

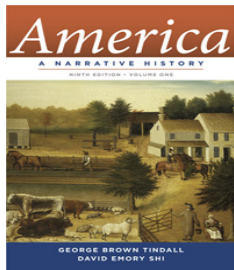
Instructor

See instruction information in Blackboard.

Catalogue Course Description

HIST 2161 (F) The United States to 1877. This course covers the colonial origins of American civilization and formation of the American governmental system, the development of an American identity, the Westward movement, the spread of democratic ideas, the development of Southern sectionalism, the Civil War and Reconstruction. Students are strongly recommended to pair this course with ENGL 2161 4 s.h.

Course Resources



Title: America: A Narrative History, Volume 1
Edition: 9th
Authors: Tindall & Shi
ISBN13:978-0-393-90364-5
Format: Ebook: Online version
Pub. Date: 2013

Additional Resources:

- 1) Computer with basic audio/video output equipment
- 2) Internet access (broadband recommended)
- 3) Microsoft Word (for required course documents)

Course Outcomes

Upon completion of this course learners should be able to:

- list and describe the major events and key individuals that contributed to the rise and development of the United States to 1877
- to discuss the major intellectual, technological, political, social and cultural advances of the United States during this period
- explain the evolution of the United States through the late 19th century and synthesize major examples from the course into this explanation

- analyze primary source material, evaluate this material and interpret this material in the context of the course
- synthesize primary and secondary sources dealing with an assigned topic into a thesis-driven research assignment
- analyze and discuss key elements of the Christian faith’s significance for and influence on the history of the United States to 1877

Common Core Outcomes

Number	Common Core Outcomes
1.2	Students will articulate what it means to be a global citizen in today’s world.
3.1	Students will understand the Christian tradition.
3.2	Students will assess cultural practices in the contexts of place, time and worldview.

Netiquette

There are two specific aspects of this course where “netiquette,” or proper on-line behavior, is an essential component of the student’s performance. The first area addresses Discussion Boards and acceptable on-line postings. The second area focuses on email procedures.

Discussion Boards

There will be a series of discussion boards posted in Bb at various points in the semester, as determined by the Instructor. These boards will address issues and ideas raised in the course. Discussion board topics will be announced to you via email and in a general Bb announcement. Each discussion board will be active for roughly 7 days. During that period, each student will do the following: 1) each student will post an initial individual response to each Bb topic of at least 250 words in length and 2) each student must respond to the initial individual postings of at least two classmates. These responses are to be at least 150 words in length. You should treat these postings as you would treat any other written assignment in this course and avoid grammatical and spelling errors.

The goal of the discussion board is to facilitate a community of learners among the class members. Since each topic is active for a brief period, you will have ample time to post your individual response and to respond to two other postings from your classmates.

The Instructor will monitor these postings. Please keep in mind that you are expected to behave in a mature manner, treating your classmates and their views with

respect. Immature, vulgar, or mean postings will be deleted by the Instructor and the person responsible will lose points because of his/her behavior. As a general rule, violation of Discussion Board netiquette will result in forfeiture of 60% of the point value of the DB assignment involved. Continuing violations on later DBs will see the same penalty applied to each DB that has a netiquette violation. Refer to the Discussion Board Rubric for further details.

Inappropriate behavior in a Discussion Board posting includes but is not limited to: cursing, name-calling, sexist/racist language, close-minded postings that are not open to discussion, and so forth.

In addition to the above guidelines, please note the following points:

1. You are to be respectful and tolerant of the views of others, even those views with which you disagree. In turn, your views will be respected and tolerated. Respect must be a mutual reality in discussion boards in this course.
2. Language that is threatening, abusive, racist, sexist, intolerant, vulgar, rude, crude, uncivil or discriminatory will not be tolerated in this course. I suggest that you select the person whom you most respect, such as a parent, clergyperson, or friend and ask yourself of each posting you prepare before submitting them in Bb: "would I be embarrassed if that person read this posting?"
3. Finally, always be open in the expressing of your views on the material and also always be open to new ideas. Discussion Boards may change your thoughts on a topic and will definitely result in the expansion of your intellectual horizons. The key is that you must be open in this process, ready to receive, communicate and, occasionally, adopt new ideas.

While the Instructor anticipates no such problems in this course, if a violation of the above Discussion Board netiquette guidelines warrants further action due to racist, sexist or threatening content, the Instructor will inform college officials and other authorities as required.

Email

Email is the primary means of communication in this course; consequently, the email netiquette in this course is important. Please note the following guidelines:

1. Always include a subject heading that is clear and to the point. For example, "urgent" or "help" are not clear. Instead, subject headings such as "HIST 2161 Question" or "Question" or "HIST 2161 Concern" should be used. Feel free to create your own subject heading but make certain it does not violate the email netiquette.

2. Do not use all CAPITAL letters in Subject headings or in the email body; remember that this is the email equivalent of shouting. Please do not shout in email messages!
3. Avoid LOL, f2f, and other abbreviations in emails. Please be precise and clear so that I can reply as precisely and quickly as possible. Remember, I may not know all of the latest Twitter-inspired terms.
4. Do not request “read receipts” as a general practice. These clutter email inboxes and can be aggravating for recipients.
5. Always use the email in this course for course related-issues.

Remember: the language you use in an Email should follow the same guidelines spelled out for the Discussion Boards. Always use email in a professional, mature, adult manner.

Module Start and End

Each module begins on Monday and ends on Sunday at 11:59 pm Eastern time. All assignments are due by the end day of each module.

Course Topic Outline

Module	Topics Covered	Hrs./Min. Covered
1	America’s Beginnings: from Colonies to an Independent Nation, 1607 to 1783	30 hr.
2	America’s Infancy: the Articles of Confederation to the Age of Jackson, 1783 to 1836	30.5 hr.
3	America’s Emergence: Expansion, Manifest Destiny, and Sectional Divisions, 1836 to 1860	34.5 hr.
4	America’s Agony: The Civil War Years, 1861 to 1865	22.5 hr.
5	America’s Apathy: The Era of Reconstruction, 1863 to 1877	32.5 hr.
Total Hours Students will Spend Working on Course Assignments (ex. 4 s.hr. x 37.5 = 150 hr.)		150 hr

Evaluation Methods

Below is a listing of assignments that comprise the 100 percentage points possible for this course. NOTE: this course uses a 1000 point grade scale; the point tally at the course’s end will be applied to this scale, shown below.

Assignment	Grade	Percent
Five Discussion Boards (25 points each; 125 points possible)	125 points	12.5%
Five Quizzes (15 points each; 75 points possible)	75 points	7.5%

Five Primary Source Logs (20 points each; 100 points possible)	100 points	10%
Five Reflection Essays (100 points each; 500 points possible)	500 points	50%
Lincoln & the Civil War Analytical Essay (100 points)	100 points	10%
Common Core Outcomes Essay (100 points)	100 points	10%
Total Point Total	1000 points	100%

Course Policies

Attendance

In an accelerated learning model, interaction is foundational to synergy. Therefore, for the model of experiential learning to work, attendance must be mandatory. We recognize there is always the unexpected in the midst of adult life. Absences must be cleared in advance with your professor, who may set up a special meeting time, apart from class time, to cover learning objectives for that class. More than one absence per course or excessive absences in the program may be grounds for course failure and/or administrative withdrawal from the program. Attendance records are essential to comply with regulations established by the Veterans' Administration or recipients of VA benefits or federally insured student loans. If long term medical, family, or employment concerns develop, the student needs to contact their Student Support Specialist and Professor immediately. The Student Support Specialist will assist the student in addressing non-academic matters related to their program. The Professor will assist the student in addressing academic matters related to their program. (*Non-participation in a course for one week is considered equivalent to an absence.)

Participation

Participation in an online course is derived from the learner completing course assignments not limited to weekly discussions, weekly assignments, tests, individual and/or group projects, etc. **(Non-participation in this course can and will affect the learner's final grade.)**

Discussion Boards

Students are expected to actively participate in the discussion boards each week, if applicable. Students are required to post an initial 250 word response to the discussion board prompt(s) no later than Wednesday at 11:59pm of the current week's discussion board. Then each student must respond to the initial postings of at least two classmates with a minimum of 150 words each by Sunday at 11:59pm.

King University Email Policy

King University Faculty and Students are required to use their King University email for all King University business correspondence. This requirement includes electronic correspondence with King University personnel and students in the course room. The use of personal or work email accounts for University related business is not permitted.

Grading Scale

Total Score	Course Grade	Value
970-1000 points	A+	4.0
930-969.99 points	A	4.0
900-929.99 points	A-	3.7
870-899.99 points	B+	3.3
830-869.99 points	B	3.0
800-829.99 points	B-	2.7
770-799.99 points	C+	2.3
730-769.99 points	C	2.0
700-729.99 points	C-	1.7
670-699.99 points	D+	1.3
630-669.99 points	D	1.0
600-629.99 points	D-	0.7
Below 600 points	F	0.0

King University Honor Code

On my honor, I pledge to abide by the King University policies described in the Student Handbook. I understand that students of King University are to be honest in words and actions, in particular, not to lie, cheat, plagiarize, or steal. I pledge to conduct myself in a manner based on Christian values and to require the same of fellow students. I understand that a violation of this Honor Code may result in my appearance before the Honor Council.

**Academic Dishonesty and Academic Sanctions are addressed in detail in the King University Student Handbook. These sections are applicable to all King University courses and students.*

Accommodation of Special Needs

If you are a student with a disability and desire assistance or accommodation, please notify the instructor prior to the second class meeting.

Changes

The instructor will notify students in writing in a timely manner of any changes to this syllabus.

A Word of Length of Written Assignments:

Primary Source Logs are to be 250 words (1 page) each.

Reflection Essays are to be 750 words (3 pages) each.

The Lincoln and the Civil War Paper is to be 1000 words (5 pages) in length.

The Common Core Outcomes Essay is to be 500 words (2 pages) in length.