INSTRUCTOR: Mrs. Stephanie Johnson
CONTACT INFORMATION: sjohnson@westernwyoming.edu, (307) 782-6340
COURSE NUMBER: HIST 1211-MS1
CREDITS: 3
PREREQUISITE: COMPASS reading score 74 or higher, or ACT reading score 20 or higher
TRANSFERABILITY: Keep this course outline for future transferability issues with other schools. Students planning to attend another school should check with that institution concerning transferability, since transferability is up to the discretion of each institution.

REQUIRED TEXTBOOKS AND/OR MATERIALS

COURSE DESCRIPTION
Surveys United States history through the Civil War which, by itself, meets the requirements of the Wyoming statutes providing for instruction in the provisions and principles of the constitutions of the United States and Wyoming.

COURSE OBJECTIVES & COLLEGE-WIDE GOALS FOR STUDENT SUCCESS
This course’s primary goals, and the measure of successful completion of these goals, are listed below. Some of the course goals reinforce WWCC’s “Goals for Student Success”:

**WWCC GOALS FOR STUDENT SUCCESS (Five Major Goals)**
WWCC has identified the following as goals for student success:
- Communicate Competently
- Retrieve Information
- See Issues from Multiple Perspectives
- Solve Problems
- Develop Life Skills
<table>
<thead>
<tr>
<th>What students will learn in this class (Course Goals)</th>
<th>Which WWCC goals will be addressed</th>
<th>What skills will be measured (Course Competencies)</th>
<th>How the skills will be measured (Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine the formal and informal principles, processes, and structures of the U.S. and Wyoming constitutions and political systems.</td>
<td>• Retrieve information • Solve problems • Develop life skills</td>
<td>Ability to discuss and engage with primary and secondary sources, including the U.S. and Wyoming constitutions</td>
<td>Each student will participate in and be scored based on: • Exams • Informal Writing • Quizzes • Roundtable Discussions</td>
</tr>
<tr>
<td>Analyze the historical development and cultural context of these constitutions and political systems.</td>
<td>• Retrieve information • See issues from multiple perspectives • Solve problems • Develop life skills</td>
<td>Ability to communicate various levels of diversity in the United States</td>
<td>Each student will participate in and be scored based on: • Exams • Quizzes • Roundtable Discussions</td>
</tr>
<tr>
<td>Evaluate the roles of responsible citizens and the institutions by which they are governed.</td>
<td>• Communicate competently • See issues from multiple perspectives • Solve problems • Develop life skills</td>
<td>Ability to make broader connections between the past and present</td>
<td>Each student will participate in and be scored based on: • Exams • Informal Writing • Quizzes • Research Paper • Roundtable Discussions</td>
</tr>
<tr>
<td>Evaluate credibility, accuracy, and reliability of conclusions drawn from information.</td>
<td>• Communicate competently • See issues from multiple perspectives • Solve problems • Develop life skills</td>
<td>Ability to read and write (formally and informally) about the history of the United States using a variety of documents and perspectives</td>
<td>Each student will participate in and be scored based on: • Exams • Informal Writing • Movie Review • Quizzes • Roundtable Discussions</td>
</tr>
<tr>
<td>Communicate ideas in writing, using appropriate documentation.</td>
<td>• Communicate competently • Retrieve information • See issues from multiple perspectives • Develop life skills</td>
<td>Ability to analyze historic works and sites, writing with proper documentation format using the 16th edition of the Chicago Manual of Style</td>
<td>Each student will participate in and be scored based on: • Informal Writing • Movie Review • Research Paper</td>
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</tbody>
</table>
**METHOD OF INSTRUCTION - Lecture:** A course in which the primary method of instruction is lecture, discussion, or group interaction (minimum 750 minutes per credit hour). Students will be investing 9-12 hours per week on this course to complete it successfully (C or higher). For some, it may take more, for some, it may take less.

**METHODS OF EVALUATION**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td><strong>Informal Writing</strong></td>
<td></td>
</tr>
<tr>
<td>- In-class and homework assignments (10 x 20 pts each)</td>
<td>250 pts</td>
</tr>
<tr>
<td>- Includes Interactive Notebook (50 pts)</td>
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<tr>
<td><strong>Roundtable Discussions</strong></td>
<td>200 pts</td>
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<tr>
<td>- Includes discussion participation (100 pts), and</td>
<td></td>
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<tr>
<td>- Discussion leader (100 pts)</td>
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<tr>
<td><strong>Quizzes</strong></td>
<td>150 pts</td>
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<tr>
<td>- Reading Quizzes (10 x 10 pts each)</td>
<td></td>
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<tr>
<td>- Chicago Manual of Style (25 pts)</td>
<td></td>
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<tr>
<td>- Hay Library (25 pts)</td>
<td></td>
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<tr>
<td><strong>Research Paper (BOE)</strong></td>
<td>100 pts</td>
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<tr>
<td><strong>Exams</strong></td>
<td>200 pts</td>
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<tr>
<td>- Midterm (100 pts)</td>
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<tr>
<td>- Final (100 pts)</td>
<td></td>
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<tr>
<td><strong>Movie Review</strong></td>
<td>100 pts</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td>1000 pts</td>
</tr>
</tbody>
</table>

**Attendance Policy:** A student enrolled at WWCC is expected to attend all class sessions of each course in which he/she is enrolled. Class attendance is viewed as an important part of successful achievement in the individual course, and in the entire college program. It is expected that all students will arrange with their instructors to make up all work missed during excused absences. Instructors may drop a student from class for excessive absenteeism.

**Grading Policy:** Grades in this course are earned, not given. There are 1000 points possible, as outlined in the table above.

**Grading Scale:** The grading scale is as follows. Grades will be rounded up.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>895 – 1000</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>795 – 894</td>
<td>B</td>
</tr>
<tr>
<td>70 – 79%</td>
<td>695 – 794</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>595 – 694</td>
<td>D</td>
</tr>
<tr>
<td>0 – 59%</td>
<td>0 – 594</td>
<td>F</td>
</tr>
</tbody>
</table>
**Plagiarism Policy:** Students engaging in academic misconduct on any activity, project, or assignment will not receive credit, and may be removed from the course, earning the final grade “F”. Students may also be reported to the vice president’s office. No opportunities will be available for rewrites or make-ups.

**Late Work/Make-up Work:** NO late work is accepted. No exceptions. If students have an excused absence, it is the responsibility of students to arrange with the instructor to submit the work before the due date. If students have an unexcused absence, they cannot turn in that day’s work for credit.

**Incomplete Policy:** The grade of “I” (Incomplete) may be given after the midpoint of the course when unexpected circumstances, such as a prolonged illness, make it impossible for a student who is passing the course with a “C” or better at the midpoint of the course to complete the remaining work by the end of the semester. The purpose of an incomplete, therefore, is not to repeat the entire course, but to complete no more than 50% of the work. It is the student’s responsibility to initiate this process, but an incomplete is assigned solely at the instructor’s discretion. Check the WWCC catalog for the entire policy.

**APPROPRIATE STUDENT BEHAVIOR**
One of the College’s goals is to “See Issues from Multiple Perspectives.” Therefore, part of this class will involve reading and listening to perspectives different from your own. Everyone in class has a right to learn and to express their views in a comfortable environment. Please be considerate of others’ rights to hear, take notes and exams, express their ideas, and participate in class. College policy 5240A states that “the College can immediately suspend or dismiss a student for disciplinary reasons if the college considers the student’s actions detrimental to its educational purposes.”

**STUDENTS WITH SPECIAL NEEDS**
It is the responsibility of the student who qualifies for specific accommodations under the Americans with Disabilities Act (ADA) who wishes to seek services to contact Disability Support Services (DSS) each semester to apply for accommodations. The DSS Specialist can be reached at (307) 382-1806 or at kflaim@wwcc.wy.edu. The DSS office is in Room 2015 in the Student Development Center. The DSS office will provide information regarding appropriate accommodations to the instructor.

**CHANGES TO THE SYLLABUS**
The schedule below, as well as procedures in this syllabus, are subject to change. Students will be notified of any changes.

**TECHNICAL DIFFICULTIES**
Students enrolled in courses taught via compressed video, Internet, or videotape, or in courses taught in computer labs can expect technical difficulties to arise from time to time. Students are asked to be understanding and flexible as technical difficulties are resolved.
**TAPING OF COURSES**
Students enrolled in compressed video courses should be advised that for various reasons, class sessions may be videotaped. Students give their permission to be videotaped when they enroll in a compressed video course.

**RESPONSE TIME**
Students can generally expect a response from the instructor within two days.

**STUDENT RESOURCES**
A variety of resources, both online and face-to-face, are available for WWCC students.

**Library** – The library is accessible either on campus in Rock Springs or online through Mustang Cruiser. All students, whether on campus or at a distance, need to obtain library access by acquiring either a WWCC student ID card or a WWCC Hay Library card, which can be obtained on campus or through the link on the Hay Library home page. The library offers access to thousands of database journals, e-books, and other library resources, as well as interlibrary loan capabilities.

**Smarthinking** – Online tutoring. WWCC is now offering each student 15 free hours of online tutoring. To log on to this service, click on the “Smarthinking” tab within your Mustang Cruiser account. The first time you enter, you will be asked to set up a profile so that time and usage can be monitored. You will be able to ask questions and get help in areas such as: math, accounting, biology, chemistry, economics, and writing. If you are writing an essay for a class, you can submit an electronic copy of the essay and receive feedback from tutors.

**Peer Tutor Center** – All tutors in the center have been referred to tutor in specific classes by instructors in those areas. They have taken the class, passed with at least a B, and have a GPA of at least 3.0. Students can set up individual tutoring appointments or work with a group. Tutoring services are free of charge to students.

**Learning Center** – Learning centers are located on both the Rock Springs and the Green River campuses. The centers offer a wide variety of college prep and college level courses in an atmosphere of individualized instruction. ABE, GED, and ESL courses and services are also available through the Learning Center.

**Writing Lab** – The Rock Springs Learning Center is available to help any student from any discipline with writing issues from 1:00-3:00 p.m. M-TH. This can be help with grammar, documentation, etc. The Writing Lab does not edit papers, but helps students with specific issues related to writing papers. Additionally, they can work with students on isolated skills they might be struggling with, without registering them for a credit.

**TECHNOLOGY:**
You will be assigned a Chromebook by name, and will be expected to notify me immediately of any damage to it. The previous student that used the Chromebook will be assessed for the damage. If the student that uses the Chromebook after you reports damage, you will responsible to pay for fixing it, which is why it is important to check your Chromebook every time you use it.
MAJOR UNITS OF STUDY
& TENTATIVE SCHEDULE (White Day)

Required reading should be finished BEFORE we begin the unit. Textbook reading is noted in **bold**. An asterisk (*) indicates a test or quiz.

- **Sept. 2**
  Intro to Course
  “What is History?”
  Chicago Manual of Style
  Plagiarism

- **Sept. 7**
  *Using the Hay Library
  *The First Americans (Digital History)

- **Sept. 9**
  *Chicago Manual of Style
  Monsters and Marvels (Going to the Source)
  Assignment: Source Analysis Table

- **Sept. 13**
  Meeting in Cheyenne (Discussion 1)

- **Sept. 15**
  Meeting in Cheyenne (Discussion 2)

- **Sept. 20**
  Meeting in Cheyenne (Discussion 3)
  *Family Values (Going to the Source)

- **Sept. 22**
  *Colonial Era (Digital History)

- **Sept. 27**
  Tales of Captivity and Redemption (Going to the Source)
  Assignment: Source Analysis Table

- **Sept. 29**
  *American Revolution (Digital History)

- **Oct. 3**
  The Sound of Rebellion (Going to the Source)
  Assignment: Source Analysis Table

- **Oct. 5**
  *Debating the Constitution (Going to the Source)
  Assignment: The Development of Political Parties, Jefferson vs. Hamilton

- **Oct. 7**
  Colonial America’s Most Wanted (Going to the Source)
  Assignment: Source Analysis Table

- **Oct. 11**
  Meeting in Cheyenne (Discussion 4)

- **Oct. 13**
  Children in Colonial America (Discussion 5)

- **Oct. 17**
  Children in Colonial America (Discussion 6)
Oct. 19  *MIDTERM EXAM

Oct. 24  **Material Culture of the Borderlands (Going to the Source)**

Oct. 26  **Question of Female Citizenship (Going to the Source)**
        Assignment: Source Analysis Table

Oct. 31  *Early National Period (Digital History)*
        Assignment: Enlarging the National State

Nov. 2   **Meaning of Cherokee Civilization (Going to the Source)**
        Assignment: Source Analysis Table

Nov. 7   **Challenging the “Peculiar Institution” (Going to the Source)**
        Assignment: Source Analysis Table

Nov. 9   *Children in Colonial America* (Discussion 7)

Nov. 11  *Pre-Civil War Era (Digital History)*

Nov. 15  *Incidents in the Life of a Slave Girl* (Discussion 8)

Nov. 17  *Incidents in the Life of a Slave Girl* (Discussion 9)

Nov. 21  Research Paper

Nov. 28  *Incidents in the Life of a Slave Girl* (Discussion 10)

Nov. 30  *Slavery (Digital History)*

Dec. 2   Research Paper Due
*Martyr or Madman? (Going to the Source)*

Dec. 6   *Civil War (Digital History)*

Dec. 8   Movie

Dec. 13  Movie
*The Illustrated Civil War (Going to the Source)*
        Assignment: Source Analysis Table

Dec. 15  Movie Review Due
*FINAL EXAM*

Dec. 19  Interactive Notebook Due
STUDENT
I have read the above information and understand Mrs. Johnson’s expectations, what the course will entail, the grading process, attendance policies, and my responsibilities with my Chromebook. I will abide by the procedures above.

_________________________       ________________________
Signature                           Date

☐  I have registered for Remind.com   ☐  I choose to not register at this time

PARENT/GUARDIAN
I have read the above information and understand Mrs. Johnson’s expectations, what the course will entail, the grading process, attendance policies and my student’s responsibilities with their Chromebook. I will encourage my student to abide by the procedures above.

_________________________       ________________________
Signature                           Date

☐  I have registered for Remind.com   ☐  I choose to not register at this time