



## DC Hist111 History of the American People to 1865

**Syllabus, revised 8/2019** Wilbur Wright College, taught at Taft High School  
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### A Note on Dual Credit

History of the American Peoples to 1865 at Taft High School is a Dual Enrollment credit course taught in collaboration with Wilbur Wright College in Chicago. Students earning a grade of C or above in this course will be awarded college credit for History 111, a valuable general education course. Rigor of this course is set at a college level and students who qualify will have to exhibit aptitude at this level.

### Official Wright College Class Description

Exploration of the new world and its colonization; study of colonial life with emphasis on cultural heritage and the American Revolution; emergence of American nation traced through major trends and events in economic, political, cultural, social and intellectual affairs; includes past and present American cultural patterns. Writing assignments, as appropriate to the discipline, are part of the course. **IAI-S2 900**. Successful completion of this course may be used to fulfill the graduation requirement to pass the United States Constitution examination.

### Wright College General Education Outcomes

By completing their general education requirements, associate degree candidates will be able to:

You'll know soon that I looked nothing like this.



- Think and read critically so they can solve problems using appropriate information resources and reasoning processes
- Read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public, and private sectors are met
- Demonstrate quantitative and technological literacy, especially computer literacy, for interpreting data, reasoning, and problem-solving.
- Understand and appreciate diversity in gender, race, age, class, and culture as well as differences in physical abilities in a global society.
- Understand and develop ethical values, life goals, and interpersonal skills that will prepare them for life-long learning, employability, and effective citizenship.

### Wright's History 111 Student Outcomes

Upon completion of this course, students will have demonstrated the ability to:

- Recognize aspects of historiography and methodology.
- Examine diverse interpretations of United States historical events and scholarship.
- Recognize key developments/causes that contributed to the American Revolution.
- Analyze the construction of the Constitution and later philosophies of interpretation.
- Identify and examine flashpoints resulting from the emergence of a commercial and manufacturing economy in an agricultural society (1788-1861).
- Examine and describe the various causes and divisive forces that led to Civil War.
- Identify historically relevant geographical data and map reading skills.

### How You Can Find the Instructor

I teach in Room 238, periods 2,3,4,6, & 7. I am usually in Room 207/238 during 8<sup>th</sup> period or in Room 238 after school. You can drop things off in my mailbox downstairs or send me an e-mail. I check my mail often, but you should allow ample time for a proper response. You can make appointments to see me anytime during or after the school day or 8<sup>th</sup> period by confirmed e-mail or in person. Let me know about any problems before they become too big.... And I should warn you, this happens quickly.

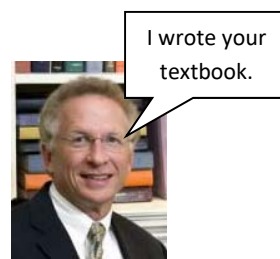
## Texts & Materials/Actions Needed to Succeed

[America: A Narrative History, by Tindall & Shi. \\$125](#)

*American Studies* for documents and readings in class

Handouts, Journals, and Website Readings online through Brightspace.

2 Notebooks (One for class notes and one to be kept in class as your "Open Book".)



**What to bring to class.** Every period, a student is required to be in his or her seat with a notebook (labeled with name, period, and subject), a working pen, and all other materials as directed by teacher during previous meeting. There should be no other materials on a student's desk or in their hands to maximize attention (i.e. cell phones).

**Reading is very important** in the social studies. You are responsible for ANYTHING included in any reading (including captions and text features) even if I do not go over it in class. Many readings will be shared on Brightspace. There will often be a quiz and there will *always* be discussion so be prepared.

## Evaluation & Grading Scale

### Definition of Active Pursuit of the Course

Students who meet the following definition are considered in active pursuit of this course: Student attendance at 70% or above. Student completes formative assessments. This will be decided on Nov. 13, 2019.

### 90% of Semester Grade consists of the following:

**Proper Turn-in Procedure:** Per the Turabian guide, I need your full name, date due, assignment label, and period # on every assignment or I will not grade it. This is strictly enforced.

**Writing: 35%** This includes summative assessments that involve the writing process (i.e. Module Essays) These assignments must be done in the specified format in order to be accepted. Writings are graded based on a 5, 10, or 20 point scale depending on the assignment. These involved assignments often require a longer time for assessment and feedback by the teacher.

**Practice: 25%** This includes formative assessments like QEDs, which help a student learn. Practice is usually graded on a 3 or 5 point scale. Not every practice assignment is graded, but I cannot indicate which will be graded and which will not, in the hope that every assignment is taken as seriously as the next.

**Exams: 20%** Includes module exams and other standardized quizzes and exams. Summative assessments and quizzes may vary in format.

**Participation: 20%** This includes seminar participation and leadership, class/Brightspace discussion, and attendance. Most participation is gained via Socratic Seminars and Brightspace participation and indicates good presence, questioning, answering using sources and well-reasoned arguments in both formal and non-formal situations. Also included is peer review participation.

### 10% of Semester Grade consists of the following:

**Final:** A comprehensive final will be given at the close of the class and at the end of each semester. There is also an **exit exam** required by Wright College.

**City Colleges/CPS Grading Scale: A 89.5-100 B 80-89.4 C 70-79.4 D 60-69.4 F 0-60**

*\*\*Your official grade can be found on Aspen\*\**

**Taft DC grade point policy and college credit:** *This DC class will reward college credit and is regulated by the City Colleges to assure that it is taught with a rigor meeting the expectations of a college course. Because of this increased rigor, Taft awards the following grade points: A 6 (a super duper A) B 5 (a super A) C 4 (like a regular A) D 1 (like a regular D) F 0.*

City Colleges will **not** award college credit to students receiving a D or F in this DE course.

**Cheating**, plagiarism, or other dishonest means to get your work done will result in a zero grade for the assignment and will require me to report the incident for disciplinary action to CPS and to Wright College. This is very serious! If you need help with citations, please let me know. (See class website for details on Turabian/Chicago style citations that are customary in the field of history.) Look honest during exams. Keep your eyes to yourself and raise your hand with any questions. During class there should be no active electronic communication or photos/audio recording being taken without permission. Anything you write for should be your own work. If I suspect dishonesty, you will receive a grade of ZERO and you will be referred for disciplinary sanction which may include dismissal from the City Colleges.



**Wright College's Note on Academic Integrity:** The City Colleges of Chicago is committed to the ideals of truth and honesty. In view of this, students are expected to adhere to high standards of honesty in their academic endeavor. Plagiarism and cheating of any kind are serious violations of these standards and will result, minimally, in the grade of "F" by the instructor. See the Student Policy Manual for additional information.

**You may see me** about your grade or if you have specific questions about an evaluation, but this should be done outside of class. See contact info on pg 1. I will post grades regularly on Aspen for you to track your status.

## Attendance and Making Up Missed Work

**Turning in Work:** Work must be submitted in the appropriate bins or using Brightspace when directed. All work should be labelled with the complete student name, period, and some label indicating which assignment it is. All paperwork (as opposed to Brightspace work) should be word processed and printed on paper. Anything that does not meet these guidelines will be returned ungraded and can be resubmitted as late work per the late work rules below.

**Attendance Mistakes:** If student sees a mistake, they should notify teacher by e-mail explaining the situation and which period and date are in question.

**Tardiness:** If you arrive to class after the bell rings you are tardy. Walk into class quietly, sign the tardy book, if available, and have a seat. Make sure the teacher marks you tardy AFTER class. Hanging out beside the door in the hallway does not constitute being in class. You are on time if you are AT YOUR DESK when class begins.

**Missing work due to absences:** I do not care much about whether an absence is excused or not, the point is that you were not in class to receive valuable information. Turn in your work the day it is due if you are on a field trip. Upon return, see the teacher AFTER CLASS. Check assignments while you were away. It is your responsibility to make up missing work. You will fail a test if you do not schedule a makeup test the day of your return. After absent work is turned in it will be graded on a delayed basis, but is given priority over other late work. You have until the end of a module to make up missed work.

**Due to laziness, forgetfulness, or hungry dogs:** I want you to learn from your mistakes and so I will accept late practice or writing assignments if I get it within 48 hours from when they were originally due. Just write/type "GRACE" at the top of the paper. You can do this 2 times each semester, but often there are civic education opportunities that can earn a student an extra grace. After you spend your "graces," you will be required to fill in a CLAF form, available on the website, and submit it with any late work and your grade will be reduced by 50%. This work will be evaluated before the end of each semester and is graded on a delayed basis. A grace can also be used to redo any practice or writing assignment. Any late work not submitted properly will not be graded and will be wantonly tossed into recycling. You have until the end of a module to make up missed work.

**Stuff Happens:** You will find that I am very reasonable if you have any issues and attempt in a mature and responsible fashion to take responsibility for any dilemmas that may pop up. If you need extra time or run into any problems, we can talk. Let me know about any special issues you feel I should know about as soon as you can. If you are feeling discouraged, please see me before you are buried in regret. If I cannot answer your question I will try to find someone who can.

## Reading Schedule

It is your responsibility to follow the reading schedule carefully and to keep up with any adjustments made to the schedule. These updates will be posted visually and verbally highlighted in class and will be communicated via other methods like Brightspace or Remind.

## The Module Learning Cycle

We will learn using a module cycle. The modules can be found on Brightspace and/or the class website. They generally will proceed as follows, but I reserve the right to change based on pedagogical needs.

1. **Pre-Module Preparation:** Students should read the module's textbook readings and/or overview essays as assigned in preparation for the cycle, keeping in mind the essential question. If external motivation must be applied in order to facilitate reading, it can be done here via various methods such as ARN notes and/or reading quizzes.
2. **Phase A in Class:** Discussion of the essential question which will lead to some teacher-led lecture and guidance, with Socratic dialogue interspersed where needed. **Phase A at Home:** Students will be assigned a QED (*quod erat demonstratum*); which is a 3 paragraph argument. This is meant to be a work in progress and formative assessment. It should address the essential question from a particular perspective chosen by the student (guides may be provided so students can find an area of interest). This should be posted on the module's Brightspace discussion board. They should include cited info from the assigned readings and the module's primary source documents. Students will then be required to respond or comment on at least one other students' arguments with questions, ideas, etc.
3. **Phase B in Class:** Students will lead discussion in a semi-formal Socratic Seminar wherein they will be prepared to defend their particular ideas and arguments and ask questions. Teacher will fill in gaps when needed. **Phase B at Home:** Students will have to take the work done on their QED and expand it into a 5 paragraph, more formal essay in response to the essential question. This will be submitted typed up and complete. It is meant as a summative assessment.
4. **Phase C:** Before submission of the homework above a peer editing session will likely take place using one of several peer editing methods.
5. **Standard Assessment:** From time to time a standardized MC test will be given to sharpen and review students' content knowledge so they will be prepared for Wright's assessment.

## Addendums

It is important for me, as a teacher, to teach. After getting to know the needs of my classes and students I often make amendments to the syllabus and course rules and inform you of these changes at the turn of the semester. These will be posted publicly and announced.

## In the classroom...

We are all students here and this room should be a safe place to explore new ideas. We don't know everything and aren't expected to know everything. You are to treat each other with respect so we can all learn. Everyone has a right for their opinion to be heard in the classroom. There should be no heckling, bullying, witch hunts, etc. When someone is talking we should be listening to their concerns/ideas before responding. History and the social studies can evoke very strong passions for which we should be ready.

Swearing, curses, and other insensitive comments are not tolerated at all. It will result in official disciplinary action if I hear it because it is not the sort of thing that should be coming out of the mouth of a college scholar. We should respect the personal property and space of other students. I do not tolerate sleeping, loud yawning, or eating in the classroom. All bodily fluids and personal effects should be kept tidy and personal. Dress in the Taft dress code while in class at Taft. On test days you are not allowed to wear clothing that relates to our subject matter. Follow directions concerning cell phones, recorders, audio players, and other fun stuff you got at Best Buy.

Note that I will treat you like adults with the respect and responsibilities attached to that status. Like any adult, you are responsible for your own actions and inaction. If you are unable to cope with this, you may find that this will be a very tough course.

### Wright College's Note on Student Conduct:

City Colleges of Chicago students are expected to conduct themselves in a manner which is considerate of the rights of others and which will not impair the educational mission of the college. Specifically, all students assume an obligation to conform to Board Rules, the statement of Student Rights and Responsibilities, and the following policies. "The Standards of Conduct applies and discipline may be imposed for conduct which occurs on College premises, at off campus recreational or instructional sites, at any College-sponsored event, or at any College supervised or provided activity, transportation or facility." Misconduct for which students are subject to college discipline, up to and including expulsion from the college, can be found on page 68-69 of the Student Policy Manual.

### Selected Wright College Support Available to You as Students

- Academic Support Center (Tutoring) Room A-245 773.481.8976
- Disability Access Center Room L- 135 773.481.8015
- Records Office Room A- 129 773.481.8060
- Writing Center Room S-102 773.481.8458
- Wright in Your Corner (Student Center) Room S-100 773.481.8148



## Columbus Was A Nervous Guy

The experience of Columbus, despite its grim outcomes lends us a lesson. When Christopher Columbus began his voyage he was unsure about how long it would take him to get to other side of the ocean. No one he knew had ever made the trip before and he was a bit worried about dying at some point due to starvation, mutiny, or giant sea monsters. He was unsure and nervous as he made his way across the ocean and expressed such in his journal. In the end he found Hispaniola and the effects of his effort contributed to the

development of the modern world (for good or bad.) The morale? When you are in the midst of learning something new and strange it is normal to feel uneasy and nervous. That is what actual learning feels like and in the end it is well worth the trouble. So go with the flow and trust the process....

## Course Outline

### I Origins of English Colonization

- A. Mercantilism
- B. Refuge from Stuart Political/Religious Actions
- C. Formation of the Colonies (1607-1730)

### II Colonists' Early Interactions with the Eastern Woodland Amerinds

### III The Development of African-American Slavery in the North and South

### IV Origins of the American Revolution

- A. The Formation of an American Ideology: Locke, Blackstone, Smith, and others
- B. Economic Setbacks of the 1760s
- C. Parliament v. the Americans (1765-75)

### V The Revolutionary Campaigns

### VI Origins and Fundamental Design of the Constitution

### VII Washington Sets the National Course

- A. Economic Development
- B. An International Role
- C. Emergence of the 2 Party System

### VIII Jefferson: Opposition in Power

### IX War of 1812: Origins and Results

### X Early SCOTUS Decisions

### XI Popular Democracy and Commercial Development

### XII The Rise of Sectional Conflict

- A. Crisis of 1820
- B. Crisis of 1832

### XIII Jackson, perceived champion of the Common Man

### XIV The Rise of the Anti-Slavery Movement

### XV Manifest Destiny & the Mexican War

### XVI The Union Falls Apart (the 1850s)

### XVII The Civil War and Emancipation