



RANGER COLLEGE

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COURSE SYLLABUS

**HIST 1302**

**3 credit hours**

**INSTRUCTOR:**

**Dr. Twila Johnson**

INSTRUCTOR: Dr. Twila Johnson  
EMAIL: tjohnson@rangercollege.edu  
OFFICE: online  
PHONE: 361-646- 9075  
HOURS: may text or call between 7:30 am and 7:30 pm

### **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**

This course is a continuation of United States History 1301. Emphasis is placed on new social and industrial problems, rise of the progressive movement, the United States as a world power, World War I, depression and the New Deal, World War II, and contemporary America.

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. III

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

Successful completion of required placement testing.

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

Brands, Breen, Williams, and Gross. American Stories: A History of the United States. Pearson Publishing, 4th Edition, 2018.

ISBN: '0135233143

**We will be using REVEL so please follow these instructions also in Blackboard.**

Student Registration Instructions

- To access REVEL from your Blackboard course:
1. Start from your Blackboard course.
  2. Select a content area (perhaps called Content or REVEL) from the left navigation.
  3. Select Open REVEL.

If you have a Pearson account, enter your username and password. Otherwise, create a new account. Note: If you are also registering for a Pearson MyLab (like MyMathLab or MyVirtualChild) this term, you must register for the MyLab first, in order to use the same username and password for REVEL.

4. When your accounts are linked, select an access option:

- Redeem an access code purchased from the bookstore.
- Buy access using a credit card or PayPal.
- If available, get temporary access.

5. Your REVEL content appears.

To go back to Blackboard, look for the Blackboard tab or window in your browser. That's it. Throughout the semester, please access your REVEL content through Blackboard. To upgrade temporary access to full access: To upgrade your access before your temporary access expires, select the link in your confirmation email.

Once your temporary access expires, when you open REVEL from Blackboard, you're prompted to upgrade your access. Redeem a pre-purchased access code, or buy access using a credit card or PayPal.

Need help? If you have trouble getting access, make sure your laptop or other device is set up to work with REVEL.

Visit Pearson Support at <https://support.pearson.com/getsupport>.

Dedicated REVEL support line for students: (855) 875-1801

## 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

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. 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**

This is an online course, so we will be using discussions after assigned chapter readings and chapter quizzes along with a research project, midterm and final exam.

### **IX. Methods of Assessment**

#### **A. Attendance:**

Class attendance is a requirement, if you anticipate more than three unexcused absences during the course you should wait for a later date to take this course.

Online Attendance is taken by logging in. At least one assignment is required per week.

Absences are counted from the first day of class as listed in the College Calendar, regardless of the date of the student's registration.

#### **B. Class Participation**

Class participation will include class discussion, introductions and logging in weekly to view messages and announcements.

#### **C. Missed Major Exams/Assignment Makeup**

All Assignments except the Mid-term and Final exam are available as soon as class begins. The class is open 24/7 and available to access. A grade of zero will be given for any missed work. If the Blackboard system fails, the Instructor receives notification. Personal computer issues are not excused.

It is highly recommended that you are prepared with a reliable computer and internet service, as those failures do not warrant an extension of due dates. The chapter quizzes are open NOW! Do not wait to begin taking them. This is a 24/7 course. You may access at any time.

No late work will be accepted. It will be a zero if it is not turned in by midnight when it is due. Starting the assignment before midnight does not count. It must be submitted prior to midnight on the due date.

No extra credit is available via an additional assignment. The lowest Discussion grade will be substituted with the grade “100” if the student took the Pre –Test prior to the due date. Bonus points on the final exam can be earned during the final exam Discussion.

No makeup work is given.

#### **D. 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.

#### **E. Assessment (Grade Procedures)**

1. The course is divided into five major sections.
2. Major Exams - You will be required to take two exams a Mid-term (online but NOT proctored) and a Final Exam (proctored). You must sign up at the location. Dual credit students take their Final Exams at their high school campus.
3. The student will also be required to complete REVEL assignments per each chapter online that will assess comprehension of the reading material. The assignments are opened at the beginning of the semester but will close on specific dates. The closing dates for each assignment is on Saturday at midnight of the week it is listed for the assigned reading.

You may use your textbooks and notes to complete the assignments. Refer to your discussion board too!

I highly recommend that you are prepared with a reliable computer and internet service, as those failures do not warrant an extension of due dates. If your computer or internet fails, do not give up! Go to a friend, a relative, Starbucks, Dairy Queen, or the library! It is the 21st century- computers and internet service are readily available! Blackboard can also be accessed on your phone. The app is a very small fee. The assignments are open NOW! Do not wait to begin taking them. You can work ahead of schedule. This is a 24/7 course. You may access at any time.

- NOTE: You are responsible for knowing the information in all of the readings even if we do not directly talk about all of it in discussions.

#### 4. Class Discussions:

You will answer a discussion question as posted from the instructor no later than Wednesday at midnight of the week discussions occur. With that answer, try to pose another question for the class thus spurring on discussion. You will be required to post a question to the discussion board and answer a question from one classmates as listed in the schedule. Each student needs to answer a question and pose another question. Make sure each question is critical thinking and not

something like “what color is the sky?” Be respectful of others responses, using proper netiquette. Read all responses before you answer a question so as not to duplicate answers. You will **not** receive credit for duplicating an answer that has already been given. You may add to the answers of others if you feel additional information is warranted. I will attempt to **red out** already selected questions as quickly as I can.

Before Saturday at midnight of discussion week, you will have answered a question and posed another question. You then will answer another question from your classmates (or sometimes the instructor). That is a total of three responses from you- two initially, in answering a question that I have originally posted and posing another question and then responding to a classmate’s post or another post from the instructor. Be sure to answer in separate threads each time.

Each response should be cited. Prove your answer. Where did you get the information?

If it was from a website, then cite the source. If it was from an article, then cite the source. If it was from your textbook, then site the textbook and give the page number. Use APA format in all citations. <https://owl.english.purdue.edu/owl/resource/560/01/>

You WILL NOT receive credit if you do not cite your source for information.

Here is an example of how to respond. It tells me and the class the question you are answering and who is answering and gives the citation.

Give all responses separately because Blackboard will track them for me.

Initial Response- Definition of Matrilocal tjohnson

*Definition of Matrilocal*

*The definition of matrilocal is "a culture in which young men upon marriage go to live with the bride's family". (p.12) This meant that after marriage the woman would go live with her new husband in her mother's house or community. The children would therefore be raised in the same community. The daughters, once married would stay in the mother's community or dwelling, and the sons would marry and move in with their wives' family. For instance, in ancient civilizations evidence indicates that Natufian society was matrilocal. "The fact that Natufian women gathered food crops explains the power and influence in their communities." (p. 12) However, this did not mean that the woman had control or authority over her husband. In a way, the woman's or wives family/household took the role of the provider since they took part in gathering and storing of the food and/or essentials for daily living.*

*Sources:*

*Stearns,D.N., Adas, M., Schwartz, S.B., & Gilbert, M.J. (n.d), Chapter One. World Civilizations: The Global Experience*

*"The Agricultural Revolution in Prehistory." Google Books. N.p., n.d. Web. 06 Sept. 2016.*

Your response title should be name: initial response and question or tjohnson: initialresponse and question. The next time you respond tjohnson: second response. That way, we can keep up with you. Any time you email or message, please identify yourself and reason for question- tjohnson: question about quiz #1.

5. The student will also be required to complete a Research Paper and PPT. The paper will require a minimum of three (3) double spaced pages and a maximum of five (5) double spaced pages in length. The paper and PPT will count as 20% of your overall grade. The paper will be submitted via Blackboard in the Content area under Research Paper Safe Assign. You must use four sources to develop your essay, one source should be the textbook, (other sources may include books, journals, Internet, etc). Do not use Wikipedia. Do not use all internet for the other resources. You must submit a works cited page listing all the sources from which you gather information to use in the

paper. A cover page must be submitted as well, it should include the title, date and your name. The cover page DOES NOT count as part of your page requirements nor does the works cited page. Be sure to include an abstract. The font should be New Times Roman 12 pt. the style should be APA. Use this cite to make sure you are writing in APA format:

<https://owl.english.purdue.edu/owl/resource/560/01/>

In conjunction with the paper, please attach a PPT. Make sure all resources are sited within the PPT. LOOK AT MY EXAMPLE and the student example. You will have to attach them via Safe Assign with your paper. The PPT should be at least 5 slides but no more than 10 slides. The first slide is your introduction slide and the last slide is the reference slide. The next to last slide needs to have two questions on it that you want to ask the class. Make sure they are critical thinking questions, not a yes or no type answer question. They do not have to be included in the 10 slide count if you are running out of space. Make sure you site the sources within the slides. Points will be taken off if you fail to do so. Fluff and fancy tricks are not necessary. You may imbed videos, pictures or other primary sources. Do not put too much information on each slide please.

We may use these PPTs in our final exam review discussions. You will be assisting the class in reviewing for the final. I may use questions from your presentations on the final. They are part of your essay grade and will be part of the final exam review discussion grade.

You may begin selecting the topic for your Research Paper Select from the topic you wish to write about in the Discussion Board immediately. Go to Research Paper Topic Selection. Make sure I confirm your selection. Each topic will have a due date assigned to it. The topics will be associated with chapters and discussions, so we will use your Research Paper and PPT in that week's Discussion Board. Everyone must select a topic by the third week of school or one will be assigned to you. If you would like to select a topic of your own, please email me.

Here is the owl Purdue website for APA. Use this to write your paper

<https://owl.english.purdue.edu/owl/resource/560/01/>

**Rubric for Essay:**

35 points- Content for subject addressed:

35 points- PPT: All elements covered- APA format, citations within slides, content, presentation length,

10 points- Citations: At least 4 – no Wikipedia,

10 points- APA format followed: citations within text, running head, font size,

10 points- Grammatically Correct: Do not use contractions in a formal paper.

**WEIGHT OF GRADES:**

Final Exam (CT, COM, SR, PR) = 25% of your semester grade

Midterm (CT, COM, SR, PR) =15% of your semester grade

Discussions (PR, COM) =20% of semester grade

Research Paper/PPT (CT, COM, SR) = 20% of your semester grade

REVEL Assignments (PR, SR) = 20% of your semester grade

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

**X. Course/Classroom Policies**

**ATTENDANCE:**

Class attendance is a requirement, if you anticipate more than three unexcused absences during the course you should wait for a later date to take this course.

**CLASS PARTICIPATION:**

Class participation will include class discussion, introductions and logging in weekly to view messages and announcements.

**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. This includes proper netiquette and respect for others in class discussions.

**COMMUNICATION:**

Please communicate with me via our Blackboard message board. I will respond asap, usually within 24 hours. In the subject line of any email that you send me, please indicate the content of the email. Then begin your message in the following manner:

Dear Dr. Johnson,

My name is \_\_\_\_\_ and I am in your History 1302 Class.

- Please allow me a 24-hour response time by email and only call or text in emergencies and respect the time frame of the hours of 7:30 am-7:30 pm only.

**XI. Course Outline/Schedule**

Date	Assignment
Week 1	Introduction in Discussion Board of Blackboard  <b>Select Research Topic in Discussion Board</b>
Week 2	Read Chapters 17-19  Complete Chapter 17-19 REVEL Assignments  Take Pre-Test  <b>The lowest Discussion grade will be substituted with the grade “100” if the student took the Pre –Test prior to the due date.</b>
Week 3	Discussion Board #1  (Chapters 17-19)

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	<b>Select Research Topic Select in Discussion Board</b>
Week 4	Read Chapters 20-21 Complete Chapter 20-21 REVEL Assignments
Week 5	Discussion Board #2 (Chapters 20-21)
Week 6	Read Chapters 22-23 Complete Chapter 22-23 REVEL Assignments
Week 7	Discussion Board #3 (Chapters 22-23)
Week 8	Read Chapters 24-26 Complete Chapter 24-26 REVEL Assignments <b>Midterm Exam Online</b>
Week 9	Discussion Board #4 (Chapters 24-26)
Week 10	Read Chapters 27-29 Complete Chapter 27-29 REVEL Assignments
Week 11	Discussion Board # 5 (Chapters 27-29)
Week 13	Discussion Board # 6 (Chapters 30-32)
Week 14	Review for Final Exam/Discussion Board #7 due <b>Bonus points on the final exam can be earned during the final exam Discussion.</b>

Week 15	Comprehensive Final Exam (Must be Proctored)
Week 16	<b>Grades Due to Registrar</b>

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

**XII. 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.

**XIII. 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.