



TENTATIVE—SUBJECT TO CHANGE

**HIST 2111-United States History I
COURSE SYLLABUS
Dual Enrollment
Fall Semester 2021 (202212)**

COURSE INFORMATION

Credit Hours/Minutes: 3/2250
Campus/Class Location: Vidalia High School - Room 609
Class Meets: Monday-Friday, 11:50 am – 1:20 pm
Course Reference Number (CRN): 20247
Preferred Method of Contact: bgeorge@vidalia-city.k12.ga.us

INSTRUCTOR CONTACT INFORMATION

Instructor Name: Bobby George
Email Address: bgeorge@southeasterntech.edu
Campus/Office Location: Vidalia High School Campus, Room 609
Office Hours: 1:20-2:00 pm Monday-Friday
Phone: (912) 537-7931
Fax Number: N/A

SOUTHEASTERN TECHNICAL COLLEGE (STC) CATALOG AND HANDBOOK

Students are responsible for all policies and procedures and all other information included in Southeastern Technical College's [Catalog and Handbook](https://catalog.southeasterntech.edu/college-catalog/downloads/current.pdf) (<https://catalog.southeasterntech.edu/college-catalog/downloads/current.pdf>).

REQUIRED TEXT

America: A Narrative History, Brief 10 Edition Volume 1 by David Emory Shi and George Brown Tindall
ISBN: 978-0393265972
America Firsthand, Tenth Edition Volume 1: Readings from Settlement to Reconstruction by Anthony Marcus and John M. Giggie
ISBN: 978-1319029661

REQUIRED SUPPLIES & SOFTWARE

Supplies can include pencils, pens, paper, notebooks, etc. Students are required to use Microsoft Applications for this class, specifically Microsoft Word.

Note: Although students can use their smart phones and tablets to access their online course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither Blackboard nor Georgia Virtual Technical Connection (GVTC) provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to take an online course.

Students should not share login credentials with others and should change passwords periodically to maintain security.

COURSE DESCRIPTION

Emphasizes the study of U. S. History before 1877 to include the post-Civil War period. The course focuses on the period from the Age of Discovery through the Civil War to include geographical, intellectual, political, economic, and cultural development of the American people. It includes the history of Georgia and its constitutional development. Topics include: Native Americans & European Colonization, the Revolutionary Era, the New Nation, Nationalism, Sectionalism, Reform Movements, the Era of Expansion, the Impending Crisis, Session, Civil War, and Reconstruction.

MAJOR COURSE COMPETENCIES

Topics include Colonization and Expansion; the Revolutionary Era; the New nation; Nationalism; Sectionalism; Reform Movements; the Era of Expansion; Crisis of the Union, Civil War, and Reconstruction.

PREREQUISITE(S)

Appropriate Degree Level Writing (English) and Reading Placement Test Scores

COURSE OUTLINE

1. Colonization and Expansion
2. The Revolutionary Era
3. The New Nation
4. Nationalism, Sectionalism, and Reform
5. The Era of Expansion
6. Crisis, Civil War
7. Reconstruction
8. Georgia

GENERAL EDUCATION CORE COMPETENCIES

STC has identified the following general education core competencies that graduates will attain:

- a. The ability to utilize standard written English.
- b. The ability to solve practical mathematical problems.
- c. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS

Assignments may be written or typed, depending on the directions of the instructor. A grade of zero will be assigned for any work not submitted by the due date, no make-up or late work is allowed for this class. All assignments are due at 11:50 am on the due date. College email and other STC resources can be accessed from the **mySTC** tab on STC's Website. Email can also be accessed in the menu of your Blackboard course.

COVID-19 MASK REQUIREMENT

Regardless of vaccination status, masks or face coverings must be worn at all times while in a classroom or lab of Southeastern Technical College. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC). A student's refusal to wear a mask or face covering will be considered a classroom disruption and the student may be asked to leave campus and/or receive further discipline.

COVID-19 SIGNS AND SYMPTOMS

We encourage individuals to monitor for the signs and symptoms of COVID-19 prior to coming on campus.

If you have experienced the symptoms listed below or have a body temperature 100.4°F or higher, we encourage you to self-quarantine at home and contact a primary care physician's office, local urgent care facility, or health department for further direction. Please notify your instructor(s) by email and do not come on campus for any reason.

COVID-19 Key Symptoms
Fever or felt feverish
Chills
Shortness of breath or difficulty breathing (not attributed to any other health condition)
Cough: new or worsening, not attributed to another health condition
Fatigue
Muscle or body aches
Headache
New loss of taste or smell
Sore throat (not attributed to any other health condition)
Congestion or runny nose (not attributed to any other health condition)
Nausea or vomiting
Diarrhea
In the past 14 days, if you:
Have had close contact with or are caring for an individual diagnosed with COVID-19 at home (not in healthcare setting), please do not come on campus and contact your instructor (s).

COVID-19 SELF-REPORTING REQUIREMENT

Students, regardless of vaccination status, who test positive for COVID-19 or who have been exposed to a COVID-19 positive person, are required to self-report using <https://www.southeasterntech.edu/covid-19/>. Report all positive cases of COVID-19 to your instructor and [Stephannie Waters](mailto:swaters@southeasterntech.edu), Exposure Control Coordinator, swaters@southeasterntech.edu, 912-538-3195.

ATTENDANCE

It is the student's responsibility to be academically engaged each week doing course related activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an "F" (Failing 0-59) in a course.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Students will have at least one day to complete tests and assignments. All tests and assignments are due at 11:50 am on the due date. Exceptions to the due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

STUDENTS WITH DISABILITIES

Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact the appropriate campus coordinator to request services.

Vidalia Campus: [Helen Thomas, \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165.

SPECIFIC ABSENCES

Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY

Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please make arrangements with the appropriate campus coordinator.

Vidalia Campus: [Helen Thomas, \(hthomas@southeasterntech.edu\)](mailto:hthomas@southeasterntech.edu), 912-538-3126, Building A, Room 165.

It is strongly encouraged that requests for consideration be made **PRIOR** to delivery and early enough in the pregnancy to ensure that all the required documentation is secured before the absence occurs. Requests made after delivery **MAY NOT** be accommodated. The coordinator will contact your instructor to discuss accommodations when all required documentation has been received. The instructor will then discuss a plan with you to make up missed assignments.

WITHDRAWAL PROCEDURE

Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% point of the term in which student is enrolled (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" (Withdrawn) is assigned for the course(s) when the student completes the withdrawal form.

Important – Student-initiated withdrawals are not allowed after the 65% point. After the 65% point of the term in which student is enrolled, the student has earned the right to a letter grade and will receive a grade for the course. Please note: Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of "F" (Failing 0-59) being assigned.

Informing your instructor that you will not return to his/her course, does not satisfy the approved withdrawal procedure outlined above.

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. A grade of "W" will count in attempted hour calculations for the purpose of Financial Aid.

MAKEUP GUIDELINES (TESTS, QUIZZES, HOMEWORK, PROJECTS, ETC.)

A student will be expected to submit assignments or to take tests on the day that he/she returns to class, if the absence is legally excused by the school's policy. Reasonable consideration may be applied in situations of emergencies or extended absences. No makeup work or test will be allowed for unexcused absences.

ACADEMIC DISHONESTY POLICY

The Southeastern Technical College Academic Dishonesty Policy states that all forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline. The policy can also be found in the Southeastern Technical College Catalog and Handbook.

PROCEDURE FOR ACADEMIC MISCONDUCT

The procedure for dealing with academic misconduct and dishonesty is as follows:

1. First Offense

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

2. Second Offense

Student is given a grade of "WF" (Withdrawn Failing) for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

3. Third Offense

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of third offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.\

STATEMENT OF NON-DISCRIMINATION

The Technical College System of Georgia (TCSG) and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member, or citizenship status (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of all technical college-administered programs, federally financed programs, educational programs and activities involving admissions, scholarships and loans, student life, and athletics. It also applies to the recruitment and employment of personnel and contracting for goods and services.

All work and campus environments shall be free from unlawful forms of discrimination, harassment and retaliation as outlined under Title IX of the Educational Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, as amended, the Age Discrimination in Employment Act of 1967, as amended, Executive Order 11246, as amended, the Vietnam Era Veterans Readjustment Act of 1974, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Americans With Disabilities Act of 1990, as amended, the Equal Pay Act, Lilly Ledbetter Fair Pay Act of 2009, the Georgia Fair Employment Act of 1978, as amended, the Immigration Reform and Control Act of 1986, the Genetic Information Nondiscrimination Act of 2008, the Workforce Investment Act of 1998 and other related mandates under TCSG Policy, federal or state statutes.

The Technical College System and Technical Colleges shall promote the realization of equal opportunity through a positive continuing program of specific practices designed to ensure the full realization of equal opportunity.

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

<p>American With Disabilities Act (ADA)/Section 504 - Equity- Title IX (Students) – Office of Civil Rights (OCR) Compliance Officer</p>	<p>Title VI - Title IX (Employees) – Equal Employment Opportunity Commission (EEOC) Officer</p>
<p>Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1st Street, Vidalia Office 165 Phone: 912-538-3126 Email: Helen Thomas (hthomas@southeasterntech.edu)</p>	<p>Lanie Jonas, Director of Human Resources Vidalia Campus 3001 East 1st Street, Vidalia Office 138B Phone: 912-538-3230 Email: Lanie Jonas (ljonas@southeasterntech.edu)</p>

ACCESSIBILITY STATEMENT

Southeastern Technical College is committed to making course content accessible to individuals to comply with the requirements of Section 508 of the Rehabilitation Act of Americans with Disabilities Act (ADA). If you find a problem that prevents access, please contact the course instructor.

GRIEVANCE PROCEDURES

Grievance procedures can be found in the Catalog and Handbook located on Southeastern Technical College’s website.

ACCESS TO TECHNOLOGY

Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the [Southeastern Technical College Website \(www.southeasterntech.edu\)](http://www.southeasterntech.edu).

TECHNICAL COLLEGE SYSTEM OF GEORGIA (TCSG) GUARANTEE/WARRANTY STATEMENT

The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.

GRADING POLICY

Assessment/Assignment	Percentage
Written Assignments	40%
Exams	40%
Final Exam	20%

GRADING SCALE

Letter Grade	Range
A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

HIST 2111-U.S. History I

Fall Semester 2021 (202212) Lesson Plan

Date/Week Assignment Due Date	Lesson Content/Activities	Assignments & Tests	Competency Area
August (Aug) 16	First Day of the Semester! Introductions- Examine Syllabus Historiography	Syllabus Personal History Essay	7-a
Aug. 16-20	Native American Indians, European Explorations, and The British Colonies Required readings Class Lecture/Notes/Discussions Videos to supplement the instruction	Read chapters 1, 2, 3 in the America Narrative textbook, answer the chapter focus questions Class Lecture/Notes Readings # 2,4,5,10,11 Answer the questions for each reading	1, 7 a, c

Date/Week Assignment Due Date	Lesson Content/Activities	Assignments & Tests	Competency Area
Aug. 23-27	<p>The American Revolution, War for Independence Articles of Confederation, Constitution</p> <p>Required readings</p> <p>Class Lecture/Notes/Discussions</p> <p>Videos to supplement the instruction</p>	<p>Read chapters 4, 5, 6 in the America Narrative textbook, answer the chapter focus questions</p> <p>Class Lecture/Notes</p> <p>Readings 15,16,17,18,19 Answer the questions for each reading</p>	2, 3, 7 a, c
Aug. 30- September (Sept.) 3	<p>The Federalist Era, The Young Republic, The Jacksonian Era</p> <p>Required readings</p> <p>Class Lecture/Notes/Discussions</p> <p>Videos to supplement the instruction</p>	<p>Read chapters 7,8,9,10 in the America Narrative textbook, answer the chapter focus questions</p> <p>Lecture/Notes</p> <p>Readings 21,23,24,26,28 Answer the questions for each reading</p> <p>Major test on Chapters 1-6</p>	3, 4, 7 a,c
Sept. 7-10	<p>Sectionalism, Reform Era, Westward Expansion</p> <p>Required readings</p> <p>Class Lecture/Notes/Discussions</p> <p>Videos to supplement the instruction</p>	<p>Read chapters 11,12,13 in the America Narrative textbook, answer the chapter focus questions</p> <p>Lecture/Notes</p> <p>Readings: 32,34,36, 41,43,45 Answer the questions for each reading</p>	3, 4, 5, 7 a,c

Date/Week Assignment Due Date	Lesson Content/Activities	Assignments & Tests	Competency Area
Sept. 1-17	Impending Crisis, Session, Civil War to 1863 Required readings Class Lecture/Notes/Discussions Videos to supplement the instruction	Read chapters: 14,15 in the America Narrative textbook, answer the chapter focus questions Lecture/Notes Readings: 46,48,50,51 Answer the questions for each reading Major test: chapters 7,8,9,10,11,12	5, 6, 7 a,c
Sept. 21-27	The Civil War Between the States 1863-1865, Reconstruction, Georgia Required readings Class Lecture/Notes/Discussions Videos to supplement the instruction	Read chapters 15,16 in the America Narrative textbook, answer the chapter focus questions Lecture/Notes Readings: 52,53,54,55,56,57 Answer the questions for each reading	5, 6, 7 a,c
Sept. 28 October (Oct.) 4	Preparation for the Final Exam Students prepare foods from the various ethnic groups that immigrated to the USA Final Exam	Study for the Test on Chapters 13, 14, 15, 16	4,5,6,7 a,c

COMPETENCY AREAS:

1. Colonization and Expansion
2. Revolutionary Era
3. New Nation
4. Era of Expansion
5. Nationalism, Sectionalism, and Reform
6. Crisis, Civil War, and Reconstruction
7. History of Georgia

GENERAL CORE EDUCATIONAL COMPETENCIES

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

GRADING SCALE INFORMATION

- Numerous written assignments must be completed during this course. These count 40 percent of your final grade. Students who do not complete the assignments according to directions will have points deducted accordingly.
- Two tests must be completed during this course. These will count 40 percent of your grade and be over information from the notes, textbooks, and various documents/worksheets used in class.
- The Final Exam will be administered during the last week of the semester; this exam will be worth 20% of the semester grade.
- INSTRUCTOR RESERVES THE RIGHT TO CHANGE GRADING SCALE AT ANY POINT DURING THE SEMESTER.
- LATE WORK WILL NOT BE ACCEPTED FOR THIS CLASS. GRADES OF ZERO WILL BE ASSIGNED FOR ANY MISSING WORK.

The following rubric describes levels of competence in completing an essay on a history exam or homework assignment other than a research paper.

Levels correspond roughly to letter grades (4 = A, 1 = F), although criteria will vary somewhat depending upon the nature and level of the class.

Level	Criteria
4	<ul style="list-style-type: none"> • Well-developed thesis directly addressing the topic. • Persuasive analysis of the topic, addressing all parts of the topic; analysis demonstrates thorough understanding of all sides of a question (as appropriate). • Outstanding grasp of general historical issues raised by topic. • Numerous specific examples demonstrate detailed knowledge of relevant history. • Extremely well organized, with a clear introduction, argument, and conclusion. • Well written in appropriate standard English; few grammatical errors or colloquialisms.
3	<ul style="list-style-type: none"> • Clear thesis addressing the topic. • Good analysis of the topic, addressing most parts of the topic; analysis demonstrates understanding of all sides of a question (as appropriate), though may be unevenly developed. • Good grasp of general historical issues raised by topic. • Several specific examples demonstrate good knowledge of relevant history. • Well organized, with an introduction, argument, and conclusion. • Clearly written in appropriate standard English; some grammatical errors or colloquialisms.
2	<ul style="list-style-type: none"> • Thesis indicates some aspect of the topic; more a restatement of than a point about the topic. • Analysis of the topic, addressing most parts of the topic; analysis adequate but unevenly developed. • Some grasp of general historical issues raised by topic, though some significant issues may be omitted. • Some specific examples demonstrate knowledge of relevant history; some clearly relevant examples omitted. • Contains at least two of the following: introduction, argument, and conclusion; organization may be somewhat unclear. • Understandable, but contains several grammatical errors or colloquialisms.
1	<ul style="list-style-type: none"> • No discernible thesis and/or serious misunderstanding of the topic. • Descriptive rather than analytical; marginally related to the topic; significant logical gaps. • Little grasp of general historical issues raised by topic.

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| | <ul style="list-style-type: none">• Few and/or erroneous specific examples demonstrate little knowledge of relevant history.• Poorly organized: no clear introduction, argument, or conclusion.• Pattern of grammatical errors and/or inappropriate colloquialisms. |
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