# 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 provides 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 Evidence Quizzes, Writing 1, & Writing 2 In the course.)

#### 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:

This course tries to help students with varied backgrounds so everyone can succeed. You test your own knowledge of basic concepts and map locations and of the basics of evidence for history (and jobs). If you already know the content, you earn full points. If you do not, you use quizzes to teach yourself—and you then earn full points. Each unit provides online lessons and a discussion where you ask or answer questions. The History Department requires that 30 percent of graded work consists of writing and that you use primaries (documents written during the period covered by the question). The Blackboard course provides everything you need to do the writing—except the textbook.

### Organization of the Course:

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

* 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 with Learning Modules and the List of Due Dates

The Course Menu (Blackboard’s term for the menu that you can display on the left of the screen) provides links to:

* Learning Modules (All Content & Graded Work) 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 opening and closing dates for all content and graded work 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:
	+ Additional content (if needed)
	+ **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.

Answer Self-Tests to measure your own brain accurately 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 if you pay attention. 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.

Syllabus **+** Examples provides a visual of how this helps you if you know the content or you do not.

## 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 the 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.

### 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 and 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 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 and learn 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 that has bullets and that you can **search**. **Example:** if you need more about something in the Study Guide about Lesson 2, click on that Lesson, press Ctrl-F (for Find), and type a key word in the Find box. Click through all uses of that word in that Lesson. If you need help with searching for something, post a question: in the Learning Discussion.

Syllabus **+** Examples provides a link with examples of these types of questions.

### 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:***

* Departmental policy is an F for the course if you do not take the Final. **Example:** **if** you have an A average for all the prior work in the course **and if** you do **not** take the Final Exam, your instructor is required to enter an F for your final **LETTER** grade for the **course.**
* Do **not** ignore the requirement to do the Sample Respondus Exam correctly in order to do the Final Exam. Meet that due date early in the 3 weeks that the Sample Respondus Exam is available to be sure you are safe.

### Requirement to Do the Sample Respondus Exam Correctly in Order to Take the Final Exam

#### Introduction to Respondus Monitor

Distance Education has provided this introduction: 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.

**Exam Conduct: Requirements, Penalties, and Distance Education’s Video**

In this course, we use Lockdown Browser only with the Final Exam. You have a 3-week period to take the Sample Respondus Exam and have me watch it so you can be sure you know what to do when you take the Final Exam.

All students must observe carefully Distance Education’s excellent video. Online at [How to Test with Respondus](https://softchalkcloud.com/lesson/serve/8hkmXWAjVbt9S4/html). Link address: https://softchalkcloud.com/lesson/serve/8hkmXWAjVbt9S4/html. This video shows you what Distance Education means by Requirements such “Valid photo ID shown” in the 1st row below. It means your instructor can:

* Easily read your name on the ID and compare it with your name shown in Lockdown Browser
* Clearly see your face on the ID and compare it with the photo of yourself that you took in Lockdown Browser

Be sure to examine the video for what you need to do for each of the “Exam Conduct Requirements” below.

| **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 |

#### How to Make the Full 10 or 15 or 20 Points and Save Time

You **must** earn 5 for points for the grade “Video Review“ to see the Final Exam. You may, however, earn the **full** 10 or 15 or 20 points for this assignment if you **act early** and are **correct the** **1st time**:

* 20 points - **1st** week Respondus is available and you meet Distance Education’s (DE’s) requirements the **1st time**.
* 15 points - **2nd** week Respondus is available and you meet DE’s requirements the **1st time**.
* 10 points - **3rd** week Respondus is available and you meet DE’s requirements the **1st time**
* 5 points - Any time in the three-week period but you had to try more than 1 time to meet DE’s requirements

To succeed the **1st** time with the sample exam and have **no** Penalties with the Final Exam, do these practical things:

1. Look carefully at the Distance Education video (link above) to understand the “Exam Conduct Requirements.”
2. Print the table of “Exam Conduct Requirements.” Examine the room where you will take the Sample Respondus Exam and **later** the Final Exam. With **both** tests, **check off each item** to be sure you have prepared the room as required. ***Caution:*** If you were correct with the Sample Respondus Exam, you must **also** be correct on the Final Exam. Do not trust your memory or you will lose points on the Final Exam. Check off each item for the Final too.
3. As you do the Sample Respondus Exam and Final Exam, slow down and **look at yourself**. Respondus Monitor lets you see how you did and—if you look at yourself and realize you are incorrect—it lets you **try again**. Get it right.
4. **If you trouble making your name readable and your picture clear enough** in the external webcam so your instructor can confirm your identity, you may make a clear picture of your photo ID and email it to me using Course Messages (Email). When you take the Sample Respondus Exam **and** the Final Exam, remind me a) orally in the video and b) by an email just before the exam that I have a picture of your Photo ID on file.
5. When you are sure you meet the requirements and want me to check the video, reply in the Respondus Sign up discussion. I check your **last** sample exam and reply in the discussion saying to check your Course Messages.
6. When I say I have checked, go to Course Messages. I **either** tell you that you did fine and enter the points **or**—if there is a problem—I send you screen prints so **you** can see what **I** seeand you can redo the Sample Respondus Exam correctly. If you do not understand, just email me back or call during office hours**. I am glad to help you** succeed, not only with history but with meeting these requirements **all** Distance Education students must meet.
7. ***Tip:*** If where you live has people who play loud music or come into your room even if you put a sign on the door, remember WCJC has Respondus testing facilities at its campus locations. Try WCJC’s facilities with the Sample Respondus Exam so you know if it is good for 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, including your peer review of others’ work, is to be 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 post your writing in a type of Blackboard discussion that requires that you post **before** you can see other students’ writings. ***Caution:*** This means you must read the instructions carefully **before** you post your paper—you cannot rely on a good student showing you what to do. Your instructor does 2 things:

1. Opens and closes the **same** discussion when **each** of 3 Parts stop and start according to the List of Due Dates
2. Based on **you**r action, either makes you a Participant (a person able to post in the discussion) or a Reader (a person who can only see the posts):
* If you have met the Evidence Quiz prerequisites and emailed me that you have, you become a Participant who can post the 1st Part.
* If you posted the 1st Part and you replied to my emailed feedback on it, you become a Participant who can post on the 2nd Part.
* If you did the 2nd Part, you become a Participant who can post on the 3rd Part

***Tip:*** The objective of these prerequisites is to reduce the odds that you do work contrary to instructions and fail the whole assignment. Ask if you do not understand so I can help you.

By the date in the List of Due Dates, you must post your peer reviews of 2 other students’ work in the same discussion and later, in that same discussion, reply to the feedback from those who peer reviewed you. In both cases, you focus on content and evidence using the Good Habits for Evidencerubric, not grammar or style.

### Grading Scale:

This is a 1000-point course, with points added as you earn them. Announcements let you determine your current letter grade at the end of each Unit. 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 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

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

The History Department has student learner outcomes that require writing based on evidence and that require that you use primaries as well as secondaries. Syllabus **+** Examples explains those objectives and the meaning of the terms **primary** and **secondary.**

The written work must be over 30 percent of your final grade, a requirement for all history instructors. Syllabus **+** Examples shows math examples to prove you **must try** writing assignments to pass the course.

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

This course does three things. First, it provides information and quizzes on these 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, with permission of the History Department to do this experiment to try to help students, it divides written grades in half:

* One half of the grade for the content of the written assignment itself
* One half for following the 5 Good Habits for Evidence (covered in Evidence Quiz 4)

Syllabus **+** Examples shows how this division helps you improve your writing grade by 1 letter and helps you focus on skills that will work not only with history but with jobs and decision making.

### Extra Credit (Incentives to Help You Persist)

This course does not offer extra credit to help a few people make a higher grade. It offers extra credit to **all** students for actions that make them better students. *Merriam-Webster’s Online Dictionary* defines the word **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 one—small but a 50 percent increase
	* If you post as its rubric explains and if you earn over 14 points out of 20 on the Unit Discussion
	* If you make over 60 on the Unit Exam
2. With Learning Quizzes and Evidence Quizzes, you earn 1 incentive point for each quiz if you:
	* **Either** already knew the content in the Self-Test and were correct on over 80 percent of the questions on that Self-Test (In other words, you earn the points for its Full-Test **without** taking the Full-Test. At the end of each Unit, your instructor enters both your points for the Full-Test and the 1-point incentive.)
	* **Or** complete—if you make **less** than 80 percent on the Self-Test—the Full-Test to 80 percent or higher on 1 day before the Unit Exam starts. Why Do the Full-Tests in addition to the 1-point incentive? a) The Full-Tests let you teach yourself any missed concepts by taking the test as many times as you want. b) You pre-learn about one-third of the Unit Exam questions. c) That the highest score counts is also an incentive to **persist**—what Duckworth calls “grit,” something everyone needs for college and a job and life.

For a link to Duckworth’s Ted Talk, use the Syllabus & Success Assignment. Duckworth is very impressive.

### 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 in the List of Due Dates. ***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 after the first week after I provide feedback, 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. Until then, you are classified as a Reader in the discussion: you can see posts, but not post yourself.
* 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). 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 (with the exception of Peer Reviews), 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 of something that no one could plan for or if 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.

## List of Due Dates – Your Only Safe Source of Dates

### 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)

### Information from the Syllabus or from Instructions with Assignments:

#### Passwords for Self-Tests and Unit Exams

* For Self-Tests for Learning Quizzes or Evidence Quizzes: selftest < no capitals, no spaces, and no punctuation
* For Unit Exams: onetimeonly **<** no capitals, no spaces, and no punctuation

### How to Use the List of Due Dates

1. ***This*** document—the List of Due Dates—is available at the end of this syllabus and separately on the Course Menu.
2. Some dates in the List of Due Dates overlap in order to give you flexibility during each unit. For example, notice how Unit 1’s Exam period overlaps with the start of Unit 2. If you finish Unit 1 early, you can start Unit 2 early.
3. The List of Due Dates tells you:
* **Where** to work in Blackboard to do all your graded work. For example,
* To do the work listed under the **heading** Getting Started & Staying Successful (below)
* You click 1st on Learning Modules on the Course Menu and then on the **folder** Getting Started
* **When** the work opens (is available to you to start studying or preparing) and when work is due (must be submitted)

*I reserve the right to modify the syllabus during the semester.*