

COURSE: HP 251N, Missouri State History
CREDIT: 3 Semester Hours
SEMESTER: Cycle 4, Spring 2022 (January 10-March 3, 2022)
TIME: Online Course
INSTRUCTOR: Dr. Teddy D. Bitner
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I. DESCRIPTION

Survey of Missouri's history from colonization to the present. The course examines continuity and change in Missouri history and the contributions of Missouri and its citizens to the development of the United States. This course will study the political, economic, social, and cultural development of Missouri.

II. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Accurately recall the basic facts and chronology of Missouri history. (PLO 1) (Assessments B, C, D, E)
2. Recall the people who made major contributions to the development of Missouri. (PLO 1) (Assessment B)
3. Relate the study of history to a theologically based philosophy of history. (PLO 1, 4) (Assessments A, C, D, E)
4. Acquire an understanding of the characteristics of the Missouri experience within the greater context of America and be able to assess it from a Biblical perspective. (PLO 1) (Assessments A, D)
5. Develop and understanding of how events today and in the past have been shaped by democratic ideals and by Missourian's efforts to put those ideals into practice.(PLO 1, 4) (Assessments A, B, D, E)
6. Gain an appreciation of the range if diverse primary sources, literature, and other media (local, national and international) to illustrate and explore citizenship in other times and places. (PLO 1) (Assessments A, D, E)

B. Specific competencies to be achieved. The student will:

1. Identify historical periods, people, events, developments and documents, including (but not limited to): (PLO 1) (Assessments A, B, C)
 - a. The viability and diversity of Native American cultures in Missouri's history.

- b. Discovery, exploration and settlement.
 - c. Establishment of a state government.
 - d. Impact of the American Civil War and its aftermath.
 - e. Changes in economic and social structures and their influences.
 - f. Causes, effects and impact of major world conflicts on Missouri.
2. Develop the how and why individuals (including historians) may view, interpret and report on the past from very different perspectives. (PLO 1, 4) (Assessments A, C, D, E)
 3. Establish and expand the link between human decisions and consequences. (PLO 1, 4) (Assessments A, C, D, E)
 4. Develop the link the current and historical examples of interaction and interdependence of science, technology and society in a variety of cultural settings. (PLO 1, 4) (Assessments A, B, C)

III. REQUIREMENTS (ASSESSMENTS)

- A. Reading and Questions. You will be expected to complete the assigned reading from the text. As you read the assignments, pay attention to the general threads of history, and how specific individuals and events fit within the patterns of these movements. You will answer questions associated with the reading for each chapter in the book. Questions are contained within the online course materials.
- B. Tests. You will complete a mid-term and a final exam.
- C. Forums. You will answer forum questions and participate in forum discussions as you work through the course units.
- D. Book Report. You will write an eight page book report on *The Making of a Warrior* by Harry Waterhouse, III. The book report will consist of a summary of the book, major themes you identified, your assessment of those themes, and a conclusion. The book report will be organized as follows:
 - a. Introduction
 - b. Summary of the book (what did Waterhouse cover in his book)
 - c. Major themes (what point[s] is Waterhouse trying to make?) that you identified during your reading
 - d. Your assessment of Waterhouse's themes (do you agree with him, why or why not)
 - e. Conclusion
- E. Paper. You will be required to prepare a research paper. Topic will be a review of an individual, event, or culture within the period and setting of the course. The paper should be no less than eight (8) pages and no more than twelve (12) pages of text (excluding the title page, etc.). All class papers must follow the [*Chicago Manual of Style 17th edition*](#) as outlined in *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition ("Turabian"). The paper must

include three scholarly references. Internet references may also be used (but not popular citations, blogs or Wikipedia). Students who use the Clark Academic Center (CAC) to review a draft of their paper and provide a copy of the draft signed by a CAC tutor will receive a 5% bonus on the paper.

IV. METHODS

A. This an online class. The class will be composed of reading, answering questions, engaging in forum responses, and providing writing reflections of each portion of the course.

B. Grading and Attendance.

For online students, I will take attendance once a week on Wednesday. Attendance is based on academic activity, which includes responding to discussion questions, submitting research papers, book reports or similar assignments, or taking an examination. You may miss up the equivalent of one week of class without penalty. If you miss more than one week, your grade will be lowered by one letter grade. If you miss more than two weeks of class, your grade will be lowered by one additional letter grade (a total of two letter grades).

The grading scale is provided in the University Catalog (letter grades with numerical equivalents). In computing the final grade, I will weigh the work of the course in the following proportions:

Discussion Questions	20%
Answers to Chapter Questions	30%
Mid-Term Exam	10%
Final Exam	10%
Research Paper	20%
Book Report	10%

V. MATERIALS

Parrish, William E., Charles T. Jones, Jr., and Lawrence O. Christensen, *Missouri: The Heart of the Nation (Third Edition)*, Wheeling, Illinois: Harlan Davidson, 2005. ISBN: 9780882959962. Price: \$34.95.

Waterhouse, Harry S., *The Making of a Warrior*, Kansas City, MO: Calvary University, 2007. ISBN: NA. Price: \$10.00. A PDF version of the book is provided to you free of charge in the Canvas portal for this class.

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version

(ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases, and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

VI. COURSE SCHEDULE:

Section	Dates	Dates for each section will be set within the online course system.
Module 1	Week 1	
Module 2	Week 2	
Module 3	Week 3	
Module 4	Week 4	
Module 5	Week 5	
Module 6	Week 6	
Module 7	Week 7	
Module 8	Week 8	

Special Notes:

Grades on late papers will be reduced by 4% for each day the assignment is late.

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any disabling condition that may require support.

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

Plagiarism is defined as copying any part of a book or paper without identifying the author. This also includes taking another person’s ideas and presenting them as your own.

CALVARY UNIVERSITY EVALUATION SHEET

Student Name: _____ Date Due: _____

Faculty Name: _____ Course Number/Name: _____

ASSESSMENT OF LESSON

Categories 1-10: Maximum 100 points (Instructor assigns percentage weight to each category)

	KNOWLEDGE Recalls details of previously learned material, including relevant facts and theories.
	COMPREHENSION Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate.
	APPLICATION Applies rules, methods, concepts, principles, and laws as required by questions.
	ANALYSIS Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole.
	SYNTHESIS Sees the whole of a concept, theory or idea by means of its constituent parts.
	EVALUATION Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression.
	PROPER CITATION OF AUTHORITIES AND FREQUENCY OF REFERENCES Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content.
	SPELLING/GRAMMAR/SYNTAX Follows the accepted norms of spelling, grammar, and syntax.
	TURABIAN STYLE The lesson has been submitted neatly and according to relevant school submission guidelines.
	ACADEMIC LEVEL SATISFIED Answers are insightful, original, scholarly, developed with adequate detail, and appropriate to degree level.
	TOTAL POINTS
	<u>FINAL GRADE</u>

_____	_____
Faculty Signature	Date

COMMENTS ON LESSON:		
<input type="checkbox"/> This lesson shows improvement	<input type="checkbox"/> Unique, helpful expressions employed	<input type="checkbox"/> Strong in area of application
<input type="checkbox"/> Exemplary development of ideas	<input type="checkbox"/> Nice mix of theological and pastoral ideas	<input type="checkbox"/> References very strong relevant
<input type="checkbox"/> Lesson work shows much promise	<input type="checkbox"/> Excellent recall of material	<input type="checkbox"/> Aware of important intricacies of issue
<input type="checkbox"/> Submission requirements not fulfilled	<input type="checkbox"/> Lacking depth of treatment	<input type="checkbox"/> Lack of flow in communication
<input type="checkbox"/> References cited incorrectly	<input type="checkbox"/> Grammatical errors excessive	<input type="checkbox"/> Misunderstanding of question asked
<input type="checkbox"/> Insufficient reference material	<input type="checkbox"/> Weakness in paragraph format	<input type="checkbox"/> Improper conclusions drawn

REMARKS: