



RANGER COLLEGE

COURSE SYLLABUS

U.S. History I

3 credit hours

INSTRUCTOR:

Kathy Kennedy

INSTRUCTOR: Kathy Kennedy
EMAIL: kkennedy@rangercollege.edu (no Blackboard email)

COURSE STRUCTURE AND CREDITS

Credit: 3 semester hours

Days/Time: Online

Online Office Hours: M-F (noon)

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

Instructional Goals and Purposes:

The purpose of this course is to...teach students how to use primary and secondary sources to analyze historical evidence. In this course, students will also analyze the historical, social, political, economic, cultural, and global forces on the United States from the pre-Columbian era to the Civil War/Reconstruction period.

Learning Outcomes: [from the ACGM catalog]

After studying all materials and resources presented in the course, the student will be able to:

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.

Course Content:

General descriptions of lecture/discussion topics included in this course are listed in the Learning Objectives section of this syllabus.

Students in all sections of this course will learn the following content:

1. Pre-Columbian America
2. European Exploration
3. European Contact with the Americas
4. European Explorers

5. The Protestant Reformation
6. The Spanish Empire and European Challenges to the Spanish Empire
7. England movement into the Americas and the development of the British colonies in North America
8. Ways of Life in the British Colonies
9. British Governance of the Colonies
10. Events Leading to the American Revolution
11. The American Revolution and its Impact on the World
12. The Articles of Confederation
13. The Constitution
14. Developing the United States
15. The First Industrial Revolution
16. The War of 1812
17. Nationalism and Sectionalism
18. The Jacksonian Era
19. Growing America in terms of Agriculture, Politics, Economics and Culture

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, 2019. ISBN: 13-462576-5

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

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

METHODS OF INSTRUCTION

This course includes Mini-Essays, Quizzes, a Research Project, and a Proctored Final Exam.

METHODS OF ASSESSMENT

Unit Quizzes: there will be a total of 15 quizzes. Each of the quizzes is worth 20 points. You will have two attempts to take each unit exam (the additional comprehensive final exam only has one attempt). The time allotment is 60 minutes for unit exams. You may use the Study Guide for the quizzes; however, it may not be used for the proctored Final Exam.

Discussions: discussions are worth 50 points each. There is one for each of the three units. The instructions are in the column on the left on Blackboard.

Mini-Essays: each essay is worth 75 points each. There are three mini-essays (one for each unit). The minimum word count is 500. Each mini-essay requires research and documentation for that research. You must have at least 2 credible academic sources. The instructions/topics for the essays are in the pages on Blackboard.

Project: the project is worth 200 points. The instructions are in the column on the left on Blackboard.

Final Exam: the final exam is worth 200 points. It is comprehensive. Students must take the final exam to pass the course. You must make arrangements to take the final because it is proctored.

GRADING SCALE

900 or above = A

800-899 = B
700-799 = C
600-699 = D
599 or lower = F

X. Course/Classroom Policies

A. Attendance/Tardiness

Regularly logging in 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.

B. Class Participation

Class participation will include daily work and other assignments as required as well as attendance.

C. Late Assignments

This instructor is great at giving extensions when requested (even at the 11th hour); however, no late work will be accepted without a request for an extension.

D. Academic Dishonesty

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. It is strongly recommended that the student caught cheating immediately drop the class in order to avoid a grade of “F”.

E. 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 comments left on discussions.

XI. 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.

XII. 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.

