

# McLennan

C O M M U N I T Y

# COLLEGE

WACO, TEXAS

## COURSE SYLLABUS

and

## INSTRUCTOR PLAN

United States History I

HIST-1301-08

Dr. Richard D. Driver

**NOTE: This is a 16-week course.**

**NOTE: This is a Blended/Hybrid course.**

### COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals. We are also concerned for your safety. We are working through COVID-19 guidelines to make sure we offer a safe environment for you and our faculty. This will include smaller class sizes to manage social distancing and proper cleaning techniques. You will have the advantage of a physical classroom experience but may also need to work part of the time online as we adjust to limited classroom capacity. This will also allow us the flexibility to move online if so directed by federal, state and/or local COVID 19 guidelines. Faculty and staff are preparing now to ensure that you have the best experience in the midst of these uncertain times.

## Course Description: HIST-1301

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I 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.

### Prerequisites and/or Corequisites:

Prerequisite: Must have passed the reading section of the TSI Assessment or have credit for INRW 0402.  
Semester Hours 3 (3 lec)

## Course Notes and Instructor Recommendations:

This course is conducted as a blended/hybrid course, with an expectation to meet face-to-face (in person) no less than five meetings and no more than eight meetings in the semester. The course will meet synchronously via Zoom at the designated meeting time for all remaining meetings, and Zoom will be utilized during face-to-face meetings to account for safety and course cohort needs. No more than 11 students will participate in any face-to-face meeting and may be broken into cohorts with assigned face-to-face meetings days where necessary and required for safety and room capacity limits. Students will be informed of cohort assignment and expected face-to-face meeting days at least two days in advance.

All assignments, quizzes, and exams are completed via Brightspace in this course. This blended/hybrid course requires more time commitment and reliable access to a computer. Technical issues from computer problems to poor Internet connectivity are not accepted as an excuse for missed or late assignments. Communication with your instructor and classmates is vital for this course and you must access and check your MCC email and Brightspace daily. Be sure to keep up with all readings and assignments in the course. If you encounter any difficulties, it is your responsibility to contact Dr. Driver.

Read the syllabus completely. The syllabus serves as the agreement for expectations and completion of the course between Dr. Driver and every student. Any changes will be communicated to students electronically. Dr. Driver is committed to student success, and believes appropriate participation and attendance achieves that goal. All students are expected to behave as professionals and demonstrate respect for themselves, fellow students, Dr. Driver, and the course, in all interactions.

A key to our success in this course will be flexible and understanding of our individual and collective needs. Ask questions, raise concerns, and provide comments for me (Dr. Driver) to help you succeed.

### Course Meeting Times: Mondays and Wednesdays 11:10 AM to 12:35 PM, MAC 305

Please arrive early for face-to-face meetings in order to clean your seating area and maintain social distancing as required by MCC Policy. Wearing of a face mask is required when on the MCC campus.

## Instructor Information:

Instructor name: Richard D. Driver, Ph.D.  
MCC E-mail: [rdriver@mclennan.edu](mailto:rdriver@mclennan.edu)  
Office Phone Number: (254) 299-8708

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Office Location: Michaelis Academic Center (MAC), room 317

Office/Teacher Conference Hours: As a precaution to limit risk of exposure to COVID-19, I will not hold face-to-face office hours. Alternatively, I will hold “virtual office hours” via Zoom every Tuesday and Thursdays from 11:00 AM-12:30 PM. Information about accessing Zoom is in Brightspace. All appointments are conducted via phone or Zoom. Call or email to set up appointment.

Other Instruction Information: Email is the best method to contact me, through your MCC email only. Information on email policies is included in this syllabus. I generally reply to emails within 24 hours of receipt, but never after 5:00 PM or before 8:00 AM. Emails received on weekends will likely be replied to on the following Monday.

## Required Text & Materials:

Title: *Give Me Liberty! An American History*

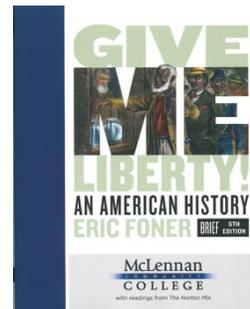
Author: Eric Foner

Edition: Brief (MCC Custom) 6th Edition (2020)

Publisher: W.W. Norton and Company, Incorporated

ISBN: 978-0-393-44595-4

MCC Bookstore Website: <https://www.mclennan.edu/bookstore/>



## Methods of Teaching and Learning:

A variety of methods are used in teaching United States History II, including lecture and discussion, the use of Zoom presentations and videos, quizzes, and written assignments. Student assessment includes completion of quizzes and reading and written analysis of primary and secondary sources. These measures assess critical thinking, communication, social responsibility, and personal responsibility. A departmental rubric may be used to assess different aspects of the course objectives (see below).

## Course Objectives and/or Competencies:

- **Critical Thinking:** Through lecture and a variety of objective strategies, students will be assessed on critical thinking ability. Objective examinations will specifically be used to assess critical thinking. Other assessment vehicles may include essays, portfolios, primary source objective exams, and presentations.
- **Communication:** Measures such as objective tests, written assignments, discussions, portfolios and presentations may be used to measure the student's ability to communicate.
- **Social Responsibility:** Because the teaching of history involves evoking examples of successes and failures in social responsibility, and the continual importance of this issue politically and personally today, social responsibility naturally is emphasized. Assessment measures may include readings, primary document exams, discussions, projects and essays.
- **Personal Responsibility:** Because the teaching of history also involves evoking examples of successes and failures in personal responsibility, and the consequences that personal choices can have, personal responsibility is also naturally emphasized. Assessment measures may include participation, readings, primary document exams, discussions, projects and essays.

## Learning Outcomes

Upon successful completion of this course, students will:

1. Create an argument through use of historical evidence.

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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 or Schedule:

The Spring 2021 semester occurs between January 11 and May 7, 2021.

- The following schedule is tentative and subject to change.
- The Course Outline and Schedule is organized by weeks and Brightspace module content.
- Students are responsible for and expected to know due dates provided in the schedule.
- All assignments are required to be submitted as Word .doc or .docx files in Brightspace.
- Meeting type indicates group numbers for students to participate in class meetings. For example, cohort 1 and Zoom 1 are the same group of students, as are cohort 2 and Zoom 2.

| <u>Date</u> | <u>Meeting Type</u>                          | <u>Module(s)</u>                          | <u>Readings</u>   | <u>Assignment(s)</u>       | <u>Due Date</u>   |
|-------------|--|---|---|----------------------------|-------------------|
| 01/11       | <b>First Day of Class</b>                    |   |   |                            |                   |
| 01/11       | Cohort 1<br>Zoom 2                           | <b>Course Instruction (1)</b>             | Course Syllabus and Instructor Plan                     | Syllabus Quiz              | 08:00 AM on 01/18 |
| 01/13       | Zoom 1<br>Cohort 2                           | <b>Colonization (2)</b>                   | <i>Give Me Liberty!</i> Ch. 1                           | Colonization Quiz          |                   |
| 01/18       | <b>Martin Luther King, Jr. Day</b> - holiday |   |   |                            |                   |
| 01/20       | Zoom 1<br>Cohort 2                           | <b>English America (3)</b>                | <i>Give Me Liberty!</i> Ch. 2                           | English America Quiz       | 08:00 AM on 01/25 |
| 01/25       | Cohort 1<br>Zoom 2                           |   |   | Primary Sources            |                   |
| 01/27       | Zoom 1<br>Cohort 2                           | <b>Colonial Life (4)</b>                  | <i>Give Me Liberty!</i> Ch. 3 and Brightspace materials | Colonial Life Quiz         | 08:00 AM on 02/01 |
| 02/01       | Cohort 1<br>Zoom 2                           |   |   | Settling in Pennsylvania   |                   |
| 02/03       | Zoom 1<br>Cohort 2                           | <b>French and Indian War (5)</b>          | <i>Give Me Liberty!</i> Ch. 4 and Brightspace materials | French and Indian War Quiz | 08:00 AM on 02/08 |
| 02/08       | Cohort 1<br>Zoom 2                           | <b>Revolutionary America (6)</b>          | <i>Give Me Liberty!</i> Ch. 5 and Brightspace materials | Revolutionary America Quiz | 08:00 AM on 02/15 |
| 02/10       | Zoom 1<br>Cohort 2                           |   |   | Short Response Paper       |                   |
| 02/15       | Cohort 1<br>Zoom 2                           | <b>Independence and War (7)</b>           | <i>Give Me Liberty!</i> Ch. 6 and appendix materials    | Independence and War Quiz  | 08:00 AM on 02/22 |
| 02/17       | Zoom 1<br>Cohort 2                           |   |   | Dunmore's Proclamation     |                   |
| 02/22       | Cohort 1<br>Zoom 2                           | <b>Confederation and Constitution (8)</b> | <i>Give Me Liberty!</i> Ch. 7                           | Constitution Quiz          | 08:00 AM on 03/01 |
| 02/24       | Zoom 1<br>Cohort 2                           |   |   |                            |                   |

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|                 |                                    |  |   |                                 |                      |
|-----------------|------------------------------------|--|---|---------------------------------|----------------------|
| 03/01           | Cohort 1<br>Zoom 2                 | <b>Ratification (9)</b>                | Brightspace materials   | Primary Source Analysis         | 08:00 AM<br>on 03/08 |
| 03/03           | Zoom 1<br>Cohort 2                 |  |   |                                 |                      |
| 03/08-<br>03/14 | Spring Break                       |  |   |                                 |                      |
| 03/15           | Cohort 1<br>Zoom 2                 | <b>The Federalist Era (10)</b>         | <i>Give Me Liberty!</i> Ch. 8 and appendix materials                | Equality                        | 08:00 AM<br>on 03/22 |
| 03/17           | Zoom 1<br>Cohort 2                 | <b>The War of 1812 (11)</b>            |   | Federalist Era Quiz             |                      |
| 03/22           | Cohort 1<br>Zoom 2                 | <b>Market Revolution (12)</b>          | <i>Give Me Liberty!</i> Chs. 9-10                                   | Market Revolution Quiz          | 08:00 AM<br>on 03/29 |
| 03/24           | Zoom 1<br>Cohort 2                 |  |   | Walker's Appeal                 |                      |
| 03/29           | Cohort 1<br>Zoom 2                 | <b>Jacksonian America (13)</b>         | <i>Give Me Liberty!</i> Chs. 10-11 and appendix materials           | Jacksonian America Quiz         | 08:00 AM<br>on 04/05 |
| 03/31           | Zoom 1<br>Cohort 2                 |  |   | Manifest Destiny                |                      |
| 04/05           | Cohort 1<br>Zoom 2                 | <b>Manifest Destiny (14)</b>           | <i>Give Me Liberty!</i> Chs. 11-12 and appendix materials           | Manifest Destiny Quiz           | 08:00 AM<br>on 04/12 |
| 04/07           | Zoom 1<br>Cohort 2                 |  |   | Fourth of July                  |                      |
| 04/12           | Cohort 1<br>Zoom 2                 | <b>The Abolitionist Movement (15)</b>  | <i>Give Me Liberty!</i> Ch. 12 and appendix materials               | The Abolitionist Movement Quiz  | 08:00 AM<br>on 04/19 |
| 04/14           | Zoom 1<br>Cohort 2                 |  |   | Secession                       |                      |
| 04/19           | Cohort 1<br>Zoom 2                 | <b>Sectionalism and Secession (16)</b> | <i>Give Me Liberty!</i> Ch. 13, appendix, and Brightspace materials | Sectionalism and Secession Quiz | 08:00 AM<br>on 04/26 |
| 04/21           | Zoom 1<br>Cohort 2                 |  |   | Freedom                         |                      |
| 04/26           | Cohort 1<br>Zoom 2                 | <b>Civil War and Emancipation (17)</b> | <i>Give Me Liberty!</i> Ch. 14 and appendix materials               | Civil War and Emancipation Quiz | 08:00 AM<br>on 05/03 |
| 04/28           | Zoom 1<br>Cohort 2                 |  |   | Secondary Source Analysis       |                      |
| 05/07           | <b>End of Spring 2021 Semester</b> |  |   |                                 |                      |

## Course Grading Information

The course is blended and synchronous, organized into Brightspace modules with assigned readings and conducted through face-to-face/Zoom lecture and discussion, and online assignment activities. Dr. Driver facilitates course participation and designed content and structure to support development of student ideas and interpretation of history. Students are expected to participate fully and regularly. Please see other course policies for specific criteria related to the goal of student success in the course.

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## Evaluation

United States History I is an introductory survey course into American history explored and researched for our collective understanding. The goal for students taking this course is knowledge of United States history through the Civil War and familiarity with the skills and methods of working as a historian. Students will leave the course with mastery over content and skills they can take to any major and education and career path. Completion of the following grading areas determines your course grade.

## Criteria

### Module Content, Assignments, and Analysis Papers

The course is designed to introduce students to topics in United States history and instruct them on analytical and critical thinking skills related to content, historical artifacts and documents (primary sources), and secondary sources. Materials are organized into modules within Brightspace per the outline. Due dates are also indicated in Brightspace. The modules contain or link to all assigned materials to be reviewed and evaluated as part of that module and in completion of course assignments.

Requirements for completion of module content per the course schedule are included in tasks lists, and students should use these tools to confirm all quizzes, assignments, and activities are completed. Students need to submit materials on time by the due dates. Information on late policy included below.

When completing written assignments, students are expected to utilize analysis and critical thinking skills to explore historical knowledge and developments – do not just repeat historical facts. Written assignments are evaluated based on the quality of the response and use of assigned materials. All written assignments will include specific instructions and expectations for completion by a due date.

### Quizzes

Objective quizzes are assigned in each course module and assess historical content and knowledge gained from presentations and assigned readings in *Give Me Liberty! An American History* by Eric Foner.

### Final Exam

The Secondary Source Analysis serves as the course final exam.

## Breakdown:

Students' course grades are determined by weighted score in each of the grading areas.

- Module Content and Assignments (30% of course grade): eight written assignments assess student knowledge and skills competency, with two lowest scores dropped for final grade
- Analysis Papers (30% of course grade): three written assignments assess student critical thinking and analysis skills and are assigned within module content
- Quizzes (40% of course grade): fifteen total quizzes (25 pts each), with seven lowest scores dropped for final grade

## Rubric Use

Rubrics are used for all assignments and available to view in Brightspace. Ratings within rubrics contain feedback and commentary for assignment criteria and points awarded for reported grades. Students are required to be familiar with assignment rubrics and course outcomes and assessment expectations indicated by the rubrics. Any questions about rubrics should be asked *prior to assignment submission*.

## Late Work, Attendance, and Make-up Work Policies:

Late work is not accepted or considered in this course. All assignments are due on the date assigned.

In the case of an emergency, students will be required to provide documentation of the emergency within seven days of the stated assignment due date and the work is due within the same time frame.

Attendance is compiled in this course, with a register included in Brightspace and designed to account for student attendance in both face-to-face and Zoom meetings. Students are expected to log in to Brightspace daily to complete assignments, quizzes, and course activities.

## Student Behavioral Expectations or Conduct Policy

The instructor is committed to student success and believes appropriate classroom conduct helps achieve this goal. Students are expected to behave professionally and display respect for themselves, fellow students, the instructor, and the course, in all interactions. It is the student's responsibility to track their own progress in the course, starting from successful submission of assignments, to returned feedback and grades. Course interactions may be moderated by the instructor without warning. Please direct concerns regarding course behavior to the instructor.

When we use Zoom in the course, you will be asked to mute yourself and (ideally) turn your video on. This gives you a presence in the course and generates community outside our face-to-face meetings.

Students are expected to read the syllabus completely on day one and by the end of the first week of the course. The instructor is not responsible for the student reading the syllabus.

All correspondence between instructor and students outside face-to-face and Zoom meetings occurs via email. Students are required to use their MCC student email to contact the instructor. Email replies are typically provided within 24 hours throughout the week. Please respect that waiting period. Students are asked to be professional in correspondence, using salutations, and avoiding "text message" style or format. The instructor may use other communication methods where relevant or appropriate.

Computer use is required for this class and all course-related purposes (taking notes, accessing assigned readings where available, and accessing Brightspace). This course is taught using Brightspace. The syllabus, information on assigned readings, and information on activities, assignments, and assessments are posted in Brightspace, as well as announcements and grades for assignments. I post any presented materials in Brightspace, but not notes – those are compiled through review of materials by YOU!

McLennan Community College has a notice regarding COVID-19 at the front of every course syllabus and a plan, [McLennan Together](#), to maintain health and safety in these unprecedented times. Please familiarize yourself with that information and plan accordingly. Be ready for changes to the semester as deemed necessary by college administration, faculty, and staff. We are here to help you and work with you toward student success, and I urge you to follow new policies and safety measures to that goal.

## Academic Integrity

Do not be academically dishonest. In any case where any action deemed to be academically dishonest is discovered or determined, the penalty for the assignment is a 0 grade, with no revision or resubmission offered. The violation will be reported and potential for harsher penalties depending on the severity of the dishonesty exists, including failure of the course. Academic dishonesty includes, but is not limited to:

- Cheating: copying answers; using unauthorized materials; stealing tests/assignments; substituting for another student.
- Plagiarism: using someone else's work, ideas, writings, etc. without giving her/him credit. Anything that is in your papers should be in your own words. It is ok to quote someone, but make sure to use quotations and cite your source.
- Collusion: unauthorized collaboration with one or more other persons on an assignment or assessment.

### [Click Here for the MCC Academic Integrity Statement](https://www.mclennan.edu/academic-integrity/)

(<https://www.mclennan.edu/academic-integrity/>)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

### [Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)

(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

*You will need to access each link separately through your Web browser (for example: Mozilla Firefox, Chrome, Microsoft Edge, or Safari) to print each link's information.*

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## ACADEMIC RESOURCES/POLICIES

### **Student Support/Resources:**

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

### **MCC Foundation Emergency Grant Fund:**

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at [https://www.mclennan.edu/foundation/docs/Emergency\\_Grant\\_Application.pdf](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

### **Minimum Technical Skills:**

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

### **Backup Plan for Technology:**

In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

\* [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html)  
(<https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html>)

Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

**Email Policy:**

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

**Instructional Uses of Email:**

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with her/his students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

**Email on Mobile Devices:**

The College recommends that you set up your mobile device to receive McLennan emails.

**Forwarding Emails:**

You may forward the emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may become lost or placed in junk or spam filters.

**Accommodations/ADA Statement**

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit [mclennan.edu/disability](http://mclennan.edu/disability).

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu)

254-299-8122

Room 319, Student Services Center

\* [Click Here for more information about Title IX](http://www.mclennan.edu/titleix)  
([www.mclennan.edu/titleix](http://www.mclennan.edu/titleix))

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at

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[titleix@mclennan.edu](mailto:titleix@mclennan.edu) or by calling Dr. Drew Canham (Chief of Staff for Equity & Inclusion/Title IX) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting the following website: <http://www.lighthouse-services.com/mclennan/>.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

\* *You will need to access each link separately through your web browser (for example Mozilla Firefox, Chrome, Microsoft Edge, or Safari) to print each link's information.*