

Online Courses

Semester and Year	Spring 2019
CRN	21606
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 say your phone number twice.
Email	bibusc@wcjc.edu Course Messages (Email) on the course menu in our Blackboard course—Once the course opens, email only using Blackboard’s Messages.
Office Hours / Location	Face-to-Face Office Hours: <u>Richmond</u> , 240G: 10:20-10:50 AM, 1:00-2:15 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). 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 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 (4%), Learning Quizzes on concepts/maps (20%), Evidence Quizzes (4%), 3 Unit Exams (30%), and Respondus and Departmental Final Exam (12%). Written work includes 3 Unit Discussions (6%) and a 3-Part Writing (24%) —a paper, 2 peer reviews of others’ work, and replies to feedback from your instructor and your peers. 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) . 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"	March 1, 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 (listed 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, to meet you on campus, or to work with you by phone. If we both have Blackboard open, working together by phone frequently brings the fastest solution. I teach on two campuses: Richmond Campus on Monday, Wednesday, and Friday and Sugar Land on Tuesday and Thursday.

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.

The Syllabus & Success Assignment provides the historical meaning of many of these terms.

Required Course Materials:

History Department's Required Textbook

David M. Kennedy, Elizabeth 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 3-Part Writing 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 & Part 1, Part 2, & Part 3 Writing 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.

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. You will also find resources at Blackboard's Help & Resources (a link on Blackboard's Login page).

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 25 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. The course is split into three Units, or 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 Checklist for Success for the Unit shows you what to do in the Unit.
- The Unit Study Guide helps you focus your work so you save time—**and** make a good grade on your Unit Exam.

1 Method (and the Only Safe Method) to Know When Work Is Due

The only safe way to know when your work is due is the List of Due Dates. It is available at the end of this syllabus and is also on the course menu (Blackboard's term for the menu that you can display on the left of the screen).

2 Methods to Locate Work in the Course:

This course provides 2 methods available on what Blackboard calls the course menu:

- Shortcut to All Graded Work—Provides **only** the Blackboard tools you use to submit work
- Learning Modules (safer method)—Provides **everything** you need: study guides, instructions, lessons, primaries—including all of the Blackboard tools you use from assignments to quizzes to discussions to exams.

Method of Using Quizzes to Help Students with Varied Backgrounds:

Whether Learning Quizzes on concepts or map locations (200 points) or the Evidence Quizzes for history (40 points), quizzes always consist of:

- A self-test so you find out what you know and you do not know. The name is **self**-test because **you** are testing **yourself** so **you** know what **you** need to do.) The goal is positive so **no** points are lost. Self-Tests are extra credit and have questions that are only worth .01. (A .01 is so small that it is equivalent to a penny compared to a dollar.)
Tip: On the other hand, it is in your interest to answer Self-Tests accurately so measure your own brain accurately for 2 reasons.
 1. You want to know what you know and do not know to save time and to correct or complete what you do not know. **Caution:** With Evidence Quizzes, this is particularly important because, if you miss many questions, you must follow instructions carefully because writing about history is different from your prior experiences.
 2. If you already know the content in the Self-Test and prove that by being correct on over 80 percent of the questions on that Self-Test, you earn the points for its Full-Test **without** taking it.
Your instructor enters those points at the end of each Unit **after** the Learning Quizzes close.
- Once you submit the self-test, Blackboard **automatically** displays additional content (if needed) and a Full-Test so that you can earn full points while teaching yourself the vocabulary and map locations that you do not know. You may repeat as many times as you wish, and your **highest** score counts.

The Syllabus & Success Assignment provides a visual of how this helps students with varied backgrounds.

Course Requirements and Graded Assignments

Getting Started Activities:

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 the grade. At the end of the term, you email your instructor that you have not been late with other assignments and I will gladly change the grade to match what I have entered in the Comment for that grade.

Learning Quizzes and 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.

Discussions for Each Unit:

You work together as a group to ask or answer questions. The questions can come from Learning Quizzes, Evidence Quizzes, content in a Lesson, items in the Study Guide, or any content or work covered during the Unit. For discussions where students help each other learn, your instructor uses what Blackboard calls a “moderated” discussion where your

instructor must approve your post **before** it is visible to the group. If you made an error that might damage other students, your instructor gives you feedback so you can correct and repost. **Tip:** Your instructor's 1st post in the discussion contains a) how to use Blackboard's "moderated" discussions, b) examples of posts, and c) the grading rubric.

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 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.

The Syllabus & Success Assignment 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 see and 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 the 3-Part Writing Can Help You

The 3-Part Writing lets you look at the same content (what you have to learn) and use the same focus on evidence (what you have to do with evidence) in 3 assignments—a paper, 2 peer reviews, and a reply to those peer reviews. Instead of 3 sets of content with your starting over with each assignment, you have 1 set of content and 3 experiences with the same content and you can start to understand how to work with evidence. One student expressed this very well at the end of her class: “I figured out how you were trying to help us.”

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 **your** 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 Evidence rubric, not grammar or style.

A 3-Part Writing Assignment – Paper, Peer Reviews, and Replies to Feedback

- 1st 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 following the instructions and using the specific citation for each required source provided in the instructions.
Feedback: Your marked paper and your marked Good Habits for Evidence rubric in an email in Course Messages
- 2nd 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 also grades your peer reviews with a rubric in the Discussion tool.

- 3rd Part: For your reply to the 2 people who peer reviewed your paper, you write a brief, evidence-centered reply. *Merriam-Webster's Online Dictionary* defines the word reply as “a thorough response to all issues, points, or questions raised.”

Feedback: Your instructor marks a brief rubric and emails it to you in Course Messages.

The Syllabus & Success Assignment provides links explaining primaries, peer reviews, and citation.

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:

- 60 – Getting Started activities (How you start frequently determines your success at the end.)
- 200--Lesson Quizzes
- 40 – 4 Evidence Quizzes @ 10 points each
- 60 – 3 Unit discussions @ 20 points each so you can work together on concepts or ask/answer questions
- 300 – 3 Unit Exams @ 100 points each
- 100 – Comprehensive Final Exam
- 240 – Writing @ 100 points, 2 Peer Reviews of Other Students’ Papers @ 50 points each, and Your Replies to Their Feedback @ 40 points

Caution about the History Department’s Course Objectives and Its 25 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. The Syllabus & Success Assignment explains those objectives and the meaning of the terms **primary** and **secondary**.

The written work must be over 25 percent of your final grade, a requirement for all history instructors. The Syllabus & Success Assignment 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)

The Syllabus & Success Assignment 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.

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 (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 \(opens in same window/tab\)](#) 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.

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”: 3/1/2019
- Holidays: TCCTA (3/1) and Spring Break (3/11-3/15 with classes resuming 3/18)

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

2 Methods to Locate Work in the Course on Blackboard’s Course Menu

- Shortcut to All Graded Work—Provides **only** the Blackboard tools you use to submit work
- Learning Modules—Safer method—Provides **everything** you need: from study guides, instructions, lessons, to primaries—including **all** of the Blackboard tools you use from assignments to quizzes to discussions to exams

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 and as a link at other locations in the course.
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:
 - In Unit 1, **Tips** that apply to all 3 Units
 - An introduction to **what** you do—with the instructions provided with each assignment
 - **Where** to work in Blackboard to do all your graded work. For example,
 - To do the work listed under the **heading** Getting Started... (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 preparing) and when work is due (must be submitted)
 - Work you do with Respondus or with writing that you do that overlaps with the Units:
 - Page 12 covers Getting Started, Unit 1, Respondus (1st week available), and writing
 - Page 13 covers Unit 2, Respondus (2nd week available), and writing
 - Page 14 covers Unit 3, Respondus (3rd week available), writing, and the Final Exam

Getting Started & Staying Successful All 8 Weeks (JAN 22-JAN 24)

Assignment	Open Date/Hour	Due Date/Hour
Complete tasks listed on the last page of the Course Orientation link. Caution: If you cannot do the tasks by 1/24, email your instructor a proposed date in Course Messages (the email on the course menu in this Blackboard course).	1/22–8:00 AM	1/24–11:59 PM

Unit 1: From New World to New Empires–16th Century to 1776 (JAN 24-FEB 9)

Unit 1 includes **Tips** to help you succeed from the beginning. The **Tips** apply not only to Unit 1 but all 3 Units.

Assignment (Listed in the Order They Become Open Date/Hour)	Open Date/Hour	Due Date/Hour
Use Unit 1's Study Guide with its Lessons and textbook chapters 1 to 6. Tip: Everything you need is in this Learning Module—except the textbook.	–	–
Take the Learning Quizzes in Unit 1. Tip: See tips at the top of its folder.	1/24–12:00 AM	2/9–11:59 PM
Post and/or reply in Unit 1 Learning Discussions. Tips: a) Use the Discussion Instructions in your instructor's 1 st post. b) Earn 10 extra credit points if you also make above 60 on the Unit Exam. c) For Unit 1, the 1 st 5 people to post earn 5 extra points and, if you need help, your instructor coaches you.	1/24–12:00 AM	2/5–11:59 PM Tip: It closes the day before the exam starts.
Take Unit 1 Exam. Tips: Complete Self-Tests or Full-Tests at 80 percent or more to earn a 1 point incentive for each quiz. (The incentive for each Lesson in the Unit ends on the date listed in an Announcement.)	2/7–12:00 AM	2/9–11:59 PM

Other Work Available or Starting During Unit 1 (JAN 24-FEB 9)

On Learning Modules, Respondus Requirement to Take the Final Exam (FEB 5-MAR 3)

You have 3-weeks to take the Sample Respondus Exam so you can see the Final Exam when it becomes available.

Assignment (Listed in the Order They Become Open Date/Hour)	Open Date/Hour	Due Date/Hour
If you exactly follow Distance Education's requirements on the 1st try and in the 1st week , you earn the highest points (20) for this requirement.	2/5 -12:00 AM	Still open in Unit 2. Caution: Closes 3/3.

On Learning Modules, Evidence Quizzes & the 3-Part Writing (JAN 29-MAR 19)

Writing work is spread out over the dates of the 3 Units so you have time to **pace yourself and plan** to match your life.

Assignment (Listed in the Order They Become Open Date/Hour)	Open Date/Hour	Due Date/Hour
Complete at least the Self-Tests for Evidence Quizzes 1-4. Score at least 80%+ on each Self-Test or—if you did not—do its Full-Test to at least 80%. Use Course Messages to email your instructor that you have completed these Self-Tests, and she either confirms you can post or tells you what to do.	1/29-12:00 AM	2/4–11:59 PM
The 3-Part Writing opens with everything you need from instructions for all 3 parts to resources and to required primaries. It also contains the Discussion that is opened and closed for students to do all 3 parts of the writing.	2/4–12:00 AM	Still open in Unit 2

Unit 2: From Making a Revolution to Making a Nation – 1776 to 1830s (FEB 9-FEB 24)

Assignment (Listed in the Order They Become Open Date/Hour)	Open Date/Hour	Due Date/Hour
Use Unit 2's Study Guide with its Lessons and textbook chapters 7 to 14.	–	–
Take all Learning Quizzes in Unit 2 (Tip: same instruction as Unit 1.)	2/9–12:00 AM	2/25–11:59 PM
Post and reply in Unit 2 Learning Discussions. (Tip: same instruction as Unit 1.)	2/9–12:00 AM	2/20–11:59 PM
Take Unit 2 Exam	2/22–12:00 AM	2/24–11:59 PM

Other Work Available or Continuing During Unit 2 (FEB 9-FEB 24)

On Learning Modules, Respondus Requirement to Take the Final Exam (FEB 5-MAR 3)

Assignment (Listed in the Order They Become Open Date/Hour)	Open Date/Hour	Due Date/Hour
If you exactly follow Distance Education's requirements on the 1st try and in the 2nd week , you earn the second highest points (15) for this requirement.	Still open	Caution: Closes 3/3–11:59 PM

On Learning Modules, Evidence Quizzes & the 3-Part Writing (JAN 29-MAR 19)

With the 3-Part Writing discussion, your instructor opens and closes the **same** discussion when **each** of 3 Parts stop and start according to the dates below and puts students back into the discussion after they reply to feedback. The instructions at the top of the 3-Part Writing tell you what to do with each Part.

Assignment (Listed in the Order They Become Open Date/Hour)	Open Date/Hour	Due Date/Hour
The 3-Part Writing opens with everything you need for all 3 parts. It also contains the Discussion that is opened and closed for students to do all 3 parts of the writing.	2/4–12:00 AM	Still open
Post the 1st Part (your paper) in the Discussion. Caution: Late papers are not accepted. After 2/20, you can read but not post.	2/11–12:00 AM	2/20–11:59 PM
The same discussion reopens for the 2nd Part (2 peer reviews) and your instructor begins mailing feedback on the 1st Part in Course Messages. Tip: The quicker you reply back, the quicker your instructor puts you back in the discussion so you can do the 2nd Part . After 3/4, you can read but not post.	2/25-1:00 PM (after an on-campus class ends)	3/4–11:59 PM

Unit 3: Transforming the Nation–1830s to 1877 (FEB 24-MAR 18)

Assignment (Listed in the Order They Become Open Date/Hour)	Open Date/Hour	Due Date/Hour
Use Unit 3's Study Guide with its Lessons and textbook chapters 15 to 22.	–	–
Take all Learning Quizzes in Unit 3. (Tip: same instruction as Unit 1.)	2/24–12:00 AM	3/18–11:59 PM
Post and reply in Unit 3 Learning Discussions (Tip: same instruction as Unit 1.)	2/24–12:00 AM	3/6–11:59 PM
Take Unit 3 Exam - Tip: The extra days are to make Spring Break responsibilities more flexible.	3/8–12:00 AM	3/18–11:59 PM

Other Work Available or Continuing During Unit 3 (FEB 24-MAR 18)

On Learning Modules, Respondus Requirement to Take the Final Exam (FEB 5-MAR 3)

Assignment (Listed in the Order They Become Open Date/Hour)	Open Date/Hour	Due Date/Hour
If you exactly follow Distance Education's requirements on the 1st try and in the last week, you earn 10 points.	Still open	Caution: Closes 3/3–11:59 PM

On Learning Modules, Evidence Quizzes & the 3-Part Writing (JAN 29-MAR 19)

Assignment (Listed in the Order They Become Open Date/Hour)	Open Date/Hour	Due Date/Hour
On 3/7 (or earlier if possible), your instructor completes grading of the peer reviews, and the 3 rd Part (replies to peer reviewers) opens. Carefully examine the comments about evidence in your paper by the 2 students who peer reviewed it. Reply to their peer review according to the instructions. Your grade is determined by how you focus on evidence.	3/7-12:00 AM	3/19-11:59 PM

Final Exam: 16th Century to 1877 (MAR 10–MAR 20) – Opens Early for Review

Assignment (Listed in the Order They Become Open Date/Hour)	Open Date/Hour	Due Date/Hour
Check all existing grades. If you think there is an error, email the specifics .	--	3/17–11:59 PM
Take the Final Exam on either date. Cautions: The History Department requires History instructors to fail students for the whole Course if they do not take the Final Exam. I will apply the penalties (points deducted from your exam grade) if you do not follow Distance Education's rules, especially if you followed them correctly in the sample exam. Watch for an email stating if there is a problem until you see your letter grade in Blackboard. Tip: Reviewing these videos is slow.	3/16–7:00 PM	3/17–11:59 PM
	3/19–7:00 PM	3/20–11:59 PM
Check all new grades. If you think there is an error, email in Blackboard Messages the exact name of the grade and your phone # before NOON.	--	3/22–12:00 PM (before Noon)

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