

# Reedley College

## Proposed Course Modification

Course # / Title      History 12 / History of the United States since 1877

### CHECK OFF SHEET

**PRELIMINARY STEPS.** Do before completing Course Modification Form.

(EACH BOX SHOULD BE CHECKED AS COMPLETED BEFORE SUBMISSION.)

- X 1. Communicate with the Curriculum Chair regarding intent to modify an existing course outline (recommended, not required).
- X 2. List term for implementation of modifications:  
       Fall 2010       Spring \_\_\_\_\_       Summer \_\_\_\_\_
- X 3. Check one:  
Do not complete Fresno City College course alignment page if:  
      \_\_\_\_\_ No similar course or program at FCC.  
       Course currently in common with FCC course or accepted in lieu of and changes will not affect status.

Complete Fresno City College course alignment page if:

- \_\_\_\_\_ Course currently in common with FCC course or accepted in lieu of. Changes may affect status. Consult with counterparts at FCC and complete alignment page
- \_\_\_\_\_ Course not in common or accepted in lieu of but may be with proposed changes consult with FCC counterparts

- X 4. Changes sought in the following:

CSU General Education Code	Yes _____	No <u>XX</u>
Transfer Baccalaureate List	Yes _____	No <u>XX</u>

If yes to either, schedule an appointment with the Articulation Officer

- X 5. Changes sought in number of repeats for credit:

\_\_\_\_\_ Yes  
XX No

If yes, secure a **Course Repetition** form from the Curriculum Office.

### PROPOSED COURSE MODIFICATION FORM

- X Appropriate sections of Course Outline of Record completed.

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**FINAL** steps (Do after completing Course Outline of Record)

1. Signature Form. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.
2. Program Description. Course modification will change an existing program which is or will be described in the college catalogue.

\_\_\_\_\_ Yes      \_\_\_\_\_ No

If yes, complete **Program Description Form** before submitting modification.

3. Final Check. All items above have been completed and checked off before modification is submitted.

**Reedley College**  
**PROPOSED COURSE MODIFICATION**

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

**OUTLINE. Please fill in current existing course number, title, and units for course to be modified.**

Department History Course No. HIST-12  
 Course Title History of the United States since 1877 Units 3.0  
 Effective Date Fall 2010

**A. PROPOSED CHANGES.**  
(Indicate below all proposed changes to be made in the course outline.)

I. Cover Page

- |  |   |
|--|---|
| <input type="checkbox"/> 1. Course ID  | <input type="checkbox"/> 8. Classification (Degree applicable, Non-degree applicable, or Pre-collegiate Basic skills) |
| <input type="checkbox"/> 2. Course Title   | <input type="checkbox"/> 9. General Education Pattern, Graduation Requirement, and Major Category                     |
| <input type="checkbox"/> 3. Units  | <input type="checkbox"/> 10. General Education Pattern/Baccalaureate (CSU)  |
| <input type="checkbox"/> 4. Lecture/Lab Hours                                      | <input type="checkbox"/> 11. Repeatability  |
| <input type="checkbox"/> 5. Grading Basis  | <input type="checkbox"/> 12. Catalog Description  |
| <input type="checkbox"/> 6. Entrance Skills: Basic Skills Prerequisites/Advisories |   |
| <input type="checkbox"/> 7. Subject Prerequisites/Corequisites/Advisories          |   |

Other pages

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> II. Course Outcomes | <input type="checkbox"/> VI. Methods of Grading                             |
| <input type="checkbox"/> III. Course Objectives         | <input type="checkbox"/> VII. Levels of Educational Materials               |
| <input type="checkbox"/> IV. Course Content Outline     | <b>Additional Pages (optional depending on course)</b>                      |
| <input type="checkbox"/> V. Approved Readings           | <input type="checkbox"/> Request for Repeatability/Limitation on Enrollment |

**B. DESCRIPTION OF CHANGES AND MODIFICATIONS.**

ITEM NO.	CHANGED FROM	CHANGED TO	REASON
II. Course Outcomes	<p>Upon completion of this course, students will:</p> <p>A. apply knowledge of American political and governmental institutions to current political debates.</p> <p>B. describe the impact of America's rise as an industrial power on modern America and its role in the global economy.</p> <p>C. outline the trends and movements in American cultural, social, and intellectual life since 1865.</p> <p>D. relate the dynamics of America's changing social structure -- the experience of minority groups and the impact of immigration -- to American society at the beginning of the Twenty-first century.</p> <p>E. describe the causes and consequences of America's foreign policy and its wars in the late</p>	<p>Upon completion of this course, students will be able to:</p> <p>A. Identify the changing characteristics in American political and governmental institutions since 1877.</p> <p>B. Analyze the fundamental changes in the American economy since 1877.</p> <p>C. Identify the key trends and movements in American cultural, social, and intellectual life since 1877.</p> <p>D. Analyze the causes and consequences of America's foreign policy, wars, and rise to global prominence since 1877.</p> <p>E. Identify the contributions and changing roles of gender and ethnic groups in American</p>	<p>After two cycles of assessing student learning outcomes for History 11 (Fall 2008 and 2009) and one cycle for History 12 (Fall 2009), analysis indicated that the original course outcomes for both courses were too narrowly defined to measure. During the Spring 2010 duty day workshop, the members of the history department began redesigning the course outcomes to conform with current definitions introduced by the workshop facilitators, for the purpose of full implementation of our assessment plan. A number of outcomes were combined and broadened to better emphasize themes addressed in traditional history curricula. While this has reduced the overall number of course outcomes, it will allow the department to fully assess them beginning in the Fall 2010 term.</p>

	<p>nineteenth, twentieth, and twenty-first centuries.</p> <p>F. compare and contrast important political, social, and economic events and individuals from the American past with current trends in American society.</p>	<p>history since 1877.</p>	
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*(Additional sheets may be attached if necessary.)*

- C. **EXPLANATIONS.** If course modification results in changes in the program which will require use of the program description form, please give rationale.

**Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, also attach the new first page. If other pages of the outline are being modified, please attach the complete new outline.**

# SIGNATURE FORM

*Submission/Recommendation/Action*

Course Department and Number: History 12

Course Title: History of the United States since 1877

Effective Date: Fall 2010

1. Submitted By: R. Genera, D. Richardson, J. E. Libby Date: \_\_\_\_\_

2. Reviewed by Department: \_\_\_\_\_ Date: \_\_\_\_\_  
Department Chair's Signature  
Attach department recommendation. (optional)

3. Received/Reviewed by Dean of Instruction: \_\_\_\_\_ Date: \_\_\_\_\_  
Dean's Signature

4. Approved by Curriculum Committee on: \_\_\_\_\_  
Date

\_\_\_\_\_  
Curriculum Committee Chair Date

\_\_\_\_\_  
Vice President of Instruction Date

5. Reviewed by Articulation Officer: \_\_\_\_\_ Date: \_\_\_\_\_

CSU GE Code submitted for articulation: \_\_\_\_\_



## CREDIT COURSE OUTLINE

### I. COVER PAGE

(1)  
Course ID: HIST-12

(2)  
Course Title: History of the United States since 1877

(3)  
Units: 3.0

<p>(4) Lecture / Lab Hours:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Total Course Hours</td> <td style="width: 40%;"></td> </tr> <tr> <td style="padding-left: 20px;">Total Lec hours:</td> <td style="text-align: center; border: 1px solid black;">3</td> </tr> <tr> <td style="padding-left: 20px;">Total Lab hours:</td> <td style="border: 1px solid black;"></td> </tr> </table> <p>Lec will generate _____ hour(s) outside work          Lab will generate _____ hour(s) outside work.</p>	Total Course Hours		Total Lec hours:	3	Total Lab hours:		<p>(8) Classification:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Degree applicable:</td> <td style="text-align: center; border: 1px solid black;">x</td> </tr> <tr> <td>Non-degree applicable:</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td>Pre-collegiate basic skills:</td> <td style="border: 1px solid black;"></td> </tr> </table>	Degree applicable:	x	Non-degree applicable:		Pre-collegiate basic skills:	
Total Course Hours													
Total Lec hours:	3												
Total Lab hours:													
Degree applicable:	x												
Non-degree applicable:													
Pre-collegiate basic skills:													
<p>(5) Grading Basis:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Grading scale only</td> <td style="border: 1px solid black;"></td> </tr> <tr> <td>Pass/No Pass option</td> <td style="text-align: center; border: 1px solid black;">x</td> </tr> <tr> <td>Pass/No Pass only</td> <td style="border: 1px solid black;"></td> </tr> </table>	Grading scale only		Pass/No Pass option	x	Pass/No Pass only		<p>(9) RC Fulfills AS/AA degree requirement: (area)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">General education category:</td> <td style="text-align: center; border: 1px solid black;">B 2</td> </tr> <tr> <td>Major: _____</td> <td style="text-align: center;">Social Science</td> </tr> </table>	General education category:	B 2	Major: _____	Social Science		
Grading scale only													
Pass/No Pass option	x												
Pass/No Pass only													
General education category:	B 2												
Major: _____	Social Science												
<p>(6) Basic Skills Prerequisites:</p> <p>Basic Skills Advisories: Eligibility for ENGL 125 and ENGL 126</p>	<p>(10) CSU: Baccalaureate: Yes</p> <p>(11) Repeatable: (A course may be repeated three times) 0</p> <p style="text-align: center; background-color: #f2f2f2;">For Office Use Only</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">New</td> <td style="width: 15%;"></td> <td style="width: 15%;">Mod</td> <td style="width: 15%;"></td> <td style="width: 40%;">Effective Date:</td> </tr> </table>	New		Mod		Effective Date:							
New		Mod		Effective Date:									
<p>(7) Subject Prerequisites (requires C grade or better):</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">SAM Priority:</td> <td style="width: 40%;">DATATEL ID:</td> </tr> <tr> <td>Unit Code:</td> <td>TOPS Code:</td> </tr> <tr> <td>Reporting ID:</td> <td>Date Reporting ID Assigned</td> </tr> </table>	SAM Priority:	DATATEL ID:	Unit Code:	TOPS Code:	Reporting ID:	Date Reporting ID Assigned						
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Reporting ID:	Date Reporting ID Assigned												
<p>Subject Corequisites:</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Program Status:</td> <td style="width: 40%;">Course LHE:</td> </tr> </table>	Program Status:	Course LHE:										
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<p>Subject Advisories:</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Replaced by:</td> <td style="width: 40%;">Date:</td> </tr> </table>	Replaced by:	Date:										
Replaced by:	Date:												
<p>(12) Catalog Description:</p> <p>This course traces the political, social, and economic development of the United States from 1865 to the present.</p>													

**II. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

Upon completion of this course, students will be able to:

- A. Identify the changing characteristics in American political and governmental institutions since 1877.
- B. Analyze the fundamental changes in the American economy since 1877.
- C. Identify the key trends and movements in American cultural, social, and intellectual life since 1877.
- D. Analyze the causes and consequences of America's foreign policy, wars, and rise to global prominence since 1877.
- E. Identify the contributions and changing roles of gender and ethnic groups in American history since 1877.

**III. COURSE OBJECTIVES:**

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- A. Examine the development of political and governmental institutions in the United States from the Reconstruction Era to the present.
- B. Describe the evolution of the American economy after 1865, focusing on America's emergence as a modern industrial society and dominant force in the global economy.
- C. Compare and contrast trends and movements in American social, cultural, and intellectual life from the 1865 to the present.
- D. Trace changes in American social structure as influenced by such factors as urbanization, industrialization, the expansion of suburbs, and the movement toward a post-industrial society in the mid-twentieth century.
- E. Evaluate the contributions, socio-economic conditions and experiences of minority groups and women in the history of the United States from 1865 to the present.
- F. Analyze changes in United States immigration policy as well as the impact of immigration on American society since 1865.
- G. Identify the main features and consequences of the United States' foreign policy, focusing on America's emergence as a world power as well as its role in major wars and international conflicts since the 1865.
- H. Assess the importance of specific prominent persons, places, and events in United States history.

**IV. COURSE CONTENT OUTLINE:**

- A. The Reconstruction Era
  - 1. Lincoln's vision for Reconstruction
  - 2. Conflict between Johnson and Congress
    - a. Congressional (Radical) Reconstruction versus Presidential Reconstruction
    - b. The impeachment controversy
    - c. The elements of radical Reconstruction in the South
      - 1) Role of African Americans in Reconstruction governments and politics of the era
  - 3. "Redeemer" governments regain control in the South
  - 4. Impact of Reconstruction on African Americans
    - a. Development of educational and religious institutions.
    - b. Liberties gained, rights gained and then lost
    - c. Emergence of sharecropping as labor system
    - d. Emergence of segregation and Jim Crow laws
  - 5. End of Reconstruction: The Compromise of 1877
  - 6. The "New South" in the late 1880s
    - a. Economic development
    - b. Institutionalization of racial segregation
- B. Western Expansion and the Transformation of Agriculture in the Late 1800s
  - 1. Westward migration after the Civil War
    - a. The Transcontinental Railroad
    - b. Expansion of agriculture and mining
  - 2. Condition of Native American tribes after the Civil War
  - 3. Government policy toward Native Americans
    - a. Roots of conflict between white society and Native American tribes
    - b. Conduct of the Indian Wars, post Civil War to 1890
      - 1) Role of the United States Army
  - 4. Final defeat of independent Indian tribes
    - a. Dawes Act and federal Indian policy after 1890
  - 5. The Wild West: boomtowns, cattle drives, cowboys, and outlaws
  - 6. Conflicts between hispanos and Anglo-American society in the Southwest, 1865 to 1900
  - 7. Changes in American agriculture: railroads, technology, and global markets
    - a. Problems faced by American farmers in the late 1800s
  - 8. Rise of farmer protest: Populism
- C. American enters the Industrial Age, 1870s to early 1900s
  - 1. American leads the second Industrial Revolution
    - a. Roots of American industrial superiority
  - 2. Growth of Urban America
  - 3. Capital versus Labor in industrializing America
  - 4. Technological developments and modernization
  - 5. Immigration transforms America
    - a. Old versus new immigrants
  - 6. Impact of industrialization on society; standards of living, life expectancy, distribution of wealth
    - a. Changing roles for women in modernizing economy
- D. Gilded Age Politics
  - 1. Political Parties and Presidential Administrations
  - 2. Populism at its zenith: the election of 1896 and its aftermath
  - 3. Social reformers of the late 1800s
  - 4. Intellectual currents of the Gild Age: Social Darwinism, the Gospel of Wealth, and social critics
- E. America acquires an empire
  - 1. Steps toward empire, foreign policy changes in the late 1800s
  - 2. Expansionism in the 1890s
  - 3. War in Cuba and the Philippines
  - 4. Theodore Roosevelt's diplomacy and United States foreign policy after 1900

- F. The Progressive Era
  - 1. The Nature of Progressivism; goals, methods, and various groups which made up the Progressive Movement
  - 2. The Struggle for Women's Rights
  - 3. Workers and African Americans
  - 4. Expansion of government responsibilities; regulation and reform
    - a. Changes instituted at city, state, and federal level
  - 5. Theodore Roosevelt as a Progressive
  - 6. Taft, the election of 1912, and Wilson
  - 7. Assessing the successes and failures of progressivism
  
- G. The Great War
  - 1. European origins of World War I
  - 2. The United States is drawn into the war
  - 3. The U. S. mobilizes for war
  - 4. Impact of the war on the home front
    - a. Intolerance and limitations on free speech
    - b. Role of women and minorities in the war
  - 5. Role of the U. S. military in the war
  - 6. Wilson's Fourteen Points and the treaty fight
  - 7. The End of Progressivism
  
- H. The Twenties: Affluence and Anxiety
  - 1. National politics during the twenties
    - a. Presidential administrations and diplomacy
  - 2. Cultural and Economic Trends
    - b. Standards of living, the Consumer Durables Revolution
  - 3. Intolerance and Cultural Conflict
    - a. The resurgence of the Ku Klux Klan
    - b. Flapper ideal, changing urban values versus religious and cultural conservatism.
  - 4. Hoover's presidency
    - a. Stock market Crash, economic collapse, and Hoover's response
  
- I. The Great Depression and the New Deal
  - 1. Social, economic impact of the Depression
    - a. Unemployment, bank failures, deflation
    - b. Depression's effect on minorities, farmers, workers, overall standard of living
  - 2. Franklin D. Roosevelt and the New Deal
    - a. The Election of 1932
      - 1) The New Deal political coalition
    - b. New Deal programs and legislation
      - 1) Impact on agriculture, industry, and organized labor
      - 2) Impact on African Americans, Hispanic Americans
  - 3. Assessing the success and failures of the New Deal
  
- J. World War II
  - 1. The Road to War; militarism and fascism in Europe and Asia
  - 2. The United States Enters the War
    - a. The Neutrality debate and Pearl Harbor
    - b. Mobilizing the military and the economy
  - 3. War on the Home front
    - a. Role of women in the domestic economy: Rosie the Riveter
    - b. Role of ethnic, racial minorities in the war effort
    - c. Domestic impact of the war
  - 4. Military campaigns of World War II; role of the U. S. military
  - 5. World War II diplomacy and final victory
    - a. Differing Views on the Decision to Use Atomic Weapons Against Japan.



- K. The Cold War and the Red Scare
  - 1. Postwar diplomacy and the origins of the Cold War
  - 2. United States foreign policy in the postwar era
    - a. The United Nations, NATO, the Marshall Plan
    - b. Truman and the Containment policy
    - c. Cold War confrontations and the Korean War
  - 3. The domestic anticommunist crusade
    - a. Nuclear espionage
    - b. HUAC and McCarthyism
  
- L. The Long Boom; American Society and Economy, 1945-1970
  - 1. The foundations of postwar prosperity
  - 2. The Baby Boom and its consequences
  - 3. The growth of Suburbia
  - 4. The Eisenhower Presidency
  - 5. The Birth of the Civil Rights Movement
    - a. The struggle against racial segregation and discrimination
  
- M. Politics and Society in the 1960s
  - 1. The Kennedy Presidency
    - a. Cold War confrontations
    - b. domestic programs
  - 2. Lyndon B. Johnson and the Great Society
    - a. The War on Poverty and Civil Rights legislation
    - b. Foreign policy and the Vietnam War
    - c. Supreme Court Activism
  - 3. Urban strife, the Counter Culture, student radicalism, and the Anti-war Movement
  - 4. The decline of Liberalism
    - a. The Crises of 1968 and the election of Richard Nixon
  
- N. Politics and Society in the 1970s
  - 1. The Nixon Doctrine in Vietnam
  - 2. Nixon's diplomacy: Détente
  - 3. The Watergate Scandal
  - 4. The Ford and Carter Administrations
    - a. Inflation and economic stagnation
    - b. Foreign policy setbacks and successes
  
- O. The Struggle for Social Reform
  - 1. The Civil Rights Movement in the 1960s
    - a. African American leaders, organizations, achievements
    - b. Hispanic civil rights activism
    - c. Native American activism
    - d. The Women's Movement
    - e. The Gay Liberation Movement
    - f. The Environmental Movement
    - g. The Consumer Protection Movement
  
- P. The Triumph of Conservatism
  - 1. The Election of 1980
    - a. The Reagan "Revolution:" goals and legislation
  - 2. The U. S. Economy in the 1980s
  - 3. The George Herbert Walker Bush presidency
    - a. Foreign policy developments
      - 1) Panama, Persian Gulf, collapse of communism
    - b. Economic recession

- Q. The Contemporary United States
  - 1. The Clinton presidency
    - a. Domestic and Foreign policy
    - b. Globalization, Emergence of the “New Economy”
    - c. Political Reversals, Comebacks, Scandals, Impeachment
  - 2. The Disputed Presidential Election of 2000
  - 3. The George W. Bush Presidency
    - a. Early Domestic and Foreign Policy Initiatives
    - b. September 11, 2001 terrorist attacks and their impact
      - 1) The Bush Administration response to Terrorism
        - a) New Directions in Foreign Policy, Military campaigns in Afghanistan, Iraq
        - b) 9/11 Impacts on Domestic Legislation, Government Spending, Politics
  - 4. Issues facing the United States today
    - a. Immigration trends since 1965
    - b. An aging population
    - c. Standards of living, status of ethnic and racial minorities
    - d. Crime, changing values, health issues, distribution of wealth

### V. APPROPRIATE READINGS

*Reading assignments may include but are not limited to the following:*

A. Sample Text Title:

1. Nash, Jeffery, et. al. *The American People; Creating a Nation and a Society*. Vol. II: Longman Publ.
2. Brinkley, Alan. *American History; A Survey*. Vol. II: McGraw-Hill Publ.

B. Other Readings:

X	Global or international materials or concepts are appropriately included in this course
X	Multicultural materials and concepts are appropriately included in this course.

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Global materials are amply covered in the course. Since much of the course deals with the United States as the globe's dominant economic, military, and political power, the course has a highly international bias. This is especially evident in the coverage of the Spanish American war, World War I, World War II, U. S. foreign policy since 1945, and the issue of terrorism in the 1990s and after 2001.

Multicultural materials are interwoven throughout the course. This is documented by the course outline.

**VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:**

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B or C.

<b>A. Writing</b>			
<i>Check either 1 or 2 below</i>			
X	1. <i>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</i>		
	2. <i>Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</i>		
X	a. essay exam(s)	X	d. written homework
X	b. term or other papers(s)	X	e. reading reports
	c. laboratory reports		f. other (specify)

**Required assignments may include but are not limited to the following:**

- Examinations may include essay questions requiring students to critically analyze various historical issues, ideas or events as well as discussing and analyzing conflicting interpretations of past events.
- The course must include a substantial writing assignment in which the student will explore in depth some historical issue or theme. This may be a research paper, an analysis of primary sources from an appropriate period or a critical analysis of conflicting historical interpretations of an issue, event, idea or person. An instructor may also require several shorter papers in lieu of the larger writing assignment. In any case, the course must include a substantial writing component requiring the student to analyze an issue or theme in depth.

<b>B. Problem Solving</b>			
1. Computational or non-computational problem-solving demonstrations, including:			
	a. exam(s)		d. laboratory reports
	b. quizzes		e. field work
	c. homework problems		f. other (specify)

**Required assignments may include, but are not limited to the following:**

<b>C. Skill demonstrations, including:</b>			
	a. class performance(s)		c. performance exam(s)
	b. field work		d. other (specify)

*Required assignments may include, but are not limited to the following:*

<b>D. Objective examinations, including:</b>			
X	a. multiple choice	X	d. completion
X	b. true/false		e. other (specify)
X	c. matching items		

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

Writing Assignments: 20-30 percent of final grade

Objective Examinations: 70-80 percent of the final grade

The instructor may also factor in assignments such as oral presentations or class participation ascribing a reasonable weight to such assignments, perhaps 20 percent or so of the overall grade.

**FOR DEGREE APPLICABLE COURSES**

Course ID: HIST 12

Course Title: History of the United States since 1877

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	Yes	No
Textbook	X	
Reference materials	X	
Instructor-prepared materials	X	
Audio-visual materials	X	

Indicate method of evaluation:

Used readability formulae (grade level 10 or higher)	
Text is used in a college-level course	X
Used grading provided by publisher	X
Other: (please explain; relate to Skills Levels)	

<b>Computation Level</b> (Eligible for MATH 101 level or higher where applicable)		X
<b>Content</b>		
Breadth of ideas covered clearly meets college-level learning objectives of this course	X	
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	X	
Requires independent thought and study	X	
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	X	
<b>List of Reading/Educational Materials</b>		
1. Text (sample):		
Nash, Jeffery, et. al. <i>The American People; Creating a Nation and a Society</i> . Vol. II: Longman Publ.		
Brinkley, Alan. <i>American History; A Survey</i> . Vol. II. McGraw-Hill Publ.		
<b>Comments:</b>		
The instructor may also include a collection of primary sources as part of the required readings for this course.		
	This course requires special or additional library materials (list attached).	
	This course requires special facilities:	

TARGET COURSE

HIST-12

History of the United States since 1877

Number

Title

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

<p>Math Skills (eligibility for Math 101) (as outcomes for Math 250)</p> <p>_____ Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions.</p> <p>_____ Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process.</p> <p>_____ Applying the concepts listed above to proportions, percents, simple interest, markup and discount.</p> <p>_____ Applying the operations of integers in solving simple equations.</p> <p>_____ Converting between the metric and English measurement systems</p>	
<p><u>Reading Skills</u> (eligibility for English 126) (as outcomes for English 262)</p> <p><u> X </u> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><u> X </u> Applying word analysis skills to reading in context.</p> <p><u> X </u> Using adequate basic functional vocabulary skills.</p> <p><u> X </u> Using textbook study skills and outlining skills.</p> <p><u> X </u> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<ol style="list-style-type: none"> <li>1. Student must be able to read and comprehend a college level text relating to the lecture and class discussions.</li> <li>2. Student must be able to read primary historical documents ascertaining the intent of the document's authors.</li> <li>3. Student must be able to understand basic terminology associated with the Social Science disciplines of History, Political Science, Geography &amp; Economics.</li> </ol>
<p><u>Writing Skills</u> (eligibility for English 125) (as outcomes for English 252)</p> <p><u> X </u> Writing complete English sentences and avoiding errors most of the time.</p> <p><u> X </u> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><u> X </u> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.</p> <p><u> X </u> Expanding and developing basic sentence structure with appropriate modification.</p> <p><u> X </u> Combining sentences using coordination, subordination, and phrases.</p> <p><u> X </u> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<ol style="list-style-type: none"> <li>1. In writing assignments, the student must be able to organize concepts coherently and present ideas in a logical and methodical fashion.</li> <li>2. Student must be able to compare, contrast and evaluate in writing about divergent interpretations of past events.</li> <li>3. Student must be able to prepare a substantial research paper or other analytical writing assignment expressing ideas grammatically and clearly.</li> </ol>

Check the appropriate spaces.

\_\_\_\_\_ Eligibility for Math 101 is **advisory** for the target course.

X  Eligibility for English 126 is **advisory** for the target course.

X  Eligibility for English 125 is **advisory** for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.*

Content review completed by \_\_\_\_\_ Date \_\_\_\_\_