



Eastfield College

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT

Eastfield College
Social Science, Human Services and Business Division
Fall 2011 History 1301 – Online (3 Credit Hours)
Sections 4400, 4401, 4403, 4405, 9004, 9017, 9019, 9035
Begins August 29, 2011 – Ends December 12, 2011

Instructor: Jerry C. Henson, Ph.D.

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Hours Available: see “How to Contact Me” on course web site

Course Description (from Eastfield Catalog):

HIST 1301 History of the United States (3)

This is a Texas Common Course Number.

Prerequisite: One of the following must be met: (1) Developmental Reading 0093 AND Developmental Writing 0093; (2) English as a Second Language (ESOL) 0044 AND 0054; or (3) have met Texas Success Initiative (TSI) in Reading and Writing standards AND DCCCD Writing score prerequisite requirement.

Course Description: The history of the United States is presented, beginning with the European background and first discoveries. The pattern of exploration, settlement, and development of institutions is followed throughout the colonial period and the early national experience to 1877. (3 Lec.)

Coordinating Board Academic Approval Number 5401025125

Textbook:

Davidson, et al., *U.S.: A Narrative History*, Vol. I, 2nd edition.

ISBN: 978-0-07-338566-2

The publisher furnishes a free online study resource named “Connect History.”

More information will be on the class web site.

Class Web Site:

You will be required to use the class web site which is on what we call **eCampus**. It uses the Blackboard platform which you may already know. Since this is an

online course, the web site is obviously very important. You may access the site at <http://ecampus.dcccd.edu> or by clicking on the eCampus link from the DCCCD or Eastfield College home page. If you don't have regular access to a good computer with high-speed service, the student computer lab is located in L-108 and there are several computers in the library. You can also find computers at public libraries.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate a broad knowledge of the chronology of major events and trends in U. S. history to 1877.
2. Demonstrate the ability to identify and evaluate historical sources, distinguishing between primary and secondary sources.
3. Demonstrate knowledge of the causes of various conflicts (such as wars, social movements, political movements, and economic conflicts) and the effects of their outcomes during the course of U.S. history to 1877.
4. Demonstrate knowledge of the origins and foundations of American democracy, including the founding documents and the democratic values of freedom, equality, and justice.
5. Demonstrate the importance of expansionism, manifest destiny, and western settlement during the course of U.S. history to 1877.
6. Demonstrate writing skills by successfully producing a written exercise.

Course Objectives:

INTELLECTUAL COMPETENCIES:

- Analyze and interpret a variety of printed materials - books, documents and articles – at a college level.
- Produce clear, correct and coherent prose adapted to purpose, occasion and audience – at a college level.
- Analyze and interpret various forms of spoken communication and possess sufficient literacy skills of writing and reading - at a college level.
- Think and analyze at a critical level.

EXEMPLARY EDUCATIONAL OBJECTIVES:

- Examine social institutions and processes across a range of historical periods, social structures, and cultures.
- Develop and communicate alternative explanations or solutions for contemporary social issues
- Understand the evolution and current role of the U.S. in the world.

- Differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
- Recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
- Identify and understand differences and commonalties within diverse cultures.

Evaluation Procedures:

The course is exclusively online and self-paced. You will take a 10 question multiple-choice test over each chapter of the text at a time of your choosing. Remember, however, that this is a little faster than a chapter a week. Procrastination is your worst enemy. Prior to taking the test, in addition to the available online study aids, you can discuss the material with fellow students on "Discussion Board" aka "Sign In & Blog." I will be happy to participate in these discussions as appropriate.

Near the end of the course you will submit a 3-5 page Reflection Paper in which you reflect on and answer a few questions that I pose. Detailed information on the paper is found on the course web site.

You are asked to complete a brief "Student Survey of Instruction" during the latter part of the course. Click on "Student Survey" on the Main Menu of the first page of this web site.

Requirements

The course is self-paced, so you may organize your time as you see fit with two exceptions: 1) you must take each chapter test in sequence, and 2) all work must be completed by the date listed in "Important Dates" on the website. If while taking a test, you lose the connection and are "kicked off," email me immediately. I will have to reset the test before you can continue. Meanwhile you can continue to the next test in the event my response takes a few hours. I don't work 24 hours per day, but I will make every effort to be prompt.

You will complete 17 chapter tests and write one paper.

Grading

17 chapter tests of 10 questions each	850 points
One reflection paper of 3-5 pp.	<u>150 points</u>
Total possible points	1000

A = 900-1000 pts.