



HIST 1301.002 United States History I
Course Syllabus: Spring 2022

"Northeast Texas Community College exists to provide personal, dynamic learning experiences, empowering students to succeed."

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Weekends
	2-5 PM NTCC campus	2-5 PM NTCC campus	2-5 PM NTCC campus	2-5 PM NTCC campus	2-5 PM NTCC campus	Call or Email anytime.

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

- Part 1: NTCC Syllabus in Expected Format p. 1.**
- Part 2: Schedule and Student Success Manual p.7.**

Catalog Course Description: 3 credit hours.
 Lecture: Three hours of class each week.

Course Description: A survey of the social, political, economic, cultural, and intellectual **history** of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

Required Textbooks Online in Blackboard:

Davidson et. al, *Experience History*. Publisher: McGraw Hill. Let me know asap if this textbook is not accessible from the Landing Page of our Blackboard site for you.
 Yox, *The Promise of Student Scholarship*, (I will distribute free hard copies and a copy will be on Blackboard).

Required Consultation of Sources:

Plan to consult six books, articles, and other sources written or produced by experts (Secondary Sources). Use at least two of these extensively. Utilize at least two Primary Sources such as old photographs (on Google Images); autobiographies, books containing letters, special collections such as the Houston or Jefferson papers that are available online, artifacts that can be viewed online such as our Caddo pots at NTCC, statistics from America’s first censuses that are online.

State Mandated Course Objectives:

At the close of this course, students should be able to:

1. Create an argument through the use of historical evidence (CO 1).

2. Analyze and interpret primary and secondary sources (CO 2).

3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History (CO 3).

Tools of Assessment: NTCC Departmental Evaluation:

At the close of this course, students should be able to:

1. Students should be able to employ appropriate methods and technologies to conduct basic research on historical concepts, figures, events, and topics related to U.S. history before 1877, and construct an original argument.
2. Students should be able to recognize and utilize both primary and secondary sources.
3. Students should be able to analyze and assess key trends, personalities, and events in modern American history, and score over 80 percent in an end-of-class evaluation of basic facts.

Use of Syllabus, List of Key Specifics, and my “Promise of Student Scholarship” booklet in this Course:

The first part of the **Syllabus** here contains all the standard parts of an NTCC syllabus in their correct order. This includes a statement about the grading system used in this course, and college guidelines. The second half contains a schedule, rubrics, and other information to enhance your success.

The assigned booklet, **The Promise of Student Scholarship**, explains the rationale for the

emphasis on the research paper in this course. For students facing taut schedules, pp. 15, 18, 26-39 will be most helpful in providing examples of weekly homework relating to the 1,100 word or more research paper, and in providing a look at how a superior essay is formed, and what it looks like. This booklet also concludes with a vocabulary chart that should help to clarify definitions and opportunities.

The **List of Key Specifics**, a third handout, is meant to help you study for the tests. It should also help to increase your fluency, combining the “terms of the course with words of your own.”

Important Topics and Questions:

Unit I. 10,000 BC to 1763 AD. Chapters 1-5 in Text.

Why Look at Early American History? Does History Matter?

What were the assets and limitations of America’s first Indian societies? How might we best characterize America’s founding settlers? What explains the birth both of America’s secular society, and its powerful Protestant Evangelical culture? How did the American colonies develop apart from British expectations and become ‘Americanized’?

Part II. 1763-1824. Chapters 6-9 in Text.

What triggered the American Revolution? How did America’s Founding Fathers implement the Constitution in 1789, the longest living written Constitution in the world? Who were the Federalists and what did they bequeath to American life? What was the importance of Thomas Jefferson? How did the United States become a one-party system by 1824?

Part III. 1824-1865. Chapters 10-16 in Text.

How was the industrialization process and economic changes of the nineteenth century more far-reaching than any other economic revolution in the history of the world? How did Andrew Jackson revolutionize American politics? What religious groups became dominant in American society? How can we explain the rise of the Old South with its justification of slavery? How did the United States acquire Texas and other Western states? How and why did the United States experience a political disintegration in the 1850s? How did the North win the Civil War?

Withdrawals

Course type	Section	Census*	Last day for W
16-weeks		1/30/2022	4/7/2022

Evaluation/Grading Policy:

Four Major Grades contribute equally (25 percent each) to the Final Grade:

- I. Class Grade. Includes uploaded homework ideophanies, and attendance.
- II. Early Tests Grade. Includes Unit Tests One and Two. First half of course. Chapters, 1-9.
- III. Final Exam. Includes last half of course. Chapters 10-16.
- IV. Final Research Essay (at least 1,100 words on a topic in American history to 1877).

Sections I and II above are determined by a compilation of Minor Grades:

A. Section I is determined by the average of the following scores:

Your ideophany, or alternate homework scores due each Sunday at 6PM, in-class quizzes which might be included along with your ideophany scores (15 scores), your rough Draft (weighted 3 times) and attendance (weighted 4 times). (Encounter (weighted 3 times). Attendance is the percentage of classes attended

B. Section II is determined by the average of the first two test scores

If you do not email me at ayox@ntcc.edu about the reason for your absence before a given class begins with a test or quiz, or an assignment is due, you can lose points at a rate of one per day until assignments are made up. Missed tests can always be taken at the Testing Center at the NTCC main campus.

Tests/Exams:

First Test over Unit I. *Origins: The Colonial Age*. Chapters 1-5 in Text.

Second Test over Unit II. *Revolution and Crystallization of the United States*. Chapters 6-9.

Final over Part III. *The Threat of Disunion and Civil War Realized*. Chapters 10-16 in Text.

Assignments:

Part I.

Chapters 1-5 in *Experience History*

Part II.

Chapters 6-9 in *Experience History*

Part III.

Chapters 10-16 in *Experience History*

Student Responsibilities/Expectations:

Read the course **Syllabus** for the basic requirements and grading policy of the course. Read the **Promise of Student Scholarship** for help with the research paper.

Other Course Policies, and Opportunities:

Library Card: If you do not have a library card, please apply for a library card at our NTCC library or other local libraries in the first week, so that you can take advantage of its real-book resources to do research. One can usually use online resources of the NTCC library though your portal with the same user and password.

First Draft and Final Essay: You will be asked to complete a ‘First’ or ‘Trial’ Draft of your research paper one month before the Final Essay is due. The Final Essay for the research paper is due on the Friday of Finals Week, so getting the paper late will result in an incomplete for the course.

Suppose you are unhappy with the results of your First Draft. Feel free to upload more than one Draft. Keep in touch with me through email at ayox@ntcc.edu to obtain quicker feedback. One purpose of the First Draft is to get enough feedback so that you can gain a clear idea of how you could earn a high ‘A’ on the Final Essay.

Bonnie Spencer Contest: We have an annual contest in history in May with \$100 as the first-prize for the best essay in history. See me if you are interested!

McGraw Hill Poster Contest: We have an annual poster contest at the end of the first week in May. First Prize is \$400. It is very competitive as all of the college’s honors students have to participate. However please contact me if you are interested!

Honors Component:* This course has an optional honors component. In these days when university admissions officers can often spot “easy classes,” an ‘H’ on your transcript furnishes proof that you have not simply taken a few obvious multiple choice tests, and can creatively go beyond normal expectations. For our course, a fifteen- rather than five-page research paper, and one on Texas History would constitute an Honors-level achievement. Obtaining an ‘A’ or ‘B’ on the paper would constitute the grade of ‘H’ that would appear on your transcripts. Such a grade could also be a step in the direction of joining NTCC’s prize-winning honors program, and submitting your work for the Caldwell prize in Texas History. Excellent students interested in being a part of the Honors Program, may have the final paper requirements waived so that they can compete in NTCC’s McGraw-Hill, end-of-the-year student poster contest.

*Since 2010, NTCC students have won ten exclusive Jack Kent Cooke scholarships (\$120,000 for three years). All ten of the winners—Clara Ramirez, Stephani Calderon, Stephen Milburn, Matthew

Jordan, Kayleah Cumpian, Angelica Fuentes, Jessica Velazquez, Alicia Cantrell, Brenda Godoy, and Daniel Landaverde completed major projects in history that helped win these scholarships. See me if you would like to be in our honors program, or compete in our honors poster contest at the end of the year.

Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with Katherine Belew, Academic Advisor/Coordinator of Special Populations located in Student Services. She can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the NTCC website -

Special Populations.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered “eligible students.” In essence, a parent has no legal right to obtain information concerning the child’s college records without the written consent of the student. In compliance with FERPA, information classified as “directory information” may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student’s name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Eagle Assist:

At Northeast Texas Community College, we understand that students often need support that extends beyond the classroom. “Eagle Assist” is the place to start when looking for that type of assistance. Our support system is here to help you succeed in both your academic and personal growth. www.ntcc.edu/eagleassist

Services provided:

- [Mental Health Counseling](#)
- [Classroom Accommodations](#)
- [NTCC Care Center Food Pantry](#)
- [NTCC Care Center Hygiene Closet](#)
- [NTCC Care Center Cook Nook](#)
- [Financial Literacy](#)
- [Child Care Assistance](#)
- [Emergency Aid](#)

Can’t find what you are looking for? Send us a message at eagleassist@ntcc.edu

PART 2. SCHEDULE AND STUDENT SUCCESS HANDBOOK

I. WHAT’S IN THIS FOR ME?

- A. I hope that you will consider this course as an ongoing opportunity for citations that could benefit your résumé! Consider the three state-mandated course objectives (COs) that govern what we do in this class. Can we not also see in them remarkable opportunities to become more employable, and more convincing, as well as more helpful and interesting to others? Each of these objectives points to significant capabilities that can help us through life.
- B. Here we consider our chance to develop **four** talents in our course, based on these objectives: **conceptualization, expertise, analysis, and fast-fidelity recall.**
1. We notice the first objective—“create an argument.” Some of us have perhaps never yet written a true, thesis-driven essay, a paper governed by an idea. This is quite OK—I am confident that each of you has maintained an argument with someone; thus you can write a thesis-driven essay! Others have perhaps written works with a **Disparate Reasoning** style. This “almost-there” approach begins correctly with a good primary question. But Disparate Reasoning in essence creates not one but several arguments, usually in the guise of providing “three good reasons” and ending there. In this class, we will hope to cover the course objective and more through **Conceptualization**. Conceptualization involves condensing an essay’s argument into a concept. A concept is a one-to-three-word crystallization of your answer. It is a most terse summary to the fundamental question your essay addresses. With conceptualization, a student knows exactly where to start when explaining the central point of the essay. When we develop bridge concepts that cover the main units of your research, and link them with the governing concept, one can develop a thesis (an ongoing creative argument) with ease. We will work on developing your governing concept, relating it to the main sub-arguments of your essay through mentoring, and a stage-by-stage approach to building your essay. All of my lectures will be conceptualized so that you will better know what we want. All of our exam questions will provide opportunities for conceptualization (See “The Promise of Student Scholarship” for help with conceptualization).
 2. The second mandated state objective (CO) above involves analysis of secondary and primary sources. In line with the idea of “analysis” are many newly emerging occupations: data analyst, business analyst, systems analyst. Common to all is a willingness to acquire **expertise** in a delineated area, by amassing relevant data (a domain), posing questions, and dealing with what we note above are both **“secondary” and “primary” sources**. **An Expert both knows** what other “experts” have argued about a certain problem (**secondary sources**) and what people who experienced that problem first hand, have said, or experienced (**primary sources**). Having **expertise** in an area is a wonderful ability, because it gets you hired. Often a successful letter of application, in fact, exudes the expertise to suggest to the employer what really is needed in the position that is open. Acquiring expertise enlivens conversations, enables us to better address existential predicaments, and allows us to better help others. Our second course objective will again relate to our research essay, where the

ideal is to establish your “expertise” over a given area (domain). Never underestimate what latent potential lies behind “expertise” in our modern, information age. Expertise here in NTCC history classes has been commoditized for major student scholarships and benefits. I believe one can always leverage expertise for some benefit.

3. The third basic objective of this course again involves the word, ‘**analysis**’ (above). Seeing this term used a second time in this manner by our state’s Coordinating Board for Higher Education assures us that the word has become something of a slogan. What does it mean? **Analysis involves the use of a Question and Answer (Q&A)¹ format to explore and interpret the data of a domain.²** You have a body of knowledge for the first test consisting of specifics, generalities, and concepts. One has to organize this in some way, toggling from one knowledge element to the other to discover their relationships. This ordering best occurs through Q&A. You ask questions like: What were the major events of this time period, covered for the first test? Who were the major personalities? How were they different from one another? Can they be organized in groups? As you answer the questions, and generate questions from your answers, you are truly analyzing and thus interpreting or exploring a specific region of knowledge.

It is at best debatable whether a multiple-choice test, for example, could involve true analysis. Most often, in these kind of tests, students merely seek answers which often could be googled in a few seconds. Central to the idea of performing analysis is *your ability to pose your own questions*. This is precisely where arguments for superintelligence—begin. Those who believe in the boundless knowledge potential of computers must show how computers can begin to address their own questions based on emergent problems. In any case, we will aim to advance our research papers, and perform true analysis as specified in our Course Objectives (COs) by performing “ideophanies.” This word is not in a dictionary, and was coined here at NTCC. The specific meaning we will give to it in this course is: An ideophany is an analytical exercise which searches for a usable idea or concept. In our course, it will consist of the following elements: 1) a question you pose about your research. 2) ten specifics, 3) a citation, 4) at least 150 words and 5) an answer at the end in the form of a concept. Please consult “The Promise of Student Scholarship” with questions. See the examples of ideophanies on pp. 29-32 in the “Promise” booklet. Note the presence of *all five elements* in each. We will also discuss this.

4. In the pursuit of **analyzing a subject**, a student has to understand or know clearly on a more basic level the facts, or what we will call the “specifics of the course.” Specifics are factual elements that are singular, apt³ and out-of-the-ordinary. In Biology 1406, a student simply has to know specifics such as **covalent bonding, glycolysis, and epistasis.**⁴ In

¹ By Q&A, I mean ‘question and answer’. Q&A is so important to scholarship that its abbreviation comes in very handy.

² By ‘domain’ I mean the body of available knowledge on a given subject.

³ By “apt” we mean appropriate or basic to the course.

⁴ Notice that these terms are “out of the ordinary.” By the time you take Biology 1406, you will not impress your professor by relaying the facts that plants need Carbon Dioxide, or that we break down sugars to get energy, or that water is an impressive substance. We learned these facts

our course, knowing certain key specifics allows one to address all the test questions that can be addressed about the course material. In other words, our analysis, our answers and interpretations lack all value unless they are backed with specifics. To make this easier, I will provide you with “100 orbital specifics,” that is, main factual elements that we will see a lot of, though in different guises, in the text, lectures and tests.⁵ Hopefully they will revolve around and around your consciousness—in the text, in the lectures, and on tests. You do not have to memorize the particular specifics I give you per se—you might have others that you prefer to learn and use. But every student should consider it a given that they will memorize 100 specifics. This will allow one to analyze all the basic test questions of modern American history, and expand your capacity to remember specifics outside of History 1301.

The improvement of memory is a fundamental goal of all education. **Memory is the muscle of education; the more you use it, the better you will be.** In this course we will consider two different types of recall: Eidetic, and Memorative. With eidetic recall, we link specifics with images. So say you have to memorize America’s first presidents in order. Picture a washing machine for George Washington, a dam for John Adams, a jar of Jiffy Peanutbutter for Jefferson, the Mad-Hatter for James Madison. Strange maybe. But the stranger is the better! You won’t forget it.

“Memorative” recall holds specifics in mind by relating them to other elements of knowledge we already know. If you know that “conservative” implies honoring the system as it is and being skeptical of innovation, we will have a good label we might attach say to Washington, Adams and Madison, above. (Not Jefferson!) If we know that American elections occur every four years, and know the order of the Presidents, we can much more easily construct a timeline. Timelines, in turn, are great, because we can often “analyze” an event by explaining what came before it. So the more we know, the more we can relate to the object of what we are trying to memorize, and the better we will retain it.

II. Blackboard

Our class Blackboard site has the browse buttons to submit our weekly Sunday at 6PM ideophany homework, and to upload the Trial Draft, and the Final Essay. You can also check the grade center for your running averages. Our Black Board landing page also has collections of PowerPoints for each lecture, the key orbital specifics for the class, examples of quality essays, and other hopefully helpful but optional materials. Let me know at ayox@ntcc.edu how I can get Blackboard to further serve you, or help you with this

in sixth grade. Rather you will want to increase the specificity of your discourse, discussing factual elements like “Photo-System B,” and the “dipole nature” of water.

⁵ I call these “orbital specifics” because they will appear often in the course, “revolving around” the text, lectures, and tests.

course.

III. Expectations, Support and Feedback:

A. By the end of this course, the student will:

1. Have a conceptualized, thesis-centered research essay that will meet the first course objective (CO) above, and form a template for your written works of research at the university level, and beyond.
2. Have established an area of expertise over secondary and primary source material, meeting the second CO above.
3. Have a mastery of at least 200 specifics which will enable the student to analyze basic problems of early American History (We will break this up; attempting to master 100 specifics for each of the three exams, as well as at least 100 relating to your research paper), meeting the third CO above.

B. To support these above attainments, I, your instructor, will be providing:

1. Several sessions of face-to-face personalized mentoring with you, during class times.
2. Periodic e-mentoring. I would so appreciate it if you could keep all of your writings about your research paper, and all of my responses together. If you can do this we can play “portfolio tag” where we can communicate by email, back and forth, and get the best perspective on your research paper.
3. Conceptualized lectures to exhibit what we want with your essays.
4. Concrete suggestions, an example of a superior essay, and classroom assignments/games to develop your research domain and expertise.
5. Lists of “Key Specifics” for the course. This should help with exam preparation.
6. Online Quizlet games to help test your knowledge of these course specifics.
7. Grading Rubrics, and online help-sheets available in Blackboard
8. Suggestions for ways to improve your memory through Eidetic and Memorative Recall.
9. Examples online of the kind of questions you will encounter, and how to ace tests, and assignments.
10. Online lectures, lecture notes, and lecture transcripts, as well as other information sources for our tests and assignments on our Blackboard site.

C. Feedback. I will aim to provide feedback on all Blackboard homework assignments within five days after completion. More measured responses can occur through emails, and the portfolio.

IV. Grading and Rubrics:

A. Recall from above the way grades are determined.

Four Major Grades contribute equally (25 percent each) to the Final Grade:

- I. Participation. Includes online participation, and attendance.
- II. Early Tests Grade. Includes Unit Tests One and Two. First half of course. Chapters, 1-9.
- III. Final Exam. Includes last half of course. Chapters 10-16.
- IV. Final Research Essay.

Sections I. and II. Above are determined by a compilation of Minor Grades. Section I, worth 25 percent of the grade, is worth 25 points: the average of your ideophany or homework submissions (15 grades), classroom attendance (percentage present counted 4 times), the Rough Draft (3 grades) of your Research Essay, and our encounter (3 grades). Section II is determined by the average of the first two test scores.

Grading: How the Average of your 4 Major Grades determines your Final Grade

<i>Final Average</i>	<i>Final Grade</i>	<i>Remarks</i>
90-100	A	Excellent
80-89	B	Good
70-79	C	Average
60-69	D	Below Average, But Passing
50-59	F	Failing

B. Rubrics:

1. Rubric for Weekly Sunday@6 Assignments:

Ideophanies: 100 Points.

25 Points. Question and Concept. Is the question of your ideophany stated on top in bold? Is there a concept name at the end? These elements are expected. Are the questions new, interesting, comparative, difficult, original, bold, or

promising of some new insight or idea? Or are the questions simply meant to initiate a stream of easily accessible facts, or details, perhaps facts covered in a previous homework assignment? Is the student making an honest effort to answer the question? Does the student summarize the essay's answer to the questions in a one-to-four-word concept placed in bold at the end of each essay? Is the chosen concept very creative?

25 pts. 150-Word Contribution. Does the ideophany have at least 150 words without a plagiarism duplication score of over 20 percent? We need 1,100 words for the Trial Draft. 150 words per week will give you at least 1,500 words to draw from for this. From this base, you can take the most appropriate information, and writing the Draft should be a cinch.

25 pts. 10 Specifics. Are there at least ten specifics in the ideophany? Are they highlighted, or underlined, or identified by the student in some way? Specifics again are details that are singular, apt, and out of the ordinary. Specifics are dates, names, and terms such as 'James Wilkes Booth, '1850', and 'Kansas Nebraska Act'—not 'school,' 'a long time ago,' or 'woman'.

10 pts. The Correct End Note. Is the citation in the correct format? I will allow other formats but will encourage the endnote. See Texas History Endnote Form below.

15 pts. Staying with It. Has the student been opening the professor's responses to the homework? Is the student responding to remediation by the professor? Is the student using at least two primary sources by week 5?

2. Rubric for the three, In-Class Essay Tests:

A: 90-100. The student addresses the questions with arguments, and maintains a point of view. At least 25 correct specifics are in the test, that are underlined or in color. The student uses "connecting sentences" (help the student response link better with the question)⁶ and keywords in the question, or similitudes of the same to stay connected to the question. The student has memorized the content of specifics and concepts correctly. There are at least a good four pages in terms of quantity. The student shows they can address questions about the material, and therefore can analyze, and have analyzed the period under review. Some new concepts or ideas of

⁶ Suppose I ask how the American Indians experienced life differently than the Europeans. You are not sure, exactly what I mean. But you correctly use both the question keyword—'experience', and a connecting sentence to score points. You know that the American Indians had a different religious experience, so you write: *Indians like the Cherokee and Caddo experienced life differently than the Europeans as they had a different religions. Indians worshipped animal gods—a practice known as animism, and had priests called shamen who smoked peyote . . .* The connection between 'experience' and 'religions' is a masterstroke that allows you to discuss what you had studied.

the student, perhaps addressing the question about the student's research paper are in evidence.

B: 80-89. There is a less impressive analytical thrust. The student is using the questions as points of departure, rather than seriously answering them with arguments that are maintained. There are at least 20-24 correct specifics in the test. The student uses the details well, and errors of fact are minimal. There are at least three pages in quantity.

C: 70-79. There are over 15 viable specifics in the test and over two pages. There may be prominent errors, and problems with memory but these are canceled out with correct specifics. The responses are sometimes wide of the mark, and blatantly under thought.

D: 60-69. The student has attempted to salvage the exam. After errors are subtracted from correct specifics, there is still a sum of at least eight viable specifics.

F: 0-59. The student has under eight viable specifics on the entire exam.

B Unit Values for Essay Test:

60 points: N of specifics. Having at least 25 correct specifics is a perfect score.

20 points: Engages Questions

20 points: Maintains Arguments

3. Rubric for the Research Essays

A. Trial Draft: If the student can hand in a 1,100-word essay that concerns History 1301, with at least two primary sources, and five citations (can be taken direct from ideography homework), on time, they will receive a 100.

If for whatever reason, the student fails to implement the above, it will be graded as a final essay below.

B. Final Essay. Outcomes and Grades.

A: 90-105. There is a creative argument or thesis which is supported throughout the essay. The essay is revelatory. There are signs of creative conceptualization. Specifics are as numerous as sentences. There are at least 1,100 words. The paper has a focus, and at least eight properly cited endnotes with at least two primary sources and six secondary sources. The Introduction and Conclusion of the paper are winsome, and inspiring. It is obvious the author has improved the paper from

previous drafts. The duplication score in Turnitin.com is under 20 percent.

The presence of a great story, with danger, and suspense, along with conceptual sophistication, could increase the score to the 100-105 range for a super-A! Each semester, there are students here at NTCC who can and have done this. I will be working with each of you to help obtain this optimal result.

B: 80-89. There is a main concept or motif, but it is not surprising, or controlling. The paper has a unique, definitive or innovative focus that is maintained. The paper has over 1,100 words, and there is a specific every sentence. There are at least five citations, and the use of at least two primary sources. Ultimate responses pertaining to the worth of topic and thesis are not very thought out. The author has made a few upgrades since the Trial Draft. The duplication score in *Turnitin* is under 20 percent.

C: 70-79. There is over 1,000 words, and at least three endnotes. The writing tends to be very expository, reflective of other works. There is no evidence yet of a creative argument, at least not one that shows potential of being sustained. There is a potential argument. The paper rests precariously on only one primary source, though it still has citations. There is no real progress since last month. This kind of essay, if it were to be printed, would have the worth of a used candy wrapper. The duplication score is under 20 percent.

D: 60-69. There is over 750 words, and at least two endnotes. There is no evidence of an argument.

F: 0-59. The essay is over 20 percent plagiarized. Sentences lack specifics.

In Terms of Values:

25 Points: Thesis Development (Creative Argument), and conceptualization.

25 Points: Presence of a good story, interesting focus, and other unique, special, or vital elements.

20 Points: Introduction and Conclusion deal with ultimate questions, inspiring readers.

30 Points: Mastery of Primary and Secondary Sources

4. In Class Quizzes:

In-class quizzes might be given. They will be announced, and will have the weight of a typical homework grade. They will consist in a student showing they know basic specifics for an upcoming test.

5. Role-Playing Encounter on the 1850s: You are a famous person from the 1850s in class!

A: 90-100: Student is obviously keyed to talk at length about something. The student provides helpful hints (by dressing up, modeling some action, handing out something, being very articulate, or?) so everyone in the class can remember his or her name and something about them. The student is willing to argue with/question/engage opponents from other teams in some manner. The student is part of a team effort, part of a plot to upstage another team/help their own team to be better known, or better identified. The student supplies a clever crossover from another course in the college such as when Abraham Lincoln tells James Hammond the South Carolina slave owner: "You have subjected many to ionic bondage." The student shows no tendency to escape the conversation by staring into a laptop or electrical device. S(he) strives to upgrade the conversation, and includes a specific in every sentence. The state of knowledge is so good that the student rarely refers to a help sheet, and never when talking. What the student doesn't know about her or his character is surmised (Educated guesses are made: I can help correct imprecision here).

B: 80-89: Student knows something of her or his character, and speaks at least four times. But is generally willing to let others take the initiative. There is some effort to raise interesting points, but there are no especially memorable formulations. Student speaks at least 10 specifics. Student does make the effort to communicate the name and role of his or her character in a memorable way. When he or she speaks to the class, eye contact is maintained. There is still no need to read anything.

C: 70-79: Student has something to say from memory, but nothing memorable or helpful or interesting. His or her discourse lacks specifics except perhaps when reading something. And reading from notes is discouraged unless it is particularly pertinent. The student is unable to defend one's character when criticism mounts. Student conveys less than 10 specifics, but more than 5.

D: 60-69: Student seems unprepared, and at best makes last-minute improvisations to sound authentic. The student does not participate in the discussion, but looks away, desiring only to find something to say. Only a few specifics are conveyed.

F: 50-59: the student is either absent in spirit or body.

V. How to Succeed in History 1301

Brief Version

- A. Devote at least 3 hours each week to reading, and the organization of your knowledge in the course; and 3 hours on your research paper (more if you would like to win a \$550 poster prize in April, a Bonnie Spencer Award (\$100) or obtain an 'H' for honors credit).
- B. Decide on a general topic for your research paper you enjoy. Ask me (ayox@ntcc.edu) how you might relate your interest (in whatever) to modern American history. Take notes over eyewitness accounts as well as the accounts of experts about your topic. Formulate a lot of basic questions about your topic, as questions are the freeways of creative thought.⁷ Conceptualize your answers. Name them. Write. Re-Write. Ask for help (Me! or College supplied tutor, or?). Edit away the bad. Keep that which supports your thesis—the answer to your question. If you can sustain a thesis for 1,100 words over your own unique subject or domain, you will receive an 'A'.
- C. Digest Course Rubrics (above), and what is needed.
- D. Keep Up with participation. The mark of an 'A Student' is keeping up with this syllabus, and our two sessions per week. They are designed to insure you meet the course objectives, and receive the highest possible grade for your efforts. Nearly every student who falls behind receives a bad grade, or an incomplete. Nearly every student who keeps up receives a B or better.

VI. Examples of Test Responses Superior, Mediocre, and Poor

In History 1301 you will do very well on tests if you can address questions bringing in relevant specifics.

The response to *question #1 below in italics* already has produced 19 of the 25 specifics (76/100) we hope to see on a quarterly test/exam or Final! Moreover, the response addresses the question successfully. This is important because the student then gets full credit for each specific. Merely listing specifics, or stating them in some way oblivious to the question will count for 25-50 percent less. Note how the keyword, 'strengths' which

⁷ Before 1960, the best United States roads were still highways which involved counter traffic, causing accidents and slowdowns. Freeways, after 1960, generally allowed for swifter, easier traveling. Likewise, once you have a viable question, you can focus your research in such a way as to eliminate extra work, and slowdowns of uncertainty. Dealing with your own questions and concepts is a sure way to avoid fatal collisions involving plagiarism, or truisms. Plagiarism involves using the texts of others, and is a crime. Truisms are statements that are trite or un-original. Since encyclopedias provide basic facts, truisms often waste time.

appears in the question is repeated in the response, as well as antonyms or synonyms of 'strengths' such as 'power', 'influence', or 'weaknesses'. These keywords are underlined below. This use of keywords work powerfully to keep the answer relevant to the question. This is exactly the kind of technique you will want to use in interviews, in addressing requests for information by employers, or in helping a physician to figure out what may be wrong with a member of your family.

Note how in the second paragraph, the student uses connecting phrases such as: "The strengths of the Europeans were evident in battle," and "the Indians, however, had their pluses" By the use of a connecting phrase, students can better relate what they know to the question.

Note how each sentence aims to increase the point total with specifics that are in bold letters. It is helpful when students make specifics stand out in some way, both for you and me. Consider using colors, or underlining to accent specifics. Finally, see how a final paragraph scores 4/100 more points not with historical specifics, but with concepts that the student has made. The concepts are in italics and include new constructions such as: Corporate Overcontrol and Bystander Leaders.

The response to question 2 below shows what happens when the student uses neither keywords, nor connecting sentences. The answer is not addressing the question, and the specifics count only half as much.

The response to question 3 below is totally ineffective, and is not scoring points. It is not necessarily wrong! The problem is that there are no **specifics** from the time period under review!

Question #1: Compare and contrast America's aboriginal inhabitants, the Indians, with Europeans? What strengths and weaknesses did each group possess?

Answer: Indian tribes living in America before Columbus like the **Iroquois**, the **Cherokee**, and in Texas, the **Caddo**, had their *weaknesses*. They *lacked* **metallurgy**, **ocean going vessels**, **writing systems**, and the **wheel**, and thus the *influence to project* themselves. The Europeans *had all those things* plus **flintlock rifles**, **polyphonic music**, and the *ability* to **convey**, **dramatic**, **realistic images**. Indians were **animists** who believed in many animal spirits. The Europeans were by contrast **Catholics** or **Protestants**, but both believed in the **Triune God**. The Europeans had cattle, goats, and sheep which they **domesticated**. They tended to catch their diseases, and hence were immune to many types of **influenzas**, **smallpox**, and **mumps and measles** which the Indians were all susceptible to.

The *strengths* of the Europeans were evident in battle. They had steel, canons, and navies. They imported horses like the **Spanish Mustangs**, and for a time had the only cavalry. In a pitched battle they had the power of bullets. The Indians, however, had *their pluses*. They lived by their wits and were more attuned to nature, being animists. One Indian *strength* is that they knew the ways of the forest better, and could live off the land better. Thus they laid effective ambushes of the settlers as they did in **Prince Philip's War** in 1675.

Question #2: How did Americans win the Revolutionary War against Britain?

The Revolution began in 1776. The Americans lost many battles. **George Washington** was their commander. The British were led in the end by **Lord Cornwallis**. The peace treaty was signed in **Paris in 1783**. One place where Americans lost a lot of men was **Valley Forge**. George Washington had to worry about **Loyalists**, whose head was in England, whose body was in America, and whose, neck, the patriots said, needed to be stretched.

Question #3: How did the North manage to win the Civil War?

The North had a lot of people, and guns. The southerners had slaves and plantations. The Northerners attacked. But they did not have much luck at first. They did have a good navy. They kept on attacking. Many people were lost. There were riots at home. The President almost wasn't elected. Eventually the South ran out of food. They lost many important battles. The Southern commander surrendered.

Do you notice how in the above third essay, there are no specifics? In this case, the student is reflecting a kind of 5th-grade awareness of the problem. Answering like this will not allow you to make the most of your time in higher education.

VII. What if I am Performing Poorly or Falling Behind?

Perhaps one of the most critical areas where both students and professors fail is in the area of **early warning**. Professors want to assure students early-on that they can succeed. Students are often willing to attribute a low test score to something like "bad luck," or "just not getting the hang of it yet." The truth is that with the first bad score, or missed assignment, we both need to contemplate seriously what is going wrong. Our semester course is not going to give us generous time-dividends as we approach the end of our study

together. If all is not right, we need to give serious thought to: A) How can I change my schedule or approach to make this work? B) What contingency plan can I use in case the same disturbance that caused my first bad score or missed assignment, occurs again?

At the first sign of trouble, I hope you will email me at ayox@ntcc.edu, or at least respond to an email, or phone call I send you. Together we hopefully can gravitate to a new strategy that will insure your success.

VIII. End Notes for Texas History Caldwell Awards.

Examples:

Artwork: John Biggerstaff, *The Legend of the Sun* (Painting at the Learning Resource Center at Northeast Texas Community College, dated 1957).

Book (the first time you use it): Stanley C. Hopewell, *Jean Laffite, Gentleman Rover* (New Orleans: Hamanson, 1952), 222-224.

For a Book (using it a second time): Hopewell, *Jean Laffite*, 223.

Using the Same Source as the Footnote Above: *Ibid.*, 52-58.

Interview: Interview with John Anderson, former employee of Enron in Houston. At his home in Daingerfield, Texas, 23 September 2012.

Journal Article: John Vlach, "The Architecture of Urban Slavery," *Southwestern Historical Quarterly* 35 (October 1931): 222.

More than One Source Per Footnote? Separate by a semi-colon (;).

Internet Site? "Cassiano, Jose"⁸ *The Handbook of Texas Online*, <<http://www.tsha.utexas.edu/handbook etc. .html>> [Accessed January 1, 2008].

⁸ Note first of all that the raised script for both the citation number and the endnote number (that corresponds) is what we want. Use the "insert endnote" icon on your computer and do not do it manually. Also note here that Cassiano is not the author, but the subject of this article. Authors are never put in quotations, only articles and manuscripts, and lesser works of art. Also, Cassiano's name comes first because this occurs in the Handbook in an encyclopedic order.

IX. Schedule:

➤ Major Dates:

- A. **Class Census** 1/30/22 Missing early classes may delete you from the rolls)
- B. **First Test:** 10 February over chapters: 1-5, Unit 1.
- C. **Second Test:** 8 March, over chapters: 6-10, Unit 2.
- D. **First Draft Due:** 10 April
- E. **Last Day to Withdraw with W:** 7 April
- F. **Final Exam:** over chapters 10-16, Unit 3 on 10 May, 7:30 AM – 9:20 AM
- G. **Final Paper Due:** 13 May, 8AM.

➤ Schedule at a Glance

Week Date Starts on Monday	Unit	Homework	Reading Text Chapters	Tuesday	Thursday
17-23 January	1	150 Words on what interests you most in life	Syllabus, <i>"Promise of Student Scholarship" Booklet</i> Chapters 1-2	Indians	Rise of the West
24-30 January	1	150 Word Ideophany (Due end of the week on Sunday)	Chapters 3-4 View My Video on Scholarship	Individual Mentoring <i>If you are not scheduled this day, view my video on Scholarship</i>	Individual Mentoring <i>If you are not scheduled this day, view my video on Scholarship</i>
31 Jan.-6 Feb.	1	150 Word Ideophany	Chapter 5	Pilgrims	Fall of the Puritans
7 -13 February	1	150 Words	Study for Test	The Colonies	Test
14-20 February	2	150 Words	Chapters 6-7	Pre-Revolution	George Washington
21-27 February	2	150 Words	Chapters 8-9	Ben Franklin	Thomas Jefferson

28 Feb.-6 March	2	150 Words	Study for Test	Jeffersonian Troubleshooters	Individual Mentoring
7-13 March	2-3	150 Words	Study and Chapter 10	Test	Changing Economy
21-27 March	3	150 Words	11-12	Age of Jackson	2 nd Great Revival
28 March-3 April	3	150 Words	13 Work on Rough Draft	Individual Mentoring <i>If you are not scheduled this day, view my video on Thesis-Based Papers</i>	Individual Mentoring <i>If you are not scheduled this day, view my video on Thesis-Based Papers</i>
4-10 April	3	1,100-Word Rough Draft Due	14 Work on Rough Draft Due 7 November	Slavery	The Slavery Issue
11-17 April	3	150 Words	15	1850s	1850s Encounter
18-24 April	3	150 Words	Work to complete Final Essay	Individual Mentoring	Individual Mentoring
25 April -1 May	3	150 Words	16	Abraham Lincoln	Holiday
2-8 May	3	150 Words	Study for Final. Work to complete Final Essay	The Civil War	Mentoring
9-13 May	3	1,100 Word Essay Due Friday at 8AM	Study & Write	Final	Essay Due Friday at 8AM