

Department: History

Course Title: History 1301 United States History I

Start Date: 8-27-12

End Date: 12-14-12

Modality: Face-to-face

Credits: 3 hours

Instructor information:

Raymond Ifera

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432-558-1030 (Crane High School); cell: 432-661-9324

Course description:

Organizes, interprets, and evaluates the European background, establishment of colonial foundations, rise of American nationality, growth, and sectional crisis, and the Civil War and Reconstruction.

Prerequisite: Passing the THEA test

ICOS: 1,2,6,11

Required readings/materials:

Liberty, Equality, Power, Murrin, ET. Al.

The Americans, Danzer, ET. Al.

Various class handouts

Course outcomes: Upon successful completion of this course, students should be able to

1. Create an argument through the use of 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.

Course outline:

1. Pre-Columbian Europe: Religious Growth and Conflict
2. Exploration, Discovery, and Colonization
3. Revolutionary War and Formation of the New Nation
4. Growth and Sectionalism
5. Civil War Era
6. Reconstruction and Civil Rights

Examinations: There will be a written exam following each unit. It will consist of Identification Terms and essay questions, and will be based on a study guide supplied at the beginning of each unit. They will be given every two-three weeks, and will be announced ahead of time. Any student missing a scheduled exam must have an excused absence from the office in order to do a make-up.

Grading policy: All exams are weighted equally and will cover only the material on the study guide for that unit. Final semester grades will be based on the following averages:

90-100=A

80-89=B

70-79=C

60-69=D

Below 70=F

Since this is a dual-credit class, a number grade will also be given for high school credit. Anything below a 70 is failing for high school. A student may fail one semester and be able to bring the number grade up to a 70 for the yearly average and get high school credit for the course. However, failing one semester will cause a loss of college credit for that semester, and will result in disqualification from taking any more dual credit classes.

Academic dishonesty: Anyone caught cheating on an exam will lose credit of that exam, and with a limited number of grades, this could have a disastrous effect on the final average.

Academic assistance: Help with preparing for exams, writing essays, setting up student e-mail, Blackboard, etc., is available at the Student Success Center. Contact them at 335-6878 on <http://www.odessa.edu/dept/ssc/> The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

Student Evaluation of Instruction: The SEI process for face-to-face and online courses is scheduled for the week of November 26th.

Special needs: Odessa College complies with Section 504 of the 1973 Vocational Rehabilitation Act and with the 1990 Americans with disabilities Act. Issues with special needs will be referred to the Office

of Disability Services.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructor

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provide my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is

due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,attend class regularly to keep up with assignments and announcement