

Ranger College
Fall - 2010

Course Number and Title: History 1301 - American History

Credit Hours: 3 Hours

Instructor: Tony Mathison

Office Hours: Mainly through email communication. Other opportunities include before class or by special appointment.

Telephone/email: 325- 641-5726/email: tmathison@rangercollege.edu

I. CATALOG DESCRIPTION

This is a course in American History, stressing the fact that “America is a Dream”. The dream is so grand it can never be reached. On the other hand, the sacrifice of military, political, and social contributors have successfully moved the USA from point A to point B. The course will emphasize, when appropriate, how our own efforts as citizens in the year 2010 and beyond can move the US to an improved point C.

II. COURSE CONTENT

The Indian Era, European Settlements, Race Issues, Gender Issues, Religious Issues, Revolutionary War, New Nation’s growing pains, Pre-Civil War buildup, Civil War, Reconstruction. US presidents who had a major impact and other topics connected with the content listed above.

III. COURSE GOAL

Students successfully completing this course will have a greater appreciation for, and knowledge of the diverse cultural, political, social, and economic events that have helped to shape the present. The student will understand the importance of the past in relationship to the present allowing them to successfully prepare for the future and/or impact the future.

IV. REQUIRED BACKGROUND/ PREREQUISITE

Passing score on the THEA reading section or equivalent alternative test

V. TEXTBOOK/READING MATERIALS

Berkin, Miller, Chaney, and Gormley; *Making America: A History of the United States*; Houghton Mifflin Company Publishers, 2008, 5th edition.

- VI. Methods of instruction:
Lecture, discussion, participation in group presentations and history related debates, and audio-visual materials.

VII. EXEMPLARY EDUCATIONAL OBJECTIVES

C1: To understand and apply basic principles of radical thinking, problem solving, and technical proficiency in the development of exposition and argument.

C3: To understand and appropriately apply modes of expression in descriptive, expository, narrative, scientific, and self-expression in written, visual, and oral communications.

C4: To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.

HUMANITIES AND VISUAL AND PERFORMING ARTS (H)

H2 - To understand those works as expressions of individual and human values within a historic and social context.

H7 - To demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

SOCIAL AND BEHAVIORAL SCIENCES (S)

S2 - To examine social institutions and processes across a range of historical periods, social structures, and cultures.

S5 – To analyze the effects of historical, social, political, economic, cultural, and global forces on the areas under study.

S8 – To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.

S11 – To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.

S12 – To identify and understand differences and commonalities within diverse cultures.

MATHEMATICS (M)

M5 – To interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them.

VIII. COURSE OBJECTIVES

A. To describe, compare, and contrast the development of the different sections of the US. (C1, S5).

B. To analyze the factors leading to the US becoming a nation (S5, S8).

C. Describe and analyze the major problems that confronted the country during the early years and the beginnings of the populist movement. (S5, C1).

D. To describe and analyze the constraints, choices, expectations, and outcomes concerning involvement in wars, including and emphasizing the Civil War. (S5, H2, C4, and M5).

E. Analyze and contrast the choices, expectations, constraints, and reform periods of the country relating to women, native Americans, and blacks. (S5, H2).

F. To compare and contrast the effects of the George Washington and Andrew Jackson Administrations on the country. (C5, and S5).

G. Describe the expectations, constraints, choices, and outcomes of slavery in the US. (C5, S5, and M5).

H. To analyze the choices, constraints, expectations, and outcomes of the US Articles of Confederation to the US Constitution (C5, S2, S5, S8, S11, S12, and H2).

IX. IMPORTANT DATES:

Class Begins: Aug. 23rd

First Exam: Oct. 4th (note- your mid-term grade will be this exam, class participation, and your quiz average)

Second Exam: Nov. 1st.

Final Exam: Dec. 13th.

Quizzes: Randomly throughout the semester and only over the reading assignments.

Make-up: Quizzes = selected chapter topics will be identified for you to answer with several details. These make-ups will take far more time to complete than the original multiple-choice T-F short answer type quizzes.

Make-up Exams = TBA per situation. Please make every attempt to not miss on an exam day.

No early final exams will be given unless written instructions are acquired from the Dean of Instruction.

X. COURSE/CLASSROOM POLICIES:

A. Attendance/Lateness

Class attendance is a requirement. If you anticipate more than four unexcused absences during the course, you should take this course at a later date. On the other hand, the professor will work with you on excused absences due to unexpected events. A first absence will be considered excused yet you are responsible for getting the notes and assignment yourself. You will also forfeit the two point attendance bonus independent of the excused or unexcused classification for missing one complete class. The bonus (see part C) is a reward for those able to attend all classes not a consequence for having one absence. If a 2nd, 3rd, 4th missed class is counted as “unexcused” (see below for definition), the result is a zero class participation grade for each absences. If you reach a 4th unexcused absence, further unexcused absences should lead you to drop the course and receive a W on your transcript. A fifth unexcused absence will be an automatic letter grade deduction from the overall average. A sixth unexcused absence will be a two letter grade deduction from the overall average. (i.e., if you have an A average, it will be reported as a C average). A seventh absents will result in the student being dropped from the class by the professor with a grade of F per Ranger Jr. College policy for excessive absences.

B Definitions/Tardy Policy/note on sickness communication:

** Definition of excused = any common sense reason for missing such as attending funerals, your own sickness, a child’s sickness, unexpected travel problems, and attending a special event that does NOT occur often. As indicated above, one miss is excused anyway independent of your effort to communicate.

** Definition of unexcused = returning to class after a missed class (2ND, 3RD, 4TH, etc.) and not communicating the reason to the professor during office hour opportunities or through email communication, sleeping in, going to an event that DOES occur often and can be attended another time.

** Tardies = These only influence the daily class participation grade if this is a minor problem only involving a few minutes.

** Final Word on sickness = The professor does NOT want details just a general indication of not feeling well, being at a doctor’s office, in the hospital, etc.

C. Attendance Bonus

Perfect attendance, including being on time to all classes, will result in a two point bonus on the overall average. The bonus can be kept if a tardy is excused per the definition above.

Note - Absences are counted from the first day of class; Aug. 23rd, 2010 as listed in the RC College Calendar, regardless of the date of the student’s registration. All work and/or assignments missed must be completed within one week of the absence.

D. Class Participation

Class participation will include daily work, presentations, debate participation, and other assignments as required. Please do not “complain” about any person and/or topic you are assigned. These alternative activities have been proven to help your own achievement compared to the course being a 100% lecture format. If you are asked to report on a topic and/or person that causes you strong negative feelings, please email or see the professor about the matter.

E. Missed Major Exams/Assignment Makeup

Make-up work must be turned in within one week of returning to class. The student may take make-up exams only by appointment. A grade of zero will be given for any missed exam that is not excused.

F. Missed lecture notes

It is the sole responsibility of the student to acquire the lecture notes and any other class material covered during their absence.

G. Academic Dishonesty and Testing Proctors

Any student caught cheating on an exam, report, or project, whether in the classroom or elsewhere, will earn a grade of “F” in the course. The definition of cheating involves looking at a co-student’s answers, looking at your notes, looking at the text, and having your cell phone on during the test (there is a cell phone exception for a family emergency concern). It is strongly recommended that the student caught cheating immediately drop the class in order to avoid a grade of “F” and instead receive a grade of “W”.

G. Cont... Testing Proctor(s): Due to the need to ensure academic validity of the test, the professor, substitute teacher, or a test proctor should be present during testing. If you are at a site connected exclusively with video/audio hook up, leave the equipment on so the responsible party at the other campus can observe you testing. For any reason and pending available space, you can request to test alone in a room if you turn in your lecture notes, textbook, and cell phone to the professor/test proctor, or any staff member running the campus office.

H. Student Behavior

When any activity of an individual in the class impedes the learning process of any other individual in the class, the individual causing the disruption is subject to immediate dismissal from class and may be dismissed from the course.

I. Available Support Services

ADA statement: Ranger College provides a variety of services for students with learning and /or physical disabilities. The student is responsible for making the initial contact with the counselor and professor before or immediately after the semester begins.

XI: ASSESSMENT (Grade Procedures)

A. The course is divided into three major units of study. Each student will take three major exams, the third one being the final exam. A review of major points of study will be given prior to each exam. Exam Two is not cumulative. The Final Exam IS cumulative.

B. The student will also be required to take quizzes at random times during the semester.

XII: GRADING PROCEDURES

Exam 1 = 26.65% of your semester grade

Exam 2 = 26.65% of your semester grade

Final Exam = 26.65% of your semester grade

Class Participation = 10% of your semester grade

Quizzes = 10% of your semester grade

Note – Please take note of the significantly higher percentage the exams have over the class participation and quiz averages. The main part of your grade is the exam average. Please study for all exams and especially the final exam which can impact your final course grade one full letter grade up or down depending on your final exam result. This is a college level course; there is no substitute for doing well on your exams.

XIII: ADDITIONAL LEARNING OPPORTUNITIES

A major purpose of this course is to learn US History, not hurt a student's transcript with a low grade. The best way to do well on exams is to learn your own study style and study accordingly in addition to getting all you can from class time. On the other hand, you might draw a blank while testing. In this case, the exam can become a learning tool. When time permits and the STUDENT makes a sincere effort to seek a chance to learn from missed exams questions (multiple-choice, short answer, or essay), the professor will allow for wrong answers to be corrected for partial points to be added to the original exam grade toward the exam grade that will be counted in the average.

XIV: GRADING SCALE

90 or above = A

80-89 = B

70-79 = C

60-69 = D

59 or lower = F

XV: EXAM SCHEDULE

First Exam: (Chapters one to six)

Second Exam: (Chapters seven to eleven)

Final Exam: (Chapters 12 to 16)

Quizzes will be selected randomly and generally given on non-exam days over the 'scan' reading assignments.

XVI. Admissions, employment, and program policies of Ranger College are non-discriminatory in regard to race, color, creed, sex, age, disability, and national origin.

XVII: Receipt of syllabus

Ranger College
Fall 2010: Hist. 1301

I have received and understand the information in the syllabus for American History 1301; I agree to abide by the stated policies. I further understand that the bottom line goal, at least from the professor's view point, is for me to use the earned credit from this course toward achieving the degree or certificate I have chosen to pursue.

Signed: _____

Legibly print the following information:

Name: _____

Student ID: _____

Major or certificate plan: _____

Hometown: _____
City State

Brief Statement about you? (NA if you have had the same professor for History in the past).

Do you have a favorite part of US History going into this course? If yes, what and why do you think it is of interest to you?
