

**Clarendon College**  
Division of Arts and Sciences  
**American History 1301**  
(3 semester hours)  
Wellington High School  
Syllabus Fall 2010  
(MWF 8:59-9:45)

**Instructor:** Mrs. Linda Comer  
Wellington High School  
**Contact:** Phone: 447-2527  
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**Course Text:** Tindall, George and David Shi, *America, A Narrative History*, Sixth Edition (Norton & Co, New York: 2004).

**Course Description:** The purpose of this course is to provide the student with an introduction to United State history from the 15<sup>th</sup> century to the mid-19<sup>th</sup> century. An examination of the pattern of exploration, settlement, and development of institutions throughout the colonial, early national, and Civil War eras forms the core of the courses.

**Statement of Purpose:** History 1301 partially satisfies the requirements for the Associates degree at Clarendon College and is designed for transfer to a senior college.

**Course Objectives:** Upon successful completion of History 1301, students should be able to

- 1.) The learner shall examine and appraise historical periods socially, politically, economically, culturally, and politically.
- 2.) The student shall recognize democratic developments, citizen responsibilities, and alternative explanations to situations.
- 3.) The student shall identify differences and commonalities within American Society and the need for successful interaction.
- 4.) The student shall evaluate their perception of the cause and effects of meaningful developments taken from historical evidence.

**Student Outcomes:**

- 1.) After a discussion of Pre-Colonial and Colonial America, the student shall demonstrate a perception of foundation concepts.
- 2.) The student shall appraise the effects of geography upon the development of early America.
- 3.) After a discussion of the era from 1776 to 1850, the learner shall interpret the democratic development of the new nation.
- 4.) The learner shall collect and compare the events leading to the Civil War.
- 5.) The student shall make a judgment of the sequences of the Civil War.
- 6.) The student shall interpret the political development of Reconstruction and its lasting effects on the South:

**Submitting Assignments:**

Students may submit assignment to me via the email address listed at the top of the syllabus. In addition to emailing, students in videoconferencing classes should also turn in a hard copy to the teacher on site.

All papers should be typed using Times New Roman size 12 font in MLA format. Regardless of subject matter, college work must be well-written. Grammar, spelling, and punctuation do matter!

**Methods of Instructions:** All of the following will be used in the course as a method of instruction:

Lecture- discussion

Assigned reading from texts

Guided collaborative learning

Media Assisted Instruction

Research projects

**Class Policies:** All make-up work due to absences is the responsibility of the student. Incomplete or missing work will have a detrimental affect on a student's final grade.

### **Classroom Conduct**

Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class. Cheating violations include, but are not limited to: (1) obtaining an examination , classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination , classroom activity, laboratory exercise, or homework assignment before it is given; (3) using an unauthorized source of information during an examination , classroom activity, laboratory exercise, or homework assignment ; (4) entering an office or building to obtain unfair advantage; (5) taking an examination for another person; (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (7) altering grade records; (8) using any unauthorized form of electronic communication device during an examination, classroom activity, or laboratory exercise; (9) Plagiarism. Plagiarism is the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person without proper credit.

<b>Grading Policies:</b>	Tests and Essays	60% of each 6-weeks grade
	Daily work	40% of 6 weeks grade
	Semester exam	25% of semester grade

### **Late Work**

All homework is expected to be turned in at the beginning of the period. If an assignment is late, a student may turn in that assignment within the next 24 hours. The highest grade a student can make on the late assignment is a 70. After 24 hours of the original due date, a zero will be recorded in the grade book.

### **Tentative Course Outline:**

Week 1: Chapter 1- Early American Cultures  
Project- Early Civilizations/Exploration

Week 2: Chapter 2- English Colonies  
Research- English Colonies Chart/Map

Week 3: Chapter 3- Colonial Way of Life

### **Exam #1**

Week 4: Chapter 4- Colonial Wars

Essay- Rewrite Declaration of Independence

Week 5: Chapter 5- Move for Independence

Week 6: Chapter 6- American Revolution

Project- Revolutionary War Letters

Week 7: Chapter 7- Confederation/ Constitution

Essay- Comparison/Contrast of Virginia and New Jersey Plans

### **Exam #2**

Week 8: Chapter 8- Federalists/Anti-Federalists

Project- Federalists/Anti-Federalists

Week 9: Chapter 9- Jefferson as President and War of 1812

Week 10: Chapter 10- “Era of Good Feelings”

Identify key people and events of New Republic

Week 11: Chapter 10-11- Jackson’s Presidency

Week 12-13: Chapter 13-14- American Renaissance/Manifest Destiny

### **Exam #3**

Week 14: Chapter 15-17 – Civil War

Civil War Project

Week 15: Chapter 18- Reconstruction

Week 16 “Catch-up and Review

### **Final Exam**

*Note: This is a tentative outline planned for this course, and it may be changed at any time at my discretion.*

