



## Course Syllabus

### LHIS 110 — American History Survey (To 1877)

3 Credit hours

#### I. COURSE DESCRIPTION

This course is an introduction to the main political, economic, and social, foreign policy, and cultural developments in American history since 1760. Students develop a personal synthesis of American history. (Honors sections are available for this course).

**Prerequisites:** None

#### II. ACADEMIC MISSION

Oral Roberts University's academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spiritfilled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit.

Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through accompanying proficiencies and capacities.

<i>Spiritually alive</i>	Biblical Literacy; Spiritual Formation.
<i>Intellectually alert</i>	Critical thinking, Creativity, and Aesthetic Appreciation; Global and Historical Perspectives; Information Literacy; Knowledge of the Physical and Natural World
<i>Physically disciplined</i>	Healthy Lifestyle; Physically Disciplined Lifestyle
<i>Socially adept</i>	Ethical Reasoning and Behavior; Intercultural Knowledge and Engagement; Written and Oral Communication; Leadership Capacity.
<i>Professionally competent</i>	Discipline-specific proficiencies listed under Program Outcomes

The last page of this syllabus, "COURSE INVENTORY for ORU's Course Objectives," indicates how this course supports ORU's academic mission and ORU's whole-person approach to learning outcomes.

#### III. PROGRAM OUTCOMES

This course is offered as a General Education requirement by the History, Humanities, and Government

Department. It is aligned with the Intellectually Alert and Socially Adept outcomes of ORU's Whole Person Assessment model as shown in the Course Inventory (last page of this syllabus). Specifically, this course addresses the following:

2A Critical Thinking, Creativity, and Aesthetic Appreciation - The ability to formulate opinions and draw conclusions through exploration, analysis, and evaluation of issues and arguments, including the capacity to innovatively combine and synthesize ideas and to produce and recognize various forms of artistic expression

2B Global and Historical Perspectives - The capacity to recognize and appreciate various viewpoints in an increasingly interdependent international community, and to understand the relationships between past events, current situations, and emerging futures

2C Information Literacy - The ability to identify, find, and evaluate information and to use it ethically for creating and communicating new knowledge

4A Ethical Reasoning and Behavior – The ability to recognize potential ethical dilemmas and make morally correct choices based on knowledge of personal and professional codes of ethics, and the Word of God

4C Written and Oral Communication – The ability to communicate effectively and appropriately in both written and spoken forms in various cultural, educational, economic, and social contexts

#### **IV. COURSE GOALS**

This course is designed to help the student understand that the United States of today is the product of her collective past. To broaden the student's understanding of North America's pattern of development, the course focuses on why and how things developed as they did. For this reason, knowing what happened is only the first step in the learning process.

#### **V. COURSE OBJECTIVES**

**After successfully completing this course, you should be able to:**

1. Examine the impact of major political, social, economic, and cultural events on the course of American history from 1720-1877.
2. Analyze the contributions of different leaders to American society.
3. Participate in a civic engagement activity.

#### **VI. TEXTBOOK AND OTHER LEARNING RESOURCES**

Before you purchase your required textbook(s), click on the ORU Bookstore link to verify whether digital texts are provided as part of your Follett Access course fee. <http://www.bkstr.com/oralrobertsstore/home>

**Required Materials Textbook:**

Murrin, Hämäläinen, Johnson, Brunsman, McPherson, & Fahs (2020). *Liberty, Equality, Power: A History of the American People* (7<sup>th</sup> ed.)

Package ISBN (LLF /w MindTap - 2 terms): 9780357258248

MindTap ISBN (w/e-Text - 2 terms): 9780357020678

This course uses courseware, so you cannot opt-out of the ACCESS program.

**Other required materials:** None

**Optional Materials Textbooks:**

None

## **VII. POLICIES AND PROCEDURES A. University Policies and Procedures**

1. **Plagiarism:** The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know [ORU's policy on plagiarism](#) and [what is considered plagiarism](#).
2. **Privacy:** By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the [ORU University Catalog](#), sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.
3. **Whole Person Assessment Requirements:**
  - a. Civic Engagement Exercise (Projects 2b, 6b)
  - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

### **B. School and/or Department Policies and Procedures**

1. **Participation:** Participation in each online class through discussion forums, assignments, and all other course activities count as your attendance in the course. Lack of participation can reduce a student's grade or deny credit for the course.
2. **Class Assignments**
  - a. Students need to have the appropriate textbooks, course materials, and other supplies as designated by the professor.
  - b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
3. **Late Work**
  - a. The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. The professor may not accept late work, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
  - b. Generally, assignments missed from a serious sickness or family crises can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy. Instructors use their own judgment in accepting late work.
4. **Incompletes**

On rare occasions, the grade of "I" may be given for work that is incomplete at the time grades are given. It is given only after the instructor and the department chair or college dean approve a petition submitted by the student that his or her work is incomplete for good cause. Good cause typically consists of a catastrophic event in which the student is prevented from completing the

course requirements. It is the responsibility of the student to initiate the petition through <http://petitions.oru.edu>, make up any incomplete work, and ask the instructor to submit a grade change to the registrar. If the work is not completed by the end of the subsequent session, the incomplete will automatically convert to an "F." For graduating seniors, the degree will be awarded in the term that the student completes his or her course work, not the final term of enrollment.

#### 5. Citations

Textbook(s) and materials for the course are listed using standard [citation style](#) (APA, MLA, Chicago, Turabian, etc.). Since other styles may be used in disciplines other than the one used in this course or school, the [ORU Citing and Documenting Sources](#) pages offer a collection of styles students may choose from. This course asks that students be consistent in whatever style they use throughout the course.

### C. Online Programs Policies and Procedures

1. **Communicating with your Instructor:** All email communication between students and faculty will be through their ORU.edu emails.
2. **Learning Community:** Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.
3. **ADA and Students with Disabilities:**
  - Click here ( <http://www.brightspace.com/about/accessibility/> ) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
  - Students requiring Disability Services from ORU, <https://goo.gl/dLHnnM>
  - Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
  - D2L Accessibility Policy: <https://www.d2l.com/accessibility/>
4. **Useful Links for Online Students:**
  - [Student Learning Glossary](#)
  - Library: <http://library.oru.edu>.
  - D2L Helpdesk: [d2lhelp@oru.edu](mailto:d2lhelp@oru.edu)
  - I.T. Student Helpdesk: [studenthelpdesk@oru.edu](mailto:studenthelpdesk@oru.edu)
  - [Netiquette and Online Discussions](#): <https://goo.gl/f744AY>
  - Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

### D. Course Policies and Procedures

1. **Evaluation Procedures:** The final grade will be based on forum discussions, projects, and a final exam. The weight of each item is included in the Course Calendar. Extra credit items are not offered in this course.

Grade Weight	Category
28%	Forum Discussions

58%	Projects
14%	Quizzes

**2. Grading Scale:**

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

**3. Other Policies and/or Procedures** None

## VIII. COURSE CALENDAR

The Course Calendar shows the specific learning activities and assessments for this course, along with their respective grade weights. The far-right column lists the Course Objectives (CO) that support the corresponding Assessment in column 2. Further descriptions for activities and assessments are in their respective units in D2L. When applicable, ✖ Indicates this is a Whole Person Assessment item. † indicates this is a faith integration item tracked by the program.

Unit 1	Struggle for a Continent	Hours	Weight	CO
	Read/View/Listen	6	--	--
	Forum 1: Analyzing the struggle	4	4%	1
	Quiz 1: Chapters 4 & 5 Review	2	2%	1
	Project 1: Timeline of Events	3	5%	1, 2
Unit 2	The Revolution	Hours	Weight	CO
	Read/View/Listen	6	--	--
	Forum 2: Analyzing the revolution	4	4%	1
	Quiz 2: Chapters 6 & 7 Review	2	2%	1
	Project 2a: Timeline of Events	3	5%	1, 2
	Project 2b: CWPA-GEN-OL-Civic Engagement (LHIS 110) 1 ✖	1	2%	3
Unit 3	Transformations in the North & South	Hours	Weight	CO
	Read/View/Listen	6	--	--
	Forum 3: Transformation across the country	4	4%	1
	Quiz 3: Chapters 8 & 9 Review	2	2%	1
	Project 3a: Timeline of Events	3	5%	1, 2
	Project 3b: Outline (Project 4)	3	8%	1, 2
Unit 4	Toward an American Culture with Whigs & Democrats	Hours	Weight	CO
	Read/View/Listen	7	--	--
	Forum 4: The Emerging American Culture	4	4%	1
	Quiz 4: Chapters 10 & 11 Review	2	2%	1
	Project 4: The America of 1840	5	10%	1, 2
Unit 5	Antebellum Reform & Manifest Destiny	Hours	Weight	CO
	Read/View/Listen	9	--	--
	Forum 5: Social issues of the 1840s and 50s †	4	4%	1
	Quiz 5: Chapters 12 & 13 Review	2	2%	1
	Project 5: Timeline of Events	3	5%	1, 2
Unit 6	Secession and Civil War	Hours	Weight	CO
	Read/View/Listen	6	--	--
	Forum 6: Information Exploration	4	4%	1
	Quiz 6: Chapters 14 & 15 Review	2	2%	1
	Project 6a: Timeline of Events	3	5%	1, 2
	Project 6b: WPA-GEN-OL-Civic Engagement (LHIS 110) 2 ✖ †	2	3%	3
Unit 7	A New Birth & Reconstruction	Hours	Weight	CO
	Read/View/Listen	7	--	--
	Forum 7: Data Visualization	4	4%	1
	Quiz 7: Chapters 16 & 17 Review	2	2%	1
	Project 7: The America of 1877	5	10%	1, 2

<b>Course Total</b>	Total estimated hours based upon an average of 16 hours per week for 7 weeks	120	100%	
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## IX. COURSE INVENTORY

For ORU's University Outcomes

### LHIS 110

This course contributes to ORU's university outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment. **No Contribution** – Does not address the outcome.

ORU defines each outcome and proficiencies/capacities listed below in this [Gen Ed Outcomes](#) paper.

OUTCOMES & Proficiencies		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b>				
1A	Biblical literacy			X	
1B	Spiritual Formation		X		
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b>				
2A	Critical thinking, creativity, and aesthetics	X			
2B	Global & historical perspectives	X			
2C	Information literacy	X			
2D	Knowledge of the physical and natural world	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b>				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
<b>4</b>	<b>Outcome #4 – Socially Adept</b>				
4A	Ethical reasoning and behavior	X			
4B	Intercultural knowledge and engagement			X	
4C	Written and Oral Communication	X			
4D	Leadership capacity			X	

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**This syllabus is subject to change without notice up until the first day of the semester.**

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