Course Description

This class is a survey of American History from the Colonial Era through the end of the Civil War. Our main goal is to gain a better understanding of the development of the U.S. as we become familiar with the struggles and controversies that helped shape American society. We will concentrate on themes including European contact, development of American colonies, building up a nation, expansion, slavery, labor, transportation, the economy, religion and reform, disunion and reconstruction. The course objectives are:

1. To gain a better understanding of the major historic events between 1492 and 1865.
2. To acquire a historical understanding of cultural groups and issues
3. To improve skills of analysis and logical reasoning
4. To improve the ability to write and comment effectively.

This course fulfills not only the U.S. History graduation requirement for SFDR-CISD, but also fulfills the U.S. History credit requirement for a Bachelor’s Degree from a state university in Texas. This course is transferable to other colleges and universities. Because credit is given for both high school and college, students are expected to work harder than if they were to take a “regular” high school history class. Therefore, the expectations for students will be high; however the rewards will also be significant.

Course Materials


Students will also receive teacher-generated handouts and materials throughout the semester.

Students will also need:

- A binder or folder to stay organized
- Paper, pens, pencils and highlighters
- OPTIONAL: If you wish to purchase your own copy of our book you can find it on Amazon or from https://www.perfectionlearning.com. It is also strongly suggested that you have a planner or calendar, either electronic or paper copy, to help you stay organized with assignments and due dates.

Student Evaluation

35% Exams & Projects
25% Comprehension Checks
20% Classwork, Homework, Participation
10% Guided Reading/Vocabulary
10% Final Exam

*Please note that the College Grading Scale is different from the High School Grading Scale. You may receive a D in the course, which is a passing grade for Angelo State University. A college D, however, is a high school F. Do not be satisfied with mediocrity; strive to become the best you can be!
Course Outline

Unit 1: 1491-1607
Week 1  A New World of Many Cultures, 1491-1607  Chapter 1

Unit 2: 1607-1754
Weeks 2-3  The 13 Colonies and the British Empire, 1607-1754  Chapter 2
           Colonial Society in the 18th Century  Chapter 3

Unit 3: 1754-1800
Weeks 4-6  Imperial Wars and Colonial Protest, 1754-1774  Chapter 4
           The American Revolution and Confederation, 1774-1787  Chapter 5
           The Constitution and the New Republic, 1787-1800  Chapter 6

Unit 4: 1800-1848
Weeks 7-11  The Age of Jefferson, 1800-1816  Chapter 7
           Nationalism and Economic Development, 1816-1848  Chapter 8
           Sectionalism, 1820-1860  Chapter 9
           The Age of Jackson, 1824-1844  Chapter 10
           Society, Culture, and Reform, 1820-1860  Chapter 11

Unit 5: 1844-1877
Weeks 12-14  Territorial and Economic Expansion, 1830-1860  Chapter 12
            The Union in Peril, 1848-1861  Chapter 13
            The Civil War, 1861-1848  Chapter 14
            Reconstruction, 1865-1877  Chapter 15
Week 14  Final Exam

All Chapters will include the following:

Reading of assigned textbook chapters & notes: Students will be expected to independently read and take notes on assigned chapters in the course text - 1 to 2 chapters on average per week.

Chapter Study Guides: Students will define key terms by generating a basic definition and explaining its historical significance as a framework for building understanding of U.S. History. The Study Guide will also have questions based on the key concepts the students must answer to demonstrate comprehension.

Chapter Quiz: Quizzes will assess comprehension over the information from the Chapter Study Guides.

Lecture & Discussion: Students will participate in class discussions based on course topics, focusing on the most vital issues and structured to illustrate the issues of historical causality and continuity/change over time. Discussion will also assess student’s prior knowledge and comprehension of assigned readings.

Primary & Secondary Source Analysis: In each unit the students will read and analyze a variety of Primary and Secondary Source Documents that are related to the key events, concepts and themes of the given unit of study. Students will analyze the source material and answer questions to ensure understanding and retention of the material.
Student Contributions

All students who participate in Dual Credit US History are expected to read analytically and critically. Students are then expected to answer analytical objective questions and become proficient in writing expository essays with or without documents. **Students will be responsible for reading at least one chapter of a college level text and taking notes over the material each week.** Time management, reading comprehension, critical thinking, note taking, and the ability to see the “big picture” and its component parts are skills need for success. The student is expected to:

1. Attend classes daily, be prepared and be on time
2. Pay attention and take proper notes from class lectures, readings and videos
3. Complete and turn in all homework and assignments on time
4. Be present for all exams
5. Respect the views of others in the class at all times
6. Access Canvas for assignments/supplemental materials
7. Spend time outside of class studying and preparing for class

CLASS POLICIES

1. EVERY STUDENT MUST:
   - Come to class prepared. Being prepared for class means having in your possession the following items: your binder, a working pen and/or a sharpened pencil, and any assignments that are due.
   - Place name, date and period in the upper right corner of all assignments. There should also be a title on the page for the assignment you are turning in. (5% deduction for failure to comply).
   - Access Canvas regularly. Canvas will have your grades, PowerPoints, outlines, and study guides as well as other helpful links and information for the class. Canvas is your friend.

2. BINDER
   - Students are required to maintain a binder for this class.

3. COMPREHENSION CHECK & ASSESSMENTS
   - There will be a Comprehension Check at the beginning of every class and an assessment every unit.
   - Assessments are always announced in advance. Pay attention to Canvas Announcements.
   - All students are expected to take the comprehension check or assessment at the time it is administered, regardless of an absence on the prior day of class.
   - Makeup assessments and comprehension checks due to an absence are to be completed within one week. The responsibility for makeup is entirely yours. If this is not done, you will receive a zero.
   - Students may not re-take assessments or comprehension checks.
   - All students will receive a 5 point bonus on their assessment or comprehension check if every student completes it on time.

4. HOMEWORK & ASSIGNMENTS
   - You will have homework every day. You will have a comprehension check over your assigned homework at the beginning of the class following the assigned homework.
   - Assignments are expected to be turned in on their due date.
   - If you are ever unsure of anything, email or send a message through the Remind app to Mrs. Mercer.

5. LATE WORK
   - Late work probably won’t be accepted. Late assignments due to an absence may be accepted (at teacher discretion) for up to one week after the assignment was due.

6. CELL PHONES & ELECTRONIC DEVICES
   - Cell phones may not be accessed during Dual Credit U.S. History without teacher approval.

7. BATHROOM POLICY
   - More information forthcoming once in-person classes begin.
8. **EXTRA CREDIT**
   - There will be extra credit assignments and opportunities throughout the semester. Additional information and opportunities will be provided as the semester continues.
   - I do not round up grade percentages. An 89.4% is a B. Completing extra credit is encouraged.

9. **OFFICE HOURS / APPOINTMENTS**
   - I am available after school for any questions or concerns you may have. Feel free to come by and see me or email me or send me a Remind message to schedule a Zoom meeting if you need help with an assignment or have any concerns you would like to discuss with me.

**Academic Honesty Statement**

Academic misconduct includes cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics/standards, and any act or attempted act designed to give unfair academic advantage to oneself or another student. Academic dishonesty will not be tolerated. Cheating on any assignment or exam will result in a grade of "0" with no opportunity of makeup. See the Angelo State University Handbook, Part II B: Academic Integrity for more information.

**Student Disability Services**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting: Ms. Dallas A. Swafford, Director of Student Disability Services, (325) 942-2047 or dallas.swafford@angelo.edu.

**Title IX**

Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator: Michelle Nicole Boone, J.D., Director of Title IX Compliance, (325) 486-6357 or michelle.boone@angelo.edu.

**Student Absence for Observance of a Religious Holy Day**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

**ASU Technology**

If you have any trouble logging in to Ramport or Blackboard you can contact ASU’s Information Technology Service Center at (325) 942-2911 or 1-866-942-2911.

*If it is necessary to revise any portion of this syllabus, the instructor will inform you in advance of any changes.*