

SUL ROSS STATE UNIVERSITY
Spring 2026

Matthew G. Marsh
HIST 1301 Sec 001
TTH 11:00-12:15pm
LH 300

Office: LH 301
Office Hours: MWF 1:00-3:00pm
TTH 2:00-4:00pm
E-mail: mmarsh@sulross.edu

HISTORY OF THE UNITED STATES to 1865

Course Description: HIST 1301 is a general introductory survey of American history covering from the beginnings of human settlement in the Americas circa 15-20,000 years ago to the end of the post-civil war era in 1877. It will examine events of American past, from settlement, to colonization, Revolution, creating nation, early Republic thru the Civil War within a global context and from diverse perspectives.

The founding centuries of the United States are not ones of “discovery,” but of encounters between myriad peoples who interacted and struggled establish relationships. Through our class we will explore the often-paradoxical relationship of freedom and power; learning how a multitude of different peoples created an evolving nation.

Textbook: U.S. History. P. Scott Corbett, et al., (Houston, TX: OpenStax | Rice University, 2021.)
Textbook available in paperback or online through OpenStax
(<https://openstax.org/details/books/us-history>)

Assignments:

Examinations (2)	Reading Questions (12)	Primary Source Article (1)
Content Notebooks (3)	Attendance & Participation	

**Student Learning
Outcomes:**

- Students who complete HIST 1301 with a grade of “C” or higher will:**
1. Develop an informed, critical and articulate approach to the study of history.
Marketable Skills: Critical Thinking: Absorption, comprehension, data synthesis
Ibid: Development of pattern recognition and causal skills.
Global Fluency: Ability to place the United States in a global context
 2. The history student will demonstrate knowledge of American History, World History, and Non-American History
Marketable Skills: Students can meet deadlines in a successful manner.
Students can discharge responsibilities in an adequate manner.
Students can manage the absorption of data.
 3. Demonstrate knowledge of historical events, movements, major turning points and personalities of the past.
Marketable Skills: Professionalism: Knowledge and understanding of the civic roles and responsibilities of a United States citizen.
Critical Thinking/Professionalism: Ability to relate the importance of the historical past when considering public policy decisions.
 4. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.

Marketable Skills: Students can utilize data to persuade various audiences.

Students can utilize data to generate and strengthen ideas.

Students can decipher stances adopted by various individuals.

5. The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content

Marketable skills: Students can identify useful resources from a pool of data.

Students can select and organize data in a relevant manner.

Students can make written presentations to various audiences

SLO's will be assessed as follows:

Examinations (3) will assess SLOs 1-5

Reading Questions (12) will assess SLOs 1-3

Constitutional Convention Primary Source Article (1) will assess SLOs 1-5

Content Notebooks (3) will assess SLOs 1-5.

**Core Curriculum
SLO's**

Personal Responsibility: Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Social Responsibility: Students will develop principles of social responsibility for living in a diverse world, to include the ability to connect choices, actions, and consequences to ethical decision-making.

**Course Learning
Objectives:**

Students who complete HIST 1301 with a grade of "C" or higher will:

1. Be able to trace the historical development of the United States politically, economically, socially and culturally from the Pre-Columbian era to the post-civil war 19th century.
2. Be able to chart long-term historical and political trends in the United States in the 16th thru 19th centuries.
3. Demonstrate knowledge of key historical events, movements and personalities in the History of the United States to 1877.
4. Understand the role that historical interpretation plays in accessing the past and be able to identify and critique various and differing interpretations of the past.
5. The development of critical thinking and writing skills through reading questions, concise historical notebooks, and a primary source based newspaper article.

TExES Standards:

Students seeking teacher certification in the Core Subjects EC-6 or 4-8, History 7-12, and Social Studies 7-12 areas will cover materials relating to the following standards in this course.

- Core Subjects EC-6 - Social Studies Standard IV, V, VI, VII & IX
- Core Subjects 4-8 - Social Studies Standard IV, V, VI, VII & IX
- History 7-12 - Standards IV, V, VI, VII, VIII, IX & X
- Social Studies 7-12: Standards IV, V, VI, VII, VIII, IX & X

Course Requirements: **Academic Integrity** - Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Academic Integrity and A.I. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Use of large-language model A.I. programs such as Chat GPT, Copilot, Lumo, or others to write essay assignments is considered a form of plagiarism and academic dishonesty. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

A. D. A. Statement: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility services must contact:

Ronnie Harris, M.Ed./LPC-S
SRSU Accessibility Services Director
Counseling and Accessibility Services,
Ferguson Hall 112
Mailing Address: P. O. Box C-122; Alpine, TX 79832
Phone: (432) 837-8203
E-mail: Ronnie.harris@sulross.edu

If you have an accessibility letter from the C. A. S it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

Appealing the Final Grade: If students wish to appeal their grade, this discussion should begin with the instructor and proceed according to university policies and procedures. For university policies on appealing a grade, please see the Student Handbook for the procedures in place.

Attendance - It is highly recommended you attend class. Per SRSU requirements attendance is taken at the beginning of each class.

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference..

Cell Phone Policy: Turn all electronic devices to silent and put them away. Use of electronic devices during the class is strictly prohibited, and excessive use of electronic

devices may be asked to leave the class.

Contacting the Instructor: My office telephone number and e-mail are included for emergencies. E-mail is the preferred method of communication. Please use the following format in your subject line for any e-mail communications: YOUR NAME: HIST 1301 – Subject of E-mail.

Late Assignments: Assignments turned in late will lose 10% off their maximum grade each day the assignment is late. After 4 days you may receive a grade of “F”.

Libraries: The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library’s website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

On Writing Well: The members of the history faculty believe that it is important that students be encouraged to write well in classes other than English. To that end, each examination will contain essay questions; while major assignments such as readings summaries, concise historical notebooks, and a critical book review will be required. Points may be deducted from your grade for the overall quality of the essay, reflection or paper, including spelling and grammatical errors. (HINT: **Use Spelling & Grammar Check**).

SRSU Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Student Responsibilities - All full-time and part-time students are responsible for

familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#).

Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

Writing Tutoring: Students needing assistance with writing are urged to use the services of the **SRSU Writing Centre**, found in Blackboard. If logged into Blackboard click: https://shsu.blackboard.com/ultra/organizations/195798_1/cl/outline. Please note that while the writing tutors can help you with grammar, structure, formatting and citations they will not write assignments for you nor are they editors.

Contact: Robin Alvarez, Writing Center Coordinator, rka19ro@sulross.edu

Students in Alpine may also visit the **Lobo Den Tutoring Centre**, part of the Lobo Den Advising Centre, located in the Bryan Wildenthal Memorial Library first floor. The Tutoring Centre provides guidance in Writing, mathematics, Science, Spanish, and more.

Contact: Anthony Quintana, Coordinator of Tutoring Services, anthony.quintana@sulross.edu

Student

Responsibilities:

You are responsible for attending all lectures, taking notes and completing the readings.

You are responsible for getting notes from a missed class from a classmate.

You are responsible for turning in assignments on time.

You are responsible for being in class to take quizzes and exams

You are responsible for verifying your enrolment in or withdrawal from the course.

If you quit the class, but your name still appears on the Banner grade sheet at the end of the semester you will receive an “F” for the course.

Instructor

Responsibilities:

The instructor will know the course content; explain relevant concepts and principles; facilitate class participation; hold office hours; treat students fairly and with respect; and create a positive learning environment.

The instructor will field any question on the course content

The instructor will return assignments in a reasonable amount of time.

The instructor will hold office hours and answer student e-mails on the course.

Course Assignments:

Exams: There will be two examinations total for HIST 1301, based on readings, lectures and class discussion. These exams will consist of multiple choice, true/false, short answer and essay questions. **EXAMINATIONS ARE NOT CUMULATIVE.**

Reading Questions: With each of the assigned readings you will answer 3-5 critical short answer questions. These questions are based on the assigned readings for that week. (*See Appendix I for complete details.*)

Constitutional Convention Reporting - Primary Source Article: Students will reading primary source documents from the 1787 Constitutional Convention. Each student will then complete a newspaper article answering specific questions to be turned in via Blackboard. *(See Appendix II for details.)*

Concise Historical Content Notebooks: For each main unit (Beginnings to 1689, 1689-1783, and 1783-1865) you will compile a study notebook comprised of the following: key dates, key vocabulary terms, key historical figures, key geographic features, key historical events. *(See Appendix III for Complete Details.)*

Attendance & Participation: You are expected to attend, pay attention and actively participate in the course. This means completing the assigned readings, assignments, asking questions and participating in discussions.

Extra Credit: Extra credit opportunities arise during the semester they will be noted by the instructor. Students may receive a maximum of 30 points extra credit.

Grading Breakdown:

Assignment	Number	Points Ea.	Assignment Total Points
Examinations	2	150pts	300pts
Reading Questions	12	30pts	360pts
Constitutional Convention Article	1	100pts	100pts
Concise Historical Notebooks	3	75pts	150pts
Attendance & Participation		80pts	80pts
			1000 Total Points Possible

Grade System:

A = 1000 - 900
B = 899 - 800
C = 799 - 700

D = 699 - 600
F = 599 - 0 points

PLEASE NOTE: FAILURE TO COMPLETE OR TURN IN THE CONCISE HISTORICAL NOTEBOOKS MEANS A LOSS OF 150 POINTS. THIS IS POTENTIALLY THE DIFFERENCE BETWEEN TWO LETTER GRADES. (I. E. AN A OR C, B OR D, C OR F)

Schedule of Lectures & Readings

Week 1 (Beginning 15 January)

Lecture: Syllabus, Introduction to course, Ancient Americas and European Developments pre-1492.
Textbook: *US History*, Ch. 1 – pg. 7-27.
Assignments: Syllabus Assignment
Introductions
Reading Questions #1

Week 2 (20 January)

Lecture: Spain, Portugal, and the Reshaping of the Americas
Textbook: *US History*: Ch. 2, pg. 31-52 & Ch. 3, pg. 57-60.
Assignments: Reading Questions #2

Week 3 (27 January)

Lecture: The 17th Century – Dutch, French, and English North America.
Textbook: *US History*: Ch. 3, pg. 60-81 & Ch. 4, pg. 85-94.
Assignments: Reading Questions #3

Week 4 (3 February)

Lecture: British North America to 1770
Textbook: *US History*: Ch. 4, pg. 95-106 & Ch. 5, pg. 111-127.
Assignments: Reading Questions #4
Concise Historical Notebook #1

Week 5 (10 February)

Lecture: The Path to Independence.
Textbook: *US History*: Ch. 5, pg. 128-133 & Ch. 6, pg. 139-160.
Assignments: Reading Questions #5
Examination #1

Week 6 (17 February)

Lecture: The Beginnings of the United States to 1801.
Textbook: *US History*: Ch. 7, pg. 165-187 & Ch. 8, pg. 139-160.
Assignments: Reading Questions #6

Week 7 (24 February)

Lecture: Jeffersonian America, 1801-1821
Textbook: *US History*: Ch. 8, pg. 198-214 & Ch. 9, pg. 217-225 & Ch. 11, pg. 270-275.
Assignments: Reading Questions #7

Week 8 (3 March)

Lecture: From the 'Era of Good Feelings' to the 'Age of Jackson.'
Textbook: *US History*: Ch. 9, pg. 226-235 & Ch. 10, pg. 243-249 & Ch. 11, pg. 275-276.
Assignments: Reading Questions #8

Week 9 (10 March)

Lecture: The Age of Jackson and Antebellum Change
Textbook: *US History*: Ch. 9, pg. 235-239 & Ch. 10, pg. 250-261
Assignments: Reading Questions #9

Week 10 (17 March)

Lecture: Spring Break Week – No Classes or Assignments

Week 11 (24 March)

Lecture: Antebellum Change in America
Textbook: *US History*: Ch. 12, pg. 297-309.
Assignments: Reading Questions #10
Concise Historical Notebook #2

Week 12 (31 March)

Lecture: Culture & Society in Early America.
Textbook: *US History*: Ch. 10, pg. 256-264 & Ch. 12, pg. 310-312 & Ch. 13, pg. 325-339.
Assignments: Reading Questions #11
Examination #2

Week 13 (7 April)

Lecture: Manifest Destiny – Visions of Westward Expansion
Textbook: *US History*: Ch. 11, pg. 278-292 & Ch. 13, pg. 340-347
Assignments: Reading Questions #12

Week 14 (14 April)

Lecture: A Fracturing America, 1850-1861
Textbook: *US History*: Ch. 14, pg. 353-374
Assignments: Concise Historical Notebook #3

Week 15 (21 April)

Lecture: Rebellion & Civil War, 1860-1865
Textbook: *US History*: Ch. 15, pg. 379-403.
Assignments: Constitutional Convention Newspaper Article (Begin Project)

Week 16 (28 April)

Lecture: Reconstruction & Post-War United States
Textbook: *US History*: Ch. 16, pg. 407-430.
Assignments: Constitutional Convention Newspaper Article

Week 17 (2, 5-7 May)

Final Exam - Time TBA

Note: Schedule is tentative and may be changed by the Instructor.

Schedule of Assignments & Exams

Week 1	Assignment	Due Date	Completed
	Syllabus Quiz	Monday 20 January by 11:59pm	
	Introductions		
	Reading Questions #1		
Week 2	Reading Questions #2	Monday 26 January by 11:59pm	
Week 3	Reading Questions #3	Monday 2 February by 11:59pm	
Week 4	Reading Questions #4	Monday 09 February by 11:59pm	
	Concise Historical Notebook #1	Monday 09 February by 11:59pm	
Week 5	Examination #1	Friday 13 February by 11:59pm	
	Reading Questions #5	Monday 16 February by 11:59pm	
Week 6	Reading Questions #6	Monday 23 February by 11:59pm	
Week 7	Reading Questions #7	Monday 2 March by 11:59pm	
Week 9	Reading Questions #8	Monday 09 March by 11:59pm	
Week 10	Spring Break - No Class		
Week 11	Reading Questions #9	Monday 23 March by 11:59pm	
Week 12	Reading Questions #10	Monday 30 March by 11:59pm	
	Concise Historical Notebook #2	Monday 30 March by 11:59pm	
Week 13	Reading Questions #11	Monday 6 April by 11:59pm	
Week 14	Reading Questions #12	Monday 13 April by 11:59pm	
Week 15	Concise Historical Notebook #3	Monday 20 April by 11:59pm	
Week 16	Constitutional Convention Article	Monday 27 April by 11:59pm	
Week 17	Final Examination	TBA (2 or 5-7 May)	

Appendix I: Reading Questions

I: Learning Objective

The reading questions are designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, interpretation and synthesis, critical thinking, time management and writing in Standard English.

II. Directions

Out of the assigned readings for each week there will be three chapters will be chosen. After reading the assigned chapter answer the two critical thinking questions provided in clear concise paragraph of 200 words per question.

III. Format

Assignments need to be completed in Microsoft Word. All pages to be double-spaced and using 12pt Times New Roman or Cambria font.

- a. Your Name, Date, HIST 1301 and the assignment number need to be in the upper right-hand corner of the page.
- b. Chapter Title on next line, centred
- c. Label each answer with the question number.
- d. NO QUOTES FROM THE READINGS IN THE ANSWER

IV. Reading Questions Grade Sheet

Assignment Grade Topics	Accomplished	Proficient	Developing	Needs Improvement
Evidence of Reading	9	7	6	5
Recognizes and Discusses Primary Themes of Reading	7	6	5	4
Recognizes and discusses impact of major historical figures	5	4	3.5	3
Evidence of Synthesis and Interpretation	6	5	4.5	4
Formatting	3	2	2	2
	30pts	24pts	21pts	18pts

Appendix II: Reporting from the Constitutional Convention of 1787 - Primary Source Readings & Article

I: Learning Objective

Primary Source readings from the Constitutional Convention of 1787 are designed to expose students to the development of the American Constitution, highlight the socio-political differences between state delegates, the different approaches to the development of a new United States Constitution, and promote critical thinking. The newspaper article is designed to build knowledge and skills related to the study of history including but not limited to: historical interpretation and synthesis, reading comprehension, critical thinking, time management and writing in standard English.

II. Directions

- "Congratulations!

As president of the convention, General George Washington (the tall gentleman over there) has decided that our Constitutional Convention really needs a reporter following the proceedings. As we debate and devise a new constitution it is important that, when we are finished, all American citizens and their families should know the main ideas of the convention and how we arrived at the new constitution.

I am most please to say that you (Yes, you!) have been chosen to be that reporter. However, because the convention has already started, you'll need to use someone else's notes to record what the two big plans proposed have been. Lucky for you James Madison said you could use his notes. He has included a private letter he sent to a number of the delegates that outlines the major problems with our current government, the Articles of Confederation, to help give you an idea of the problems. We have a desk for you over here with lots of paper, ink, and sharpened quills for you to write with. Better hurry, the delegates lunch break is almost over!

Best wishes – Benjamin Franklin

- Read the four attached primary sources carefully. They include the following:
 - #1 – James Madison on the Vices of the Political System of the United States, 1787;
 - #2 – Edmund Randolph Presents the Virginia Plan, 1787;
 - #3 – William Patterson Proposes the New Jersey Plan, 1787;
 - #4 – Congress Debates the New Jersey and Virginia Plans, 1787)

Using these four sources you will be writing a newspaper article (the 18th century version of the podcast) that answers the following questions.

1. Why are the delegates meeting, what are there problems with our existing government – the Articles of Confederation?
2. What does the first plan submitted to the Convention, the Virginia Plan, propose for the government and how is it different from the Articles?
3. What does the second plan submitted to the Convention, the New Jersey Plan, propose for the government and how is it different from the articles?
4. How are the Virginia and New Jersey Plans different from each other? What type of state is going to support which one?
5. Using Madison's notes on the debate on these two plans, summarize the differences and reasoning of the delegates debating. What are the pros and cons for both plans, according to the delegates?

Remember!! A newspaper article is not a bullet pointed list answering questions. It is a narrative writing. Your newspaper article needs to be a minimum of 4 pages long. You must have an introduction and a conclusion to your newspaper article.

III. Format

- Newspaper Article must be a minimum of 4 pages long, not including your title page.
- Font = 12pt Times New Roman or Cambria
- Margins = Normal (1")
- Page numbers in upper right corner
- **Title Page** includes the following centered on the middle of the page
 - Original Title
 - Name
 - Date
- **Main Text** includes your introduction, your article paragraphs (there should be at least five for each question), and your conclusion. Your conclusion must begin with "In Conclusion." No exceptions.
- **No Block Quotations** - this article is to be in your own words. Not James Madison's, not Edmund Randolph, Thomas Patterson, or anyone else. YOURS.

IV. Easy Ways to Fail the Newspaper Article

- Turn in another student or students' paper as your own = F
- Writing your newspaper article as a group = F
- Taking work off the internet and turning it in as your own (plagiarism or stealing) = F

V. Primary Source Discussion Board Grade Sheet

Assignment Grade Topics		Accomplished	Proficient	Developing	Needs Improvement
Introduction	20pts				
• Clear thesis statement, what the writer will be discussing in their article.		15	10	5	2.5
• Details main topics clearly.		5	4	3	2
Body of Article	50pts				
• Develops thesis statement throughout article.		10	8	7	6
• Answers each question regarding the primary source, in their own words.		10	8	7	6
• Answers are factually correct, based on the primary sources.		20	16	14	12
• Shows ability offer synthesis of historical primary source		10	8	7	6

materials.					
Conclusion	15pts				
<ul style="list-style-type: none"> Begins with “In conclusion” to signal wrap up of article. 		5	4	3	2
<ul style="list-style-type: none"> Effective restatement of thesis argument. 		10	4	3	2
Formatting	15pts				
<ul style="list-style-type: none"> Title Page with Original title, name, and date 		2.5	2	1.75	1.5
<ul style="list-style-type: none"> 12pt Times New Roman or Cambria font used 		2.5	2	1.75	1.5
<ul style="list-style-type: none"> “Normal” 1 inch margins used throughout paper. 		2.5	2	1.75	1.5
<ul style="list-style-type: none"> Page numbers are included in the upper-right corner of the page 		2.5	2	1.75	1.5
<ul style="list-style-type: none"> Article has introduction, main body paragraphs, and conclusion. 		2.5	2	1.75	1.5
<ul style="list-style-type: none"> Article has been proofread, no excessive spelling or grammar errors. 		2.5	2	1.75	1.5
		100pts	80pts	70pts	60pts

Appendix III: Concise Historical Content Notebooks

I. Learning Objective

Historical content notebooks are designed to build knowledge and skills related to the study of history including, but not limited to: building historical knowledge, research skills, critical thinking, test preparation, time management and writing in standard English. For students on the History 7-12 or Social Studies 7-12 teacher certification track, these notebooks serve as test preparation for the World History portion of the TExES content exam. For students on the Core EC-6 teacher certification track, these notebooks serve as test preparation for the Social Studies portion of the TExES content exam.

II. Directions

For each unit (Beginnings to 1689, 1689-1783, 1783-1865) you will create a concise content study notebook for that historical period.

- For each unit you will be asked to identify the following:
 - 5 Key Dates,
 - 5 Historical Figures,
 - 5 Main Events,
 - 5 Historical States (Tribes, Kingdoms, Confederacies, Empires)
 - 5 Geographical Features.
- After identifying these you will need to define the terms, or identify the dates, events, figures, or features **IN YOUR OWN WORDS**.
- Next, you will be required to defend each choice and explain why you chose that particular date, event, figure, or feature, and how they are important in that historical period.
- Finally, for each historical figure, event, and geographical feature, find a picture.

III. Format

Assignments need to be completed in Microsoft Word.

- Setting up the Document
 - Go to the **LAYOUT** tab and set your orientation to *Landscape*
 - Got to the **INSERT** tab and click on *Insert Header → Blank*
 - Type in Your Name, HIST 2301, Concise Historical Notebook, and the unit
 - Double-click in the main section of the document to close the Header
 - Got to the **INSERT** tab and click on *Add a Table*.
 - Select 2x8 cells for your table and click to create the table.
 - You will need to add more cells as you work on the notebook. When you have the table selected two additional tabs will appear on the control ribbon under **TABLE TOOLS – Design and Layout**.
 - Click on *Layout → Insert Below* to add rows to the table as needed.
- Building the Notebook
 - In the left-hand column will go your Key Date, Term, Historical Figure, Main Events, Historical States, and Geographic Features.
 - Hit **enter** and underneath write your identification or definition of the date, event, figure, or feature. Remember this **MUST** be in your own words.
 - In the right-hand column will go your defence and explanation of why you chose that particular date, event, figure, or feature.
 - Again hit **enter** and underneath explain why they are important in that

- particular historical period.
- If an event, historical figure, or geographic feature you will need to find a picture or map and insert it below

IV. Submission Instructions

- Once you have completed the notebook for the unit save the notebook in the following format [Last Name_HIST1301_Unit_Notebook]
- In Blackboard you will go to the Concise Historical Notebook assignment in the unit (Ancient, Classical, Late Antique, Mediaeval/Byzantine) and submit your notebook for grading.
- Notebooks will be submitted through SafeAssign to guard against plagiarism.

V. Due Dates

VI. Concise Historical Content Notebook Grade Sheet

Assignment Grade Topics	Accomplished	Proficient	Developing	Needs Improvement
Completion	10	8	7.25	6.5
Input Identification with basic definition/explanation.	25	20	17.5	15
Output Detailed Explanation/Defense	25	20	17.5	15
Illustration	10	8	7.25	6.5
Formatting – Follows all directions	5	4	3	2
	75pts	60pts	52.5pts	45pts