the brief but dramatic history of the Republic of Texas.	5. Measured by post-test, unit examinations, and/or written assignments.
6. An understanding of the significance of Texas in the war between the United States and Mexico	6. Measured by post-test, unit examinations, and/or written assignments.
7. A study of Sam Houston's effort to keep Texas in the Union	7. Measured by post-test, unit examinations, and/or written assignments.
8. A study of the role of Texas in the Civil War.	8. Measured by post-test, unit examinations, and/or written assignments.
9. An understanding of the growth of the open-range cattle industry in Texas after the Civil War	9. Measured by post-test, unit examinations, and/or written assignments.
10. An understanding of the human and personal side of the men and women who made Texas history.	10. Measured by post-test, unit examinations, and/or written assignments.
11. A study of Texas as part of twentieth century United States History	11. Measured by post-test, unit examinations, and/or written assignments.

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

Required textbook is chosen by the individual instructor. Texts in use by our department include:

- *Texas Heritage*, Procter, 4th edition, Davidson Publisher, 2003
- *History of Texas*, Calvert, 3rd edition, Davidson Publisher, 2002
- *Texas: Lone Star State*, Richardson, 9th edition, Pearson Publisher, 2005
- *Texas: Crossroads of North America*, DeLaTeja, 2004 Edition, Houghton Mifflin

Additional 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.

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 Texas 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.

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 (if assigned by instructor)
- 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

Assessment will be conducted using a variety of methods. Objective questions such as multiple-choice, matching, true/false and fill-in-the blank may be used as well as 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 tool is left to the discretion of the individual instructor, but each instructor must place emphasis on the development of critical thinking skills.

The post-test will also serve as the standardized, comprehensive exit examination. It will consist of twenty-five (25) multiple-choice questions and should be given the same day as the final examination. It may 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 the 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 2301	
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 2301	
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 Texas. Students are tested on competency in this area by exams and/or out-of-class assignments.
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.
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.
8. Integrate knowledge and understanding of the interrelationships of the scholarly disciplines	Measured by written assignments, essays on examinations, class discussions, and/or oral presentations.



Page 3: Exemplary Educational Objectives

Course Prefix & Number: HIST 2301	
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 includes questions based on a wide variety of topics.
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.	Exemplary Objective does not apply.
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 unit exams.
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.	Students who complete the class are exposed to these topics and student knowledge in these areas is measured on unit exams.
7. Understand the evolution and current role of the U.S. in the world.	Exemplary Objective does not apply.
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, class discussion, 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/or oral work on the students' ability to meet this objective.
10. Analyze, critically assess, and develop creative solutions to public policy issues.	Exemplary Objective does not apply.
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.	Exemplary Objective does not apply.
12. Identify and understand differences and commonalities within diverse cultures.	Exemplary Objective does not apply.