



**Ranger College
History 1301
Dual Credit**

Course Number & Title: History 1301, Pre-Columbian through Reconstruction

Credit Hours: 3

Semester: Fall 2018

Instructor: Stephanie Winnett

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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:

Students successfully completing courses in History will have a greater appreciation for and knowledge of the diverse cultural, political, social, military and economic events that have helped to shape the present. The student will understand the importance of the past in the understanding of the present and successful preparation for the future. This is a course in United States history stressing the planning and development of the English Colonies in America, the struggle for independence and the establishment of the Constitution, national territorial

expansion, the rise of Jacksonian Democracy, the slavery controversy, the Civil War and Reconstruction.

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*, Combined Volume. Pearson, 2015, 3rd edition.

ISBN: 978-0-205-95842-9 (paperback combined volume)

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, class discussion, and audio-visual materials.

IX. Methods of Assessment

- Weekly questions from the reading material will be assigned through Google Classroom on a Google Form.
- Weekly quizzes (multiple choice, short answer, and vocabulary) to assess comprehension of concepts, events, and impact.
- (3) article reviews
 - Students must find academically valid historical articles
 - Students must critically critique the article based on established criteria

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

X. Attendance/Tardiness/Policies

A. Class attendance is required and expected. Success in this course depends heavily on your physical presence. Knowledge will be gleaned from class discussion as well as the reading material. Must be present to win. Students should alert the instructor to their absence as soon as they are able via email or phone.

B. Class Participation is required. Students are expected to keep up with the reading material and participate in class discussions/debates/soapbox sessions/and any other instance where we can challenge one another and have an opinionated good time.

C. Make-Up Work/Missed Quizzes & Exams

- i. Missed Reading Quizzes must be made up within one week.
- ii. Exams may only be made-up outside our normal class time

D. Cell Phones—students are permitted to have their cellphones in class, but the devices must be on SILENT (not vibrate). If students are observed using their devices to a point of distraction, I will confiscate the device and return it after class. There will be specified times when devices will be permitted for research purposes.

E. Academic Dishonesty—Any student caught cheating on ANY assignment, anywhere, anytime will earn the grade of “F” on that assignment without a chance to redo or re-take. Plagiarism is academically dishonest, disrespectful, and inexcusable. When in doubt, give credit. If the student is ever unsure how to proceed within an essay or has a question regarding potential plagiarism, they should contact the instructor and simply **ASK**.

XI. Course Outline/Schedule

Assignment
Introduction/Syllabus/Expectations/Chapter 1(Practice Quiz)
Assigned Reading +Reading Quiz #1
Assigned Reading + RQ Quiz #2
Assigned Reading + RQ Quiz #3+ <u>Article Review #1 DUE</u>
Assigned Reading + RQ Quiz #4
Assigned Reading + RQ #5
Assigned Reading + RQ #6 + <u>Article Review #2 DUE</u>
Assigned Reading +<u>Midterm</u>
Assigned Reading + RQ
Assigned Reading + RQ #8
Assigned Reading + RQ #9
Assigned Reading + RQ #10 + <u>Article Review #3 DUE</u>
Assigned Reading + RQ #11 (Thanksgiving Week)
Assigned Reading + Overflow/RQ #12
Assigned Reading + RQ #13 (Final Review)
<u>FINALS WEEK/Grades due</u>

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.

