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FLC: Implementing High Impact Practices to Address DFW Rates

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DFWI Rates in my large lecture History 200 course stood at nearly 40% during the 2017-2018 AY. Reviewing literature on student success suggested that engagement both in and out of the classroom and offering increased opportunities for participation in both traditional (ie classroom setting) and non traditional (ie hybrid options) may increase grades.

Below I have two syllabi. The first is my syllabus from History 200 from Spring 2018. Please note that participation was limited to classroom participation and, in class quizzes, and writing assignments. I reimagined the class for Winter 2019. Please note the increased focus on out of class activities (ie quizzes and discussion sections) as well as my decision to take and count attendance.

DFWI rates decreased from 40% to 24% and student participation increased significantly.

Bibliography:

Cursit Newbold “Not Your Mother’s Online Class” (<https://www.insidehighered.com/digital-learning/views/2018/08/22/hybrid-education-breath-future-and-death-teaching-we-know-it>)

Kathryn Linder “Fundamentals of Hybrid Teaching and Learning” (<https://onlinelibrary.wiley.com/doi/abs/10.1002/tl.20222>)

Benjamin Gleason and Christine Greenhow “Hybrid Learning in Higher Education: The Potential of Teaching and Learning with Robot-Mediated Communication” (<https://olj.onlinelearningconsortium.org/index.php/olj/article/download/1276/344>)

Jesse Stommel and Sean Michael Morris, *An Urgency of Teachers: The Work of Critical Digital Pedagogy* (<https://urgencyofteachers.com>)

Jesse Stommel “Hybridity, Pt. 2: What is Hybrid Pedagogy?” (<http://hybridpedagogy.org/hybridity-pt-2-what-is-hybrid-pedagogy/>)

Jesse Stommel, “Hybridity, Pr. 3: What does Hybrid Pedagogy Do?” (<http://hybridpedagogy.org/hybridity-pt-3-what-does-hybrid-pedagogy-do/>)

Catherine Amoroso Leslie, “Hybrid by Choice: Increasing Engagemetn in a High Enrollment Class” (<http://hybridpedagogy.org/hybrid-choice-increasing-engagement-high-enrollment-course/>)

Andrew Koch, *Improving Teaching, Learning, Equity, and Success in Gateway Courses* (Wiley, 2017)

Jay Caulfield, *How to Design and Teach a Hybrid Course: Achieving Student-Centered Learning Through Blended Classroom, Online, and Experiential Activities* (Stylus, 2011)

Mary Jo Jackson and Marilyn M. Helms, “Student Perceptions of Hybrid Courses: Measuring and Interpreting Quality” (<https://www.tandfonline.com/doi/abs/10.3200/JOEB.84.1.7-12>)

Description of Purpose:

Large lecture courses in the history department historically suffer from high DFWI rates and, with increased pressure from administration, efforts have been undertaken to address the problem areas within these courses. We as a group propose to examine various high impact practices, such as hybrid teaching methods, active learning, project-based learning, supplemental instruction etc. in large lecture courses in order to increase attendance, participation, and contribute to effective student learning, thereby reducing DFWI rates. This project will look at the different methods of available and the best means by which to address rates in large lecture courses as well as smaller upper division courses.

Large lecture courses in history that will implement high impact practices will be compared to those that don't in an effort to see whether the use of such teaching practices does, in fact, lower DFWI rates. Broadly, we hope to lower the DFWI rates in courses at CSUSB.

HIST 200: United States History to 1877 (Spring 2018)

Tuesday/Thursday 10:00-11:50
SBS 128

Dr. Ryan W. Keating
Office: SBS 341
Office Hours: T/R 12:00-1:00 or by appointment
Email: rkeating@csusb.edu

I encourage all students to visit me during office hours at some point during the semester

Course Description:

United States History to 1877 is a survey course that will touch on the political, social, economic, history of the United States from the early colonial period through the Civil War. Furthermore, this course will focus on the way in which notions of race, liberty, and freedom impacted the ways that Americans understood their place within their nation and as part of the broader world.

FORMAT:

This course combines lecture and discussion. Please come prepared to discuss any primary and secondary sources on the days they are assigned.

EXPECTED STUDENT LEARNING OUTCOMES

I. Historical Knowledge Skills

- 1.1 Students will demonstrate knowledge of relevant historical facts and context
- 1.2 Students will demonstrate the ability to frame historical questions
- 1.3 Student demonstrates awareness of historical interpretative differences

II. Research Skills

- 2.2 Students will demonstrate the ability to evaluate and analyze primary historical sources.

2.3 Students will demonstrate the ability to develop an historical interpretation based on evidence.

III. Communication Skills

3.1 Students will demonstrate the ability to write clearly.

Course Text:

1. *U.S. History* (available FREE online at: <https://courses.lumenlearning.com/boundless-ushistory/>)

Major Articles: (Available on Blackboard)

T.H. Breen, “‘Baubles of Britain’ American Consumer Revolutions of the Eighteenth Century,”
Past and Present, no. 119 (May, 1988)

Lyon Rathburn, *The Debate Over Annexing Texas and the Emergence of Manifest Destiny*

Theda Perdue, “Cherokee Women and the Tail of Tears,” *Journal of Women’s History*, vol. 1 no.
1 (Spring 1998)

Paul A. Cimbala “Black Musicians from Slavery to Freedom: An Exploration of African-
American Folk Elite and Cultural Continuity in Nineteenth-Century Rural South,” *The
Journal of Negro History*, Vol. 80 no. 1 (Winter, 1995).

All other readings for this course will be available digitally through Blackboard.

ASSIGNMENTS:

Midterm 1: 100 Points

Midterm 2: 100 Points

Final Exam: 100 Points

Discussion/Discussion Group: 100 points

In-Class Essay Responses: 100 points (25 points each)

Total: 500 points

What is an Essay Response?:

An Essay Response is a short in-class writing assignment based around the major articles for this course.

What is Discussion and Discussion Group?

Discussions will involve close reading of primary and secondary sources available on Blackboard under the “Course Documents” section.

Students will join groups of no more than six(6) and will keep those same groups through the entire quarter.

There are primary sources and questions for each class. You must read the primary sources, take notes, and answer the questions provided. At the beginning of each class, please meet with your group and discuss, in depth, the sources and accompanying questions. Groups must submit one (1) copy of completed questions to receive credit for that day.

Midterm and Final Exams:

Will be a combination of Identifications and Multiple Choice Questions. You will be permitted **ONE 5x7 INDEX CARD for notes.**

CLASS ETIQUETTE:

-Come to class prepared and enthusiastic

-Treat everyone with respect

-I understand that cell phones are an important part of everyone’s life. There was a time, however, when this was not the case. Please do not use cellphones in class. If you are tempted, try and imagine the lives of soldiers before instantaneous communication. They often went months, at times facing imminent death on the battlefield, without hearing news from his loved ones at home. I am certain you can manage to be disconnected for a few hours a week.

-There are times when laptop computers are appropriate in a classroom- I will email you and let you know when that will be (if we move class outside, for example). Otherwise, keep those, like your cellphones, in your bags.
-If you must take notes on a computer, please refrain from visiting social media sites. If I see you on those sites, I will ask you to put the computer away.

ELECTRONIC COMMUNICATION:

-With the growth of electronic communication, it is more important than ever to keep in mind that, though often quickly written, emails should still be somewhat formal.
-Emails should have a subject
-Emails should have some sort of salutation, and that salutation should reflect a degree of formality based on whom you are writing to.
-Emails should have a closing: Sincerely, Kindest, With Regards
-Please remember, sending me an email is not like sending your friend a text. I am not up on current text lingo, so please, for clarity sake, remember capitalization, punctuation, and spelling, and avoid common abbreviations.

MAKE-UP EXAMINATIONS AND LATE PAPER POLICY:

Make-up examinations will be given and late papers will be accepted if you obtain approval from the class dean. Without approval, no make-up examinations will be given, and the grade on late papers will be lowered one full grade level for each day (including weekends and holidays) past the due date. Please remember- it is ALWAYS best to contact me if you have any questions or concerns regarding this policy.

UNIVERSITY POLICIES

Plagiarism Policy: “Plagiarism, that is, appropriating someone else’s ideas or words and using them as your own, will not be tolerated. Plagiarism is cheating. University policies designate it as a violation of the Student Discipline Code and plagiarism will result in automatic failure of this course and possible expulsion from the university.” See University Policies on Plagiarism and Dishonesty in the CSUSB Bulletin.

Students caught plagiarizing will automatically fail the course.

Dropping and Adding: You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found in the CSUSB Bulletin.

Services to Students with Disabilities: If you are in need of an accommodation for a disability in order to participate in this class, please let me know ASAP and also contact Services to Students with Disabilities at UH-183, (909) 537-5238.

April 3: Introduction

April 5: Europe Encounters America

Readings: US History Section 1-2
Excerpts from *Columbus Diary*
William Wood, *Descriptions of New England Indians*

April 10: The Development of the American Colonies

Readings: US History Section 3
Richard Hakluyt, *Reasons for Colonization, 1585*
John Winthrop, *City Upon a Hill, 1863*

April 12: From Colonist to American: Growing Dissent in North America

Readings: US History Section 4
Excerpts from *Rights and Grievances of the Stamp Act Congress, 1765*
Franklin, *Rules by Which a Great Empire May be Reduced to a Small One, 1773*

April 17: From the Boston Tea Party to the Declaration of Independence

Readings: US History Section 5

Samuel Adams, *The Rights of Colonists*

Thomas Paine, *Common Sense*

The Declaration of Independence

Essay Response on Breen Due

April 19: The Federalists and Anti-Federalist Debates and the US Constitution

Readings: US History Section 9

The Bill of Rights

April 24: Washington, Adams, Jefferson and the “Revolution” of 1800

Readings: US History Section 10

The Virginia Resolutions

Washington’s Farewell Address

Jefferson’s First Inaugural Address

April 26: Midterm Exam 1

May 1: Surviving in the Atlantic World

Readings: US History Section 12

Alien and Sedition Acts

Selections from *Tales of Impressment*

May 3: “What Hath God Wrought”: The Market Revolution and its impact on America

Readings: US History Section 13

Mary S. Paul Letters

Reform Movements documents

May 8: Immigration and the Question of Citizenship

Readings: *The Platform of the Nativist Party*

Accounts of Five Points

Essay Response on Perdue

May 10: The Peculiar Institution: The Origins of Chattel Slavery

Readings: US History Section 5

Slave Laws of Colonial Virginia

May 15: Midterm Exam, 2

May 17: *12 Years A Slave* (In Class)

May 22: Westward Growth and Compromise

Readings: US History Section 15

John L. O’Sullivan, *On Manifest Destiny*

Essay Response on Rathburn

May 24: The Revolution of 1860; The Counterrevolution of 1861

Readings: US History Section 18

Abraham Lincoln, *First Inaugural Address*

Alexander Stephens, *The Corner Stone Speech*

May 29: Southern Victory; Southern Defeat

May 31: Emancipation and the Reconstruction Amendments

*Readings: US History Section 19
The Emancipation Proclamation
The Wade Davis Bill*

June 5: The True Legacy of the Civil War

Essay Response on Cimbalá

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SBS 128**

Dr. Ryan W. Keating

Office: SBS 341

Office Hours: T/R 10:00-11:30 or by appointment

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FORMAT:

This course combines lecture and discussion. Please come prepared to discuss any primary and secondary sources on the days they are assigned.

EXPECTED STUDENT LEARNING OUTCOMES

I. Historical Knowledge Skills

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II. Research Skills

- 2.2 Students will demonstrate the ability to evaluate and analyze primary historical sources.
- 2.3 Students will demonstrate the ability to develop an historical interpretation based on evidence.

III. Communication Skills

3.1 Students will demonstrate the ability to write clearly.

Course Text:

Eric Foner, *Give Me Liberty!, Fifth Seagull Edition - Vol. 1 Ebook*
(<https://digital.wwnorton.com/givemeliberty5sv1>) cost: \$30.00

YOU MUST PURCHASE THE EBOOK AND INQUIZITIVE ACCESS

YOU CANNOT SUCCESSFULLY COMPLETE THE COURSE WITHOUT THE BOOK AND COURSE PACK

Major Articles: (Available on Blackboard)

T.H. Breen, “‘Baubles of Britain’ American Consumer Revolutions of the Eighteenth Century,”
Past and Present, no. 119 (May, 1988)

Lyon Rathburn, *The Debate Over Annexing Texas and the Emergence of Manifest Destiny*

Theda Perdue, “Cherokee Women and the Tail of Tears,” *Journal of Women’s History*, vol. 1 no. 1 (Spring 1998)

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All other readings for this course will be available digitally through Blackboard.

ASSIGNMENTS:

Midterm 1: 100 Points

Midterm 2: 100 Points

Final Exam: 100 Points

Primary Source Exercises: 120 Points

InQuizitive Assignments: 100 Points

Participation: 100 points

In-Class Essay Responses: 100 points (25 points each)

Total: 720 points

Primary Source Exercises:

Primary Source Exercises are located in the “Content” section of Blackboard in a folder labeled “Primary Source Exercises”.

There are Primary Source Exercises that coincide with each chapter of the Foner Textbook.

Each exercise consist of four questions, and are worth eight points, total.

EXERCISES MUST BE COMPLETED BY 8:00 AM ON THE DATE NOTED IN THE SYLLABUS.

LATE COMPLETIONS WILL NOT BE ACCEPTED

NO MAKEUPS WILL BE GRANTED

InQuizitive Assignments:

InQuizitive Assignments are located under the “InQuizitive Assignments” tab in Blackboard.

There are InQuizitive Assignments that coincide with each chapter of the Foner Textbook.

Students may take as much and answer as many questions as necessary to score 100% on each InQuizitive Assignment.

INQUIZITIVE ASSIGNMENTS MUST BE COMPLETED BY 8:00 AM ON THE DATE NOTED IN THE SYLLABUS.

LATE COMPLETIONS WILL NOT BE ACCEPTED

NO MAKEUPS WILL BE GRANTED

Essay Responses

An Essay Response is a short in-class writing assignment based around the major articles for this course.

Midterm Exams

There will be THREE (3) Midterm Exams. They will take place on:

January 31

February 19

March 19

Will be a combination of Identifications and Multiple Choice Questions. You will be permitted **ONE 5x7 INDEX CARD for notes.**

Participation

Attendance is **REQUIRED** and will count towards your participation points.

CLASS ETIQUETTE:

-Come to class prepared and enthusiastic

-Treat everyone with respect

-I understand that cell phones are an important part of everyone’s life. There was a time, however, when this was not the case. Please do not use cellphones in class. If you are tempted, try and imagine the lives of soldiers before instantaneous communication. They often went months, at times facing imminent death on the battlefield, without hearing news from his loved ones at home. I am certain you can manage to be disconnected for a few hours a week.

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January 8: Introduction

January 10: Europe Encounters America

Readings: Foner, Chapter 1

Assignments:

Primary Source Exercise Chapter 1

InQuizitive Quiz Chapter 1

January 15: The Development of the American Colonies

Readings: Foner, Chapter 2

Assignments:

Primary Source Exercise Chapter 2

InQuizitive Quiz Chapter 2

January 17: From Colonist to American: Growing Dissent in North America

Readings: Foner, Chapter 3

Assignments:

Primary Source Exercise Chapter 3

InQuizitive Quiz Chapter 3

January 22: From the Boston Tea Party to the Declaration of Independence

Readings: Foner, Chapter 5

Assignments:

Primary Source Exercise Chapter 5

InQuizitive Quiz Chapter 5

Essay Response on Breen Due

January 24: The Federalists and Anti-Federalist Debates and the US Constitution

Readings: Foner, Chapter 6
Assignments:
Primary Source Exercise Chapter 6
InQuizitive Quiz Chapter 6

January 29: Washington, Adams, Jefferson and the “Revolution” of 1800

Readings: Foner, Chapter 7
Assignments:
Primary Source Exercise Chapter 7
InQuizitive Quiz Chapter 7

January 31: Midterm Exam 1

February 5: Surviving in the Atlantic World

Readings: Foner, Chapter 8
Assignments:
Primary Source Exercise Chapter 8
InQuizitive Quiz Chapter 8

February 7: “What Hath God Wrought”: The Market Revolution and its impact on America

Readings: Foner, Chapter 9
Assignments:
Primary Source Exercise Chapter 9
InQuizitive Quiz Chapter 9

February 12: Democracy in an Uncertain Time

Readings: Foner, Chapter 10
Assignments:
Primary Source Exercise Chapter 10
InQuizitive Quiz Chapter 10

Essay Response on Perdue

February 14: The Peculiar Institution: The Origins of Chattel Slavery

Readings: Foner, Chapter 4
Assignments:
Primary Source Exercise Chapter 4
InQuizitive Quiz Chapter 4

February 19: Midterm Exam, 2

February 21: *12 Years A Slave* (In Class)

February 26: Slavery and the Republic

Readings: Foner, Chapter 11

Assignments:
Primary Source Exercise Chapter 11
InQuizitive Quiz Chapter 11

Essay Response on Rathburn

February 28: An Age of Reform
Readings: Foner, Chapter 12
Assignments:
Primary Source Exercise Chapter 12
InQuizitive Quiz Chapter 12

March 5: A House Divided
Readings: Foner, Chapter 13
Assignments:
Primary Source Exercise Chapter 13
InQuizitive Quiz Chapter 13

March 7: The Civil War
Readings: Foner, Chapter 14
Assignments:
Primary Source Exercise Chapter 14
InQuizitive Quiz Chapter 14

March 12: Reconstruction
Readings: Foner, Chapter 15
Assignments:
Primary Source Exercise Chapter 15
InQuizitive Quiz Chapter 15

March 19: FINAL EXAM