VINCENNES UNIVERSITY
FACULTY SYLLABUS

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Room A202
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Course Title:
American History 2

Course Number:
HIST 140

Credit Hours:
3

Distribution of Contact Hours:
3 lecture hours
I. Course Catalog Description

HIST 140 - American History II

3 hrs (Sem I, II)
Industrial growth of the nation and its effects, agrarian and urban discontent and attempts at reform, World War I, the Roaring Twenties, social and governmental changes of the thirties, World War II and its consequences, the growth of the federal government, social and political upheaval in the sixties and seventies, and the conservatism of the eighties. This course is a transferIN course. 3 lecture hours.

Prerequisite(s): Students must qualify for ENGL 011 or ENGL 079, or higher.

II. Course Designation

This course is a:
• Major program course
• UCC course
• Writing/Reading (WR) intensive course
• Speaking (S) intensive course
• Quantitative intensive course
• Developmental course

III. VU Liberal Education Outcomes met by this course:

• Engage in articulate expression through critical reading and effective written, oral, and digital communication.
• Apply quantitative reasoning and a variety of numeric data to solve problems in a variety of disciplines.
• Evaluate ethical behavior as an individual and as a member of local and global communities.
• Apply critical and creative thinking skills to solve problems.
• Integrate knowledge and perspectives of different disciplines to answer complex questions.

IV. UCC/State Outcomes met by this course:

1. Written Communication
1.1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.
1.2. Demonstrate an understanding of writing as a social process that includes multiple drafts, collaboration, and reflection.
1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.

1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.

1.7. Demonstrate proficiency in reading, evaluating, analyzing, and using material collected from electronic sources (such as visual, electronic, library databases, Internet sources, other official databases, federal government databases, reputable blogs, wikis, etc.).

2. Speaking and Listening
2.1. Use appropriate organization or logical sequencing to deliver an oral message.
2.2. Adapt an oral message for diverse audiences, contexts, and communication channels.
2.3. Identify and demonstrate appropriate oral and nonverbal communication practices.
2.4. Advance an oral argument using logical reasoning.
2.5. Provide credible and relevant evidence to support an oral argument.
2.6. Demonstrate the ethical responsibilities of sending and receiving oral messages.
2.7. Summarize or paraphrase an oral message to demonstrate comprehension.

3. Quantitative Reasoning
3.1. Interpret information that has been presented in mathematical form (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
3.2. Represent information/data in mathematical form as appropriate (e.g. with functions, equations, graphs, diagrams, tables, words, geometric figures).
3.3. Demonstrate skill in carrying out mathematical (e.g. algebraic, geometric, logical, statistical) procedures flexibly, accurately, and efficiently to solve problems.
3.4. Analyze mathematical arguments, determining whether stated conclusions can be inferred.
3.5. Communicate which assumptions have been made in the solution process.
3.6. Analyze mathematical results in order to determine the reasonableness of the solution.
3.7. Cite the limitations of the process where applicable.
3.8. Clearly explain the representation, solution, and interpretation of the math problem.

4. Scientific Ways of Knowing
4.1. Explain how scientific explanations are formulated, tested, and modified or validated.
4.2. Distinguish between scientific and non-scientific evidence and explanations.
4.3. Apply foundational knowledge and discipline-specific concepts to address issues or solve problems.
4.4. Apply basic observational, quantitative, or technological methods to gather data and generate evidence-based conclusions.
4.5. Use current models and theories to describe, explain, or predict natural phenomena.
4.6. Locate reliable sources of scientific evidence to construct arguments related to real world issues.
5. Social and Behavioral Ways of Knowing
5.1. Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain.
5.2. Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena.
5.3. Demonstrate basic literacy in social, behavioral, or historical research methods and analyses.
5.4. Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.
5.5. Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.
5.6. Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.

6. Humanistic and Artistic Ways of Knowing
6.1. Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.
6.2. Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.
6.3. Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts.
6.4. Analyze the concepts and principles of various types of humanistic or artistic expression.
6.5. Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.
6.6. Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.
6.7. Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

V. Course Outcomes

- Interpret the contextual significance and interpretation of historical documents, figures, and events through multiple perspectives.
- Relate political, geographic, economic, social, cultural, religious, and/or intellectual institutions and/or processes across a range of historical periods and cultures in history.
- Evaluate and predict the outcomes of contemporary problems/issues by applying knowledge of history.
- Analyze the historical contributions of various cultures/societies to the contemporary world using critical thinking skills.
VI. Course Content

Students are expected to be able to critically identify, define, and exhibit knowledge of the following time periods in American History including people, events, documents, etc.

- Reconstruction
- Westward expansion
- Gilded Age
- American imperialism
- WWI, Inter-War, and WWII
- Cold War
- American foreign policy events/intervention
- Domestic political, economic, and social changes across the 20th Century

VII. Course Text and Materials Policy

The current edition of:

THE AMERICAN PROMISE VOLUME 1, Roark, Bedford/St. Martins

VIII. Course Grading Policy (See Section X for specific course grading details.)

As a Writing Reading (WR) Intensive course, this class meets the following requirements:

- Writing assignments total a minimum of 2000 words;
- At least one assignment requires use and documentation of outside sources;
- Writing assignments determine at least 30% of the final grade. *(If written work will count some percentage less than thirty percent, then with revisions, all written work must achieve a passing grade. In this case, failure to complete writing assignments with an average grade of C or higher will result in failure of the course.)*

As a Speaking (S) Intensive course, this class meets the following requirements:

- Requires a minimum of one speech assignment where students present prepared material in front of an audience.
- The total speaking time for one or a combination of multiple speeches will be a minimum of 7-10 minutes.
- The presentation(s) must be structured having a clear organization.
- Claims must be supported with documented evidence from outside sources.
- Total speaking assignment(s) determine at least 10% of the final grade. *(Faculty Note: VU supports faculty insistence that students take seriously their academic responsibility for completing the speaking intensive requirements. Faculty may include the following expectation in the "Grading" section of their syllabi: "Failure to complete speaking assignments with an average grade of C or higher will result in failure of the course."

IX. Course Policies

(1) Vincennes University Attendance policy
The Vincennes University policy is premised upon the notion that students will attend all sessions of the classes in which they are enrolled. This policy supports Vincennes University's philosophy that students benefit most from the people and facilities provided by the citizens of Indiana through proper and adequate class attendance. Consequently, missing class for any reason will be regarded as an absence. When absences result from an approved and required University activity, they will not be counted against a student, and the work missed may be made up.

Vincennes University believes that students who participate in University-sponsored activities and faculty-developed field trips must develop habits of attendance consistent with such participation, or voluntarily refrain from such participation. For whatever reason an absence occurs, the student is responsible for the work missed.

(2) Make-up work and late work

(3) Use of electronic devices in class

(4) Instructor’s Academic Dishonesty Policy/Statement

(5) Disabilities Services Policy

The Office of Disability Services reviews requests and determines appropriate accommodations for students with disabilities. Students with psychological, physical, sensory, communicative and/or learning disabilities should seek out this office as soon as possible after admission to VU if they require academic accommodations. The student will be required to provide copies of medical or psychometric evaluations that document the presence of a disability and the impact of the disability on the student's level of functioning. The Office of Disability Services also coordinates the availability of assistive technology at various campus locations to provide accessible classroom materials and equipment. Vincennes University complies with the requirements set forth by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act to assure the rights of individuals with disabilities to fair, non-discriminatory treatment. The Office of Disability Services is located at the South Entrance of Vigo Hall. The phone number is 812-888-4501. Specific procedures for requesting an accommodation for a disability may be found at the Office of Disability Services website at www.vinu.edu/DisabilityServices. Students that will be requesting accommodations should view the Disability Services website for documentation requirements.

(6) Standard of Student Behavior

Student need to be aware that violations of the University Standard of Student Behavior as listed in the Vu Catalog may result in some form or disciplinary action.

(7) Content/Schedule change statement
X. Instructional Methodologies/Activities/Grading Specifics

VINCENNES UNIVERSITY GRADING SCALE:

93-100%        A
90-92%          A-
88-89%          B+
83-87%          B
80-82%          B-
78-79%          C+
70-77%          C
60-69%          D
59% and below   F

XI. Course Calendar/Schedule/Assignments

Assessments
1. Journals: Each student is expected to have a notebook that will be kept in class for their classroom journal. The journal is to be completed in the first 5-6 minutes of the period. It is to be done daily. If you are absent the expectation is that you will make up the journal entry the day that you return. There will be a question, quote or subject on the board that you are expected to write an original reaction to in your own words. Each journal entry will include the quote or question that you are writing about and the journal entry number and the date. This journal will be graded and count for about 5% of your total grade.

2. Quizzes are planned for the semester. Quizzes are designed to keep students up to date on their reading and reinforce learned information. They can also be used as study guides for the unit tests. Additionally, these quizzes replace the need for a research paper. Prepare for them by reading the assigned chapters when they are due and taking notes over the reading. Quizzes will count for 20% of your grade. (4 @ 5% each) Each quiz will be a series of objective questions and likely in a format that can utilize a bubble sheet. True/False, Multiple choice, Matching or Fact and Opinion questions can and will be used.

3. Tests will be given in class and will be essay in nature. Each section of the class will have its own unique test in order to prevent cheating. The tests while different will be the same level of difficulty. Test will count for 60% of your semester grade. The regular tests and the mid-term test will consist of 6 items (perhaps chosen from a bank of 20-25 items) Each question will be graded on the accuracy, depth and significance of the answer given. The following rubric will be used to grade each test question:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>3</td>
<td>Your answer is 100% factually correct</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Your answer is 85% or more factually correct</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Your answer is less than 80% factually correct</td>
</tr>
<tr>
<td>Depth</td>
<td>3</td>
<td>Your answer is thorough and complete</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Your answer is adequate but lacking some detail</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Your answer is inadequate</td>
</tr>
<tr>
<td>Significance</td>
<td>4</td>
<td>Answer shows complete knowledge</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Answer shows adequate knowledge</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Answer shows inadequate knowledge</td>
</tr>
</tbody>
</table>
4. There are potential writing assignments in and out of class – unannounced. These will be graded as quizzes. If you miss one, it is a zero; there are NO make-up options for this.

5. A PowerPoint presentation will be given by each student during the semester. This presentation will be a professional one; this is NOT a creative writing assignment. Information on this is forthcoming, but this grade will be included with your test grades and count for 10% of your overall grade. This will occur in the month of May.

6. Any videos and supplemental reading sources distributed in class are ‘fair game’ for testing. In other words, these assignments will also be on assessments.

7. Your final grade will be based on the total number of points earned, divided by the total number of points possible and then weighted based on category. For the grading period Journals will equal 5% Quizzes = 25%, Tests = 75% of the grade. The Critical Thinking Assignment will be count as a unit grade. For the semester the Final exam will =25% for the grade, and the grading period grade will = 75%.

**PLEASE NOTE: NO EXTRA CREDIT IS OFFERED**

The Due dates for Tests, Quizzes and other graded assignments will appear on the classroom website well in advance of their due date. All students should use the calendar feature on the website on a regular basis.

https://www.avon-schools.org/Page/7398