Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
HIUS 221
SURVEY OF AMERICAN HISTORY I

COURSE DESCRIPTION
A survey of the political, social and economic developments of America from the colonizing experience through the Civil War with emphasis on the development of the American democratic tradition.

RATIONALE
As part of Liberty University’s liberal arts education, this course seeks to develop the student’s capacity to think and act creatively and critically within the context of Christian values. Therefore, this course’s purpose goes beyond a mere study of names and dates to developing the student’s historical consciousness, which provides insight into the complex realities of modern living. Understanding history in this grand manner, then, is a vital prerequisite to responsible citizenship.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE
Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING
A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Please note, technical skills for this course include:
   • Creating and submitting files in Microsoft Word
   • Basic Blackboard navigation skills

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Identify major figures and events in American history to 1865.
B. Describe the stages of American national development to 1865.
C. Explain how political, economic, military, diplomatic, religious, and cultural factors influenced American development to 1865.
D. Demonstrate college-level competencies in reading comprehension, documentary analysis, research, and historical writing.

E. Evaluate interpretive and historiographical approaches to American history to 1865.

F. Apply biblical principles to the problems and issues of American history to 1865.

V. **Core Competency Measurable Learning Outcomes**
Upon successful completion of this course, the student will be able to:

A. Write a persuasive analysis of a literary work.

B. Integrate sources accurately and effectively.

C. Apply reading comprehension strategies including interpreting, evaluating, and analyzing written content.

VI. **Course Requirements and Assignments**

A. MindTap readings, lecture presentations, primary sources, and websites

B. Course Requirements Checklist
   After reading the Course Syllabus and **Student Expectations**, the student will complete the related checklist found in Module/Week 1.

C. MindTap System Check
   Before beginning the MindTap Activities, the student will complete a brief MindTap System Check to ensure his or her system is ready for the activities. This assignment will be graded on completion.

D. MindTap Activities (63)
   The student will complete various activities in MindTap. The activities are designed to be completed in short bursts so that the student is able to interact and engage with the textbook on a deeper cognitive level.

E. Primary Source and Presentation Reviews (8)
   The student will complete quizzes that cover all presentations, articles, and websites for the module/week in which they are assigned. Each quiz will be open-book/open-notes, contain 10 multiple-choice and/or true/false questions, and have a time limit of 30 minutes. At the discretion of the instructor, 10% may be deducted for every 5 minutes the student exceeds the time limit.

F. American History in Video Research Project
   This project will be completed in stages throughout the course, with specific instructions provided for each portion in the assigned modules/weeks. The stages will be completed as follows:
   
   Part I – Summary
In 1 page, the student must indicate his or her video selection (from a provided list within the course), summarize the main points within the video, and conclude with a choice for research.

Part II – Annotated Bibliography

The student must complete an annotated bibliography of at least 5 scholarly, peer-reviewed sources (including at least 1 book and 1 journal article). This assignment must follow current Turabian format, and each annotation must be at least 150 words.

Part III – Research Paper

The student must complete a 4–5-page paper that summarizes the student’s research, references 5 scholarly, peer-reviewed sources, and follows current Turabian format. The title page and reference page do not count towards the total page count.

G. Reading Comprehension Assessments (2)

The student will complete 2 assessments throughout the course. Each assessment will have a short passage embedded in it. The student will read the passage and answer 5 multiple-choice questions within a time limit of 20 minutes. Each assessment will be open-book/open-notes. At the discretion of the instructor, 10% may be deducted for every 5 minutes the student exceeds the time limit.

H. Slave Trade Database Quiz

The student will be directed to a website containing a database of slave trade voyages. After reviewing instructions and a video tutorial on how to navigate the database, the student will answer a series of objective questions on a worksheet. Then, the student will complete a quiz that will be open-book/open-notes, contain 10 multiple-choice questions, and have a time limit of 20 minutes. At the discretion of the instructor, 10% may be deducted for every 5 minutes the student exceeds the time limit.

I. Course Reflections Journals (2)

The student will submit a journal entry pertaining to the course material at the midterm and end-of-term points. A prompt to guide student reflection will be provided within the course. Each journal entry must be 400–500 words, and source citations must be provided from the course materials.

J. Discussion Board Forum: American Events

Discussion boards are collaborative learning experiences. Therefore, the student will participate in 1 forum for this course. The student will select a topic of interest from a provided list and will then respond to a prompt based on his or her specific reading for the forum, as well as relevant biblical principles. This response will be considered an Editorial. The Editorial must be 400–500 words, demonstrate course-related knowledge, and contain no more than 2 short quotations of course materials. Any sources used must be cited in current Turabian format. In addition to the Editorial, the student will reply to the board at
least 5 times, 3 in response to classmates’ Editorials and 2 in response to classmates’ responses to Editorials (either to the student’s own editorial or to the editorials of his or her classmates). These will be considered Letters to the Editor. Each Letter to the Editor must be 150–250 words.

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist 10  
MindTap System Check 2  
MindTap Activities (63 at 2–10 pts ea) 278  
Primary Source and Presentation Reviews (8 at 10 pts ea) 80  
American History in Video Research Project  
   Part I – Summary 50  
   Part II – Annotated Bibliography 75  
   Part III – Research Paper 125  
Reading Comprehension Assessments (2 at 10 pts ea) 20  
Slave Trade Database Quiz 50  
Course Reflections Journals (2 at 100 pts ea) 200  
Discussion Board Forum: American Events  
   Editorial 45  
   Letters to the Editor (5 at 15 pts ea) 75  

Total 1010

B. Scale

A = 900–1010  B = 800–899  C = 700–799  D = 600–699  F = 0–599

C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. Instructor Feedback and Response Time
RED ZONE: Emails sent within the 48-hour period preceding the submission deadline may not be answered in time to help with content questions. All late policies will apply.

E. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

VIII. QUALITY MATTERS SEAL OF APPROVAL

This certification mark recognizes that this course met Quality Matters Review Standards.

Quality Matters (QM) is a non-profit organization committed to quality assurance in Online Education. Courses that have received the QM Seal of Approval have passed rigorous reviews by Quality Matters evaluators and maintain their approval for five years.
## COURSE SCHEDULE

**HIUS 221**

<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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DB = Discussion Board

**NOTE:** Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.