

**COURSE:** HP 251N Missouri State History  
**CREDIT:** 3 Semester Hours  
**SEMESTER:** Spring 2026 Session 1 (January 12 – March 6, 2026)  
**TIME:** Online Course  
**INSTRUCTOR:** Dr. Teddy D. Bitner  
Office: 816 425-6164, Cell Phone: 816 914-5119, Email:  
teddy.bitner@calvary.edu

## 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 2) (Assessments B, C, D, E)
2. Recall the people who made major contributions to the development of Missouri. (PLO 2) (Assessment B)
3. Relate the study of history to a theologically based philosophy of history. (PLO 2,3,4) (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 2,3) (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 1,2,3,4) (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 2,3,4) (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 2,4) (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 2,3,4) (Assessments A, C, D, E)
  3. Establish and expand the link between human decisions and consequences. (PLO 2,3,4) (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 2,3,4) (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. Discussion Questions. You will answer discussion questions and participate in 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
- A. 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.) and is due not later than indicated in the schedule below. The grade for the paper will be calculated based on the rubric included in the Canvas portal for this class. 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. All class papers must follow the Turabian style according to *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9<sup>th</sup> edition.

#### IV. METHODS

- A. This is 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 Friday. Attendance is based on academic activity, which includes responding to discussion questions, submitting research papers, book reports or similar assignments, or taking an examination. I will deduct 2.50% from your grade for each week in which an online student fails to demonstrate academic activity.

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         | 15% |
| Answers to Chapter Questions | 20% |
| Mid-Term Exam                | 10% |
| Final Exam                   | 10% |
| Research Paper               | 15% |
| Book Report                  | 10% |
| Attendance                   | 20% |

#### 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  |   |
|----------|--------|---|
| Module 1 | Week 1 | Dates for each section will be set within the online course system. |
| 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 assignments will be reduced by 4% for each day the assignment is late.

I will accept late assignments until midnight on the last day of the cycle. I will not accept assignments beyond that point. Students may contact the registrar to apply for additional time to complete the class.

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

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated. Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources. AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

The Clark Academic Center ([cac@calvary.edu](mailto:cac@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.

| <b>Rubric for History Assignments</b> |   |  |  |  |
|---------------------------------------|---|--|--|--|
|                                       | <b>Above Standards = 3</b>  | <b>Meets Standards = 2</b>   | <b>Approaches Standards = 1</b>  | <b>Fails to Meet Standards = 0</b>   |
| <b>Knowledge</b>                      | Recalls details of previously learned material, including relevant facts and theories. Student is able to articulate and reflect on the details in written form effectively.  | Recalls details of previously learned material, including relevant facts and theories. Student is able to describe the details in written form.  | Recalls the general outline of previously learned material, including relevant facts and theories. Student is able to describe the general outline in written form.  | Fails to recall the general outline of previously learned material, including relevant facts and theories. Student is unable to describe the general outline in written form.  |
| <b>Comprehension</b>                  | Answers are relevant to questions. Grasps the meaning of previously learned material. Correctly explains, interprets, and summarizes as appropriate.  | Answers are mostly relevant to questions. Exhibits the ability to grasp the meaning of previously learned material. Displays the ability to explain, interpret, and summarize as appropriate.                    | Answers generally relate to questions. Exhibits marginal grasp of the meaning of previously learned material. Struggles with the ability to explain, interpret, and summarize as appropriate.              | Answers do not correlate with questions. Exhibits no grasp of the meaning of previously learned material. Fails to display the ability to explain, interpret, and summarize as appropriate.  |
| <b>Application</b>                    | Applies rules, methods, concepts, principles, and laws as required by questions.  | Generally, applies rules, methods, concepts, principles, and laws as required by questions.  | Demonstrates comprehension of rules, methods, concepts, principles, and laws present in the material, struggles with finding and articulating appropriate applications.                                    | Demonstrates a failure to comprehend rules, methods, concepts, principles, and laws present in the material. Fails to articulate applications with finding and articulating appropriate applications. Fails to understand the idea of application. |
| <b>Analysis</b>                       | Dissects and differentiates constituent parts of a concept, theory, or idea and relate those parts to the whole. Evidences strong critical thinking skills with logical and thoughtful development of analytical conclusions.           | Identifies and describes parts of a concept, theory, or idea and relate those parts to the whole. Evidences good critical thinking skills with reasonably developed analytical conclusions.                      | Identifies most parts of a concept, theory, or idea and relate those parts to the whole. Evidences basic critical thinking skills with marginally developed analytical conclusions.                        | Fails to identify parts of a concept, theory, or idea and relate those parts to the whole. Demonstrates the lack of basic critical thinking skills with poorly developed analytical conclusions.   |
| <b>Synthesis</b>                      | Masters the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are sophisticatedly and cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively. | Sees the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are cohesively synthesized to undergird the central argument. Able to articulate the results of synthesis effectively. | Approaches the whole of a concept, theory, or idea by means of its constituent parts. Artifacts are marginally synthesized to undergird the central argument. Able to articulate the results of synthesis. | Fails to comprehend the whole of a concept, theory, or idea by means of its constituent parts. Fails to synthesize artifacts to undergird the central argument. Unable to articulate the results of synthesis.                                     |
| <b>Evaluation</b>                     | Assesses and critiques theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Masters the data, synthesizes theory and  | Describes and articulates theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Comprehends the data, synthesizes theory and                                    | Approaches and recites theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Recognizes the data, considers the theory and                                | Fails to comprehend theories, thoughts, ideas, concepts, proposals, literary works, or other forms of creative expression. Fails to consider the data, unable to apply or  |

| <b>Rubric for History Assignments</b> |   |   |  |  |
|---------------------------------------|---|---|--|--|
|                                       | <b>Above Standards = 3</b>  | <b>Meets Standards = 2</b>  | <b>Approaches Standards = 1</b>  | <b>Fails to Meet Standards = 0</b>   |
|                                       | outcomes, and draws insightful conclusions based on the evidence.   | outcomes, and draws appropriate conclusions based on the evidence.  | outcomes, and draws some conclusions based on the evidence.  | synthesize the theory and outcomes, and fails to draw conclusions based on the evidence.   |
| Citations and Plagiarism              | Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, all paraphrased material is cited, evidence of frequent and accurate citations throughout the paper. All source material appears in the Bibliography / References. | Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, paraphrased material generally is cited, with adequate frequency. All source material appears in the Bibliography / References | Refers to right sort and numbers of Scriptures and/or outside references with proper form, careful and full presentation and adequate, informative content. All direct quotes are cited, paraphrased material generally is marginally cited, student shows evidence of struggling with paraphrasing. Most source material appears in the Bibliography / References | The student fails to cite direct sources (cut and paste from Wikipedia or other sources). Student fails to properly paraphrase and cite material. Student does not list source material in the Bibliography / References, or the paper completely lacks a Bibliography / References. |
| Spelling / Grammar / Syntax           | Writes clearly, follows the accepted norms of spelling, grammar, and syntax with no errors  | Generally writes clearly and follows the accepted norms of spelling, grammar, and syntax with minor errors.   | Does not write clearly, exhibits several spelling, syntax, and grammar errors  | Does not write clearly, fails to follow spelling, grammar, and syntax guidelines and acceptable use.   |
| Format Style (Turabian, APA, MLA)     | The assignment has been submitted neatly and according to relevant submission guidelines per Turabian, APA, or MLA.   | The assignment follows nearly all of the relevant submission guidelines per Turabian, APA, or MLA.  | The assignment displays evidence of formatting challenges, but generally follows the relevant submission guidelines per Turabian, APA, or MLA.   | The assignment displays evidence of formatting challenges and fails to follow the relevant submission guidelines per Turabian, APA, or MLA.  |
| Academic Level Satisfied              | Content / answers are insightful, original, scholarly, developed with exceptional detail, and appropriate to degree level.  | Content / answers are appropriate, original, scholarly, developed with adequate detail, and appropriate to degree level.  | Content / answers approach original scholarship, developed with some detail, and appropriate to degree level.  | Content / answers do not display original scholarship, adequate detail, or appropriate to degree level.  |

