

Corning Community College US History 1110 American History I Syllabus



Genesee Valley Central School District

Instructor:	Mr. Michael A. Mead
Phone:	585-268-7900, ext 2104
Office/Room:	2104
Email:	mmead@genvalley.org
Daily Materials:	iPad/Chromebook, writing utensils, notebook and/or binder and/or storage folder, an open mind, and a positive attitude
Duration:	Fall 2025; One semester (20 weeks); runs concurrently with NYS Regents US History course

Course Description:

This course will provide an overview of the events and patterns that have shaped America's history between the arrival of the first European settlers and the end of the Civil War. The purpose of this class is to introduce students to some of the major themes of early America: the establishment of the first colonies, the conflicts with indigenous peoples, the growth of slavery, the coming of the American Revolution, the development of a market economy, the geographical expansion of the republic, and the events leading to the Civil War (3 credits). Meets General Education requirement in American History.

Textbook and related online sources:

Foner, Eric. Give Me Liberty: An American History, 5th Brief Edition, W.W. Norton & Co., 2017
Microsoft TEAMS

Student Learning Outcomes:

- Trace the patterns of European exploration and settlement and explain the motives driving them
- Explain the historical forces that shaped the American Revolution
- Analyze the process of Constitution making and the broadening of representative government in the young republic
- Explain the economic, political, and social conflicts that led to the Civil War
- Analyze and evaluate primary sources as historical evidence
- Use critical thinking to evaluate historical changes and their impact on American society
- Communicate effectively through written assignments (CCC requires essays for this course, up to one for each ACE chapter)

Classroom Expectations and Classroom Policies:

1. This is a college-level course and you will be expected to put forth “college-level” effort! You will be asked to complete a lot of work outside of school. You must maintain/earn a 75% or higher in this course to receive college credit. You will be responsible for reading the assigned chapter(s) in preparation for each week. You will not be successful if you choose not to read the book. Please keep in mind, you can earn college credit with the guidance of your high school social studies teacher. The level of guidance and attention you can receive from me will not be matched when you go to college! Take advantage of this opportunity! **IF YOU CAN'T ACCEPT THE WORKLOAD, THE REQUIREMENTS, AND THE EXPECTATIONS ASSOCIATED WITH THIS COLLEGE COURSE, YOU MIGHT WANT TO RECONSIDER YOUR ENROLLMENT IN THIS COURSE.**
2. **IF I GIVE YOU MORE THAN ONE DAY TO WORK ON AN ASSIGNMENT, TAKE HOME QUIZ/TEST, PROJECT, ETC., IT'S BECAUSE I EXPECT IT TO TAKE MORE THAN ONE DAY TO COMPLETE. DON'T WAIT UNTIL THE DAY BEFORE OR EXPECT TO BE ABLE TO COMPLETE IT IN A STUDY HALL THE DAY IT IS DUE. IF YOU WAIT/PROCRASTINATE, I DON'T WANT TO HEAR ANY COMPLAINTS!**
3. Be courteous and respectful of yourself and others, including the teacher.
4. Attend class, both physically and mentally. Attendance is important. I can't teach you if you aren't here. Be on time to class. Being late to class should not happen, but if it does, it should only occur rarely. Tardiness to class disrupts the learning process.
5. **Take good care of your materials and your device, including the charging block and charging cables. Food and drinks typically do not go well with electronics, therefore no food or drink (other than water bottles) will be permitted without teacher permission.**
6. Be responsible and prepared by bringing all necessary materials to class every day. Stay organized. Make sure that your iPad is charged every day and working properly. Failure to plan on your part does not make an emergency on my part.
7. Ask questions and complete ALL assignments on time. It is difficult to make up work that is missed. Quite often students fall behind when lack of school attendance becomes an issue and/or students make it a habit of not completing work and/or handing it in by the designated due date. Late assignments will be accepted, within reasonable time frames, for school absences only as outlined in greater detail below.
8. Actively listen when others are speaking and allow others to focus without distractions.
9. **You are NOT to be on any device other than the one that you are expected to be using when directed by the teacher. Let's make sure that cell phones and other personal technology devices aren't an issue for either of us per GVCSD BOE Policy.**
10. Stay seated unless otherwise directed. Wait to be excused by the teacher at the end of the class. The teacher dismisses you, not the bell.
11. I enjoy a good laugh as much as the next person, but let's make sure that we understand proper time and place for such events.
12. Class participation is required. Each of you equally shares the responsibility for creating a productive learning environment.
13. Group Work - You will occasionally work in groups, some of my choosing, some of yours. Choose who you work with carefully as you are graded on your class participation which includes this group work. If you have a concern with someone I have asked you to work with, please speak with me privately. I expect my students to work cooperatively, meaning that each person in the group shares the responsibilities and participates. Remember your positive attitudes!

14. Be familiar with the District's Acceptable Use Policies for accessing the internet and using the school owned devices and peripherals. Violations of the District's policies for Acceptable Use will be referred to school administration for possible consequences.
15. I understand that nature calls and that we all need to use the facilities from time to time, but let's not make it a habit of concentrating such needs all in one class period each day.
16. My classroom is not your bedroom or a restroom - do not brush your hair, spray perfume/deodorant, etc, or put on makeup/cosmetics in my classroom. It's rude and I have allergies.
17. **When you are absent from class, for whatever reason, it is YOUR responsibility to obtain the class notes and/or complete any class activities and assignments. I will not "hunt you down." College and high school students understand and accept their obligations and responsibilities accordingly.**
18. Check your Teams account often for updates, communications and notifications, assignments, etc., especially if you will miss a class for an educational reason or if you are ever absent from class. See #13 above for related information and reasons.
19. **Don't plagiarize. This includes the use of Artificial Intelligence (AI) (unless you have permission from the teacher for specific purposes in advance). Do your own work. Anyone caught violating this rule will receive a "0" for the assignment, project, or assessment AND they will have to complete the assignment and/or assessment on their own for no credit to ensure that the necessary learning of knowledge, skills, and abilities occurred.**
20. Your status in terms of probation/ineligibility for school activities, athletics, and any other extracurricular events is determined by your class participation, preparedness, acceptable and proficient completion of classwork, homework, quizzes, projects, and tests. Submitting work merely to "get it done" to avoid being placed on the probation/ineligibility report is unacceptable and it will not suffice. I expect everyone's best work at all times. The grade you will receive is the grade that you will earn.
21. Be aware of and comply with the District Code of Conduct and building and class rules.
22. **In this course, I will primarily focus on the ACE American History curriculum. You will be provided notes for the US History Regents curriculum and you will be responsible for studying the notes and accompanying material for each unit quiz, test, and applicable assignments on your own. Make sure that you do your due diligence to be successful for that portion of this course.**
23. Most importantly - Have fun! Learning is supposed to be fun! I'm always open to legitimate and realistic suggestions for improving the courses I teach!

Disruptions in class will be handled in the following ways (not necessarily always in this order):

- One warning
- Phone call or email to parents if the disruptions do not stop after one warning.
- Referral to the Principal if necessary.
- If you disrupt the learning of others, you will be removed from my classroom.

Grading:

- Simulations and quizzes – 35%
- Midterm exams, unit tests, case studies, projects, and essays – 35%
- Assigned homework and/or in class work – 30%

- Final Exams will be listed as separate grades; each quarter will be weighted at 40% and each final exam will be weighted at 20% of your semester final course grade on your college and high school transcript and on your report card
- Class participation - while participation is not graded, it is expected! This is incredibly important! I expect each student to participate in class daily.

While you will receive additional weighting (+ 5 points) for your GVCSD grades and transcripts, you will receive the following unweighted grades for Corning Community College per the following:

***Your final grade is determined by the percentage of total points you earn with letter grades corresponding to the follow percentage cutoffs (your GVCSD weighted grade minus 5 points): 93 (A), 90 (A-), 87 (B+), 83 (B), 80 (B-), 77 (C+), 70 (C), 60 (D), and 59 and below (F).**

***NOTE: You must also still pass the Regents US History course and the US History Regents exam so, the above grade breakdown does NOT apply to the high school US History Regents portion of this course.**

Homework/Late Work Policy (remember this is a college course, late work submissions should rarely, if ever occur:

To be successful in this course, it is necessary that you come intellectually prepared each day. Homework is expected to be completed and to the best of your ability. Homework is due at the beginning of class which means it may not be completed during the class period it is due. If you are absent the day an assignment is due, it must be turned in the following class period. You will be provided appropriate extensions for extended absences per the Student Handbook. When absent, it is the student's responsibility to ask the teacher for missed notes, assignments, etc. via email, at the beginning of school on the day they return during homeroom, or at the beginning of class the day they return. Students who know they will be absent ahead of time for things such as orthodontist appointments, doctor's appointments, family vacation, etc. must contact me before their absence to find out what they will be missing. **If the assignment and/or test/quiz is scheduled and assigned and you are NOT absent when it is assigned and you return before the date the assignment is due and/or when the test/quiz is scheduled, you do NOT qualify for additional days to hand in and/or complete the work. Also, if you are here during the day an assignment, quiz, or test is due, and you don't hand in what is due the day you are here before you leave, it will be considered late and subject to the 50% reduced grade rule (see below).**

Assignments will only be accepted for 50% reduced grade one day after the due date. If it is more than 1 day late, the assignment will not be accepted and will be counted as a zero. (If turned in late on the due date, it is still considered one day late). Certain time-sensitive assignments, such as essays, take-home exams, projects, and work discussed in class will not be accepted late. Homework is a serious responsibility and will be considered as such in this course. If you are absent, it would be perfectly acceptable for you to email me your completed homework assignment.

Academic Integrity:

The principles of integrity, respect, and ethical behavior are long standing traditions at SUNY colleges. It is expected that all students will recognize these values and adhere to all aspects of student conduct and academic honesty inside and outside of the classroom. The act of academic dishonesty is one in which a

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student is trying to gain an unfair academic advantage or is avoiding actions required by a course, which have been designated to improve some aspect of the student's education. Knowingly and willingly aiding or collaborating with a student in the violation of an Academic Honesty policy, even if not personally committing any violation, is considered academic dishonesty.

Plagiarism occurs when a person presents another's ideas, information, words, artwork, films, music, graphs, data, or statistics as if they were his or her own creation. Plagiarism is a form of theft and is cheating. When a person copies material from a published source, such as a periodical, book, or downloads a passage from an Internet source and presents that information without proper documentation (reference/citation and, if dire) in a paper or project, then that person has committed plagiarism. Even if the content or wording is slightly changed, a little plagiarism is still plagiarism.

If a violation of this policy has occurred, the instructor will conduct an investigation. The result of this investigation may be a zero or a failing grade on the assignment and/or expulsion from the course and receiving an "F" for the course. Further disciplinary action may include expulsion from the College.

Artificial Intelligence Guiding Principles:

- The department acknowledges that AI is part of the student experience even if teachers don't want them to use it. Therefore, the department holds these principles:
 - Teachers may choose to treat AI use as plagiarism, thereby not allowing its use in the class **(THE USE OF AI FOR ASSIGNMENTS/ASSESSMENTS, ETC. MAY ONLY OCCUR WITH TEACHER PERMISSION IN ADVANCE!)**
 - If teachers choose to not treat AI as plagiarism, they may choose to incorporate AI directly into assignments in order to help students learn how to use it and its limitations
 - Or, teachers may allow students to use AI with reasonable parameters (syllabus statement below) **(THE USE OF AI FOR ASSIGNMENTS/ASSESSMENTS, ETC. MAY ONLY OCCUR WITH TEACHER PERMISSION IN ADVANCE!)**
- Regardless of individual choice, good practice dictates that all teachers will inform students of their individual AI policy at the beginning of the term and, at the very least, in the syllabus
- If AI is used, students should document it as they would any other outside source, following MLA style
 - Use this for [MLA AI documentation: https://style.mla.org/citing-generative-ai/](https://style.mla.org/citing-generative-ai/)
- Departments should support teachers in their individual approaches to AI, especially when there is a disagreement if an assignment is created with AI or not
- Good practice in this field emphasizes process work. Teachers need to know students' writing style, the depth and scope of their understanding, and their limits as readers and writers. This is more important now that AI tools can mask these. Therefore, to best guide students' development as readers, writers, and critical thinkers--and to help prevent plagiarism, whether by AI or other means--the department urges teachers to construct assignments to include process steps, some of which are reviewed in some way. Carefully consider assignment requirements to encourage students to do their own critical thinking and/or demonstrate creativity. For example,
 - use contemporary readings,

- have students write about how their own thinking about an issue evolved as a result of readings, class activities, etc
- have students personalize social issues, relate concepts to their own experience, and include their subjective perspective on topics
- require synthesis of readings and other higher levels of Bloom's taxonomy
- AI is still evolving and therefore these principles will be revisited and assessed frequently
- Generative AI tools like Chat GPT and similar apps can be a useful part of the writing process for some people. They can help you generate material faster, they can help you improve grammar and other cosmetic aspects of your writing, they can help with brainstorming/coming up with ideas, and they are especially effective at summarizing information and content that is already available online. The current tools also have limitations: they can't do original research, and, most importantly, they can't assess whether the information they provide is accurate or not. They can't do any critical thinking, such as assessing how certain word choices will affect a specific audience, or deciding whether you are stating an opinion too strongly or not strongly enough, or even analyzing whether a sentence actually makes sense. Because their output is based on the set of examples the algorithm has been trained on, they will tend to produce bland, generic-sounding writing, which you may want in some situations and not in others. Successful writers who find them useful use these tools like an assistant, so they can focus more time on things like thinking through new and creative ideas, finding and using information from interesting, high-quality sources, real-world research, and making their writing really engaging and powerful to read. If you choose to use generative AI tools to help you write any part of your class assignments, you must cite them just like any other source. For how to do this in MLA style, see the MLA website: <https://style.mla.org/citing-generative-ai/>

Tentative Course Units and Topics (not necessarily in chronological order and topics may be added or adjusted as necessities arise):

- **US History Unit 1: Founding of America**
 - **September 2 – 17**
- **ACE Chapter 1: A New World**
 - **September 2 - 5**
 - **Read pages 1-37**
 - **TBD Applicable Essay Topic**
- **ACE Chapter 2: Beginnings of English America, 1607-1660**
 - **September 8 – 11**
 - **Read pages 38-71**
 - **TBD Applicable Essay Topic**
- **ACE Chapter 3: Creating Anglo-America, 1660-1750**
 - **September 12 – 17**
 - **Read pages 72-103**
 - **TBD Applicable Essay Topic**

- **US History Unit 2: The Constitution**
 - **September 18 – October 9**

- **ACE Chapter 4: Slavery, Freedom, and the Struggle for Empire to 1763**
 - **September 18 – 23**
 - **Read pages 104 – 138**
 - **TBD Applicable Essay Topic**

- **ACE Chapter 5: The American Revolution, 1763-1783**
 - **September 24 – 29**
 - **Read pages 139 – 166**
 - **TBD Applicable Essay Topic**

- **ACE Chapter 6: The Revolution Within**
 - **September 30 – October 3**
 - **Read pages 167 – 192**
 - **TBD Applicable Essay Topic**

- **ACE Chapter 7: Founding a Nation, 1783-1791**
 - **October 6 – 9**
 - **Read pages 193 – 220**
 - **TBD Applicable Essay Topic**

- **US History Unit 3: The New Nation**
 - **October 14 – 29**

- **ACE Chapter 8: Securing the Republic, 1790-1815**
 - **October 14 – 17**
 - **Read pages 221 – 248**
 - **TBD Applicable Essay Topic**

- **ACE Chapter 9: The Market Revolution, 1800-1840**
 - **October 20 – 23**
 - **Read pages 249 – 279**
 - **TBD Applicable Essay Topic**

- **ACE Chapter 10: Democracy in America, 1815-1840**
 - **October 24 – 29**
 - **Read pages 280 – 310**
 - **TBD Applicable Essay Topic**
 - **Midterm Exam**

- **US History Unit 4: Civil War**
 - **October 30 – November 19**

- **ACE Chapter 11: The Peculiar Institution**
 - **October 30 – November 4**
 - **Read pages 311 – 337**
 - **TBD Applicable Essay Topic**

- **ACE Chapter 12: An Age of Reform, 1820-1840**
 - **November 5 – 7**
 - **Read pages 338 – 363**
 - **TBD Applicable Essay Topic**

- **ACE Chapter 13: A House Divided, 1840-1861**
 - **November 12 – 14**
 - **Read pages 364 – 400**
 - **TBD Applicable Essay Topic**

- **ACE Chapter 14: A New Birth of Freedom: Civil War, 1861-1865**
 - **November 17 – 19**
 - **Read pages 410 – 440**
 - **TBD Applicable Essay Topic**

- **US History Unit 5: Reconstruction**
 - **November 20 – 25**

- **ACE Chapter 15: “What is Freedom?”: Reconstruction, 1865 - 1877**
 - **November 20 – 25**
 - **Read pages 441 – 474**
 - **TBD Applicable Essay Topic**

- **US History Unit 6: Big Business**
 - **December 1 – 12**

- **ACE Chapter 16: America’s Gilded Age, 1870 - 1890**
 - **December 1 – 12**
 - **Read pages 475 – 511**
 - **TBD Applicable Essay Topic**

- **US History Unit 7: Immigration and Urbanization**
 - **December 15 – January 9**

- **ACE Chapter 17: Freedom’s Boundaries, At Home and Abroad, 1890 - 1900**
 - **December 15 – January 9**
 - **Read pages 512 – 545**
 - **TBD Applicable Essay Topic**

- **US History Unit 8: Progressive Era**
 - **January 12 – 23**

- **ACE Chapter 18: The Progressive Era, 1900 - 1916**
 - **January 12 – 23**
 - **Read pages 546 – 577**
 - **TBD Applicable Essay Topic**
 - **Final Exam**

Additional class resources and materials –

Websites, resources, movies, video clips, etc. that may be helpful throughout this course

A Word about Films, Movie Clips, YouTube Videos, Etc:

By signing your name at the end of this document, you are acknowledging that you are aware and give permission for your child to view appropriate media. At most, I may show a film or YouTube video rated PG 13 and/or TV-14 if I believe it has relevant information supporting the curricular goals of this course. Parents/Guardians are encouraged to email the teacher if you want more information or if you prefer that you be given the opportunity to discuss the specifics of any such media prior to giving (or denying) permission for your child to view such materials. Rest assured, in the rare event that I find film(s) and/or video(s) with a higher audience rating, other than those listed below, I will absolutely seek each parent's/guardian's expressed written permission prior to showing such films.

- Lincoln
- Iron Jawed Angels
- Selma
- They Shall Not Grow Old
- America: The Story of Us
- The Men Who Built America
- Dunkirk
- Amazing Grace

Dear Parents/Guardians:

First and foremost, I would like to thank you for the opportunity to work with your child(ren). I sincerely look forward to the year ahead! These guidelines and expectations are outlined in detail in order to provide a nurturing learning environment for all of my students. After you have carefully reviewed my class procedures and grading policies, please take a minute to complete the bottom portion of this form. *In the event of a shutdown*, it will be very important for me to have an **email address** and **phone number** to remain in contact with you. If you have any questions or concerns regarding the information outlined in this packet or any matter throughout the year, please do not hesitate to contact me.

mmead@genvally.org
585-268-7900 ext. 2104 (immediately following school hours)

Regards,
Mr. Mead

To be filled out by parent/guardian

Parent Name(s): _____

Email address: _____

Best phone number to reach you: _____

Best time to reach you: _____

I/we have read and I/we understand Mr. Mead's **US History/CCC History 1110 ACE American History I** class procedures, expectations and grading policies as outlined in this packet. I agree as parent/guardian to do my part in helping my child/student do the best they can to achieve success in this course. I will contact Mr. Mead with concerns or questions throughout the school year as needed.

Student Name: _____

Student Signature: _____ Date: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

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