# WCJC LogoWCJC Student Syllabus

## Online Courses

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| **Semester and Year** | Fall 2019 |
| **CRN**  | 10979 |
| **Course Prefix, Num. and Title** | HIST 1301-160 - United States History I |
| **Instructor** | C.J. Bibus, Ed.D. |
| **Telephone** | 281.239.1577 If I do not answer during online office hours, leave a voice mail. Please slowly spell your **last** name and slowly say your phone number **twice**.  |
| **Email** | bibusc@wcjc.edu Once the course opens, email **only** in Course Messages (Email) on the Course Menu. |
| **Office Hours / Location** | **Face-to-Face Office Hours**: Richmond, 240G: 10:20-10:50 AM, 1:00-2:15 PM (Monday, Friday), 9:50-10:50 AM (Wednesday). Sugar Land, 234: 9:25-10:50 AM (Tuesday, Thursday), 12:15-2:15 PM (Tuesday), 12:15-1:15 PM (Thursday). **Online Office Hours:** 1:00-2:15 PM (Monday, Friday), 9:50-10:50 AM (Wednesday). Or by appointment.  |
| **Class Days / Time / Location** | Online at [Blackboard Login Page](https://wcjc.blackboard.com/) Link Address: wcjc.blackboard.com |
| **Course Catalog Description** | A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. |
| **Instructor’s Grading Formula** | Objective work includes Getting Started (5%), Learning Quizzes on concepts/maps (20%), 3 Unit Exams (30%), and Respondus and Departmental Final Exam (12%). Written work includes 3 Unit Discussions (9%), Evidence Quizzes (4%), Writing 1 (10%), and Writing 2 (10%). It requires use of primaries and of evidence following rules for the discipline of history. See the syllabus for course policies, exam dates, grading policies, and points for types of assignments and the final letter grade. |
| **Instructor’s Grading Scale** | 895 – 1000, A (exceptional)795 – 894, B (above average)695 – 794, C (average)595 – 694, D (below average)Below 595, F (failing) |
| **Instructor’s Attendance Policy** | Students should log in to work **at least 3** times a week, including checking Blackboard Announcements and Course Messages (the required Blackboard tool for email). |
| **ADA Statement** | The college will make reasonable accommodations for students with documented disabilities. Students wishing to receive accommodations must contact the Office of Disability Services, located in the Pioneer Student Center, Room 313, at the Wharton campus or by phone at (979) 532-6384. Students must request accommodations from the Office of Disability Services prior to each semester. Please note that accommodations provided are not retroactive. Additional information can be found on the web at the [Office of Disability Services (opens in same window/tab)](http://www.wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx). Link Address: http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx.  |
| **Misconduct Statement**  | Misconduct for which discipline may be administered at WCJC includes, but is not limited to, cheating, plagiarism, or knowingly furnishing false information to the college (plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test, copying tests, assignments, reports, or term papers). |
| **Last Day to Drop with a “W”** | October 4, 2019 |

## Course Information

### Prerequisites:

TSI satisfied in Reading and Writing

### Communication Policy:

#### Your Responsibilities to Communicate

You **must** log in **at least 3** times a week and check **both** Course Messages (Email**) and** Announcements. Both are on the Course Menu (Blackboard’s menu you may display on the left of the screen). If I email you in Blackboard, you must read and reply or call your instructor if you do not understand. You must read **all** Announcements since your last login.

#### Your Instructor’s Timeframe for Responding

I make every effort to return messages (course email, phone, discussion postings) within 36 hours (weekends and holidays excepted). ***Tip:*** I usually check course email again before I leave for the day, but not after I leave for the day.

#### Online Office Hours, Hours On-Campus, or Help by Phone

During Online Office Hours (on the first page of this syllabus), I respond to Course Messages and postings on the Discussion Board. I am glad to help you online, meet you either at the Richmond or Sugar Land campus, or work with you by phone. If we **both** have Blackboard open, working together by phone frequently brings the fastest solution.

### General Education Core Objectives:

* **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
* **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication
* **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
* **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

### History Department Student Learner Outcomes:

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Syllabus **+** Examples for the historical meaning of many of these terms.

### Required Course Materials:

#### History Department’s Required Textbook

David M. Kennedy, Lizabeth Cohen, and Mel Piehl, *The Brief American Pageant: A History of the Republic,*9th edition.The ISBN for the 1 volume edition (41 chapters covering both History 1301 and History 1302 is 9781337124645. This ISBN is a “bundle” and includes the textbook and an online program called Mindtap. In this course, we will **not** use Mindtap.

You must use your textbook and other resources provided in the course (including primaries for your writing work assignment) as your **only** source for your written assignments. For all written assignments, you must cite a **specific** page from the textbook or a primary for your facts. (For details, see modules Evidence Quizzes, Writing 1, and Writing 2.)

#### Distance Education’s Statement of Requirements

You will need a computer, an **external webcam** and **microphone**, a reliable internet connection, and access to the WCJC Blackboard site. Following the method recommended by the Distance Education Department, this course requires an **external (clip-able) webcam**. (You may **not** use the internal webcam within your laptop.)

### Required Preparation to Use Blackboard:

You are responsible to prepare your computer and its browser to work with WCJC’s Blackboard. Getting Started provides the Distance Education FAQs that contain the technical information you need and how to get more help if needed.

### Method of Instruction to Help Students With—and Without—a Broad Background in HIstory

The course uses Blackboard’s **“Learning Modules” method** so you can use in 1 place content **and** assignments that go with content. It provides ways that students can make points by teaching themselves or can save time if they already know. The History Department requires writing and that you use primaries (documents written during the period covered by the question), but part of your grade is also The Blackboard course provides everything you need to do the writing—except the textbook. The textbook serves a) as a reference and b) as a source of maps.

Syllabus + Examples for the links No Risk on 240 Points & Lowered Risk on 400 Points, Ladder Approach to Help You Develop Skills at Writing for History, and Why Does History Matter?

### Organization of the Course:

United States History I covers from 1500s to 1877. It has 3 major periods that reveal shifts in our history in 3 modules:

* Unit 1: From New World to New Empires - the 16th Century to 1776
* Unit 2: From Making a Revolution to Making a Nation - 1776 to 1830s
* Unit 3: Transforming the Nation - 1830s to 1877

Two resources at the top of each Unit help you know how to work:

* The Overview for the Unit reminds you of what to do in the Unit.
* The Study Guide for the Unit helps you focus your work so you save time and succeed on your Unit Exam.

### How to Succeed on Learning Modules (All Content & Graded Work) and with the List of Due Dates

The Course Menu (on the left of the Blackboard screen) that lets you directly access:

* **All Learning Modules** with **everything** you need: study guides, instructions, lessons, primaries—including all of the Blackboard tools you use from assignments to quizzes to discussions to exams.
* **List of Due Dates** with what, when, where, and why for all content and graded in the Learning Modules.

### How Self-Test and Full-Test Quizzes Can Help You If You Already Know Something—or Not:

Whether Learning Quizzes (200 points) or Evidence Quizzes (40 points), these quizzes always consist of:

* A **Self-Test** lets **you** find out what **you** know and **you** do not know. The name is **Self-Test** because **you** are measuring **your**self so **you** can succeed. To succeed, you need to measure yourself accurately—but with this grading system you do **not** lose points with Self-Tests. Self-Test questions are only extra credit and only worth .01 each. (Think of .01 as equivalent to a penny.)
* Once you submit the Self-Test and have at least 1 question correct, Blackboard **automatically** displays:
	+ If needed for you to succeed, additional information
	+ **Full-Test** with the **same** questions in the Self-Test, but with each question worth 1 or more points. With this grading system, you can earn full points while teaching yourself what you did not know. **How?** a) You may repeat as **many times** as you wish. b) Your **highest** score counts. If you persist, you can earn **all** of the possible points. In other words, you can **pre-earn** 20% of your grade before the Unit Exams.

Syllabus + Examples for the link No Risk on 240 Points & Lowered Risk on 400 Points.

Answer Self-Tests to measure your own brain accurately if you do not know the answers—or you do—for 2 reasons:

1. **You** want to know what you know and **even more** what you do **not** know.

**Example:** If you miss many questions on the Evidence Quizzes, you know that writing about history in this class is different from your prior experiences. You take the Full-Test so you answer all the questions correctly and get full points and you also realize you have to work differently in **this** class so you think about how you will change. **Solution:** You follow instructions carefully and ask your instructor when you have questions. (You will be fine!)

1. **You** can **avoid busy work** with this grading system. **How?** If you know 80%+ of the questions on a Self-Test, you can get the **full** points **without** taking the Full-Test.

**Example:** You are taking a Self-Test and you are pretty sure that you know the content already.

**Solution: You slow** down a bit. You answer carefully. You double check your answers before you submit. You are right on 8 of the 10 questions. You do **not** have to take the Full-Test, but you get the points. **How?** Your instructor enters the Full points for you. **When?** At the end of each Unit **after** the Learning Quizzes close.

## Course Requirements and Graded Assignments

### Getting Started Activities and the Solution of Providing More Time for Getting Started:

The Getting Started activities are listed on the last page of the Course Orientation link. If you come in past the due date, you **must** still do these activities, but I will record—temporarily—a 1.11 for each grade with a Comment about the grade if it had been on time. At the end of the term, you email your instructor that you have **not** been late with **any** other assignments. I then change the 1.11 grades to match what I have entered in the Comment for that grade.

### Learning Quizzes and ****Pre-Learning**** Questions for the Exam for the Unit:

The exact words for questions from these quizzes are also 8 (about a third) of the 25 questions on each Unit exam.

Syllabus + Examples for the link No Risk on 240 Points & Lowered Risk on 400 Points.

### Learning Discussions for Each Unit or for Assignments Occurring Along With that Unit:

You may ask (or answer) questions to help your learning and your grade. The first posts by your instructor cover:

* How to make your post useable to others, with sample posts students have done.
* How the rubric shows how to earn points—even if you are hesitant to post
* How Blackboard’s “moderated” discussion works when you post and why your instructor uses it

### 3 Unit Exams and the Goal of Exam Questions to Be Useful for Your Life

There are 25 questions in sets (so students in Blackboard see different questions). Eight (about a third) of the 25 sets are pulled from Learning Quizzes so you not only **pre-earn** points for the quizzes, but can **pre-learn** 8 of the 25 questions.

The goal of the exam questions determines the remaining seventeen (about two-thirds) of the 25 sets ofexam questions. In this class, questions do **not** require that you show you know **everything**, but you show that you know **something.** The questions focus on your recognizing significant traits of such things as regions, time periods and their dominant beliefs or events, and representative historical figures. ***Tips:***

* The best way to recognize these things is in your instructor’s Lessons in each Unit, **not** in a textbook.
* The best way to use the Lessons efficiently is to use them **with** the Unit’s Study Guide (top of each Unit’s folder).
* The Lessons are like a textbook with bullets with all of the same issues in one place. **Example:** If you need more about a Study Guide item for Lesson 2, click on Lesson 2, press Ctrl-F (for Find), and type a few letters of the word in the Find box. Click through all uses of that word in that Lesson. If you still need help with searching for a specific fact or a map, use the index at the back of your textbook. If you do not find it, post a question. If you do find it, you may also want to post that in the Learning Discussion to help other.

Syllabus + Examples for the link No Risk on 240 Points & Lowered Risk on 400 Points.

### Departmental Final Exam—F for the Course If Not Taken

The Final Exam consists of 25 questions, at 4 points each. A **review** is provided in Learning Modules. ***Cautions:***

1. Departmental policy is an **F** for the **course** if you do **not** take the Final. **Example:** If you have 900 points (an A in this course) but do **not take the Final Exam**, your instructor is **required** to enter **an F** in the official record**.**
2. To avoid an F for this **course**, you **must** take the Final Exam; therefore, you **also must** deal with WCJC’s requirements for Respondus Monitor-Lockdown Brower.

### Introduction to Respondus, to the Seriousness of Monitoring, and to WCJC’s Video and Other Aids

#### Introduction to Respondus-Lockdown Browser (Written by WCJC’s Distance Education)

This course requires the use of Lockdown Browser for taking online exams. The Lockdown Browser software prevents a user from accessing other applications or going to other websites during an exam. The webcam records you during the exam to ensure you're only using resources that are permitted. Together, these tools make it possible for students to take online exams from any location, and at times that are convenient. It also creates a fair testing environment for everyone in the course. Instructions for downloading the Lockdown Browser software are posted in the course.

#### On the Left, Your Required Actions – On the Right, the Penalties and How Many Points You Will Lose on Your Final

| **Exam Conduct Requirement:** | **Consequence for Violation of Exam Conduct:** |
| --- | --- |
| Valid photo ID shown | Penalty up to minus 30 percentage points |
| Correct placement of webcam  | Penalty up to minus 30 percentage points |
| Complete environment scan  | Penalty up to minus 30 percentage points |
| Microphone turned on and recording | Penalty up to minus 30 percentage points |
| Sufficient lighting of the testing environment | Penalty up to minus 30 percentage points  |
| Student is in seated position with computer on hard surface (desk, table, TV tray etc.) | Penalty up to minus 30 percentage points |
| Student remains in webcam view during exam | Penalty up to 0 for the Exam |
| No unauthorized materials near desk area | Penalty up to 0 for the Exam |
| No talking with others during the exam or playing of music or other audio recordings. | Penalty up to 0 for the Exam |

#### WCJC’s Video and Your Instructor’s Aids to Help Students-Succeed with Respondus and Testing

To help you:

* WCJC’s video with a demonstrator showing exactly how to do each step with Respondus. All students must observe carefully Distance Education’s excellent video. **Caution and a Personal Favor:**
	+ The **Caution**—Respondus is updating their screens. You do **not** want to look at WCJC’s video until after WCJC’s Distance Education department has updated their video to match the changes.
	+ The Personal Favor—If it is after 9/8 and if I have not removed this statement and the **Caution** **below,** please email me.
* A checklist to help students notice what is in the video and your prof give you feedback on how you did with Sample Respondus Exam. **Caution:** I must update that shortly after Distance Education finishes the video.
* The Sample Respondus Exam that lets students practice as much as they want and—when they think they know how to do it—get feedback so they know if they are OK or must change how they do this.

### How Respondus Works in This Class

In this course, you only use Respondus with the Final Exam. (Do notice the statement at the end of the syllabus about my reserving the right to change the syllabus.) In this course, you have two things to make this more flexible for you:

1. A 3-week period to meet the requirements, but do notice:
	1. There are fewer points possible if you wait until the last opportunity to do the 2nd Way. Do it **early** so you can get **more points**!
	2. **Caution:** If you do not act during that 3-week period, you **cannot** meet the requirements and therefore you **cannot** take the Final Exam and you **cannot** pass the course. Get it done **early** so you do **not forget**!
2. 2 Ways to meet the requirements

The 2 ways to meet the requirements are meant to help students with different experiences:

* **1st Way** – For students who are experienced with using Respondus for taking exams at WCJC.
	1. You do **not** have to do the Sample Respondus Exam.
	2. You do have to follow the instructions in Respondus and 2 Ways to Be Able to Take the Final Exam. It tells you what to do and what to write in an email to your prof. What you sign stresses that this is your responsibility.
* **2nd Way** —For students who have never taken a Respondus-monitored test at WCJC or who realize after they watch WCJC’s video that they were not doing it correctly before.
	1. You **do** have to do the Sample Respondus Exam.
	2. You do have to email your prof that you are ready for review. Your prof will review it and reply back with the marked checklist as feedback and—depending on the issues marked—you may have to do it over. Your prof is glad to help you.

### Written Assignments:

#### How Writing Assignments Work in This Course

Writing assignments are freshman level, brief, and use only the textbook and primaries in the course. You focus on a specific historical question as though you were **teaching another student.** You follow rules for citation provided in the course. Every part of the writing and all feedback is based on 5 very basic rules for evidence—rules essential not just for history but keeping a job. Grading is not about your style or your opinion or your memories—or mine. It requires you practice skills essential to get and keep a good job. You write 2 papers with the timing in the List of Due Dates.

### Grading Scale:

This is a 1000-point course, with points added as you earn them. At the end of each Unit, an Announcements shows you your current letter grade. If the grade is lower than you want, ask for help. The Final Letter Grade uses this scale:

| **Point Range** | **Final Letter Grade** |
| --- | --- |
| 895 – 1000 | A (exceptional) |
| 795 – 894 | B (above average) |
| 695 – 794 | C (average) |
| 595 – 694 | D (below average) |
| Below 594 | F (failing) |

### Grading Formula:

The 1000-point course consists of these points, with the last being written work:

* 50 – Getting Started activities (How you start frequently determines your success at the end.)
* 200--Lesson Quizzes
* 300 – 3 Unit Exams @ 100 points each
* 120 – Comprehensive Final Exam and required tasks with Respondus Monitor
* 330—Written work consists of 4 Evidence Quizzes on the basics of evidence with history, 3 Discussions (informal writings as you ask and answer in posts to help each other learn) @ 30 points each, and 2 formal writings about primaries @ 100 points each

Syllabus + Examples for the link Ladder Approach to Help You Develop Skills at Writing for History

### *Caution* about the History Department’s Course Objectives and Its 30 Percent Writing Requirement

The History Department’s student learner outcomes require that you write with evidence and use primaries as well as secondaries. The written work must be over 30 percent of your final grade, a requirement for all history instructors.

Syllabus + Examples for links to these terms, to math examples of why you cannot pass without writing, and Ladder Approach to Help You Develop Skills at Writing for History.

### How This Course Tries to Help Different Types of Students Succeed with Writing about History:

**First**, it provides information and quizzes on basic rules of evidence so you can find out what you do **not** know about evidence **before** you write. **Second**, it uses a rubric that tells you which of the 5 Good Habits for Evidence could help you avoid problems revealed by your paper. **Third,** if you did not succeed with the 5 Good Habits for Evidence with the 1st paper, but asked questions and tried more carefully with the 2nd paper and did do better on the 2nd paper, remind me and I will gladly raise Good Habits for Evidence portion of the grade on the 1st paper.

Syllabus + Examples for the link Ladder Approach to Help You Develop Skills at Writing for History

### Incentives (Extra Credit with a Reason) to Help You Persist

There is no extra credit to help a few people make a higher grade, but there is to help **all** students become stronger. *Merriam-Webster’s Online Dictionary* defines **incentive** as “something that makes a person try or work hard or harder.”

There are two types of incentives in the course to help you persist:

1. With the 3 Learning Discussions, you earn 10 incentive points on each 30 point Discussion if you a) make over 60 on the Unit Exam and b) if you earn a C or above (over 21 points out of 30) on the Unit Discussion .
2. With Learning Quizzes and Evidence Quizzes, you earn 1 incentive point for each quiz if on the date listed had 80% of the questions correct either on the Self-Test or the Full-Test.

The Syllabus + Examples for a link to Duckworth’s Ted Talk on persistence as one of the keys to success.

### Grading Response Timeframe:

I make every effort to provide feedback for written assignments by the date in the List of Due Dates. If I cannot, I post an Announcement. I generally:

* Enter Getting Started grades on the weekend at the **end** of the first week.
* Enter the 1-point incentives for doing quizzes on the date listed in the Announcement. ***Tip:*** To succeed, begin work on these the day that they open.
* Review each day and, if useful, reply or give feedback on posts in the Unit’s Learning Discussion, but only enter grades for them **after** each Unit ends.
* With written assignments, use Announcements to tell you to check Course Messages for detailed feedback on written assignments. ***Cautions***: a) I do **not** enter points for writing assignments until **you** respond that you read the feedback. b) If **you** do not respond within one week, I change the grade to 1.11 until you do respond. If you want to do the next part of the assignment, you **must respond to feedback** as the directions say. You do not have to agree, but you do have to show you read the feedback.
* At the end of each Unit, post in General Course Questions how to determine your current letter grade so you know if you need to ask for help to improve.

## Course Policies

### Late Work Policy:

It is **your** responsibility to email or talk to your instructor if you do not know what to do. The earlier we communicate, the better are our chances for success.

With due dates for any assignment, including exams and required writing, there are **no extensions** unless it is appropriate to make an extension to all of you. You have these responsibilities:

1. If your planning at the beginning of the term shows you cannot do these assignments, such as having previously scheduled a trip, tell your instructor immediately and suggest an **earlier** date for you do the assignment.

***Tip:*** Examine the List of Due Dates to determine if you have conflicts and immediately propose an **earlier** date. ***Caution:*** Use the List of Due Dates (not the Calendar, not My Grades, nothing else). Ask; do not assume.

1. If something happens that you cannot plan for, such as suddenly becoming very ill (doctor’s note required) or having a death in the family, tell your instructor **immediately** and provide a **valid, written excuse**.
* **With a valid, written excuse** for something that no one could plan for, these rules apply.
* If you miss an exam, your make-up exam is taken on the **date of the Final** **Exam**.
* If you miss a required writing, you receive an extension, set by me, with no penalty.
* **Without a valid, written excuse** for something that no one could plan for, you receive a 0.

***Tip:*** If you had an event that does **not** meet the criteria above or you cannot prepare as much as you prefer, do the assignment as best you can. A **low grade** is **better** than a **0**.

### Technology Outage Policy:

If Blackboard is non-functioning, first, please try a different browser to determine if the source of the problem is browser-specific. If the problem persists within another browser, then submit a [Request for IT Support Form (opens is same window/tab)](https://forms.office.com/Pages/ResponsePage.aspx?id=gNKAeYP5_0uJgB4XjiLf--K__bPc9nhIoNnZd3BVurtUQ08wODI0TjdQQ1ZWNElVNFkzVjM4SDdSTS4u) or contact them directly at 979-532-6568. See Blackboard’s Help &Resources page (upper right side of Blackboard’s Login Page) for a link to IT Help Desk hours of operation. Also contact your instructor immediately using a working form of communication (email, phone, etc.) should a Blackboard outage occur.

### Attendance Policy:

WCJC’s Student Handbook explains responsibilities for attendance and when a student should withdraw from the course. With distance education, Blackboard stores extensive data on time spent and where. Given the speed of an 8-week course covering 16 weeks’ of work, students should log in **at least 3** times a week to work online with quizzes, resources, and student discussions. Students should also work offline, including careful reading of the required sources.

### Online Classroom Behavior Policy/Classroom Civility:

WCJC’s Student Handbook explains student responsibilities for civility. As with on-campus classrooms, each student is expected not to disrupt the class or abuse any person. Blackboard stores what you do (including messages you create with any tool), when you do it, and where you go. Some Blackboard tools—such as the Discussion Board—not only store messages permanently, but also make what you write visible to everyone in the class. When communicating publicly with the whole class and with individuals, you need to be both kind and collaborative.

### Academic Honesty Policy:

WCJC’s Student Handbook explains student responsibilities and provides examples of misconduct. It states “plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help during a test; copying tests [or] assignments….” The Handbook provides details on college-level consequences. Also see the Academic Honesty Statement for Online Classes in Getting Started. In this course, copying any part of an assignment from the Internet or another source is a zero **(0)** on the assignment.

### Dropping a Course with a Grade of “W”:

In the History Department, instructors may not drop students. Students must drop their course. WCJC sets the last date for a student to drop a course. That date is on the first page of this syllabus and in the Essential Information section (below). In making this decision, make sure you also understand the 6 Drop Rule from the Texas legislature.

### Six Drop Rule:

Under section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as a first-time freshman in fall 2007 or later. There are many exceptions to this rule. Please refer to the current WCJC catalog for information.

## Dates Set by WCJC That Are Not Covered in the List of Due Dates:

* Last day for you to “Drop” the course with grade of “W”: October/4/2019
* Holidays: Fall Break (10/25) and Thanksgiving (closes 4:00 PM 11/26; resumes 12/2)