



HISTORY 2301.022 -- Texas History. F2F

Course Syllabus: Fall 2023

"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 | Friday Aft. |
|--------------|--------|---------|-----------|----------|---------|-----------------|
| | 3-5 PM | 2-5 PM | 3-5 PM | 2-5 PM | 8-12 AM | Call Cell Above |

This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor / student responsibilities.

Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.

Course Description: Three hours of class each week. This class may substitute for either HIST 1301 or HIST 1302 for NTCC graduation requirements:

A survey of the political, social, economic, cultural, and intellectual history of Texas from the pre-Columbian era to the present. Themes that may be addressed in Texas History include: Spanish colonization and Spanish Texas; Mexican Texas; the Republic of Texas; statehood and secession; oil, industrialization, and urbanization; civil rights; and modern Texas.

Prerequisite(s): none.

Student Learning Outcomes:

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on Texas history.

Evaluation/Grading Policy:

The Final Grade is an average of four scores: Class Participation 25 %, the Tests 25%, the First Draft, 25% and the Final Essay 25%. Class Participation will constitute the average of your fourteen best homework assignments, attendance, your presentation of your research project, poster, and encounter scores. See the Appendix on p. 6 below for full treatments of the rubric scores. Note that in this class,

the following grade scale is used: A=90-100, B=80-89, C=70-79, D=60-69, and F=0-59.

In the case of attendance, your grade is the percentage of classes attended; and in the case of encounters, the quality and quantity of classroom participation determines scores. For the Final Research Paper, the presence of the following attributes drive the score up beyond 60: basic intelligibility, use of at least eleven different properly cited sources for the endnotes, a creative topic, a significant domain (factual base) and a useful focus. The ability to sustain a creative argument in the form of a thesis-driven paper will, in the presence of the other attributes, drive the score above 90. The presence of an exciting story as well as a thesis can raise the maximum grade to a 105 (Grades over 100 on the Final Exam and Final Paper will count as super 'A's that can raise substandard scores elsewhere. For tests, a 90-105 'A' exam will address questions, utilize at least 30 specifics over all (terms, dates, names that are apt, singular, and out of the ordinary), and reach at least over four pages in length. Lesser grades will fall off accordingly from this standard. The quality of the response (degree to which questions are addressed, and specifics given), and the quantity (pages) both count in determining the grade for the Final Exam.

For the three **Classroom Encounters** where you will play a person from Texas History, it is important to affirm at the end of our coming syllabus quiz one significant understanding:

Our Understanding about Encounters

Encounters are fun! They are the ultimate in student participation, and interaction. But if you find the concept at all objectionable you will not be forced to be in the encounters. You can type and print a 3-page paper assignment of a relevant Texas character stating what is 1) unique 2) exciting and 3) controversial about this character in lieu of this, and it will be graded like an exam—see above. If you choose this route, your attendance at the encounters is still expected, and hopefully you will still learn from them. Actually, no honors student yet has chosen this option, but you are welcome to be the first.

Please note when choosing to enter and compete in the encounters, that your professor is never going to imply that you must act in a certain way, assume a specific character, say something provocative, or maintain any behavior you may be loathe to do, to achieve a certain grade. Please tell me about these issues, so I can best help. In fact it is your duty in this understanding to immediately challenge your professor, if you feel he is implying that you must act in a specific way, or that you must say something in particular to achieve a better grade, and resolve the matter. I will suggest roles, and ideas for your benefit. One scores in the encounters by teaching, by mixing the words of your character and Texas history with words of your own. You score by being accurate about your character, by extrapolating the unknown to something likely, and helpful to the class as they learn. You also score as a team. Individual and team victory points count together.

Please be tolerant. We would not be in honors if we were not all trying to advance our own knowledge, and the knowledge of others.

Now if you do act, it will be more enjoyable. Often, bizarre behavior helps us memorize better, so it can be humorous

as well as enlightening! We do encounters because they are perhaps the most optimal learning sessions going on at the moment in the top college classrooms around the nation. See the book, *Minds on Fire*, by Mark Carnes (Harvard University Press), if you are curious about this point. I have a copy. I will also pledge my utmost to protect any student accused by another for any behavior or rhetoric in the encounters, if I believe the student was trying to teach the class something useful for Texas history. (Actually misbehavior of this kind has not been recorded in our sixteen-year experience). Obviously, if in our attempt to convey real historical arguments, we can have fun with two characters having a vociferous argument, hey, we probably will remember more about the experience! Encounter-details have traditionally padded the exam grades of every participant in a significant way, because the memory of names and incidents during such interplay, and the personal memorization is so much more riveting. If one student feels they have become personally insulted, we have another issue, and I think we can all spot this, deplore this, and hope to never experience any such misbehavior. Only in a rare year, is encounter behavior an issue. Let's make our encounters fun, and memorable! By signing the syllabus quiz to be given shortly, you will signal that you affirm this understanding concerning the encounters, and will agree to uphold these rules:

1. Challenge the professor immediately if you think the professor is implying that you must act a certain way, say a certain thing, or do anything controversial just to achieve a certain grade. Work it out with him. Have fun. Be impelled rather compelled. As is clear above, you have several options.
2. Show respect for others at all times.
3. Endeavor in the encounters to teach each other specifics and concepts of value for Texas history.

The presence of the following attributes drive the grade beyond 60 in the Encounters: Maintaining eye contact with others during the discussion without relying on notes, and especially, disdaining electronic gadgets. Show an ability to focus on the discussion with your classmates, to surmise from known facts to possible expressions of your character, and to ask good questions of other participants. Costumes are not necessary but can be helpful. The content of what you say, frequency with which you participate, your willingness to engage in a stunt that might convey your character or the character of others, and voice inflections or accents or different languages that might do the same—all this helps. "Verve," the willingness and readiness to express oneself (a manifestation of your grasp of the information about your character), drives the grade above 90 to a maximum of 105 (see rubrics below and on blackboard).

Required Textbooks:

Rudolph B. Campbell, *Gone to Texas: A History of the Lone Star State*. I have copies to loan.
Yox, Andrew, "The Promise of Student Scholarship." Given free.

Publisher: Oxford University Press

ISBN Number: 978-0-19-977940-6

Optional Instructional Materials: none.

Minimum Technology Requirements: Ability to employ a Word program, and upload.

Required Computer Literacy Skills: Basic Word Document fluency.

Course Structure and Overview:

This course will consist in a good deal of group work and mentoring, including one-on-one sessions with the instructor over your research project. Please see me during my office hours for as much mentoring as desired. There will be an introductory session, and ten lectures over Texas History content (See Appendix for the ten main areas of study). Three encounters will give each student a chance to simulate three personalities from Texas History, and review course specifics for the three units of the course. An early 5th-week exam will help us check on how readily we are learning the content of the course, and also prepare us for the nature of the final which will count 50 percent more. Each week there are graded homework assignments called “ideophanies” which we will examine in detail, and which will anticipate and prefigure both a November draft of a 3,300-word essay, and a final draft, 3,300-word essay. An ideophany poses a question, provides a 150-word answer, includes 10 specifics, an end concept and an endnote (citation). Two ideophanies are submitted each week except in the case of our film producer who should submit two sentences on how the film is faring. All the ideophanies and drafts should concern the subject you choose as your area of expertise. They thus will all relate to your final research essay due in December.

Communications: I will aim for a 48-hour, turn-around time with emails, and calls. However, please remind me if you are waiting to hear from me. I can easily be distracted by honors donors, poetry contestants, state officials, etc. I welcome reminders. Call or text if I am not responding at 903-291-7987. We also will aim to use MS Teams. It will be an excellent state of affairs, if you and I can maintain a fluent and up-to-date email connection. I at least will endeavor seriously to make this happen.

Institutional/Course Policy: Coming to class has always been correlated with class success. You can receive up to two 100 percent grades for perfect attendance. On the other hand, if you are sick, please don't come! Unexcused lateness for any assignment results in a one-point penalty for each day. In general, any excuse with a medical form to back it up will be ruled as valid this semester. You will not be penalized for being sick. However, without a valid excuse, if an assignment is eleven days late, it may mean that an 'A' is no longer possible.

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/Ethics Statement:

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

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 the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

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.

Care at NTCC: Are you struggling with deep emotional issues? Email care@ntcc.edu for help. Do you need a hotspot at home? Try that same email, or ithelp@ntcc.edu. Do you need help with Blackboard or your computer? Email: ithelp@ntcc.edu. You may also text the computer tech help people at 903-434-8140. Are you going hungry? Check out the Eagle Food Pantry



Appendix

- I. Our Strategy to Meet Course Objectives
- II. Lectures
- III. Rubrics
- IV. Blackboard
- V. Films
- VI. Poems
- VII. Images
- VIII. Essays and “The Promise of Student Scholarship” essay.
- IX. Endnote Form
- X. Important Dates and Schedule

I. Our strategy to meet course objectives.

- **CO1** Create an Argument: Complete a 3300-word, thesis-driven, fully-cited research essay in Texas History while addressing a global audience.¹
- **CO2** Become an expert in your domain of research for the above essay, conversant with at least 4 related primary and 7 secondary documents.
- **CO3** Understand and articulate the main outlines of Texas History, being able to discuss at least ten key themes and utilize 100 apposite specifics.² Students receive a text that they are

¹ Except for our producer, Brian, who will try to create a film with an argument.

² By “specifics” we mean terms that are apt, singular, and out of the ordinary.

encouraged to read as fast as possible. Handouts will provide the 100 orbital specifics that you will see in the texts and lectures. I am hoping that you can master and use 100 specifics on our two tests, and encounters. Students can also Google *Quizlet*, and get Dr. Yox's Texas History page to help with their apprehension of specifics

II. Readings and Lectures:

The following pages pertain to each lecture.

The Ten Lectures

The main emphasis of each lecture is subject to change.

| Topic. Pages in Campbell Text And Era | Question | Idea |
|--|--|--|
| 1. Nature and Texas: Skim Ahead (To 11K BC) | How might we characterize the interaction between Nature and Human Civilization in Texas | "Harsh and Ruthless." Nature was harsh; humans were ruthless. ³ |
| 2. Pre-Columbian Texans pp. 1-23 (11K BC- 1509) | How might we characterize the Indian Experience? | Change Without Progress |
| 3. Spanish Texas pp. 48-97 (1509-1821) | Why the loose hegemony of Spanish Influence through 400 years? | Feudal Mindset |
| 4. Coming of Texians pp. 98-156 (1821-1836) | How did the Texians so quickly take over the state? | Ruthless Optimization |
| 5. The 'Southern' Era pp. 157-287(1837-1876) | Was being 'Texan' naturally akin to the 'Southern' Mindset? | No, there was a Southern Takeover |
| 6. Cowboys vs. Aggies pp. 288-331 (1876-1904) | What explains the rise of the Cowboy in this Southern state? | Ideological Realignment In Texas AND the United States |

³ Marchland implies an unsettled territory beyond the reaches of more civilized areas.

| | | |
|---|---|--|
| 7. The Perfectionists pp. 332-373 (1905-41) | Why was the reign of Perfectionists like Morris Sheppard short-lived? | They found it too difficult to maintain such a Costly Placebo |
| 8. Iconic Texans in a Texan Era pp. 374-406 (1941-1971) ⁴ | Why were Texans more Texan when America loved us? | Texas Autotrophs could leverage being Texan when Texas was popular. |
| 9. The Pessimists. pp. 406-439 (1971-1994) | Why did prosperous Texas grow so pessimistic in the 1970s and 80s? | Encroaching Isolation Texans were falling out of step with the rest of the world, and worried. |
| 10. Republicans. pp. 465-478. (1995-2020) | How did the Republicans manage to dominate the state from 1994 to 2020? | Appeal to Traditional Symbols Christian, Cowboy Libertarian |

III. Rubrics: A. Ideophanies. B. Classroom Encounters C. Essay Tests D. Poster Presentations. E Posters. F. November Draft. G. December Draft.

A. Rubrics for Ideophanies: Each week two are assigned, and they shall be averaged for a single score submitted each week on Blackboard.

25 Points. 1. **Efficacious Questions.** Are the questions of the two homework ideophanies each week, new, interesting, comparative, challenging, original, bold, or promising of some new insight or idea? If “yes,”—wonderful! Or are the questions simply meant to initiate a stream of easily accessible facts, or details covered earlier? Is the student making an honest effort to answer the question?

25 Points. 2. **150-Word Contribution for each essay.** Is the student providing enough good text for at least a 300-word contribution from the two ideophanies each week for their upcoming draft? Is it germane to his or her domain? We need 3,300 words by the second week of November.

25 Points. 3. **10 Specifics in each essay.** Are there at least ten specifics in the answer to each question? Specifics again are details that are singular, apt, and out of the ordinary. You can prove to your instructor you have your twenty specifics each week by underlining them or putting them in color. This may also help us learn what is a specific, since sometimes students count terms as specifics that the professor does not rate as such. The professor is essentially looking for new, novel terms as opposed to a sixth-grade vocabulary.

15 Points. 4. **Correct End Notes.** Is there at least one citation in the correct format

⁴ The three last lectures do not concur with pagination in the text. However pp. 149-271 will provide the basic context and a lot of the factual material for the three lectures. Please email me at avox@ntcc.edu if this causes confusion for you.

for each of the two ideophanies? Is the student using both primary and secondary sources at some point by week three?

10 Points. 5. Communication Help. Does the student help the professor to know what the main question and the specifics are by using colors or some other device? Does the student admit it when there is a gap or problem with the research? Does the student ask for help when help is needed, or express the resolve to try another tactic, when needed?

B. Classroom Encounters.

Please note the “Understanding” about encounters expressed above in this syllabus.

1. Descriptions of Typical Outcomes.

A: 90-105: 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 assumed name and something about them. The student is willing to argue a point, question opponents from other teams in some manner, and/or defend his or her team or self. 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 biological or chemistry crossover. As an example, imagine a Cherokee talking to another student playing the role of Sam Houston, and the Cherokee says: “Our Cherokee tribe, Mr. Houston, gave you the potential energy so you could have your **chemiosmotic phosphorylation**, and be a hero. You should be thanking us for San Jacinto, you traitor!” 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, and cherish your surmises).

B: 80-89: Student knows something of her or his character, and has something to say. But is generally willing to let others take the initiative. There is no effort at a biological or chemistry crossover beyond that involving grade-school terms, no especially memorable formulations. Student may speak in vague generalities without 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. The student refers to five specifics or less unless when reading something. And reading from notes is discouraged unless it is particularly pertinent.

D: 60-69: Student seems unprepared, and at best makes a last-minute improvisation to sound authentic. The student does not participate in the discussion, but looks away, looking bored, or like something is wrong. The student does not even ask pertinent questions of others. The student stares into a laptop or phone.

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

C. Essay Tests:

A: 90-100. The student analyzes the past with the use of specifics that s(he) underlines, highlights, or identifies with a special color. The student addresses the questions with arguments, and maintains a point of view. At least 30 specifics are in the test. The student uses “connecting sentences” (help the student response link better with the question)⁵ and keywords in the question, or similitudes of the same to stay connected. The presence of crossover analogs from biology could heighten the appeal of this exam. The student has memorized the content of specifics and concepts correctly. There are at least a good four pages in terms of quantity.

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 24-30 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.

Unit Values:

60 points: N of specifics. Having 30 correct specifics is a perfect score.

⁵ Suppose I ask how nature made human settlement difficult in Texas. But you have blanked out about the nature of forests and rivers of Texas, and remember only the material on Indians. You need a “connecting sentence” that can align what you know with what is being asked! It could come in the form of: “**Texas was such a challenge that it took its first inhabitants a remarkable amount of time to equal what other civilizations around the world had done. For example, the Neolithic age, the age of farming in Texas did not start until 800 AD, 11,000 years later than the Middle East.**” In this case, the sentence above starting with “**Texas**” sets up your answer as pertinent and capable of scoring more points.

20 points: Engages Questions

20 points: Maintains Arguments

D. Poster Presentation

A (100): The student readily conveys the main thesis of the study, citing specifics that support the major argument. Having the whole report in the form of a story besides could push the grade to 105.

B: (90) The Student lacks a main argument though appears well informed.

C. (75) The Student has to read off his or her poster to give the presentation, and does not have a true thesis. Perhaps something more akin to an already known fact.

D.(65) The student gives the presentation, but is unprepared, perhaps lacking the poster itself, or a reason for why the study is important.

F. (40) The student is scheduled to present but does not, and does not try to reschedule with the professor.

E. The Poster

A (100): The Poster is attractive. It conveys the main point of the study, and has more than eight illustrations, as well words explaining the following categories: 1. Question or Problem. 2. Thesis. 3. Sources. 4. Method 5. Sub-titles that follow the story. 6. Conclusion.

B: (90) The Poster has five to eight illustrations. It has 4 or 5 of the above categories successfully explained. There is a hint at a thesis

C. (75) The Poster is obviously thrown together a number of facts, but has no central focus, or compelling artistry.

D.(65) The Poster has three or less categories. It basically suggests a topic, but not an idea.

F. (40) The Poster is not emailed to me in a pdf. file before the day of the class presentation,

F. November Essay

1. Descriptions of Typical Outcomes

A: 90-105. There is a thesis though the paper as a whole may not be under its control as it should be. There is a strong effort to be revelatory rather than expository. The presence of a great new story could atone for other failings. There are signs of creative conceptualization, or at least signs that the author has put a lot of thought into the manuscript. Specifics are as numerous as sentences. There are at least 3,000 words. The paper has a focus, and at least eleven properly cited endnotes with at least four primary sources and seven secondary sources. There has been an effort to deal with ultimate questions on why the topic and thesis is significant.

B: 80-89. There is a main concept or motif, but it is not surprising, or controlling. The paper has a definite, new focus, but nothing especially revelatory. The paper has over 3,000 words, and there is a specific every sentence. There are eleven citations. Ultimate responses pertaining to the worth of topic and thesis are not very thought out.

C: 70-79. There is over 3,000 words, and over ten 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. The paper may be missing a strong basis in primary research, though it still has eight citations.

D: 60-69. There is over 2,000 words, and over five endnotes. There is no evidence of a creative argument.

F: 0-59. The essay is over 20 percent plagiarized. The topic may not be in Texas history.

One might also wonder what I am looking for in terms of values. The values for the November Draft are below:

25 Points: Thesis Development (Creative Argument). Graded Leniently

25 Points: Conceptualization, presence of a good story, and other unique, special, or vital elements. Graded Leniently

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

10 Points: Mastery of Primary and Secondary Sources

10 Points: At least eleven different citations in acceptable endnote format.

10 Points: Written clearly with a minimum of grammatical or spelling errors.

G. December. Final Essay.

A: 90-105. There is a creative argument or thesis which is supported throughout the essay. The essay is revelatory. The presence of a great story, with danger, and suspense could increase the score to the 100-105 range for a super-A! There are signs of creative conceptualization. Specifics are as numerous as sentences. There are at least 3,300 words. The paper has a focus, and at least eleven properly cited endnotes with at least four primary sources and seven secondary sources. The Introduction and Conclusion of the paper are winsome, and inspiring. It is obvious the author has improved the paper from the November draft.

B: 80-89. There is a main concept or motif, but it is not as surprising, or controlling as

it could be. The paper has a definite, new focus. The paper has over 3,300 words, and there is a specific every sentence. There are eleven citations. Ultimate responses pertaining to the worth of topic and thesis are not very thought out. The author has made a few upgrades since November.

C: 70-79. There is over 3,000 words, and over ten 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. The paper may be missing a strong basis in primary research, though it still has eight citations. There is no real progress since last month.

60-69. There is over 2,000 words, and over five endnotes. There is no evidence of a creative argument. This kind of essay, if it were to be printed, would have the worth of a used candy wrapper.

F: 0-59. The essay is over 20 percent plagiarized. The topic may not be in Texas history.

In Terms of Values:

25 Points: Thesis Development (Creative Argument).

25 Points: Conceptualization, presence of a good story, and other unique, special, or vital elements.

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

10 Points: Mastery of Primary and Secondary Sources

10 Points: At least eleven different citations in acceptable endnote format.

10 Points: Written clearly with a minimum of grammatical or spelling errors.

IV. Blackboard

Our class blackboard site has the browse buttons to submit our weekly homework, and to upload the November draft, trial drafts, and the December Final Draft. You can also check the grade center for your running averages. It will also have 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 course.

v. The Propitious Film:



Films have served us like a rising tide, raising all boats. If you participated, make sure your electronic résumé (and we hope you build such a record, soon) lists this as a public service, unique experience, example of leadership and/or link with your scholarship. You may find that any one of the 12 films we have made relates with your research, or need to “act” in an encounter. Help me if you have suggestions, or would like to lead in the next film. See: <www.ntcc.edu/honorsfilms>. Be sure to stay tuned if we win a state award with the film, and put that as well on your resume if your participated.

vi. **Auspicious Poems:**

Though all honors students are expected to submit a poem for our contest, the quality of your poem plays no essential part in our course. Still, there is an excellent award opportunity waiting, for those wanting to make the effort. As we will have some children competing, I hope your poem surpasses the ones they submit. You can scope out past winners on our website: <www.ntcc.edu/honorspoems>. Sometimes poems can also be interconnected with your research effort! Poems are due at noon, 1 September at ayox@ntcc.edu.

vii. **The Arresting Image**

OK, admittedly, Northeast Texas does not attract a lot of tourists! But this competition is wide open if you can think creatively about it, and have an iPhone to take pictures. It could appear on our website. It could become a talking point for various awards, especially if we can tie your winning image to something about your personality or interests. Just email me your image by noon, 1 September.

VIII. THE PROPITIOUS ESSAY:



As noted in the “Promise of Student Scholarship”—given to each of you, free of charge, we have leveraged our essays in this class for a remarkable series of accolades. Please read my little booklet I give you carefully so you will know exactly what can work for your success. I will also loan each of you working on the research paper some *Touchstone* journals, as an example of what you can aim for in terms of a publication. Our students have published now in *Touchstone* over twenty-five times.

IX. Endnote Form used in Texas History Articles:

The format for endnotes appears at the end of the “Promise of Student Scholarship” booklet I distributed.

X. Tentative Course Timeline (*note* instructor reserves the right to make adjustments to this timeline at any point in the term):

Important Dates:

- **1 September, Friday, by noon, or 12:01 p.m.** Due: NE Texas Poems and Images emailed to me: ayox@ntcc.edu.
- **8 September, 11 a.m.** Poetry Reading & Election of Honors officers at the Whatley Foyer. Free Lunch Following.
- **16 September, 7 p.m.** Honors Roundup. Agriculture Pavilion.
- **22 September, Honors Trip to Fort Worth.**
- **27 September, First Test.**
- **12 November:** 3,300-word rough draft of Research Essay due through upload to Blackboard's Turnitin.com by 6 PM.
- **11 or 13 December:** Final Exam at 9:30 – 11:20 AM.
- **15 December:** 6PM: Final draft of research essay due.
- **16-30 December:** Drafts for Award possibiliti

XI. Schedule:

| Dates: Starts on Monday | Monday | Wednesday | Due Sunday@6 PM | Grades For: |
|---|---------------------------------|---|------------------------|---|
| Week 1: 28 August – 3 September | Socratic Session on Scholarship | At Library: Biggers RM. Gatekeeper Game, & Interchanges. | Two Ideophanies | Two Ideophanies |
| Week 2: 4 - 10 September | Holiday. Labor Day. No Class | Father Nature #1 | Two Ideophanies | Two Ideophanies |
| Week 3: 11-17 September | In Class Group Activities | Texas Indians #2 | Two Ideophanies | Two Ideophanies |
| Week 4: 18-24 September | Spaniards #3 | Texians #4 | Two Ideophanies | Two Ideophanies and Encounter |
| Week 5: 25 September - 1 October | 1st Encounter #1-4 | Class Test. Units 1-4 | Two Ideophanies | Two Ideophanies And First Test. |

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| Week 6: 2 – 8 October | Class in Library. Group Sessions. Interchanges | Class in Library. Group Sessions. Interchanges | Class in Library. Group Sessions. Interchanges | Two Ideophanies |
| Week 7: 9-15 October | Southerners #5 | Aggies vs. Cowboys #6 | Two Ideophanies | Two Ideophanies |
| Week 8: 16-22 October | Perfectionists #7 | 2 nd Encounter #5-7 | Two Ideophanies | Two Ideophanies and Encounter |
| Week 9: 23-29 October | Iconic Texans #8 | Class in Library. Group Sessions. Interchanges | Two Ideophanies | Two Ideophanies |
| Week 10: 30 October-5 November | Class in Library. Group Sessions. Interchanges | Student Presentations | Two Ideophanies | Two Ideophanies |
| Week 11: 6 – 12 November | Student Presentations | Arresting Concept Contest | Nov. Draft Due | November Draft. Poster, and Class Presentation. |
| Week 12: 13-19 November | Class in Library. Group Sessions. Interchanges | In-Class Film Premiere | Two Ideophanies | Two Ideophanies |
| Week 13: 20- 26 November | Pessimists #9 | Holiday | Two Ideophanies | Two Ideophanies |
| Week 14: 27 November- 3 Dec. | Republicans #10 | Class in Library. Group Sessions. Interchanges | Two Ideophanies | Two Ideophanies |
| Week 15: 4-10 December | Class in Library. Group Sessions. Interchanges | 3rd Encounter #8- 10 | Two Ideophanies | Ideophanies and encounter |
| Week 16: 11-15 December | Final Test | 6 PM Final Draft Deadline on Sunday | Final Essay | Final Exam and Final Essay |