



History 206-3 Credits (online)

Thomas N. King, Ed.D.

Professor of Instructional Design

Doane College

Lincoln, Nebraska

Office: CM 20

Phone: 402-826-8206 (office) or 402-826-3835 (home)

Email: tom.king@doane.edu

Blackboard: <http://bb2.doane.edu>

Webpage: www.tnking.com

Course Description:

A survey of the American colonial and U.S. national experience, this course is designed for the general student with emphasis on politics and society. Students successfully completing this course will demonstrate knowledge of the major themes and chronological periods of American history. They will also demonstrate a deeper understanding of historical method, and the role of interpretation and perspective in constructing historical narratives. First term to 1877. Second term since 1865.

Foundational Area of Knowledge Outcome:

Community and Identity

Students will gain a greater understanding of themselves and the communities in which they live and work, and how identity is formed through the interaction of the individual and larger society. Students will work to:

1. Explore dimensions of human experience with regard to perceptions of self

2. Understand how individuals interact to form communities and social structures
3. Analyze the practical and ethical implications of interactions between individuals and those social structure

Learning Strategies-----Course Lectures, Exams, Discussion Board, Short Essays

1. Understand how individuals interact to form communities and social structures

Additional Course Outcomes:

After completing this course, students should be able to:

1. Recognize and correctly identify persons, institutions, and events of importance in American history 1877-present.

Learning Strategies-----Course Lectures, Exams, Discussion Board, Short Essays

2. Apply historical perspective to contemporary issues,

Learning Strategies-----Course Lectures, Exams, Discussion Board, Short Essays

3. Recognize and critically evaluate historical interpretations.

Learning Strategies-----Course Lectures, Exams, Discussion Board, Short Essays

4. Analyze documents in their historical context.

Learning Strategies-----Course Lectures, Exams, Discussion Board, Short Essays

Required Text:

America, The Essential Learning Edition
David E. Shi and George Brown Tindall
W. W. Norton & Company, Inc. Vol 2.

ISBN: 978-0-393-93803-6
Volume 2 / Chapters 15 - 30

Learning Strategies:

This course will use these learning strategies;

- 1. Online Lectures**
- 2. Discussion Board**
- 3. Open Book Examination based on textbook chapters**
- 4. Videos and You Tube Video clips**
- 5. Assigned readings outside of textbook.**
- 6. Short Writing Assignments.**

Assessment and Grading Rubric

This course will consist of chapter tests and assignments, discussion board posts and a small essay papers.

If you have any questions about your assignments and assessments, please let me know and I will give you assistance.

I will post assignments in advance so that you can work at you own speed.

If you need additional time for your work due to illness or special situation please let me know and we can work out a different time schedule.

You must complete 75% of the course work before you are eligible to get an incomplete.

Assessment Policy

Chapter Tests----- points vary
Short Essays----- 10 point each
Discussion Board----- 5 points each

Academic Integrity Policy

The Doane College Academic Integrity Policy will be adhered to in this class. All projects and tests will represent your own work. Any use of others' ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or the dean of undergraduate studies.

Grading Scale

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

I have a set of grading standards that I plan to follow on each area of the work in this course. See Grading Standards.

My Grading Standards

The text below defines the outlines of the standards for the grades of A, B, C, D, and F, in my classes at Doane University.

A implies excellence in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the highest level of professionalism in my classes. The work is, on the whole, not only clear, precise, and well-reasoned, but insightful as well.

B implies above average in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the next level of professionalism in my classes. The work is, on the whole, not only clear, precise, and well-reasoned, but does not have the depth of insight.

C implies average in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the next assessment level in my classes. The work is, on the whole, inconsistently clear, precise, and well-reasoned, and does not have the depth of insight or even consistent competence. This level of work is not acceptable for consideration for continuation in either undergraduate or graduate courses.

D implies below average work in written and oral presentation, performance,

attendance, discussion, class participation and attitude. It is the next assessment level in my classes. On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The work is also inconsistently clear, precise, and well reasoned, and does not have the depth of insight or even consistent competence. This level of work is not acceptable for consideration for continuation in either undergraduate or graduate courses.

F implies unacceptable work in written and oral presentation, performance, attendance, discussion, class participation and attitude. It is the next assessment level in my classes. On the whole, the student tries to get through the course by means of rote recall, attempting to acquire knowledge by memorization rather than through comprehension and understanding. The work is also inconsistently clear, precise, and well reasoned, and does not have the depth of insight or even consistent competence. This level of work is not acceptable for consideration for continuation in either undergraduate or graduate courses.

Caveat: Due to the constructivist nature of this course the above schedule and procedures are subject to change in the event of extenuating circumstances.