



RANGER COLLEGE

COURSE SYLLABUS

U.S. History I

Hist 1301

3 credit hours

INSTRUCTOR:

Jonathan Roach

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EMAIL: jroach@rangercollege.edu
OFFICE: Business Bldg, Main Campus
PHONE: 254-647-3234 ext 7027
HOURS: TBD

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

Brands, Breen, Williams, and Gross. *American Stories: A History of the United States*. Pearson Publishing, 4th Edition, 2018. ISBN: 0135233143

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

VIII. Methods of Instruction

Lecture, discussion, and audio-visual materials.

IX. Methods of Assessment

- A. The course is divided into three major sections separated by three section exams.
- B. The student will also be required to take quizzes online that will assess comprehension of the reading material.
- C. The student will also be required to complete a Library Research Writing Assignment.
 - a. Step One-Choose a topic listed under Assignments in Blackboard (also listed below).
 - b. Step Two-Using **only** the Library EBSCO Database find **two** scholarly articles to read
 - c. Step Three-After reading the articles, write a 350 word summary of the article. This should summarize what you read, but you can also talk about your thoughts and regarding what you read. Also, you will need to evaluate where the two articles overlap and where they diverge from one another.
 - i. The articles you choose must be at least 3.5 pages long.
 - ii. Your Summary must be double spaced, 12 point font in Times New Roman
 - iii. Log in information for EBSCO is found under course documents in Blackboard.
 - iv. Paper must include MLA style and elements (works cited, heading, internal citations, margins, etc.)

GRADING PROCEDURES

Final Exam = 20% of your semester grade
Midterm = 15% of your semester grade
Exam #1 = 15% of semester grade
Research Project = 15% of your semester grade
Quizzes = 25% of your semester grade
Participation/Daily Assignments = 10%

GRADING SCALE

90 or above = A
80-89 = B
70-79 = C
60-69 = D
59 or lower = F

X. Course/Classroom Policies

A. Attendance/Tardiness

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.

Regular and punctual attendance in all class is considered essential to the success of this course. If the student has three absences in a course in which he/she is currently enrolled; the instructor may drop the student with a grade of "F".

Absences are counted from the first day of class as listed in the 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.

B. Class Participation

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

C. 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.

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

For all late work a penalty of 10% will be applied for each day it is late.

Make-up exams and quizzes will only be administered after class has been completed or by appointment.

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. **Note: cell phone interruptions will not be tolerated!**

XI. Course Outline/Schedule

Date	Assignment
Week 1	Introduction/Policies/Chapters 1 Lecture/Discussion over diverse ethnic and religious groups involved in Early Exploration (SR, CT)
Week 2	Quiz #1: Online over 1&2 (CT) (Due end of day Friday)/ Chapters 2 Lecture/Discussion
Week 3	Chapters 3 Lecture/Discussion
Week 4	Chapter 4&5 Lecture/Discussion (Day 1) Exam #1 Over 1-4 (Day 2) (COM, CT)
Week 5	Chapter 5&6 Lecture/Discussion Quiz#2: Online over 5&6(Due end of day Friday) (COM, CT)
Week 6	Chapter 7 Lecture
Week 7	Chapter 8 Lecture/Discussion over Constitutional Development, Bill of Rights and Individual Liberty (SR, PR)
Week 8	Quiz#3: Online over 7&8(Due end of day Friday) Chapter 9 Lecture/Discussion/ Review for Midterms.
Week 9	Midterm Day 1-Over 5-9/ Lecture Chapter 9/10: Day 2 (CT, COM)
Week 10	Chapter 10&11 Lecture
Week 11	Project Due end of day Friday/ Chapter 12 Lecture/Discussion (CT)
Week 12	Chapter 13 Lecture. Quiz#4:Online over 11 &12(Due end of day Friday)(CT, COM)
Week 13	Chapter 13&14 Lecture/Discussion
Week 14	Quiz#5: Online over 14-16(Due end of day Friday) Chapter 15&16 Lecture/Discussion.
Week 15	Review for Finals Final-Chapter 9-16

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.