

American History 1301-4300, 4780
Fall 2011 Self-Paced
August 29 – December 15

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Course information is available online at ecampus.dcccd.edu.

WHAT IS A SELF-PACED COURSE?

This self-paced history course is based on textbook readings. A textbook based course means that you will be required to read the textbook carefully and thoroughly. It also means assimilating and understanding the information presented in the textbook is your responsibility. As the instructor I am here to help you with any problems or questions that you may have about the course or information presented in the textbook.

Very important: I do not provide a review or study guide for the tests. The questions come from the book. Please do not ask for a curve on your grades

TEXTBOOK: *The American Story To 1877*, Vol. 2 4th Edition by Devine, Robert A. et al.
ISBN 13: 0-205-72895-4

There is a combined edition available. ISBN: 13: 0-205-72894-7

Be aware: There is another history book entitled “The American Story.” Be sure to look for the author Devine, Robert A.

COURSE ORGANIZATION The course is divided into 3 major units.

Part One

1. Read Chapters 1-5 Divine
2. Test One

Part Two

1. Read Chapters 6-11 Divine
2. Test Two

Part Three

1. Read Chapters 12-16 Divine
2. Test Three

Final

1. Final is cumulative and is optional.

TESTING

There are three examinations. Each is non-cumulative and will multiple choice questions and two essays questions. **You may answer one of the essay questions on each test.** The essay question will be treated as extra credit. Exams are graded on a 100 point scale. If you are satisfied with you test scores on your first three tests you do not have to take the final. If you wish to drop one of your first three scores, you may replace your low score with the Final. The Final is cumulative and will be 100 multiple choice questions with no essay. Taking the Final cannot hurt your score. Your grade will be determined by your three highest test scores. The tests must be taken in the Eastfield Testing Center. Please contact the Testing center to find out the hours and policies.

THE FIRST THREE TESTS MUST BE TAKEN BY DECEMBER 8, 2011. THERE ARE NO EXCEPTIONS.

THE FINAL MUST BE TAKEN BY December 13th. THERE ARE NO EXCEPTIONS.

THE INSTRUCTOR IS NOT RESPONSIBLE FOR DROPPING THE STUDENT. THE STUDENT MUST DROP THEMSELVES.

COURSE GRADE WILL BE DETERMINED BY THE TOTAL POINTS ACCUMULATED ON THE THREE EXAMS.

270-300=A
240-269=B
210-239=C
180-209=D
BELOW 180 =F

All exams are taken in the Appraisal Center, room C-114 phone 972-860-7011. You are responsible for can contacting the Appraisal Center to find hours and testing information. Test grades will be posted on eCampus.

3. IMPORTANT NOTE- You will receive the grade you earn. There will be no extra credit, Period. I will not curve the grades at the end of the semester regardless of the reason.

ATTENDANCE: Withdrawal from the course is the student's responsibility. Withdrawing is a formal procedure and must be done by Through Counseling or Admissions. Failure to withdrawal may result in an "F" on your transcript.

OBJECTIVES AND COMPETENCIES:

History 1302 is part of the Core Curriculum and addresses the following Exemplary Educational Objectives and Core Curriculum Intellectual Competencies as set forth by the Texas Higher Education Coordinating Board:

EXEMPLARY EDUCATIONAL OBJECTIVES IN UNITED STATES HISTORY

1. To examine social institutions and processes across a range of historical periods, social structure, and cultures.
2. To develop and communicate alternate explanations or solutions for contemporary social issues.
3. To understand the evolution and current role of the U.S. in the world.
4. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
5. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
6. To identify and understand differences and commonalties within diverse cultures.

CORE CURRICULUM INTELLECTUAL COMPETENCIES

1. Reading- the ability to analyze and interpret a variety of printed materials- books, documents, and articles- above the 12th grade level.
2. Writing- the ability to produce clear, correct and coherent prose adapted to purpose, occasion, and audience- above 12th grade level.
3. Listening- analyzes and interprets various forms of spoken communication, possess sufficient literacy skills of writing, reading- above 12th grade level.
4. Critical Thinking- thinks and analyze at a critical level.

COMPONENT AREA OF SOCIAL AND BEHAVIORAL SCIENCES

The objective of a social and behavioral science component of a core curriculum is to increase student's knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity. Therefore, the exemplary educational objectives for this class are:

To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.

To examine social institutions and processes across a range of historical periods, social structures, and cultures.

To use and critique alternative explanatory systems or theories.

To develop and communicate alternative explanations or solutions for contemporary social issues.

To analyze the effects of historical, social, political, economic, cultural, and global forces on the areas under study.

To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.

To understand the evolution and current role of the U.S. in the world.

To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.

To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.

To analyze, critically assess, and develop creative solutions to public policy problems.

To recognize and assume one's responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.

To identify and understand differences and commonalities within diverse cultures.