

<b>Semester and Year</b>	Spring 2020 - Revised 1/25 <b>green</b> , 1/26 <b>red</b> + 2 new pages on incentives
<b>CRN</b>	21606
<b>Course Prefix, Num. and Title</b>	HIST 1301-160 - United States History I
<b>Instructor</b>	C.J. Bibus, Ed.D.
<b>Telephone</b>	281.239.1577 If I do not answer during online office hours, leave a voice mail. Please slowly spell your <b>last</b> name and slowly say your phone number <b>twice</b> .
<b>Email</b>	bibusc@wcjc.edu Once the course opens, email <b>only</b> in Course Messages (Email) on the Course Menu.
<b>Office Hours / Location</b>	<b>Face-to-Face Office Hours:</b> <u>Richmond</u> , 240G: 10:20-10:50 AM, 12:00-1:15 PM (Monday, Friday), 9:50-10:50 AM (Wednesday). <u>Sugar Land</u> , 234: 9:25-10:50 AM (Tuesday, Thursday), 12:15-2:15 PM (Tuesday), 12:15-1:15 PM (Thursday). <b>Online Office Hours:</b> 12:00-1:15 PM (Monday, Friday), 9:50-10:50 AM (Wednesday). Or by appointment.
<b>Class Days / Time / Location</b>	Online at <a href="#">Blackboard Login Page</a> Link Address: wcjc.blackboard.com
<b>Course Catalog Description</b>	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.
<b>Instructor's Grading Formula</b>	Objective work includes Getting Started (5%), Learning Quizzes on concepts/maps (20%), 3 Unit Exams (30%), Respondus and Departmental Final Exam ( <b>11.5%</b> ). Written work includes 3 Unit Discussions (7.5%), Evidence Quizzes (4%), a 3-Part Writing (Paper at 10%, 2 peer reviews at 4% each, and 2 responses at 2% each), They require 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.
<b>Instructor's Grading Scale</b>	895 – 1000, A (exceptional) 795 – 894, B (above average) 695 – 794, C (average) 595 – 694, D (below average) Below 595, F (failing)
<b>Instructor's Attendance Policy</b>	Students should log in to work <b>at least 3</b> times a week, including checking Blackboard Announcements and Course Messages.
<b>ADA Statement</b>	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 <a href="http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx">Office of Disability Services (opens in same window/tab)</a> . Link Address: <a href="http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx">http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx</a> .
<b>Misconduct Statement</b>	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).
<b>Last Day to Drop with a "W"</b>	February 28, 2020

## 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.

## 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*, 9<sup>th</sup> 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.

### 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 16<sup>th</sup> 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 grading 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 work this way:

- A **Self-Test** lets **you** find out what **you** know and **you** do not know. 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 information if needed for you to succeed
  - **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. That means you can **pre-earn** 24% of your grade if you complete them before the due dates.

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

**Reason 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!)

**Reason 2: 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 Trying to Give All Students Their Best Chance in 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.

### 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 of exam 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.

## 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 (Overview Statement 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.
- A checklist to help students notice what is in the video and to help your prof give you feedback on how you did with Sample Respondus Exam. **Tip:** The Distance Education director is kind enough to review this checklist.
- 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.) You are required to use an external webcam. The List of Due Dates covers how this is done and when.

### A 3-Part Writing Assignment – Paper, 2 Peer Reviews of Other Students’ Papers, and Your Responses to Feedback

- 1<sup>st</sup> Part: For your paper, you follow the instructions and answer the question provided. You use primaries. You write a brief paper. Since a word count can be hard to think about with Discussion, the paper—if printed—is to be under 1 page double-spaced. You provide citation as specified.

**Feedback:** Your marked paper and your marked Good Habits for Evidence rubric in an email in Course Messages.

**Why?** WCJC archives Blackboard and not WCJC emails. **Tip:** With this and the 2<sup>nd</sup> and 3<sup>rd</sup> Parts, in Announcements (with an automatic WCJC email also sent to everyone in the class), I also **alert** you that there is an email in Blackboard Course Messages (Parts 1 and 3) or a graded rubric in the 3-Part discussion tool (Part 2).

- 2<sup>nd</sup> Part: For your peer review, you follow the instructions on how to give specific feedback in the Discussion tool. You focus your feedback on whether the other student followed the 5 Good Habits for Evidence. You also follow the rules for evidence in your peer review. For example, if in your peer reviews you refer to something in the textbook or primaries, you must follow the same rules for citation as you did with the paper.

**Feedback:** Your instructor grades your peer reviews with a rubric in the Discussion tool.

- 3<sup>rd</sup> Part: For your response to the 2 people who peer reviewed your paper, you write a brief, evidence-centered response.

**Feedback:** Your instructor grades your responses and sends a brief rubric by email.

### 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
- 115 – Comprehensive Final Exam (100 points) and required tasks with Respondus Monitor (15 points)
- 335—Written work consists of 4 Evidence Quizzes (40 points) on the basics of evidence with history, 3 Unit Study Terms @ 25 points each, and the 3-Part Writing (paper @ 100 points, 2 peer reviews of other students’ papers @ 40 each, and 2 evidence-centered responses to your peer reviewers @ 20 each).

### **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.

**Caution:** and **Tip:** the **math reality** is that you cannot pass without doing some writing. With permission of my Department Chair or total for writing includes Evidence Quizzes and Unit Study Terms so you have easier assignments for points that also help you learn how to do the major writing. If you are new to evidence writing, think of these easier assignments as a “ladder” to help get to the skills needed to do the major writing. I am glad to help each of you.

## 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.

## 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 incentives in the course to help you persist. With Learning Quizzes and Evidence Quizzes, you earn 1 incentive point for each quiz if on the date listed for that incentive it had 80% of the questions correct either on the Self-Test or the Full-Test.

## 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:

- Check General Course Questions each day.
- Check both Blackboard Course Messages and WCJC messages each day, but enter Getting Started grades for emails on the weekend at the **end** of the first week.
- Grade Unit Study Terms after they close the day before the exam.
- With written assignments, use Announcements (also sent as an email) to tell you to check Course Messages for detailed feedback on written assignments. Additional explanations and coaching (if you wish) are available by phone or face to face.
- 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.

2. 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 \(opens in same window/tab\)](#) 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": 2/28/2020
- Holidays: TCCTA (2/28), Spring Break (3/9-3/13)

**List of Due Dates** - **Print ME!** Notice the **Blue**  Boxes (on the left) for **What You Must Do—and When**.  
**Check off** each 1 as you do it—and you will do very well! Revised 1/25 **green**, 1/26 **red** + 2 new pages on incentives

**Getting Started in This Course – January 21-January 23**

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> <li>Instruction at the top of the folder (README 1<sup>st</sup>)</li> <li>All documents located in the Getting Started section</li> </ul>	January 21-January 23	--
Graded Assignment(s)	<ul style="list-style-type: none"> <li>Introductory Tasks in Course Orientation</li> <li><b>Password</b> you need: <b>duedates</b> &lt; no spaces, no caps</li> </ul>	January 23 by 11:59 PM < Need more time? Email immediately.	50

**Getting Started with Evidence - Caution: Required to do All Writing Work (January 23-January 30)**

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> <li>Instruction at the top of the folder</li> <li>Any resources displayed after you take a Self-Test</li> </ul>	January 23-January 30	--
Graded Assignment(s)	<ul style="list-style-type: none"> <li>Instructions at the top of the folder, including if you already know all of a Self-Test or do not.</li> <li>Using those instructions, take Evidence Quizzes 1-4.</li> </ul>	January 30 by 11:59 PM to take 4 Self-Tests. January 31-February 15 to do Full-Tests if needed.	40

**Unit 1: From New World to New Empires – 16th Century to 1776 (January 26-February 9)**

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> <li>Instructions at the top of the Unit 1 folder (both Unit 1 Overview and Unit 1 Study Guide)</li> <li>All 4 Lesson Links (Reference Chapters 1-8)</li> <li>Any Primary Sources with a Lesson</li> </ul>	January 26-February 9	--
Graded Informal Writing – The 1 <sup>st</sup> to post a term earns the points.	<ul style="list-style-type: none"> <li>Instructions and possible terms in Prof’s first posts.</li> <li>Unit 1 Study Terms (Uses the Discussion Tool)</li> <li>Unit 1 Videos (Optional)</li> </ul>	February 2-February 6 February 3-5, 1 required post February 6 by 11:59 PM	25 (1 <sup>st</sup> 3 days); 5 (day 4)
Graded Assignment(s)	<ul style="list-style-type: none"> <li>Instructions at the top of the folder, including if you already know all of a Self-Test or do not.</li> <li>Using those instructions, take all Learning Quizzes.</li> </ul>	February 9 by 11:59 PM	70
Exam	<ul style="list-style-type: none"> <li>Unit 1 Exam</li> </ul>	February 7 to February 9 by 11:59 PM	100

**Unit 2: From Making a Revolution to Making a Nation – 1776 to 1830s (February 9- February 23)**

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> <li>Instructions at the top of the Unit 2 folder (both Unit 2 Overview and Unit 2 Study Guide)</li> <li>All 4 Lesson Links (Reference Chapters 9-14)</li> <li>Any Primary Sources with a Lesson</li> </ul>	February 9- February 23	--
Graded Informal Writing – The 1 <sup>st</sup> to post a term earns the points.	<ul style="list-style-type: none"> <li>Instructions and possible terms in Prof’s first posts.</li> <li>Unit 2 Study Terms (Uses the Discussion Tool)</li> <li>Unit 2 Videos (Optional)</li> </ul>	February 16-February 20 February 17-19, 1 required post February 20 by 11:59 PM	25 (1 <sup>st</sup> 3 days); 5 (day 4)
Graded Assignment(s)	<ul style="list-style-type: none"> <li>Instructions at the top of the folder, including if you already know all of a Self-Test or do not.</li> <li>Using those instructions, take all Learning Quizzes.</li> </ul>	February 23 by 11:59 PM	50
Exam	<ul style="list-style-type: none"> <li>Unit 2 Exam</li> </ul>	February 21 to February 23 by 11:59 PM	100

**3-Part Writing: Paper, 2 Peer Reviews, and a Response to Each Peer Review (February 13-March 16)**

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> <li>Instructions at the top of the folder</li> <li>Required textbook pages as secondary sources</li> <li>Required video provided as a secondary source</li> <li>Required primary sources provided</li> </ul>	February 13-March 16	--
Graded Formal Paper	<ul style="list-style-type: none"> <li>Paper posted to 3-Part Writing (Uses the Discussion</li> </ul>	February 13 to	100

(Instructions provided)	Tool. You must post to see other posts.)	February 20 by 11:59 AM (Noon)	
2 Graded Peer Reviews (Instructions provided)	<ul style="list-style-type: none"> <li>Feedback on papers given about February 24 and the 3-Part Writing opens for peer reviews.</li> </ul>	February 24 to March 2 by 11:59 PM	40 40
Graded Responses about the 2 Peer Reviews (Instructions provided)	<ul style="list-style-type: none"> <li>Feedback on Peer Reviews given about March 4 and the 3-Part Writing opens for the authors to respond to the 2 peer reviewer(s)</li> </ul>	March 4 to March 16 by 11:59 PM	20 20

### Unit 3: Transforming the Nation—1830s to 1877 (February 23-March 8)

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> <li>Instructions at the top of the Unit 3 folder (both Unit 3 Overview and Unit 3 Study Guide)</li> <li>All 4 Lesson Links (Reference Chapters 15-22)</li> <li>Any Primary Sources with a Lesson</li> </ul>	February 23-March 8	--
Graded Informal Writing – The 1 <sup>st</sup> to post a term earns the points.	<ul style="list-style-type: none"> <li>Instructions and possible terms in Prof's first posts.</li> <li>Unit 3 Study Terms (Uses the Discussion Tool)</li> <li>Unit 3 Videos (Optional)</li> </ul>	March 1-March 5 March 2-4, 1 required post March 5 by 11:59 PM	25 (1 <sup>st</sup> 3 days); 5 (day 4)
Graded Assignment(s)	<ul style="list-style-type: none"> <li>Instructions at the top of the folder, including if you already know all of a Self-Test or do not</li> <li>Using those instructions, take all Learning Quizzes.</li> </ul>	March 8 by 11:59 PM	80
Exam	<ul style="list-style-type: none"> <li>Unit 3 Exam</li> </ul>	March 6 to March 8 by 11:59 PM	100

### Respondus Monitoring So You Take the Final Exam and Also Not Have Penalties (February 23-March 1)

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading and Viewing	<ul style="list-style-type: none"> <li>Instructions at the top of the folder</li> <li>Checklist required with the Sample Respondus Exam</li> <li>Section from the syllabus on penalties with the Final</li> <li>Video provided by WCJC showing you <b>exactly</b> how to do a test with Respondus Monitor</li> </ul>	February 23-March 1	--
Graded Assignment and Signup	<ul style="list-style-type: none"> <li>Take the WCJC's Sample Respondus Exam as WCJC's video shows (You may use the checklist when you do the Sample Respondus Exam and the Final.)</li> <li>When done, post in Respondus Signup (Uses the Discussion Tool) that you are ready for your prof to compare the video to the checklist.</li> </ul>	February 23-February 29	
Grading –How It Is Done and How It Determines Whether You Take the Final	<ul style="list-style-type: none"> <li>First, your prof checks videos of those who posted in Respondus Signup and, second, videos of those who did not sign up. She emails the marked checklist and enters these points in "Video Review by Prof": <ul style="list-style-type: none"> <li>15 = If you do the Final Exam the same careful way, you should be fine.</li> <li>1.11 = If you do the Final Exam the same way, you will have the penalties marked</li> <li>0 = Do this immediately to take the Final Exam.</li> </ul> </li> </ul>	February 28-March 1  The Before Your Class Opens email covered Reminder 8 with its offer of 10 points extra credit if you do the video accurately the 1 <sup>st</sup> time.	15 or 1.11 or 0

### Final Exam: 16th Century to 1877 (March 8– March 16) – Opens Early for Review

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading (With Respondus Monitor, reread to be safe.)	<ul style="list-style-type: none"> <li>Instructions at the top of the folder</li> <li>Checklist required with the Sample Respondus Exam</li> <li>Section from the syllabus on penalties with the Final</li> <li>Review for history --question link and answers link</li> </ul>	March 8– March 16	--
Exam	<ul style="list-style-type: none"> <li>Final Exam</li> </ul>	March 14 at 12:00 AM to March 16 by 11:59 PM	100

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

## **Introducing Incentive Dates to Help You Pace Yourself (Tip: Voluntary & Extra Credit)**

Three definitions from *Merriam-Webster's Online Dictionary*:

- **Due** = “the day by which something must be done, paid, etc.” – **Due dates** are covered on the **prior** 2 pages.
- **Incentive** = “something that makes a person try or work hard or harder.” – **Incentive** dates are **below**.
- To **pace** yourself = “to establish a moderate or steady pace for (oneself)” – Incentive dates to help you **pace** yourself.

Stacking of similar sounding items can help people compare:

- **Due** date = the **last** day you can do a quiz for **points** because Blackboard automatically closes the quiz at the end of the day.
- **Incentive** date = the date when you complete (or previously completed on any earlier date) a quiz with 80% or more of the questions right, with the **incentive** being 1 point of extra credit on the **next** day

Incentive dates are always:

- **Earlier** than the due date
- **Spread out** so you can **pace** yourself but be complete by the due date

**Guys, this is common sense.** When I had a bunch of stuff to do by a due date, especially on a tight schedule, I'd look at the calendar and spread the work out just the way I did with your incentive dates. I don't assume something will be easy until I try it. I set a **pace** early and I follow it. If things are going slower than I hoped, I know I am likely to fail before I actually do fail so I can speed up my pace.

### **Why the extra credit for keeping up with the Learning Quizzes in a Unit at a regular pace?**

- Research says learning is more successful if you do not try to cram at the end.
- I'd rather reward you for pacing yourself than watch some of you fail because you never finished.

**FYI:** If you want to wait until the end of Unit 1 to do these quizzes, then that is fine. It is your business. You just will **not** get the extra credit.

Just to say the obvious, my putting:

- A 0 for a grade that is **extra credit** does **not** take away from your points
- A 1 for a grade to help you remember to pace yourself may help your future—and I want to help your future.

**Tip:** If you have questions about that, I am glad to help you.

## Incentive Dates for This Course – Extra Credit for Pacing Yourself

The purpose of the Incentive is to **help you persist** and **pace yourself**. **Tip:** You can always do the quiz **earlier** than the Incentive Date.

The day **after** the Incentive Date below, I place either a **0** or **1** in a quiz’s **Incentive** grade. **You see a 1** if you are correct on **80% or more** of the questions **by the date in the tables below**.

- **Either** on the **Self-Test**
- **Or**—if you did **not** get that many right on the Self-Test—on the **Full-Test**.

When you are looking at your Self-Test to see what you missed (and you **should**), count the number of possible questions. **Remember** if you have 80% or more, you do **not** have to do the Full-Test to get full points. (I enter those when the quizzes close.) **Also remember** that 80% is equal to **.8** and **you** do a little math.

**Tip:** Notice in the examples how rounding works with the 3.2 and the 9.6. **Examples:**

- If there are 4 questions on a quiz, you need  $.8 \times 4 = 3.2$ . - You need at least **3** questions right.
- If there are 10 questions on a quiz, you need  $.8 \times 10 = 8$  - You need at least **8** questions right.
- If there are 20 questions on a quiz, you need  $.8 \times 20 = 16$  - You need at least **16** questions right.

### Incentive Dates for Evidence Quizzes

Moving the Evidence Quizzes before Unit 1 is an experiment to try to help people with the Unit Study Terms. It covers key requirements for using evidence with your post—and later with your paper, 2 peer reviews, and 2 responses.

Because putting the Evidence Quiz at this spot in the schedule is an experiment, the revised dates are:

- January 30 by 11:59 PM to take 4 Self-Tests
- January 31-February 15 to do Full-Tests—if needed—to score 80% or higher and earn the incentive

### Unit 1 Incentive Dates for Learning Quizzes

Incentive Date	Lesson #	Questions	Title of Self- and Full-Test
1/28-11:59 PM	1	10	Essential Terms in Unit 1 (in Sets) – Sets=Blackboard displays different questions.
1/30-11:59 PM	1	12	Map of Regions and Nations after 1492 (Uses a modern map.)
2/1-11:59 PM	2	10	Map of the English Colonies and Sections
2/4-11:59 PM	2	13	Scarcity and Surplus
2/4-11:59 PM	3	4-brief	Traits of Colonial Sections
2/6-11:59 PM	3	5-brief	Representative Colonies
2/6-11:59 PM	4	3-brief	Looking at Geography
2/6-11:59 PM	4	3-brief	Looking at the Revolution in Words

### Unit 2 Incentive Dates

Incentive Date	Lesson #	Questions	Title of Self- and Full-Test
2/11-11:59 PM	1	10	Essential Terms in Unit 2 (in Sets) – Sets=Blackboard displays different questions
2/13-11:59 PM	2	11	Basics of the Constitution
2/18-11:59 PM	3	6	Map of North America, 1783 to circa 1803
2/20-11:59 PM	4	7	Major Canals, Lakes, Rivers, and Roads Linking the East and West, 1810-1860

### Unit 3 Incentive Dates

Incentive Date	Lesson #	Questions	Title of Self- and Full-Test
2/25-11:59 PM	1	10	Essential Terms in Unit 3 (in Sets) – Sets=Blackboard displays different questions
2/27-11:59 PM	2	5	Impending Crisis Map
2/27-11:59 PM	2	3	Map of US Territories (Free and Slave) and Sectionalism
3/3-11:59 PM	3	5	Map of Key Events in the Civil War
3/3-11:59 PM	3	5	Civil War in the East
3/5-11:59 PM	4	20	The Constitution – Seeing the Past, Reconstruction, and the Future
3/5-11:59 PM	4	4-brief	Amendments Plus