

## SHAPING AMERICA History 1301

**Comment:** The syllabus is an outline or summary of the elements of the course you will be completing. It contains the information you need to be successful. Many of the portions of the syllabus are self-explanatory – others we will look at more closely.

Welcome to an exciting approach to the study of early United States history, *Shaping America*. This course examines U.S. history from its pre-Columbian beginnings to the end of Reconstruction in 1877. The information in this syllabus contained in the NCPACE Student Handbook is designed to help you successfully complete this course.

### REQUIRED MATERIALS:

**Comment:** Read this section carefully – it itemizes the materials you will need and in some cases, how to obtain them.

**NCPACE Student Handbook:** Course guide and Syllabus

**Text:** Roark, Johnson, Cohen, Stage, Lawson and Hartmann. *The American Promise: A History of the United States to 1877, Volume I*. 2<sup>nd</sup> Edition. Bedford/St. Martin's, 2002. ISBN: 0-312-39419-5.

**Telecourse Guide:** Alfery, Kenneth G. *Telecourse Guide for Shaping America: United States History to 1877*. 1<sup>st</sup> Edition. Bedford/St. Martin's, 2002. ISBN: 0-312-39531-0.

**CD/Video Lessons:** 8 Interactive CD-ROMs that contain the video lessons and other material.

These books may be ordered online at: <http://direct.mbsbooks.com.dcccd.htm>

**Video Lessons:** Video lessons are contained on the CD-ROMs and are also available as VHS video tapes from your education office. These videos are an integral part of this course and must be watched carefully if you are going to maximize your learning experience and do well on your exams.

### COURSE DESCRIPTION:

This course surveys the social, economic, political, and diplomatic history of the United States to 1877.

### COURSE COMPETENCIES AND OBJECTIVES:

**Comment:** This section lists the sort of things you will be learning. Some of the items listed here are skills for you to master and some of them refer to knowledge you will gain.

The primary goal of *SHAPING AMERICA* is to increase your knowledge and understanding of how and why the United States came to be what it is today. In doing so, you will develop habits of critical thinking that will allow you to live more competent and interesting lives in your local communities and in the nation at large.

The following competencies and objectives will be accomplished through the use of a student telecourse study guide, reading assignments, interactive CD/Video lessons, assigned papers, and examinations. Upon successful completion of this course, you should be able to realize the items indicated below.

### CORE CURRICULUM INTELLECTUAL COMPETENCIES:

**Comment:** These are a list of fundamental academic and intellectual skills you will be mastering as you complete the course.

- 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.

### **CORE AREA EXEMPLARY EDUCATIONAL OBJECTIVES:**

**Comment:** These are a list of general knowledge areas the course will help you to master.

- 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 commonalities within diverse cultures.

### **COURSE OBJECTIVES:**

**Comment:** These are the specific course information areas that the class will address. This is the specific body of knowledge you will be required to master to successfully complete the course.

- Describe the major Indian cultures in North America prior to European settlement and analyze the effects of that settlement on the indigenous peoples of America.
- Discuss the motivations for European colonization of North America and identify differences between the British and Spanish experiences of colonization.
- Compare and contrast the social, economic and political development of the British colonies in the area that became the United States.
- Describe and explain the origins of racism and slavery in America and analyze the long-term effects of slavery on American society.
- Describe the social and political implications of religion in America to 1877.
- Analyze the causes, consequences and meaning of the American Revolution.
- Discuss the significant military and diplomatic operations of the Revolutionary War.
- Analyze the immediate and long-term effects of the Declaration of Independence.
- Describe and explain the development and meaning of the Constitution and the Bill of Rights.
- Discuss the development of the American economic, political and diplomatic systems during the Federalist Era.
- Discuss the factors shaping America during the early national period.
- Analyze the meaning of Jacksonian democracy and social reform in America during the 1830s and 1840s.
- Discuss the concept of Manifest Destiny and describe the expansion of the United States from 1800 – 1848.
- Analyze the causes, consequences and meaning of the Civil War.
- Discuss the social, political, economic, diplomatic and military aspects of the Civil War.
- Discuss and evaluate the meaning of Reconstruction.
- Assess the significance of geography in the process of shaping America.
- Analyze the meaning of freedom, equality and identity in America to 1877.

**Comment:** Think of this section as a "road map." Often courses are divided into units or sections. Mastery or completion of each section is usually assessed by a test or examination. The unit divisions help you organize your study efforts and focus your assignments.

### **COURSE FORMAT**

*Shaping America* is divided into four units as follows:

- UNIT I: COLONIAL AMERICA TO 1760—"A CITY ON A HILL"  
Telecourse Guide lessons 1-6  
Paper I due at Test I
  
- UNIT II: REVOLUTIONARY AMERICA, 1754-1801—"ALL MEN ARE CREATED EQUAL?"  
Telecourse Guide lessons 7-12  
Extra-Credit activity due at Test II
  
- UNIT III: AMERICA IN TRANSITION, 1801-1848—"MANIFEST DESTINY"  
Telecourse Guide lessons 13-18  
Paper II due at Test III
  
- UNIT IV: AMERICA IN CRISIS, 1848-1877—"A NEW BIRTH OF FREEDOM?"  
Telecourse Guide lessons 19-26  
Extra-credit activity due at Test IV

**COURSE OUTLINE BY UNIT LESSON**

**Comment:** Sometimes the instructor will outline the individual learning units for you. This is a more detailed look at how you should approach the material. If you find a section like this in your syllabus – pay attention to it.

Unit 1	Telecourse Guide Lesson	Textbook	CD/ Video Lesson	Extra Credit Options
A City on a Hill	A World Apart pp. 3-11	Prologue pp.P1-P27		Enrichment Ideas p. 8
	World's Transformed pp. 13-20	CH 1 pp.2-35		Enrichment Ideas p. 19
	Settling the Southern Colonies pp. 21-30	CH 1 p.31 CH 2 pp.36-39		Enrichment Ideas p. 27
	Settling in New England pp. 31-36	CH 3 pp.70-103		Enrichment Ideas p. 36
	Diversity in British America pp. 37-48	CH 3 pp.88-89, 92-100 CH 4 pp.104-118		Enrichment Ideas p. 43
	A Distinctive Society pp. 49-58	CH 4 pp.118-140		Enrichment Ideas p. 54

Unit 2	Telecourse Guide Lesson	Textbook	CD/ Video Lesson	Essay/Project Options
All Men are Created Equal?	Making a Revolution pp. 59-64	CH 5 pp.142-181		Instructions in Navy Student Handbook.
	Declaring Independence pp. 65-72	CH 5 pp.171-177, CH6 pp.183-192; Appendix – A1-A3		Complete the "Knowledge in Action" project for this Unit or
	Winning Independence pp. 73-84	CH 6 pp.192-219		An essay based on one of the Documents found in the Textbook
	Inventing A Nation pp. 85-92	CH 7 pp.220-253; CH 8 p.258		pp. 168-179
	Searching For Stability pp. 93-102	CH 8 pp.254-269		pp. 172-173
	A Peaceful Transfer of Power pp. 103-112	CH 8 pp.269-285; CH 9 pp. 289-290		pp. 206-297 pp. 278-279

Unit 3	Telecourse Guide Lesson	Textbook	CD/ Video Lesson	Extra Credit Options
Manifest Destiny	Jefferson's Version of America pp. 113-120	CH 9 pp.286-312, 315, 318		Enrichment Ideas p. 119
	The Market Revolution pp. 121-130	CH 9 pp. 316-317; CH 10 pp.324-334, 341-343 CH 11 pp.365-377		Enrichment Ideas p. 127
	A White Man's Democracy pp. 131-138	CH 9 pp.312-315; CH 10 pp.322-324, 334-338, 349-363		Enrichment Ideas p. 137
	The Slave South pp. 139-150	CH 12 pp. 408-447		Enrichment Ideas p.144-45
	Perfecting America pp. 151-162	CH 10 pp.338-349; CH 11 pp.377-382, 387-389		Enrichment Ideas p. 157
	Moving Westward pp. 163-174	CH 11 pp.364,382-406		Enrichment Ideas p. 169

Unit 4	Telecourse Guide Lesson	Textbook	CD/ Video Lesson	Essay/Project Options
A New Birth of Freedom	Crisis and Compromise pp. 175-186	CH 11 pp. 400-401; CH 13 pp.448-547		Instructions in Navy Student Handbook.
	Irrepressible Conflicts pp. 187-194	CH 13 pp.456-476		Complete the "Knowledge in Action" project for this Unit or
	The Union Collapses pp. 195-208	CH 11 pp.365-366; CH 13 pp.448-450, 458-459, 476-490		
	The War Comes pp. 209-216	CH 14 pp.492-507		An essay based on one of the Documents found in the Textbook pp. 516-518 pp. 526-528 pp. 542-544
	Home Fronts pp. 217-224	CH 14 pp.507-522		
	Union Preserved Freedom Secured pp. 225-232	CH 14 pp.522-535		
	Reconstructing the Nation pp. 233-240	CH 15 pp.536-573		
	Looking Backward Looking Forward pp. 241-246	Video only		

### Examinations:

Each of the four exams given for this course is worth 100 points. Examinations will be administered by your Educational Services Officer. Each exam is composed of 35 objective questions worth two points each, and two essay questions worth 15 points each. The objective questions are similar to the questions in the practice exams on the CD-ROM and the essay questions are taken from the Essay Ideas at the end of each lesson in the Telecourse guide.

**Comment:** A section like this tells you what kinds of tests you will be taking – and gives you hints about how you should study for them.

### Practice Tests:

You will have the opportunity to take a "Practice Test" prior to taking each graded test. The practice tests can be found on the CD-ROM in the "Shaping Opinions" section of each CD, and are designed to help you prepare for the graded tests. You may take as many practice tests as you wish. The practice tests consist of multiple-choice questions and DO NOT count toward your grade.

### GRADING CRITERIA:

**Examinations:** Four (4) exams, one covering each Unit of the course. Each exam will cover the assigned reading and the video programs. Each exam will consist of a combination of multiple-choice, short-answer, and essay questions. The multiple-choice questions are keyed directly to the "Focus Points" in the telecourse guide. The short-answer and essay questions on the exam will be taken from the Short Answer and Essay Questions included in the telecourse guide. Each exam will be worth 100 points.

**Comment:** This section tells you how to calculate your grades. You can keep track of your progress in the class by using this information – you should not be surprised at the end of the class if you have been paying attention to the points you have been earning.

**Required Projects/Essays:** You are required to submit two written projects/essays one with Exam 2 and one with Exam 4. You may either respond to one of the primary documents found on the Textbook page numbers listed in the class outline for Units 3 and 4, in essay form, comparing the document and its historical significance for its time period with its significance to a current problem or occurrence. Or you can complete one or both of the "Knowledge in Action" projects found on the CD-ROM for Units 2 and 4. The completed essays/reports are due at the time you take the exams. **Each essay or completed project report is worth a maximum of 50 points**

**Extra Credit:** You may earn a maximum of twenty extra points by completing the optional essays. Submit one with Exam 1 and one (1) with Exam 3. The topics for these papers must be taken from the "Enrichment Ideas" in the telecourse guide. Please indicate which "idea" you are addressing in your paper by citing the lesson number and idea number in the telecourse guide. These papers should be typed, if possible. Remember that grammar and spelling will be considered when your paper is graded. Your accumulated extra points will be added to the total of your test points and your points accumulated for your required written work when your final semester grade is computed. **Each paper is worth 10 points.**

### GRADING SCALE

Exam Grades are based on this scale:

90 - 100 = A    70 - 79 = C    59 and below = F  
80 - 89 = B    60 - 69 = D

Written Reports are graded on this scale:

45 - 50 = A    35 - 39 = C    39 and below = F  
40 - 44 = B    30 - 34 = D

Final Grades: Semester grades will be assigned according to a 500 point scale:

450 - 500 = A    350 - 399 = C    299 and below = F  
400 - 449 = B    300 - 349 = D

## ACADEMIC HONESTY

The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of The Dallas County Community College District. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the college are set forth in writing in order to give students general notice of prohibited conduct. Students should be aware of disciplinary actions for all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion. The DCCCD Catalog contains the entire Student Code of Conduct and is also available on the Internet at <http://www.dcccd.edu>.

**Comment:** This section contains a statement about the consequences of not maintaining honesty as you complete the course. Cheating and/or engaging in academic plagiarism may result in failing not only an assignment, but the entire course as well.

As members of an academic community, which places a high value on truth, and the pursuit of knowledge, NCPACE students are expected to be honest in every phase of their academic life and to present as their own work that which is genuinely theirs. Each student has the responsibility to maintain the highest standards of academic integrity and to refrain from cheating plagiarism or any other form of academic dishonesty.

**Academic dishonesty** is representing another's work as one's own, active complicity in such falsification, or violating test conditions.

**Plagiarism** is stealing and passing off ideas and words of another as one's own or using the work of another with crediting the source.

## STUDY TIPS:

The **Telecourse Guide** is essential for successful completion of this course. It provides important information about each lesson, correlates the reading assignments and the video programs, supplies invaluable "Focus Points," and includes a truly representative "Practice Test" at the end of each lesson. Use it!

**Comment:** Study tips are included in your syllabus to help you develop good study habits and be more successful in your class. They can't help you if you do not read this section and use the information provided.

The textbook describes significant developments in American history. To do well in this course, you **must** read the appropriate textbook assignments indicated in the **Telecourse Guide**.

The video programs contained on the **CD-ROMs**, and on video tapes, provide visual and narrative information, as well as analysis of significant developments by some of the nation's leading historians. To accomplish the goals of this course, you **must** thoughtfully view the video programs. Use the activities on the CD-ROM to help you more fully understand the concepts contained in each lesson.

## Unit Divisions and Lesson Assignments Contained in the Telecourse Guide -

**Course Study Guidelines:** The following is a detailed list of the course components and is designed to help you navigate through this course to a successful completion. Before you begin each Unit review the Lesson Assignments in order to schedule your time appropriately. Pay careful attention to the titles and numbers of the textbook chapter, the reader lesson, and the CD-ROM/Video program, as their numbering might be different from one another.

**Comment:** This section outlines the items contained in the course guide that accompanies your textbook. It is essential that you read it and follow directions for your assignments.

### Overview -

Read the Overview for an introduction to the lesson material. It will also provide you with the broad thematic focus of the lesson

### Lesson Objectives -

Review the Learning Objectives and pay particular attention to the lesson material that relates to them.

### Lesson Focus Points -

This series of questions is designed to help you use the resources selected for each lesson and to direct your learning efforts. Look for the people, places, events, terms and ideas presented in the questions. They contain both the text and video focus areas and can be used as a guide to note-taking for each lesson.

### Enrichment Ideas -

These activities can add to your comprehension of the material or add to your attitudes about the key historical topics in the lesson. They will also be your topic choices for some of your class written work.

### Suggested Readings -

The Suggested Readings are designed to encourage you to go beyond the elements required in the course.

### Documents -

Each of the lessons contains one or more primary documents that reinforce the historical perspective of the lesson. The list of questions that accompany this section will help you focus your reading and guide you toward an understanding of their historical significance.

### Practice Tests-

The "Shaping Opinions" option on your CD-ROM provides both Pre and Post practice tests. Use these practice tests on the computer to check the accuracy of your study before each graded test. You can also use the Practice Tests contained in the Telecourse Guide. **(Remember practice test scores do not count toward your grade.)**

## WHAT MAKES A "GOOD" HISTORY PAPER?

### Guidelines for Writing a Good History Essay

**1. Preparation.** Good history papers begin with effective reading. Your understanding of the sources you chose will provide the basis of your paper. One way to begin to organize your source material would be to summarize the main points of your sources. If you cannot restate the points, you may need to re-read the material.

**2. Thesis.** Your essay should be organized around a clear, comprehensible, and sustained proposition that you want to discuss or prove. Your first paragraph should state your thesis and indicate how you plan to support it.

**3. Organization.** Every paragraph should clarify, explain and build on your thesis statement. You may want to use an outline to ensure the coherence of your essay.

**4. Evidence.** Any generalization you use should be supported with specific evidence.

**5. Chronology.** Historians like dates. They help you organize information and demonstrate intellectual and

**Comment:** Often an instructor will include information such as this in a syllabus to help you complete assignments that figure heavily into your final class grade. Pay attention to sections such as these – again – they won't help you pass the course if you do not read them.

social events over time. Be sure to keep your chronology clear when you are using dates to structure your argument.

**6. Conclusion.** A good essay has a beginning, middle and an end. Your ending should not just circle around to restate the opening statement. Your conclusion should wrap-up your arguments and leave the reader with a sense of the significance of your efforts.

**7. Editing.** Good writers rewrite. Proof read your essay and rewrite if you find flaws in your content, logic, or style. Spell checking on the computer will not always catch your mistakes, but it is a good place to start. Have someone else read your paper aloud to check for grammar and logic problems.

**8. Style.** The key to good writing is clarity. Keep your words active whenever possible, and avoid using the passive voice. For example: “Virginia was settled by Englishmen” uses passive voice. “English noblemen settled Virginia” is active. When you use words like *these* and *this* always follow with a noun so that your reader will know who or what you are talking about.

**9. References.** All quotations must have some form of citation. For these essays parenthetical notations using the MLA ( Modern Language Association) style format are sufficient. Within the parenthesis include the author’s last name followed by a comma and a page number where the information can be found. Example: (Roark,23). The full reference citations should be included at the end of the essay. Example: Roark, James, et al, *The American Promise, A History of the United States, Volume I: to1877*, second edition, Boston: Bedford/St Martin’s, 2001. These citations should allow your reader to find your sources easily. Any time that you use words, ideas or phrasing from a space you must give the author credit with a citation.(See section on plagiarism).

### How to Grade Your Paper\*\*

**Comment:** This section tells you what criteria the instructor will be using when he/she grades your paper. Use it to write your paper – making sure to meet all of the grading points as you write.

**A** - Essay based on clear, well defined original concept that goes beyond the assigned readings. Essay contains persuasive analysis that demonstrates a command of the conceptual demands of the assignment and the course.

Essay includes examples of convincing reasoning consistently applied with solid evidence directly applicable to your thesis. Essay moves from one point to the next with smooth transitions, coherent organization and well-developed paragraphs. Author uses well -constructed sentences, with well- chosen words and follows all the conventions of English grammar.

**B** - Clear thesis, specific to the essay. Demonstrates an under-standing of the texts, ideas and the assignment. Pursues the thesis and develops a core argument with clear ideas and supportive details. Clear transitions, developed connected ideas in unified paragraphs. Good command of English with some occasional style or grammatical problems (usually awkward syntax or passive voice).

**C** - General thesis but central to the essay. Shows an understanding of the basic ideas and information of the assignment with some factual errors. There is a tendency toward generalizations, incomplete development of core argument weak organization, shallow analysis with unsupported generalizations, etc.. Some awkward transitions with weak or undeveloped paragraphs not clearly connected to one another. Tendency toward wordiness, unclear or awkward sentences, grammatical errors and excessive use of passive voice.

**D** - Vague or irrelevant thesis. Inadequate command of the course material with many factual errors. Fails to respond to the assignment. Undeveloped - a mere narration that moves from one topic to another. Simplistic with a tendency toward vague summarization. Major grammatical errors such as subject-verb agreement,

obscure pronouns and sentence fragments. Excessive use of clichés and gross spelling errors.

**F** - Little or no development - merely a listing of vague generalizations or misinformation. Essay does not respond to the assignment. No detectable thesis. No transitions and use of incoherent paragraphs. Unreadable because of multiple grammatical errors.

*\*\*Instructor's Resource Manual for The American Promise, Vol. I To 1877*

## **NCPACE COURSE PLANNER**

**Comment:** This course planner was designed specially for course taken by Naval personnel – but sections similar to this may appear in other on campus or online classes and are intended to help you with time and course management.

It is crucial to plan out the time you have to complete your NCPACE course effectively so that you have ample time to do all the required assignments for the course. When you attend a course on a campus, the professor usually supplies each student with a copy of a course syllabus that outlines what material will be covered in the class and what the student is expected to do to complete the course successfully. The TeleCourse Study Guide and this NCPACE Student Handbook are your syllabus. They will take you step by step through the course for which you enrolled.

Although the NCPACE student handbook is quite extensive, there is crucial information that is missing. In class, professors provide students with due dates for each assignment and exam. Because each command determines their own NCPACE term dates, it is impossible to give due dates in this handbook. In addition, NCPACE courses are designed to be self-paced because each sailor knows his/her schedule best and is expected to complete the course at their personal comfort level so long as it falls between the term dates set by the command.

Please contact your NCPACE Point of Contact on board for your current semester dates.

Semester 1: Start Date \_\_\_\_\_ End Date \_\_\_\_\_

Semester 2: Start Date \_\_\_\_\_ End Date \_\_\_\_\_

Below is a list all of the assignments required for this course. It is recommended that you take this time to determine when you would like to have each of the requirements completed. By doing this simple exercise, it will be easier to remain on tack through the semester.

Test 1/Extra Credit 1: \_\_\_\_\_

Test 2/Paper/Project 1: \_\_\_\_\_

Test 3/Extra Credit 2: \_\_\_\_\_

Test 4/Paper/Project 2: \_\_\_\_\_

It is recommended that you make a copy of this page for your NCPACE Point of Contact so he/she can see that you have planned ahead and get an idea of when they will need to proctor exams. Please remember to schedule each exam with your NCPACE POC few days prior to the actual date you wish to take the exam. The dates you determine are not fixed, but as stated above are flexible so long as the course requirements are completed by the end of the semester.