

AMERICAN HISTORY
Student Learning Outcome Alignment Form

Course Prefix/Number: HIST 1301

Course Title: United States History I

Core Objective	Course SLO	General Learning Activities	Assessment
Critical Thinking Skills	Student will analyze and interpret primary and secondary sources.	Through lecture on primary and secondary sources, students will be taught to think critically and analytically about historical societies and cultures. Through integration of knowledge acquired through the course, students will form conclusions by building on upon their current belief system.	Post test questions 1-6, the "Art of History" Rubric: Attached
Communication Skills	Students will create an argument through the use of historical evidence.	Communication skills will be addressed in this class through the reading and discussion of historical texts, attending lecture on primary and secondary sources, question and answer during class, and visual aids and classroom writing assignments based on historical materials.	Post test questions 1-6, the "Art of History" Rubric: Attached
Social Responsibility	Students will analyze the effects of historical, social, political, economic, cultural and global forces on this period of American History (A.D. 1400-1877).	Throughout the course, students will learn about ways in which individuals and groups made decisions aimed at participation in the civic process and how those decisions affected their world. Students will then be able to examine their own social responsibilities and how they influence and can have impact on improving current American society.	Post test questions 1-100 Rubric: Attached
Personal Responsibility	Students will be able to connect choices, actions and consequences to ethical decision-making.	Throughout the semester, students will examine through readings and lecture how individuals in the past drew upon their personal value systems to make ethical choices and learn how to connect these ideas, values and beliefs in their larger society	Post test questions 1-100. Rubric: Attached

		and culture.	
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CRITICAL THINKING VALUE RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Explanation of Issues	Did not state issue.	Issue is stated without clarification or description.	Issue is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined and/or backgrounds unknown.	Issue is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.
Evidence	Does not identify the basic components of an issue	Information is taken from sources without any interpretation. Viewpoints of experts are taken as fact, without question	Information is taken from sources with some interpretation but not enough to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a coherent analysis or synthesis.	Information is taken from sources with enough interpretation to develop a comprehensive analysis or synthesis.
Influence of Context and Assumptions	Did not show awareness of the issue.	Show an emerging awareness of present assumptions.	Questions some assumptions. Identifies relevant information when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Thoroughly analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.
Student's Position	Takes no position on issue	Specific position is stated but is simplistic and obvious.	Specific position acknowledges different sides of an issue.	Specific position takes into account the complexities of an issue. Others' points of view are acknowledged within position.	Specific position is imaginative. Limits of position acknowledged. Other points of view are synthesized.
Conclusions and Related Outcomes	Does not use previously learned information in new situations.	Conclusion is inconsistently tied to some of the information discussed; related outcomes are oversimplified.	Conclusion is logically tied to information; some related outcomes are identified.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes are identified clearly	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order

Communication RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric and Making Learning Real

Definition

Written communication is the development and expression of ideas in writing.

Oral Communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Visual Communication is the use of images to persuade, entertain, inform, and enlighten an observing audience of products, ideas, and messages.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Quality of Information and Organization	Presentation lacks main points and related details. Information lacks connection to the presentation topic. Information is not organized.	Main points are not clear and lack significant detail. Some information is linked to the presentation topic. Information is loosely organized.	Main points are somewhat clear but could use more detail. Most information is linked to the presentation topic. Information is organized.	Main points are clear and detailed. Information is linked to presentation topic. Information is well organized.	Main points are very clear and very detailed. Information is directly linked to presentation topic. Information is very organized.
Nonverbal Communication	Speaker appears very uneasy and insecure. Speaker faces away from the audience or makes no eye contact. Speaker appears disengaged from the audience. Speaker uses few body motions or gestures or has gestures or movements that distract the audience.	Speaker appears uneasy and somewhat insecure. Speaker rarely faces the audience or makes eye contact. Speaker rarely appears to be engaging with the audience. Speaker uses few body motions or has gestures or movements that distract the audience..	Speaker appears generally at ease and confident. Speaker sometimes faces the audience and maintains eye contact. Speaker sometimes appears to be engaging with the audience. Speaker's body motions and gestures neither support nor detract from presentation.	Speaker appears fairly comfortable and confident. Speaker generally faces the audience and maintains good eye contact. Speaker generally appears to be engaging with the audience. Speaker uses body motions and gestures well.	Speaker appears very comfortable and confident. Speaker consistently faces the audience and maintains good eye contact. Speaker consistently appears to be engaging with the audience. Speaker uses body motions and gestures very effectively.
Quality of Verbal Communication	Speaker's voice is consistently too weak or too strong. Speaker fails to use inflections to emphasize key points and create interest or often uses inflections inappropriately. Speaker's talking paces is consistently too slow or too fast.	Speaker's voice is frequently too weak or too strong. Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately. Speaker's talking pace is often too slow or too fast.	Speaker's voice is generally steady strong and clear. Speaker sometimes uses inflections to emphasize key points and create interest. Speaker's talking pace is appropriate.	Speaker's voice is steady, strong, and clear. Speaker often uses inflections to emphasize key points and create interest. Speaker's talking pace is mostly appropriate.	Speaker's voice is very confident, steady, strong, and clear. Speaker consistently uses inflections to emphasize key points or to create interest. Speaker's talking pace is consistently appropriate.
Visual Tools	Visual aids demonstrate no creativity or clarity and are often difficult to read. Presentation is weakened by the visual tools.	Visual aids have limited creativity or clarity or are sometimes difficult to read. Presentation is not enhanced by the visual tools.	Visual aids are reasonably creative, clear, and easy to read. Presentation is sometimes enhanced by the visual tools.	Visual aids are usually creative, clear, and easy to read. Presentation is often enhanced by the visual tools.	Visual aids are very creative, clear, and easy to read. Presentation is consistently enhanced by the visual tools.
Appropriate Use of Vocabulary	Few or no terms are included in the presentation. May or may not be used	Several terms are included in the presentation. May or may not be used	Most terms are included in the presentation. Generally used appropriately.	All terms are included in the presentation. Used effectively. Used in context.	All terms are included in the presentation. Used in unique and creative ways. Used in

	appropriately. Lacks context.	appropriately. May lack context.	Generally used in appropriate context.		context
Precision and Detail in Documents Produced	Written documents have numerous errors and lack detail. Little care taken in the production.	Documents may have some errors and show some detail. Some care has been taken in production.	Evident that written documents are correct and show a general attention to detail and accuracy. General care has been taken in production.	Clearly evident that written documents are correct, detailed and accurate. Care has been taken in production.	Documents are clear, well-constructed, accurate, and show attention to detail. Extra care has been taken in the production of written documents.
Overall Presentational Effectiveness	The presentation was weak and not effective.	The presentation was average and somewhat effective.	The presentation was good and effective.	The presentation was very good and effective.	The presentation was exceptional and extremely effective.

Social Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Student social responsibility is the responsibility of every student for his/her actions. It is morally binding on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society – contributing towards social, cultural and ecological causes.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Intercultural Competence	Does not demonstrate understanding of how others may see, interpret, and experience the world differently	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
Knowledge of Civil Responsibility	Provides no evidence of her/his experience in civic engagement activities.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment...	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.
Demonstrates an ability to engage effectively in regional, national and global communities	Does not demonstrate an understanding of the connection between the individual and the community.	Has problems differentiating between regional, national, and global communities. Has difficulty identifying the unique challenges at each level.	Demonstrates an understanding of how communities function at the regional, national, and global levels.	Demonstrates an understanding of the unique challenges associated with civic engagement at the different levels.	Analyzes the ability of regional, national, and global communities or organizations to solve specific problems. Cites real life examples or evidence

Personal Responsibility RUBRIC

Adapted for Texarkana College from the AAC&U Critical Thinking VALUE Rubric

Definition

Personal Responsibility is taking responsibility for your actions, accepting the consequences that come from those actions and understanding that what you do impacts those around you.

	Does Not Meet Any Expectations 1	Meets Few Expectations 2	Meets Expectations 3	Exceeds Some Expectations 4	Exceeds All Expectations 5
Inquiry	Is unable to identify or describe simple personal dilemmas in scenarios from life situations and/or theoretical scenarios.	Difficulty describing the inquiry. Has difficulty either identifying or describing simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios.	Ability to identify the inquiry. Identifies and describes simple personal dilemmas in scenarios from life situations and/or from theoretical scenarios.	Ability to express understanding of the inquiry. Identifies but is not able to describe personal dilemmas in scenarios from life or theoretical scenarios	Ability to analyze the inquiry. Identifies and fully describes personal dilemmas in scenarios from life situations and/or from theoretical scenarios.
Connection	Provides no connection to knowledge of the content area <u>or</u> fails to express a personal value.	Little connection to knowledge of the content area made <u>or</u> little expression of a personal value made.	Uses insights to connect actions and choices to consequences of a decision made in relation to the dilemma.	Ability to use other resources to connect actions and choices.	Uses insights and other sources to connect actions and choices to consequences of a decision made in relation to the dilemma.
Response	Response is poor due to lack of inquiry and connections. Fails to articulate an understanding of the personal values which influenced the decision.	Response is weak because of weak inquiry and/or limited connections. Begins to articulate personal values.	Provides an ethical response. Is able to connect personal values to responses to ethical questions.	Provides incorporated response that includes personal values. Can explain cause/relationship between personal values and decisions	Provides incorporated response that includes personal values. Thoroughly articulates an understanding of the personal values which influenced the decision.

HIST 1301: Student Learning Outcomes (SLO)

1. Students will create an argument through the use of historical evidence.

1.A. The basic foundation of "doing" history is:

1.B. Historiography can best be defined as . . .

1.C. A collection of letters written during the Civil War is an example of . . .

1.D. Which of the following would be classified as a secondary source?

1.E. Prehistory is what happened . . .

1.F. History can best be defined as . . .

2. Students will analyze and interpret primary and secondary sources.

2.A. The basic foundation of "doing" history is:

2.B. Historiography can best be defined as . . .

2.C. A collection of letters written during the Civil War is an example of . . .

2.D. Which of the following would be classified as a secondary source?

2.E. Prehistory is what happened . . .

2.F. History can best be defined as . . .

3.A. The student will describe major developments in Native American culture

3.A.1 trace the route of the ancestors of Native Americans who migrated to the New World about fifty to ten thousand years ago

3.A.2 explain the "Columbian Exchange"

3.A.3 describe the advancements that enabled early Americans to start permanent villages

3.A.4 understand the different concepts of property rights between the Native Americans and the Europeans

3.A.5 explain how the histories and religious beliefs of the early American people were preserved and handed down

3.B. The student will identify reasons for European exploration and contact.

3.B.1 name the person who established the religious doctrine of "salvation through faith"

3.B.2 name the colony that was intended to be a refuge for Catholics

3.B.3 explain the purpose of Columbus' voyages

3.B.4 identify the reasons for European exploration and conquest

3.C. The student will explain the characteristics of colonial culture.

3.C.1 identify the first legislative body in the 13 Colonies

3.C.2 explain the goal of the Puritan church in America

3.C.3 discuss the development of the colony of Pennsylvania

3.C.4 understand that the "thinkers" during the Age of Enlightenment stressed the power of human reason

3.C.5 explain the Great Awakening

3.C.6 describe the role tobacco played in the economy of Jamestown and the colony of Virginia

3.D. The student will distinguish the causes and effects of the American Revolution

3.D.1 explain the purpose of the Stamp Act of 1765 and its impact on the colonists

3.D.2 discuss the events leading up to the Boston Tea Party and the reaction of England to this event

3.D.3 describe the events leading up to the Battles of Lexington and Concord, including the main characters

3.D.4 discuss the events that gave rise to the drafting of the Declaration of Independence and give the date of its signing

3.D.5 explain the significance of the Battle of Saratoga

3.E. The student will point out the challenges confronting the government and its leaders in the early years of the Republic.

3.E.1 explain the events leading up to and the impact of Shays' Rebellion

3.E.2 describe the details of the Land Ordinance of 1785

3.E.3 name the city in which the Constitutional Convention took place

3.E.4 explain the issue that became the most divisive element at the Constitutional Convention

3.E.5 discuss the concerns of the Anti-federalists towards the new constitution

3.F. The student will explain the fundamentals of Jeffersonian and Jacksonian democracy.

3.F.1 explain the results and significance of *Marbury v Madison*

3.F.2 discuss the goal of the Lewis and Clark expedition

3.F.3 name the first presidential candidate of the Democratic Party

3.F.4 describe the basic aspects of the "Spoils System"

3.F.5 discuss the events that led to the "Trail of Tears"

3.G. The student will recognize the significance of the Industrial Revolution to American development.

3.G.1 name and give the significance of the "revolutions" in agriculture, industry, and transportation during the early 19th century

3.G.2 explain the significance of the Lowell factories and their products on the economy of the United States

3.G.3 discuss the reasons Irish immigration increased during the early 19th century

3.G.4 describe the impact the Industrial Revolution had on the cost and availability of consumer goods.

3.H. The student will understand how political, economic, and social factors led to the growth of sectionalism and the Civil War.

3.H.1 explain the concept of "paternalism" as it applied to white southern society and slavery

3.H.2 explain the differing views on how to deal with the slavery issue in the territory gained from Mexico

3.H.3 discuss the opinion of the Free Soilers towards slavery in the new territories gained by the United States after the war with Mexico

3.H.4 give the definition of "popular sovereignty" as it applied to the slavery issue

3.H.5 explain the details of the Missouri Compromise

3.H.6 discuss the Dred Scott decision and its impact on the Missouri compromise

3.I. The student will describe the course of the Civil War and identify its outcomes.

3.I.1 name the first state to secede in 1860

3.I.2 list the major northern advantages and disadvantages in the Civil War

3.I.3 list the major southern advantages and disadvantages in the Civil War

3.I.4 give the main reason for the high casualty rate during the Civil War

3.I.5 explain the purpose of the Emancipation Proclamation

3.J. The student will analyze the effects of Reconstruction on the political, economic, and social life of the nation.

3.J.1 explain the legacy of Reconstruction for most African Americans

3.J.2 discuss the "Black Codes" or "Jim Crow" laws and their impact on the lives of the Blacks living in the South

3.J.3 explain the significance of Plessy v Ferguson

3.J.4 describe the outcome of the election of 1876 and the Compromise of 1877

3.J.5 discuss the major accomplishments of Reconstruction

3.K. The student will be able to define specific terms as they apply to a certain point in U.S. History.

3.K.1 New World

3.K.2 agriculture

3.K.3 predestination

3.K.4 conquistador

3.K.5 proprietor

3.K.6 legacy

3.K.7 awakening

3.K.8 succession

3.K.9 intolerable

3.K.10 theaters of operation

3.K.11 olive branch

3.K.12 diplomat

3.K.13 republic

3.K.14 suffrage

3.K.15 ordinance

3.K.16 partisan

3.K.17 capitol

3.K.18 annexing

3.K.19 intrastate

3.K.20 infrastructure

3.K.21 abstinence

3.K.22 manifest destiny

3.K.23 federalism

3.K.24 Bill of Rights

3.K.25 nullify

3.K.26 nationalism

3.K.27 protestant

3.K.28 representation

3.K.29 enumerated

3.K.30 secession

3.K.31 rendezvous

3.K.32 nativism

3.K.33 specie

3.K.34 anarchy

3.K.35 tenant

3.K.36 emancipation

3.K.37 confiscate

3.K.38 unanimous

3.K.39 refugee

3.K.40 transcontinental

3.K.41 reconstruct

3.K.42 transcendentalism

3.K.43 socialism

3.K.44 enlightened

**POST TEST
U. S. HISTORY I**

(Version 4: December 7, 2012)

The Art of History

1. The basic foundation of “doing” history is:
A. value. C. evidence.
B. Interpretation. D. good hunches. C

2. Historiography can best be defined as...
A. the study of the techniques of historical research and writing.
B. The field of historical study that concentrates on Europe. A
C. The science of identifying ancient bones and fossils.
D. The use of computerized data to develop new historical information.

3. A collection of letters written during the Civil War is an example of a _____ source.
A. Primary A
B. Secondary
C. Teritary

4. Which of the following would be classified as a secondary source?
A. a book about the Civil War written in 2012 A
B. a diary written during the Civil War
C. a group of letters between a husband and wife written during the Civil War
D. a newspaper article about a Civil War battle written during the Civil War

5. Prehistory is what happened...
A. before the birth of Christ. C
B. after the birth of Alexander the Great.
C. before writing.
D. after writing.

6. History can best be defined as...
A. the story of the kings and queens of Europe. B
B. the written account of mankind’s actions in the past.
C. the pre-human skeletons collected from Africa.
D. the study of scientific experiments.

Native American Culture

7. The First Americans, who were ancestors of Native Americans, migrated to the New World about fifty to ten thousand years ago from what region of the world?
- A. Mesopotamia C. Europe D
B. Palestine D. Siberia
8. What has been called “the Columbia Exchange”?
- A. the spread of Christianity among the Indians B
B. the spread of plants and animals throughout America and Europe
C. the transfer of gold from America and Europe
D. the spread of military weapons to America
9. What allowed early Americans to start permanent villages?
- A. trade C. farming C
B. better building techniques D. better hunting practices
10. Property rights among the Indians were held
- A. as a tribe. C. privately by individuals. A
B. by the chief only. D. by paying for it.
11. The histories and religious beliefs of most early American people have been preserved in
- A. oral traditions. C. European records. A
B. written documents. D. government statutes.

European Exploration and Contact

12. Martin Luther emphasized the doctrine of
- A. Salvation through faith. C. Predestination. A

- B. Salvation through works. D. Apostolic succession.
13. Lord Baltimore intended for Maryland to be a
- A. Protestant stronghold. C. Slave Trading Center. D
- B. Tobacco Trading Center. D. Refuge for Catholics.
14. What person sailing for Spain, became obsessed with the idea of sailing west across the Atlantic Ocean to reach China and Asia in 1492?
- A. Da Gama C. Columbus C
- B. Cabot D. La Salle
15. Which one of these is NOT a reason the Europeans conquered and explored the Western Hemisphere?
- A. They were fleeing Europe because there was a massive climate change.
- B. There was religious competition and strife in Europe. A
- C. They had the technology to do so.
- D. They were in political competition with one another.

Colonial Culture

16. What was the House of Burgesses?
- A. a large trading center in Virginia
- B. the home of the Colonial Governor C
- C. the first legislative body in English America
- D. the New England Courthouse
17. Which religious group insisted that the Church of England could be reformed in America?
- A. the Lutherans C. the Quakers B
- B. the Puritans D. the Huguenots

18. Which colony was to be a “Holy Experiment” of the Quakers?
 A. Pennsylvania C. Maryland A
 B. New York D. Georgia
19. Thinkers during the Age of Enlightenment stressed
 A. Religious Revelation. C. Faith in God. B
 B. the power of human reason. D. obedience to the Church.
20. The Great Awakening referred to a renewed interest in
 A. classical thought. C. religion and spirituality. C
 B. self-government. D. Enlightenment thought.
21. What was the one crop that attributed to the success of the new settlement of Jamestown, Virginia, during the colonial period?
 A. sugar C. tobacco C
 B. cotton D. spices

American Revolution

22. The Stamp Act of 1765
 A. established a royal postal service between the American colonies and England.
 B. required colonists to pay taxes on all printed documents.
 C. replaced the Sugar Act of 1764. B
 D. added little new revenue to England.
23. Parliament responded to the Boston Tea Party by
 A. threatening to launch a war against the Massachusetts militia.
 B. passing the Coercive/Intolerable Acts. B

- C. reducing the geographic size of the colony.
 - D. passing the Declaratory Act.
24. The first shots of the Revolutionary War were fired at:
- A. Breed's Hill.
 - B. Savannah. D
 - C. Saratoga.
 - D. Lexington.
25. The document signed on July 4, 1776:
- A. Declaration of Independence.
 - B. Declaration of the United Nations. A
 - C. Declaration of Sentiments.
 - D. Declaration of Rights of Men.
26. The battle at Saratoga:
- A. ended the Revolutionary War.
 - B. was a disastrous defeat for the Continental Army. D
 - C. extended the length of the war by 10 years.
 - D. convinced the French to enter the war on the American side.

Early Years of the Republic

27. This event, which focused on closing down the court system in Massachusetts because it was the legal instrument of foreclosure on debts and farms, added urgency to the movement to produce a new national constitution.
- A. Boston Tea Party C. Treaty of Paris (1783) D
 - B. Coercive Acts D. Shay's Rebellion

28. The Land Ordinance of 1785
- A. created a system for surveying and selling the western lands.
 - B. regulated relations between the new states and the Indian tribes. A
 - C. provided a way for avoiding future conflicts with Great Britain.
 - D. ceded Federal lands to railroad companies.
29. The Constitutional Convention took place in the city of
- A. New York. C
 - B. Annapolis. D. Washington.
 - C. Philadelphia.
 - D. Washington.
30. Which of the following problems became the divisive element at the Constitutional Convention?
- A. who would appoint the justices of the Supreme Court B
 - B. how each state would be represented in the legislature
 - C. who would be elected President of the United States
 - D. whether or not the new government would be given the power to tax
31. Many Anti-federalists were concerned that the original draft of the Constitution did not
- A. make attempts to end slavery. B
 - B. include a bill of rights.
 - C. provide specific language about judicial review.
 - D. create a bicameral national legislature.

Jeffersonian and Jacksonian Democracy

32. Supreme Court case that established judicial review:
- A. *Gibbons v. Ogden.* B
 - C. *Fletcher v. Peck.*

B. *Marbury v. Madison.* D. *McCulloch v. Maryland.*

33. The two men Jefferson picked to lead an expedition to explore the Louisiana Purchase:

- A. Gibbons and Ogden. C. Lewis and Clark. C
B. Marbury and Madison. D. Clay and Calhoun.

34. The first presidential candidate of the Democratic Party was

- A. Henry Clay. C. Andrew Jackson. C
B. John C. Calhoun. D. James Monroe.

35. The “spoils system” refers to

- A. making illegal payoffs to political supporters.
B. giving away land taken from Indians to white settlers. D
C. the destruction of land by overly aggressive settlement.
D. giving out jobs as political rewards.

36. The “Trail of Tears” taken by the Cherokees led them to the area that later became:

- A. Texas. C. Missouri.
B. Oklahoma. D. New Mexico. B

Industrial Revolution

37. During the early 19th century, there were “revolutions” in

- A. agriculture. C. transportation. D
B. industry. D. all of the above.
E. none of the above.

38. The Lowell factories, among the first true American factories, produced:

- A. textiles. C. wagons. A

B. furniture. D. telegraph equipment.

39. Irish immigrants were encouraged to come to America because

- A. few were turned back when they arrived. D
- B. there was a potato famine in Ireland.
- C. the passage across the Atlantic was cheap.
- D. all of the above.

40. The Industrial Revolution in America resulted in

- A. a decrease of population in the country. C
- B. a decrease in the middle class.
- C. production of more consumer goods.
- D. an increase in the importation of European goods.

Political and Economic Factors That Led to Sectionalism and Civil War

41. White southern society embraced the idea of paternalism. Paternalism in this context means that

- A. they were in favor of free trade. B
- B. slaves needed to be taken care of as though they were children.
- C. slaves only understood farming and would never learn manufacturing.
- D. slaves needed to be whipped to keep them in line.

42. Which of the following was NOT one of the views on how to deal with slavery in the territory gained from Mexico after the Mexican American War?

- A. popular sovereignty C
- B. extend the Missouri Compromise line on to the Pacific
- C. let the slaves decide the issue
- D. prohibit slavery in the new territories

43. The Free Soilers argued that the new territories should
- A. be free of slavery.
 - B. be half-slave, half-free. A
 - C. be open to slavery.
 - D. have slavery until the year 1900, then free.
44. Popular Sovereignty refers to the idea that the citizens of a territory should be allowed to vote upon the slavery issue.
- A. True A
 - B. False
45. The Missouri Compromise (1820)
- A. allowed for the admission of Texas as a state.
 - B. opened California to settlement. D
 - C. forbade slavery in Missouri.
 - D. outlawed slavery north of 36 degrees 30 minutes north latitude (southern boundary of Missouri).
46. The Dred Scott decision
- A. ruled in favor of Mr. Scott and declared him free.
 - B. said that Mr. Scott was free but had to live in Africa. C
 - C. said that Mr. Scott was still a slave, the Missouri Compromise was unconstitutional, and Congress had no power to prohibit slavery in any territory.
 - D. said that Mr. Scott was still a slave, but that popular sovereignty was the legal way to solve the slavery issue.

Civil War

47. The first state to secede from the Union in 1860:
- A. Texas.
 - B. Virginia.
 - C. North Carolina.
 - D. South Carolina.
48. Which of the following was NOT an advantage of the North in the Civil War?
- A. It was fighting a defensive war on its home ground.
 - B. It had a larger population.
 - C. It had greater industrial strength than the South.
 - D. It had superior political leadership.
49. Which of the following WAS an advantage of the South in the Civil War?
- A. It was fighting a defensive war on its home ground.
 - B. It had a larger population.
 - C. It had greater industrial strength than the North.
 - D. It had superior political leadership.
50. The reason for the high casualty rate during the Civil War was
- A. the new, higher level of technology and the use of old tactics.
 - B. the use of tactics that had been taught by the Spanish.
 - C. the use of the airplane on the battlefield.
 - D. the invention of the flame-thrower.
51. The Emancipation Proclamation of 1862
- A. freed slaves in the Confederate areas of the U.S.
 - B. forced the federal government to pay for building bridges and roads.
 - C. set up the Supreme Court precedent of judicial review.
 - D. led France to grant diplomatic recognition to the Confederacy.

Reconstruction

52. The legacy (lasting result of) of Reconstruction for most African Americans was
- A. full equality with the white society.
 - B. poverty and discrimination. B
 - C. land ownership for the first time, for all of them.
 - D. economic security.
53. The “Black Codes” that enforced segregation in the South--separate drinking fountains, entrances, spaces in public places, were called
- A. Jim Crow laws.
 - B. Scalawag laws.
 - C. Plessy laws. A
 - D. Tilden laws.
54. *Plessy vs. Ferguson* is considered an important case because
- A. it established the “separate but equal rule.” A
 - B. it outlawed the poll tax for voting.
 - C. it supported the right of black males to vote.
 - D. it supported the right of Freedmen to have schools.
55. The main result of the Election of 1876 and the Compromise of 1877 was
- A. an official end to the Civil War.
 - B. acceptance of the southerners to the concept of integration. D
 - C. Samuel B. Tilden’s election as President of the United States.
 - D. the end of Reconstruction.
56. Reconstruction did all of the following EXCEPT:
- A. allow Freedmen to be educated.
 - B. restore the South to the Union. C
 - C. do away with Jim Crow laws.
 - D. promote the passage of the 13th, 14th and 15th amendments.

Additional Definition Questions

57. The term "New World" means
- A. a previously unknown land mass and its peoples that were "discovered" by European explorers. A
 - B. growing land that accumulates from sediment in river deltas such as the Nile Delta.
 - C. Colonial possessions owned by the major European powers such as England and France.
 - D. Chinese islands that come to the surface after earthquakes or volcanic activity.
58. Agriculture can best be defined as
- A. Mining.
 - B. Farming. B
 - C. Ranching.
 - D. Hunting fresh meat and gathering berries and nuts.
59. "Predestination" is a term used by John Calvin to mean
- A. that every Christian could go directly to God by means of prayer.
 - B. that all humans needed was the ability to read and a copy of the Bible to discover the "truth." D
 - C. That during the communion service the wine actually becomes the blood of Christ.
 - D. That God knew whether a person was destined for Heaven or Hell even before that person was born.
60. A "conquistador" is a
- A. form of land grant system used by the Spanish.
 - B. type of boat design used by the earliest European explorers. C
 - C. a person (usually Spanish) who discovers new territories and conquers them for his king.
 - D. a European prime minister.
61. A "proprietor" is
- A. a person who owns a property, business, or other entity.
 - B. a person who rents a store or leases a country from another person. A

66. When discussing wars, “theaters of operation” are often mentioned. What is a “theater” in this context?
- A. a public place where people pay to watch the entertainment. B
 - B. any place where events take place, such as the “Eastern Theater” in World War I
 - C. a course of treatment for an illness
 - D. a topic, or unifying theme of a larger written work
67. To “extend the Olive Branch” means that
- A. it is time to harvest the grapes or olives in Mediterranean countries. D
 - B. a person has gone to a great deal of trouble to explain a problem.
 - C. a country is unable to pay its bills and is going to be taken over by another country.
 - D. In a pre-war situation, one country seeks to make peace with its rival.
68. Benjamin Franklin became America’s first foreign diplomat. What is a “diplomat”?
- A. Supreme Court Justice
 - B. presidential cabinet member C
 - C. a representative of a government who represents his country in negotiations with another country
 - D. a salesman who makes trade agreements with other countries for American-made goods
69. One form of government is a “republic.” What is a “republic”?
- A. a government ruled by a king C
 - B. a government in which the military rules through their top official
 - C. A government in which the “people” rule through elected representatives
 - D. a government in which there is no “head” – decisions are made by a committee
70. “Suffrage” means that
- A. citizens of a country can vote in elections.
 - B. only women who own property can vote in any elections. A
 - C. all elections’ results will be screened by the Supreme Court.
 - D. married men experience “suffering’ through a loss of freedom after marriage.
71. In United States History we speak of “ordinances” such as the Ordinance of 1784. What is an ordinance?
- A. a pioneering trail that led from civilized portions of the country to “frontier” Areas B
 - B. a governmental law, statute, or regulation
 - C. a form of transportation such as canals, steamboats, or railroads
 - D. a speech given by the President outlining the program he/she intends to follow while in office.
72. We often speak of “partisan” politics. What does the word “partisan” mean?

- A. a person of the lowest social class
 - B. a geometric figure having five lines
 - C. a person who strongly supports one side of a debate – often in an emotional way
 - D. a class of word used to call attention to a phrase
73. The building in Washington, D.C., where Congress conducts business is called the ____ building.
- A. Capital
 - B. Capitol
 - C. Capitle
 - D. Kapetol
74. America, from time to time, considers annexing additional territory. What is meant by “annexing”?
- A. to add something to the existing country’s mass
 - B. to call attention to a condition that existed before
 - C. to cut that part out of the whole – for instance, to cut California out of the United States
 - D. to go to war with another country to steal part of their territory
75. Which of the following statements most accurately defines the word, “intrastate”?
- A. something that happens between, or among states – as in, the intrastate highway
 - B. something that happens within the boundaries of a single state - such as, all the state’s bridges
 - C. something that happens within a single person’s mind – such as, a thought
 - D. something that is complex, difficult to deal with
76. The word, “infrastructure” is used to describe
- A. roads, schools, power plants, etc., which are the basic installations and facilities that allow communities to grow and expand.
 - B. to enrage, or cause someone to become very angry.
 - C. one of the invisible rays of the spectrum that lie just beyond the red end of the scope.
 - D. to bring into practice or use.
77. “Abstinence” means
- A. being confused, absent minded.
 - B. something that has been removed from the whole, such as to abstract a novel to give a summary paragraph for publication.
 - C. voluntarily doing without food, drink, or other pleasures.
 - D. a person who is away from their work or home at a given time.
78. “Manifest Destiny” is a term used in our chapter on the West. What does the word

“manifest” mean?

- A. evident, obvious, clear, or plain A
- B. something “hidden” in an effort to trick, or confuse someone else
- C. an instrument used to measure the pressure of oil and/or gas underground
- D. a clear design laid out by the American Congress

79. The U.S. Constitution created a new system of government known as “Federalism.” What is the meaning of “Federalism”?

- A. the sharing/distribution of powers between the national government and the States
- B. authority controlled by a confederation of states A
- C. strict rule in which the judgment of the people has little or no involvement in the Government
- D. a number of nation states in compact with each other

80. A “Bill of Rights” was later added to the U.S. Constitution. What is a “Bill of Rights”?

- A. a document transferring title in personal property from seller to buyer
- B. a written order to pay a specified sum to a specified person C
- C. a written summary of guaranteed freedoms and liberties of the people
- D. an act of the legislature finding a person guilty of treason or felony

81. Before the American Civil War, the Southern states attempted to “nullify” federal law. What does “nullify” mean?

- A. to make legally void or to reject
- B. to uphold to the letter of the law A
- C. to give credit or authority to
- D. to impose and collect by force

82. James Madison and Alexander Hamilton were strong supporters of “nationalism” in the Federalist Papers. What does “nationalism” mean?
- A. those who support the interest of the state C
 - B. those advocating independence
 - C. those advocating loyalty and devotion to a nation and its interests.
 - D. those advocating a planned economy controlled by the states
83. Many “Protestants” came to the New World for freedom. Who were the “Protestants”?
- A. those supporters of mercantilism and economic change
 - B. those suffering political persecution by military governments D
 - C. those engaged in manufacturing as a business
 - D. those supporters of religious reform separate from the Catholic Church
84. The U.S. Constitution contained a compromise between the large and small states over “representation.” What is the meaning of “representation”?
- A. a body of persons who act or stand on behalf of others especially through delegated authority
 - B. those who assume absolute control without the free consent of the people
 - C. those invested with supreme authority and royalty A
 - D. those in control that grant neither recognition nor tolerance to parties of differing opinions
85. Colonial trade was regulated for the benefit of England and its control of “enumerated” goods. What is the meaning of “enumerated”?
- A. to manage or assume responsibility for a business
 - B. to specify one after another or to list certain items B
 - C. to commit in trust the operations of government
 - D. to separate from religious or spiritual connections

86. When Abraham Lincoln was elected in 1860, the Southern states justified the use of “secession.” What is the meaning of “secession”?
- A. the formal uniting together of regions C
 - B. the debate about Congressional procedures
 - C. the formal withdrawal from an organization or group
 - D. the debate about territorial expansion
87. The word “rendezvous” is usually associated with mountain men in the western Rockies and with the Indians. What is the meaning of “rendezvous”?
- A. the act of making amends as for loss or wrong B
 - B. a place appointed for assembling or meeting
 - C. the process of making new laws
 - D. the act of waging indiscriminate killing of human beings
88. The Know-Nothing party of the 1850s were supporters of “nativism.” What is the meaning of “nativism”?
- A. a policy of favoring existing citizens over immigrants A
 - B. a policy to protect the interests of immigrants
 - C. a policy to favor political reforms
 - D. a policy of supporting Native American interests
89. In 1836, President Andrew Jackson issued the “specie circular order” for public lands. What is the meaning of “specie”?
- A. auction of land to the highest bidder D
 - B. the surveying and plotting of land
 - C. areas reserved to protect certain animals
 - D. money in coins of the same form or kind
90. An incident known as Shay’s rebellion in 1786 caused many Americans to believe the country was going through a period of “anarchy.” What is the meaning of “anarchy”?

- A. a state of lawlessness or political disorder A
- B. a state of harmony among people
- C. a state of extreme warfare
- D. a state of economic stability
91. During Reconstruction, many freedmen became “tenant” farmers. What is the meaning of “tenant”?
- A. a family who receives land from a public auction
- B. a family who directly owns the land D
- C. government land given to farmers
- D. one who rents or leases from a landlord
92. President Abraham Lincoln issued the Emancipation Proclamation in January 1863. What is the meaning of “emancipation”?
- A. to use as a new policy of servitude C
- B. to grant pardon for offenses against the government
- C. to free from restraint, bondage, or control over
- D. to prohibit the movement of citizens from the South to the North
93. During Reconstruction, the Freedmen’s Bureau began a program to rent “confiscated” or abandoned land to freedmen. What is the meaning of “confiscate”?
- A. to seize as forfeited to the public domain A
- B. to acquire land title from the owner
- C. to inherit land from older family members
- D. to pay for the land use by the government
94. Amendments to the Articles of Confederation government required “unanimous” support by the states. What is the meaning of “unanimous”?
- A. not having a known answer to a disputed law
- B. being in partial support of the policy D

- C. allow the states to filibuster new policies
 - D. being in complete accord or agreement
95. The American Civil War left the South devastated and created many “refugees.” What is the meaning of “refugees”?
- A. those people killed during the war
 - B. those individuals drafted into the military C
 - C. those people who flee for shelter or safety
 - D. those individuals who are tried for treason and imprisoned.
96. Congress encouraged railroad companies to support the building of a “transcontinental” railroad. What is the meaning of “transcontinental” railroad. What is the meaning of “transcontinental”?
- A. the constructing of new bridges across lakes and rivers
 - B. the granting of eminent domain for short lines connecting eastern cities C
 - C. the passing or extending across a mainland
 - D. the constructing of new lines to transport farm goods to markets
97. After the American Civil War, the South needed a new policy to “reconstruct” itself. What is the meaning of “reconstruct”?
- A. to make a preliminary examination of their holdings
 - B. to rebuild or make over again B
 - C. to divide or subdivide into branches or subdivisions
 - D. to set right many past wrongs
98. Ralph Waldo Emerson and Nathaniel Hawthorne were noted for a philosophical and literary movement called “transcendentalism.” What is the meaning of “transcendentalism”?
- A. a belief based on tradition and social stability and stressing established Institutions B
 - B. a belief in the divinity of individuals and nature
 - C. a belief in a religious reawakening and revivalism

D. a belief that all government interferes with individual liberty and should be abolished

99. A radical movement of European origin that came to America during the Jacksonian period was Utopian Socialism. What is the meaning of "socialism"?

A. a number of states or persons in compact or league with each other

B. a system of labor relations emphasizing management responsibility for employee well-being

C. based on common and equal ownership of property C

D. based on the holding of lands in the estate and the resulting relations between lord and vassal

100. New ideas of governmental forms, freedoms, and the roles of social institutions such as religion resulted from the Enlightenment Movement in Europe. What is meant by the term "enlightened"?

A. to enroll for service in the military for an extended time period

B. to catch in or entangle D

C. to give or assign as security for a debt

D. to make the facts clear, to free from ignorance, superstition, and prejudice

Syllabus: US HISTORY I

Course Number: HIST 1301

Semester & Year: Fall 2013

Instructor Information

Name: Doug Saffel

Office: L

Telephone: 903.823.3228

E-mail: doug.saffel@texarkanacollege.edu

Office Hours: Mon/Wed 11-12:30; Tue/Thu 9:30 – 12; Fri 8 – 10

Textbook Information

HIST Volume 1, 2nd Edition by Kevin M. Schultz ISBN-13: 9781111347611



Student Learning Outcomes for the Course

Learning Outcome #1: The student will describe major developments in Native American culture.

Learning Outcome #2: The student will identify reasons for European exploration and contact.

Learning Outcome #3: The student will explain the characteristics of colonial culture.

Learning Outcome #4: The student will distinguish the causes and effects of the American Revolution.

Learning Outcome #5: The student will point out the challenges confronting the government and its leaders in the early years of the Republic.

Learning Outcome #6: The student will explain the fundamentals of Jeffersonian and Jacksonian democracy.

Learning Outcome #7: The student will recognize the significance of the Industrial Revolution to American development.

Learning Outcome #8: The student will understand how political, economic, and social factors led to the growth of sectionalism and the Civil War.

Learning Outcome #9: The student will describe the course of the Civil war and identify its outcomes.

Learning Outcome #10: The student will analyze the effects of Reconstruction on the political, economic, and social life of the nation.

Learning Outcome #11: The student will be able to define specific terms as they apply to a certain point in U.S. History.

THECB Skill Objectives

1. Critical Thinking Skills: include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

2. Communication Skills: include effective development, interpretation and expression of ideas through written, oral and visual communication

3. Social Responsibility: include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

4. Personal Responsibility: include the ability to connect choices, actions and consequences to ethical decision-making

Student Assessment

Student assignments are worth a total of 600 points, broken down in the following:

A. **5 exams** worth 100 points each (exams are essay tests designed to test your knowledge from readings, lectures, class activities, and video assignments) and **one FINAL EXAM** worth 50 points (multiple choice). You will need a Bluebook for each unit exam and a scantron for the final. See class schedule for testing dates.

B. One **research assignment** (specifics given in class) worth 50 points. This research project will test your ability to research, analyze, synthesize, and comprehend a specific topic relating to United States history. This assignment is due at mid-term.

If you miss *an exam or other assignment* due date FOR ANY REASON, you must submit a Valid Excuse Form (copies are located in the classroom and at my office door) for any chance of making up the assignment. If you submit no form to me within two weeks of your return, you will be given a zero for the missed assignment. I **do not** allow students to retake exams *or give extra credit work*.

Grading Scale

Grading scale:

540-600=A

480-539=B

420-479=C

360-419=D

Below 360=F

Class Schedule

In the time allowed it is impossible to cover everything of importance in U.S. History for this period. However, in my judgment, the following topics stand out and will be closely examined: 1) Exploration, Contact and Settlement; 2) Expansion and Revolution; 3) The New Government;

Jeffersonian Democracy; Market Revolution ; 4) Jacksonian Democracy; Regional America and the West; 5) Impending Crisis; Civil War and Reconstruction.

Because of the brevity of the assigned text, you are expected to read **and know generally** the assigned chapters because many of the details will not be addressed directly in class. No reason exists for me to tell you what is in the assigned reading. Also, because we are part of a media culture, various films, documentaries and movie clips will accompany our course study. Here, we are not merely watching for information, but also working on our critical analysis and discernment skills. Realize that missed videos and assignments are difficult if not impossible to make up.

Also, we will participate in various writing and analysis workshops. These will hopefully strengthen skills as well as help prepare you for the tests. The workshops are difficult to make up as well.

Schedule is subject to revision. Changes will be announced in class.

US HISTORY I: T-TH 8 – 9:20

MONTH	DAY/Date	TOPIC ADDRESSED and ASSIGNMENTS

August	T – 27	Course Introduction; What is History? Read Chapter 1
	TH – 29	Three Societies Lecture; Read Chapter 2
September	T – 3	<i>Mapping Initial Encounters</i> Video; Exploration and Settlement Lecture
	TH – 5	Exploration and Settlement Lecture cont.; Read Chapters 3 and 4
	T – 10	Writing Workshop and Collaborative
	TH – 12	The Colonies Lecture
	T – 17	The Colonies Lecture part II; <i>Colonial Designs</i> Video; Research Assignment given
	TH – 19	Unit 1 TEST ; Read 5 and 6
	T – 24	<i>Revolution</i> Video; Read Chapter 7
	TH – 26	American Revolution Lecture;
October	T – 1	American Revolution Lecture Part II; <i>Constitutional Convention</i> Video
	TH – 3	The Constitution Lecture
	T – 8	Unit TEST 2 ; Read 8 and 9
	TH – 10	Washington and Adams Lecture
	T – 15	Research Assignment Due ; Jefferson Lecture; Read 10
	TH - 17	<i>Lewis and Clark: Great Journey West</i>
	T- 22	<i>The War of 1812</i> Video
	TH – 24	Market Revolution Lecture
	T – 29	Unit 3 TEST ; Read 11
	TH – 31	Jackson, Nullification, Bank War, Trail of Tears, & Panic of 1837 Lecture
November	T – 5	<i>The West: Trails</i> Video; Read Chapter 12 and 13
	TH – 7	Westward Expansion and the Mexican American War Lecture
	T – 12	Unit TEST 4 ; Read Chapter 14
	TH – 14	Timeline and Study Groups; The Impending Crisis Lecture; Read Chapter 15
	T – 19	<i>Civil War Journal</i> Video
	TH - 21	<i>Civil War Journal</i> Video continued (last day to drop on 22nd)
	25-29	THANKSGIVING BREAK

December	T-3	The Civil War Lecture; Read Chapter 16
	TH-5	Reconstruction Lecture
	T-10	Unit TEST 5
	T-17	FINALS WEEK

Friday, November 15, 2013, is the last day to drop.

Attendance Policy

Texarkana College's absentee policy allows instructors to withdraw a student from a course due to excessive absences. If a student leaves and returns during class or leaves the class before the class is over, he/she **may** be considered absent. Three tardies constitute one absence.

Faculty members **are not** obligated to provide opportunities for students to make-up missed assignments and tests as a result of a student's absence from class.

Attendance will be taken at the beginning of the class every day. A verbal roll call will be conducted. If a student is late and missed call, it is his/her responsibility to notify me. A student is allowed a maximum of 4 absences (which constitutes 2 class-weeks) of the course. Any more than 4 absences may result in the student being dropped by the instructor.

A student should not stop attending a class without formally withdrawing from the course by the institution's published *Last Day for Students to Drop*. If a student stops attending class after the published Last Day for Students to Drop, the student **may** receive a grade of "F" in the class. The instructor will submit the last date of attendance for students receiving a grade of "F" or "W".

Withdrawal from a course(s) **may** affect a student's current or future financial aid eligibility. Students should consult the Financial Aid Office to learn both short and long term consequences of a withdrawal.

Excused Absences

A student's absence due to school trips and/or school business will not be counted against a student's allowable number of absences. Military duty and absences for Holy Days (FBD LEGAL) are covered in a separate section of the catalog and the student handbook. These are the only excused absences that are considered by Texarkana College. Responsibility for work missed for any absence is placed on the student. Instructors are required to allow students to make up work missed if the absence is due to military duty or religious holy days when students follow the correct notification procedures.

Make-up Policy

As stated in the Student Assessment section above, if you miss ***an exam or other assignment*** due date FOR ANY REASON, you must submit a Valid Excuse Form (copies are located in the classroom and at my office door) for any chance of making up the assignment. If you submit no form to me within two weeks of your return, you will be given a zero for the missed assignment. I **do not** allow students to retake exams ***or give extra credit work*** so it is imperative that you take advantage of this opportunity if possible.

Academic Integrity Statement

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature will result in the student being dropped from the class with an "F".

This policy applies campus wide, including TC Testing Center, as well as off-campus classroom or lab sites, including dual credit campuses. This information can be found in the Student Handbook at <https://texarkanacollege.edu>.

Disability Act Statement:

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact Larry Andrews at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations that you might need for this class. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations.

Also:

- Please do not bring **food** to class with you. Do not sleep in class. The first time you do, I will ask you to leave for the day. The second time I will drop you.
- Please turn your cell phones off or silence them and put them in your pocket or purse. No cell phone should be out during class time. If you would like to use a computer/tablet to take notes, please discuss it with me first.

- You are ultimately responsible for yourself and expected to act as ***an adult in a professional environment***. A minor disciplinary infraction may lead to you being asked to leave. More than one minor infraction and any major infractions will result in your being dropped from the course.

I have read and understood the requirements of the syllabus. (Please sign, date, and return *this page only* to instructor by 2nd week of class. Thank you.

COURSE _____

NAME _____ DATE _____

Thanks,
D. SAFFEL