



RANGER COLLEGE  
STEPHENVILLE, TEXAS

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COURSE SYLLABUS

**UNITED STATES HISTORY I**

**HIST 1301**

**3 credit hours**

**FALL 2020**

**INSTRUCTOR:**

**Jason Hodges**

INSTRUCTOR:  
EMAIL:

Jason Hodges  
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## **HIST1301 - FALL 2020**

OFFICE: Stephenville High School, Lecture Hall  
PHONE: 254-968-4141  
HOURS: Monday-Friday, 8am-9pm; Via email

### **I. Texas Core Curriculum Statement of Purpose**

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

### **II. Course Description**

A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

### **III. Required Background or Prerequisite**

Successful completion of required placement testing.

### **IV. Required Textbook and Course Materials**

*Lumen Learning United States History*

There is no physical textbook required, and all the materials for the course will be provided digitally and directly in Blackboard.

### **V. Course Purpose**

Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.

### **VI. Learning Outcomes**

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- Create an argument through the use of historical evidence.
- Analyze and interpret primary and secondary sources.
- Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history

### VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

### VIII. Methods of Instruction \_\_\_\_\_

Reading/Lectures/Notes, Online Practice, Homework

### IX. Methods of Assessment

Exams will consist of multiple choice and short answer questions and will cover all material discussed in class or in reading assignments. Each question will be graded as correct or incorrect in accordance with information in the text, lectures and readings. Exam grades will be taken as the points correct.

There will be NO RETESTS.

The course grade will be computed as follows:

EXAMS 25%

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HOMEWORK 25%

WRITING ASSIGNMENTS 25%

FINAL EXAM 25%

Letter grades will be assigned as follows:

Grading scale: A = 90-100% B = 80-89 C = 70-79 D = 60-69 F = Below 60

### **X. Non-Discrimination Statement**

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

### **XI. ADA Statement**

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.