AP United States History

2010-2011 Syllabus

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**COURSE OBJECTIVES**

1. AP U.S. History (APUSH) is a college-level U. S. History survey course designed in accordance with the requirements of the College Board, administrator of the Advanced Placement Program, to prepare students to succeed on the AP U. S. History exam given by the College Board. It is challenging and moves quickly, with a heavy emphasis on reading, analysis, interpreting documents, and writing essays. In particular, the course:

* includes the study of political institutions, social and cultural developments, diplomacy, and economic trends in U.S. history;
* uses themes to encourage students to make relevant connections between different issues and periods in American history and to focus on historical change over time;
* includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials;
* teaches students to analyze evidence and interpretations presented in historical scholarship;
* provides students with frequent practice in writing analytical and interpretive essays such as thematic essays and document-based questions (“DBQs”); and
* attempts to help prepare students to be successful in college and beyond by guiding them in how to effectively read, comprehend, gather and organize information; to think critically; and write persuasively.

1. College credit is possible if a student obtains a qualifying score on the national APUSH Exam given in early May. Additional information on the national exam will be provided during the second semester.

**MATERIALS**

1. [***Textbook***](http://www.mury.k12.ut.us/mhs/apus/handouts/text.htm)***:*** The general text for the course is Alan Brinkley, *American History: A Survey*, 11th ed. (Boston: McGraw-Hill, 2003). You do not need to bring your textbook to class. You will use the text for self-study away from the classroom. In the classroom, we will build upon your basic knowledge from Brinkley to discuss U.S. History from a variety of perspectives beyond that presented by Brinkley. In the rare event that you need textbooks for class work, I will provide them. Please do not remove any classroom texts.
2. ***Supplemental Texts and Readings:*** Additional reading will be assigned from the following:

* Stephen B. Oates and Charles J. Errico, *Portrait of America*, Vols. 1 & 2, 8th ed., (Houghton-Mifflin, 2003);
* James West Davidson and Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*, 5th ed. (McGraw-Hill, 2005);
* additional essays and articles written by historians, designated in the attached course schedule;
* primary source documents, designated in the attached course schedule; and
* charts, time lines, maps, and other materials handed out in class.

Please obtain a binder or notebook in which to keep these readings, documents and materials. ***Save everything we use and put it in chronological order to help you study for tests, exams and the national exam.***

1. ***Daily Materials:*** Bring to class each day a pen or pencil, notebook paper, and whatever other materials we are currently studying. On days when multiple choice tests or quizzes are given, bring a pencil. For in-class essays, bring a black or dark blue pen.

**AVAILABILITY FOR ASSISTANCE**

I am always happy to assist you in performing better in the class. I am available before and after class, before school from 6:50-7:15 (during AM detention), and after school until 2:45. The best policy is to check if I am available on a particular day. See me in person if possible, but you are always welcome to contact me by e-mail.

**LEARNING ACTIVITIES AND ASSESSMENT**

1. **Homework:** You should plan for at least 45-60 minutes of work outside of class each night. You should also be prepared to work on weekends and over extended school holidays reading, taking notes, and reviewing the text, reading supplemental material, and doing outside study.
2. **Class Discussions and Participation:**  I expect you to take notes on all class lectures and discussions. Participation in class, whether in large class or group discussions, is expected. I will note regular positive contributions to class. Although there is not a separate grade for participation, it is a factor I will consider if a student is on the borderline between one grade and another.

1. **Grades:**  Grades will be based on the total points earned for the grading period. Assessments will include:

* *Chapter Reading Quizzes* - (10-25 points each) 7 to 15 multiple choice questions given the date a chapter reading assignment is due. You will be quizzed on reading assignments *before* we discuss the topics in class so that we can focus on the most important topics in class.
* *Primary Document or Secondary Reading Quizzes* - (5-10 points each) may be given on the date the assignment is due for discussion. May be short answer, multiple choice, fill in the blank or true/false.
* *Essays* - (50 points each) at least one per unit, most often at the end of the unit. They will require you to use information from lectures, discussions and the readings.
* *Unit Tests* - (100 points each) usually 50 multiple choice questions covering class discussions and several chapters of the reading. Questions come from textbook publishers, prior AP Exams and me.
* *Classwork/Homework* - (10-20 points) given on an occasional basis.

I will update ProgressBook as frequently as possible but, as it is not possible to keep ProgressBook completely current, I will also provide a sheet for you to keep track of graded assignments.

*Approximate Assessment Breakdown:* Tests: 45%; Essays: 25%; Quizzes: 25%; Class/Homework: 5-10%

1. **Absences and Make-up Work:** If absent, it is your responsibility to ask me about missed assignments and to schedule any make-up quizzes or tests. Assignments or quizzes announced before a one-day absence will be due as scheduled. You will earn a 0 for work not timely made up.
2. **Extra Credit:**  Other than occasional small extra credit opportunities, no extra credit will be given. To do well, plan on giving a consistent effort on assignments and tests.

# CLASSROOM EXPECTATIONS

All school rules are enforced in my classes, but here are a few that students seem to occasionally “forget”:

1. Arrive on time and prepared.
2. Respect the teacher and your fellow students. If you have a question or comment, raise your hand or otherwise wait until your classmate or I am finished speaking. Absolutely no disrespectful language (including profanity) or behavior will be accepted. No sleeping or working on other class work in class. This is AP - if you aren’t paying attention to this class, you should be. In short, treat others the way you want to be treated.
3. **Cheating, including presenting someone else’s work as your own, will result in an automatic zero on the assignment in question.**
4. No cell phones, personal stereos, MP3s, headphones, earbuds or any other kind of personal digital musical delivery device that currently exists or comes into existence during the year. Ever. It’s district policy.
5. Please respect my classroom: leave the room in as good or better condition as when we entered it. In particular, no food or beverages other than bottled water in class. There are no insects or rodents in AP and we’d like to keep it that way.
6. Plan on working the entire class period.

DISCIPLINE CONSEQUENCES

1. Warning

**Severe Misbehavior:** Any student who severely disrupts the class will go immediately to the office. Examples of severe disruption include fighting, insubordination, using profanity and/or obscenity.

1. Detention with me before or after school. You will write a minimum of 100 sentences of my choosing.
2. Office detention(s) and phone call to parents
3. Visit with an administrator and parent contact