

UNITED STATES HISTORY 1302 SYLLABUS SPRING 2014

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Course Objectives: To provide a balanced and thought-provoking treatment of the American past; to examine the lives and experiences of Americans of all national origins and cultural backgrounds; and seeks connections between the many factors – political, economic, technological, social, religious, intellectual and biological – that have molded and remolded American society over four centuries.

Learning Outcomes: Upon successful completion of this course, students will:

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.

Prerequisites: Pass reading on THEA, COMPASS, or other state-approved alternate test.

ICOs: 1, 2, 5 & 6

Textbook: Alan Brinkley, **The Unfinished Nation: A Concise History of the American People, Seventh Edition.**

Textbook Course Requirements: Final Grade: **4 exams and a book report or project.** You will be expected to read a book and write a book report on a significant figure or event studied in this course or you can research a significant historical figure or event studied in this course. You will then lead a 5 minute discussion on your choice. Whatever your choice is, this will be your 5th grade. The exams and the book report/project are worth 100 points each. Periodically I will give pop quizzes for extra points. Only those in class the day of the quiz will be eligible for the extra points. The exams will consist of multiple choice, identification, fill in the blank and essay questions. **You are expected to provide your own green Scantron grading sheet.** You are responsible for reading the material assigned with each unit. There will not be any extra credit work.

Book Report: The book report is due on **Wednesday, March 19, 2014** for the MWF classes and **Thursday, March 20, 2014** for the T/TH classes at **class time**. **30** points will be taken off any late book report (no exceptions)!!! Book Reports can be turned in early. I expect you to read an actual book, **not an internet book!** For those of you who chose the project, I will discuss the project more thoroughly in class. Either way, you must get your topic approved by me. The assignment is for you to read a book and write a report about the work. Give a summary in your own words about the book. What was the author trying to do? Did he do it? Cite examples to prove your point. Finally, what did you think of the book? The book report should be 3 typewritten, double spaced pages with 12 inch New Roman font and 1 inch borders. You should also include a cover sheet with your name, the title of the book, and the author of the book. See me if

Cell Phones: Your cell phones must be turned off and need to be in your pockets, purses, or backpacks. They should be somewhere other than your desk, your lap or in your hand. I won't leave to take a phone call and neither should you.

Grading: 90% or better = A; 80% to 89% = B; 70% to 79% = C; 60% to 69% = D; below 59% = F.

Cheating will result in an automatic F for the course. Cheating and/or plagiarism will not be tolerated.

Make-up Exams: All make-up exams will be by appointment with the instructor. **You need to call before the scheduled exam time.** I reserve the right to determine if your excuse for missing the exam is valid. It is your responsibility to set up the appointment with the instructor. Your make-up exam will be an essay test. Students are allowed only one make-up exam throughout the entire semester.

Attendance: Attendance is required and class participation is expected. After the second week of class, **3 tardies** will be recorded as an absence. If tardies persist, the instructor reserves the right to prevent entry by locking the door. **6** or more absences for the **T/TH** classes and **8 or more for the MWF classes** will result in the loss of a letter grade. It is your responsibility to find out what you missed and not the instructors (this includes scheduled tests). When you come back to class after an absence, if an exam is scheduled, you will be expected to take it the day it is scheduled. If you are going to miss an exam, you need to **contact me before** the scheduled test. Remember, **make-up tests** will be strictly **essay**. I reserve the right to determine if your excuse for missing an exam is valid.

Additional reminder...if you do need to contact me regarding a problem or concern, please remember that this is a college course. It is up to you, the student, to get in touch with me. This is not the responsibility of your parents, guardian, older sibling etc. It is your responsibility as a student and I will not discuss anything regarding your involvement in this course with anyone else.

Drop Policy: You are responsible for dropping this class, if you quit doing the work. The Instructor **will not** do so. Failure to drop results in an F.

Statement of Special Accommodations: Odessa College complies with Section 504 of the 1973 Vocational Rehabilitation Act and with the 1990 Americans With Disabilities Act. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability Services at 432-335-6861 to request assistance and accommodations.

Student Success Center: The Student Success Center provides a number of services for students including: personal academic tutors, online tutoring, individual and small group study rooms, access to computers and printers, study skills workshops and a number of other services. The phone number is **432-335-6878**.

Student Success Coaches: The Odessa College Student Success Center 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 Success Coach will contact you to work toward a solution.

Assignments:	Chapter 16	The Conquest of the Far West
	Chapter 17	Industrial Supremacy
	Chapter 18	The Age of the City
	Chapter 19	From Crisis to Empire
	Test	
	Chapter 20	The Progressives
	Chapter 21	America and the Great War
	Chapter 22	The New Era
	Test	
	Chapter 23	The Great Depression
	Chapter 24	The New Deal
	Chapter 25	The Global Crisis, 1921-1941
	Chapter 26	America in a World at War
	Test	
	Chapter 27	The Cold War
	Chapter 28	The Affluent Society
	Chapter 29	Civil Rights, Vietnam, and the Ordeal of Liberalism
	Comprehensive Final Test (Chapters 16-29)	

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 Instructors

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 announcements