



## American History/HIS 104 Course Syllabus Spring 2018

### Instructor Information

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*Instructor:* Jenny Denton, M.Ed.

*Office:* Room 3

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*Office Hours:* Monday-Thursday 7:30-7:50 am; M-W lunch; by appointment

### Course Description

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American History/HIS 104 begins with the ramifications of Lincoln's assassination in 1865 and the attempts of the country to rebuild during Reconstruction. Instruction continues through the Gilded Age, 19<sup>th</sup> Century immigration waves, the segregated South, establishment of the West and the Native American experience, both World Wars, the Great Depression, and historical and social movements of the 50s, 60s, and 70s. Discussions of the presidencies of Reagan, Clinton, both Bushes, Obama, and Trump compare presidents and their policies. We finish with a focus on current events and America's position as a global leader.

### Course Objectives

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I want students to love America and its history while developing skills that will lead them to succeed academically and beyond. We focus our learning in three areas:

1. Critical thinking skills. Students have multiple opportunities to develop their original ideas through collaborative classroom projects and discussions.
2. Notetaking skills. Students learn to evaluate information from primary source documents, textbooks, in-class lectures and discussions, and online presentations. **These notes are used extensively in class and on tests.**
3. Writing skills. Students complete one research project (using MLA 8 format) during the semester, drawing heavily on their abilities to think and write. Students will also take several essay tests to improve their writing skills while incorporating information taken from their notes and classroom discussions.

### Course Resources

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- *America: A Narrative History, 10<sup>th</sup> Edition*, by George Brown Tindall and David E. Shi. Hard copies available in the classroom and online

presentations accessible online at the class website (version bound for high school use)

- *Readings for Scholars of American History: Semester 2*. Copies provided.

### Course Website

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All course assignments, class discussion summaries, and materials (including the online presentations) can be found on the class website, [www.youarethepeople.co](http://www.youarethepeople.co)

### Supplies

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Reliable daily access to the Internet at home is **required** for this course. In class each day, scholars must bring the following:

- *Readings for Scholars of American History: Semester 2* booklet
- Composition notebook, college or quad ruled, 100 pages
- Loose-leaf notebook paper
- Sticky notes, lined 4"x6"
- Pocket copy of *U.S. Constitution*
- Highlighter
- Pen or pencil

### Class Policies

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*Citizenship Points*: 1 citizenship point per day—earned through classroom behavior and dress code.

*Late/Absent Work*: Late work will **not** be accepted unless student is absent the day work is due. Work is due during first class period the student is present.

**Student** is responsible for missing assignments (available on class website), and he/she has one week to turn in assignments or retake tests. **This policy will be strictly enforced.**

*Cell Phone Policy*: There is a zero-tolerance policy for cell phones in class. Exceptions include if the student asks permission to photograph information on the board or enter assignment notes on a calendar. First time infraction will result in phone being taken away for the class period. A second infraction will result in the cell phone being given to Dr. Moore for student pickup. **This policy is strictly enforced.**

### Collaboration/Plagiarism

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Much of the work done in American History is done collaboratively, teaching students respect for others' opinions and how to work in groups. Collaboration can also help students learn better notetaking skills and increase their understanding of lecture material. However, research papers/projects, essay tests, and written exams **must** be a student's own original work. Copying written work and ideas from other sources (books, the Internet, parents, or other students) without a reference is prohibited. Plagiarism is taken very seriously in this classroom, and students caught plagiarizing will receive a 0 for the assignment and run the risk of

failing the entire course. Questions regarding plagiarism can be answered by Mrs. Denton or at <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism>

### Grading

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Grading scale follows guidelines found in the Heritage Academy Scholar Handbook.

Grades are based on the following points:

Assignments	% of Grade	Points
Collaborative Projects	~17%	225
Document Booklet—Notes/ President Bios	~14%	190
Essay Tests	~14%	175
Online Presentations—Notes and Assignments	~16%	200
Midterm Exam	~8%	100
Research Project	~16%	200
Final Exam	~12%	150
Citizenship	~3%	38
Total	100%	1278

Students will receive two homework passes which can be used to replace two online presentation assignments or one section of the document booklet. Students are responsible for all other assignments, projects, or tests. If student misses a collaborative project, arrangements must be made with Mrs. Denton to make up those points within a week of missing class. Otherwise, no points will be given.

### Special Needs

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Student 504 plans and IEP goals will be evaluated and addressed with any modifications or assistance a student may need to succeed. Parents/guardians are responsible for alerting the teacher of emergencies, chronic illness, or injury, and modifications or special arrangements will be made to complete coursework.



## American History Fall 2016

I, \_\_\_\_\_, have read the syllabus for spring semester's Honors American History course. I understand what supplies must be brought to class each day. I understand the late work policy—**NONE WILL BE ACCEPTED**. I understand that it is my responsibility to ask for assignments missed when absent.

I agree to Mrs. Denton's no-phone policy.

In addition, I also fully understand that the consequences of cheating on/plagiarizing any assignment will be a zero for that assignment with failing the course as a possibility.

Scholar's signature \_\_\_\_\_

Parent's signature \_\_\_\_\_

Date \_\_\_\_\_