

<b>Semester and Year</b>	Fall 2020
<b>CRN</b>	10879 - 10939 10940
<b>Course Prefix, Num. and Title</b>	HIST 1301-404 - HIST 1301-912 - HIST 1301-910 United States History I
<b>Instructor</b>	C.J. Bibus, Ed.D.
<b>Telephone</b>	281-786-0197 (Google Voice). If I do not answer during Online Office Hours, please leave a voice mail. Please slowly spell your <b>last</b> name and identify your class.
<b>Email</b>	Connie Bibus (Instructor) in Blackboard Course Messages -WCJC's policy has changed. Once Blackboard opens, all emails will be within Course Messages.
<b>Online Office Hours</b>	Monday 10:00 AM-12:00; Tuesday 7:30 AM to 10 AM; Wednesday 12 PM to 2 PM; Thursday 4 PM to 5:30 PM; Friday 12 PM to 2 PM. Or by appointment. Additional hours are available for Question & Answer sessions using Blackboard Collaborate.
<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 (4.5%), Learning Quizzes on concepts/maps (20%), 3 Unit Exams (30%), Respondus and Departmental Final Exam (11.5%), 1 Evidence Quiz (4%). 3-Part Writing: a Paper at 10%, Fact-Checking and Plagiarism-Checking 2 papers at 5% each, and an Evidence-Focused Reply to 2 students who checked your paper at 5% 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 (the required Blackboard tool for email).
<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="#">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>	November 20, 2020

## Course Information

### Prerequisites:

TSI satisfied in Reading and Writing

## Communication Policy

### Online Office Hours - Google Voice # - Required Email

- Call **281-786-0197** (Google Voice). If I do not answer during Online Office Hours, please leave a voice mail. Please slowly spell your **last** name as it is in WCJC’s records and identify your class.
- Email **Connie Bibus (Instructor)** in Blackboard Course Messages. **Caution:** WCJC’s policy has changed: once your Blackboard course is open, do not email your Instructor using WCJC email.

Online Office Hours:

- Monday 10 AM-12 PM
- Tuesday 7:30 AM to 10 AM
- Wednesday 12 PM to 2 PM
- Thursday 4 PM to 5:30 PM
- Friday 12 PM to 2 PM
- Or by appointment – **Reminder:** I am willing to help you by phone, by email in Blackboard, or with Collaborate.

### 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 respond to Blackboard Course Messages (Email), phone messages, and discussion postings within 36 hours (weekends and holidays excepted). **2 Tips about My Schedule:**

1. The hours listed as my Online Office Hours are times that I check Google Voice and move from course to course and check in **each** course one by one for:
  - Course Messages (Email)
  - Discussions, especially the Discussion immediately below Getting Started
  - Gradebook changes, such as entering grades and Incentives for Self-Tests for Learning Quizzes (explained below in the syllabus)
2. I will continue to be in Blackboard courses for much more time than those Online Office Hours. **An example of what this means for you:**

- If you send an email **before** one of the office hours above, the odds are I will answer **during** that office hour.
- If you send it **after** my office hours for that day, I am likely to be trying to finish something for a class and I will **not** come back to email **until** the next day's office hour.

### **Online Office Hours, Additional Hours for Blackboard Collaborate, and Both Individual Help and Group Help**

During Online Office Hours, I am also glad to help you online or work with you by phone. (The Google Voice phone number is above.) If we **both** have Blackboard open, working together by phone frequently brings the fastest solution.

I am also willing to *try* Blackboard Collaborate to help one or several of you together. Why do I say *try*? When the pandemic hit, I was trying to use Blackboard Collaborate to make short videos pointing out things in the course. To quote a Distance Education staff member, "you have a terrible Internet connection." This summer I believe I have gotten Internet fixed, but I have not used Blackboard Collaborate with students so I will have to "practice" with you. The additional benefit to Collaborate is we can record the session and other people who want that same information can use it later.

### **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.

Note: 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 the folder for the 1st Part Writing.)

#### **Distance Education's Statement of Requirements Modified for This Term**

For **this** term, you will need a computer with an internal webcam and microphone, a reliable internet connection, and access to the WCJC Blackboard site.

You do **not** have to have an external webcam; however, as Blackboard's opening Respondus section states: "In all instances, you **MUST** be able to perform a **360-degree environmental scan** of your immediate testing area (See How to test with Respondus link above) before an exam."

## Required Preparation to Use Blackboard, Including New Resources to Help You:

You are responsible to prepare your computer and its browser to work with WCJC's Blackboard. Getting Started in this course includes the Distance Education FAQs that contain the technical information you need.

Also Blackboard now provides **new** resources:

- **Before** you log in, on the **right** at the **bottom** of **Getting Started in Blackboard**, the introductory link Student Overview of Blackboard **Tip:** With the permission of the Director of Distance Education, this course is different from that overview in some spots, and I will identify those differences in the course.
- **After** you log in, on the **right** at the **bottom** of **My Organizations**, a link to the **Student Resources** section that provides not only the link Student Overview of Blackboard, but also a left menu to help you in a variety of ways, such as:
  - Preparing Your Computer
  - Testing in Blackboard, including how you prepare your computer for Respondus Monitor. **Tip:** Make sure you have what you need and it works before the course starts.
- In the **banner** at the **top** on the **right**, **Help & Resources** such things as:
  - Technical Resources, including downloadable Resources
  - Download Blackboard's Student App Today
  - Resources for "students who have limited or no internet"

## Method of Instruction to Help Students With or Without a Broad Background in History

The course uses one of Blackboard's models that lets use in one place content **and** the assignments that go with that content. It provides ways that students can make points by teaching themselves or can save time if they already know. The History Department requires that 30 per cent of graded work consists of writing and that you use primaries (documents written during the period covered by the question). The focus is on evidence, citation, and careful analysis and reasoning. 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 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:

- A snippet from the List of Due Dates to remind you of what you do in this section of the Learning Folders
- 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 Folders (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 Folders** with **everything** you need: study guides, instructions, lessons, primaries—including all of the Blackboard tools you use from assignments to quizzes to discussions to exams.
- **List of Due Dates** with what, when, where, and why for all content and graded in the Learning Folders.

### **How to Succeed with Self-Test and Full-Test Quizzes If You Already Know Something—or Not:**

Whether Learning Quizzes on concepts and maps or other quizzes in the course, 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 and **teach yourself** what **you** do not know. In life and in jobs, you can lose if you do not know something, but in **this** class in a Self-Test you do **not** lose points for not knowing. Self-Test questions are **only** extra credit and **only** worth .01 each. (Think of .01 as equivalent to a penny out of a dollar.)

- Once you submit the Self-Test and have at least 1 question correct, Blackboard **automatically** displays:
  - a. **If** needed for you to succeed, additional information
  - b. The **Full-Test** with the **same** questions in the Self-Test, but with each question worth 1 or more points. You earn full points while **you teach yourself** what you did **not** know. **How does that work?**
    - You may repeat the Full-Test as **many times** as you wish.
    - Your **highest** score counts. Persist so you **learn all** the content and **earn all** of the possible points.

What if you **already** know at least **80%** of the answers? That's great and you can get the **full** points **without** taking the Full-Test. **How does that work?**

1. If you are taking a Self-Test with 10 questions and you are pretty sure that you know the content already, do these things:
  - Slow down a bit.
  - Answer carefully.
  - Double check your answers before you submit.
2. If you are right on 8 of the 10 questions, you do **not** have to take the Full-Test, but you **get** the points.
3. **How and when?** At the end of each Unit **after** the Learning Quizzes close, your **instructor** enters the Full points **for** you. **Why?** If you know the content already, making you click on the Full-Test would not be just.

## **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 and Pre-Earning Questions for the Exams for the Units:**

The **exact** words for questions from these quizzes are also 8 (about a third) of the 25 questions on each Unit exam. With Learning Quizzes, that means you can **pre-earn** 24% of your total grade **before** the exams and **pre-learn** those questions.

### **3 Unit Exams and the Goal of Exam Questions to Be Useful for the Course—and 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 on

an exam. You do not use Respondus Monitor with Unit Exams in this course. Just above the Exam in the Unit, Blackboard provides tips on how to succeed with Unit exams

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 types of content 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).
- Each Lesson is like an ugly and free textbook in “**chunks**,” each with a heading telling you what the information is about. What is a chunk? According to *Merriam Webster Online*, a chunk is “a unit of information retained in the memory” (Link Address: <https://www.merriam-webster.com/dictionary/chunk>). To show how facts **in** the chunk relate to **each other**, the Lessons sometimes use **bullets** or **tables**.
- Since **all** of the Study Guide’s **issues** for a lesson are in **one link**, you can see **everything** you need. **Example:** If you need more about a Study Guide item for Lesson 2:
  1. Click on Lesson 2, press Ctrl-F (for Find), and type a few letters of the word in the Find box.
  2. Click through **all** uses of that word in that Lesson and you will know **everything** about that “chunk,” including how that “chunk” relates to other “**chunks**” in the 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 Folders. **Cautions:**

1. Departmental policy is an **F** for the **course** if you do **not** take the Final. **Example:** If you have been earning 90% or higher on every assignment and have total of 895 (an A in this course), but you 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** meet WCJC’s requirements for Respondus Monitor-Lockdown Brower and understand the points for “violation of exam conduct.” **Tip:** Taking an exam with Respondus Monitor requires paying attention to the screen prompts and looking carefully at what you did to be sure **you did** what the **person demonstrating did**.
3. Please understand that in **this** course, your prof will review the video that you make of yourself using Respondus Monitor when you take the Final Exam according to two things:
  - a. What is required in **WCJC’s video for students**
  - b. What **WCJC’s video shows faculty** to do, **not** on how your prior professors graded you.

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

#### Introduction to Respondus-Lockdown Browser (Written by WCJC’s Distance Education, but with 2 Examples Added)

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.

**Caution:** On the Left, Your Required Actions – On the Right, How Many Points You Will Lose on Your Final

Exam Conduct Requirement:	Consequence for Violation of Exam Conduct:
Valid photo ID shown ( <b>Example:</b> Texas Driver’s License)	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

Exam Conduct Requirement:	Consequence for Violation of Exam Conduct:
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 ( <b>Examples: no phone, no papers, and no clutter.</b> )	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

**Caution:** Our division requires all faculty to deduct points as shown in the right column if you do not meet the Exam Conduct Requirements in the left column.

### WCJC's Video and New Resources in Student Resources to Help Students-Succeed with Respondus and Testing

- **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.
- The Sample Respondus Exam is available in Student Resources before your course opens so you can determine if your computer works successfully with it.

### How Respondus Works in This Class

In this course, you **only** use Respondus with the **Final Exam**. Be sure you make sure your computer, microphone, and internal (or external) webcam work with Respondus. Do Respondus within the course when the List of Due Dates says Respondus **opens** so you do **not forget!**

Because you can practice as long as you want, I do **not** review Respondus videos until the weekends stated in the List of Due Dates. I will check them carefully. Anyone who does the Sample Respondus Exam may take the Final Exam.

The 2 possible grades for the **Prof Video Check** are:

- 15 = You did what Distance Education's video showed, including the Environmental Check. If you take the Final Exam with the same **carefulness**, you will have no points deducted.
- 1.11 + You did **not** do what Distance Education's video showed. If you take the Final Exam in the same way, you will have points subtracted from your Final Exam score. If the problem is brief, I can explain by phone. If needed, I can set up a private Blackboard Collaborate to show you **your** Sample Respondus Exam so you see what I see.

Look **carefully** at WCJC's video of how you are to test. You **must** change how you act before the Final Exam or you will lose points. If you **do** change, that is wonderful. I will even replace the grade of 1.11 with the 15 points.

### Written Assignments:

#### How Evidence 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**.

Every part of the writing and all feedback is based on a few 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. With the exception of the textbook pages, the course provides the two primaries and one video--everything that you need for these three writings:

- 1st Part, a brief (maximum of 400 words) paper using all sources and answering the question provided and posted in the 1st Part Writing discussion--and you should Fact-Check and Plagiarism-Check your **own** paper).

- 2nd Part, Fact-Checking and Plagiarism-Checking of 2 other students' papers
- 3<sup>rd</sup> Part, the Reply to the feedback

Definitions from *Merriam Webster Online*:

- **fact-check** -to “verify the factual accuracy of (Link Address: <https://www.merriam-webster.com/dictionary/fact-check>). For example, **how would you fact-check your own work?**
  1. You compare side by side:
    - The **meaning of what you wrote**
    - The **meaning** on the **page** of the primary or textbook that you cited.
  2. If that meaning is **not** in your source, you delete or correct your own paper.
- **plagiarize** - According to *Merriam Webster Online*, to plagiarize is “to steal and pass off (the ideas or words of another) as one’s own.” (Link Address: <https://www.merriam-webster.com/dictionary/plagiarize>). To check, you would **compare** the two. If they are the same, you use “” in **your** paper.
- **reply** – According to *Merriam Webster Online*’s synonym section, to “REPLY often suggests a thorough response to all issues, points, or questions raised.” (Link Address: <https://www.merriam-webster.com/dictionary/reply>)

### Course Evaluation and Grading Scale:

This is a 1000-point course, with points **added** as you earn them. You can see your current Total at the bottom of My Grades. At the end of each Unit and following one of the 3-part writings, I post an Announcement in Blackboard to help you determine your current letter grade. If the grade is lower than you want, please ask for help. The Final Letter Grade is determined by 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 595	F (failing)

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

- 45 – 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 and required tasks with Respondus Monitor
- 40-- Evidence Quiz on the basics of evidence with history (40 points),
- 300—Written work consists of an the 1st-Part Writing (Paper @ 100 points), 2nd Part Writing (Fact-Checking and Plagiarism-Checking 2 students’ papers at 50 points each), and 3<sup>rd</sup> Part Writing (Evidence-Focused Replies to the 2 students who fact-checked your paper @ 50 points 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.

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

**First**, ask your prof if you need help with the basics of evidence. The earlier you get your brain straight about evidence, the easier this class (and your work and your life) will be.

**Second**, it focuses on evidence so you can learn to prevent problems, not just regret them. If you do not understand feedback, ask your prof what habits of work can help you prevent that problem.

**Third**, if you already, learned these skills that is wonderful. If you have not, now is the right to begin to teach yourself these skills that are essential for classes and work and life. You do not have to get everything right at the beginning, but you do need to get everything OK by the end. To help you:

I am willing to **overwrite** (a word used for a value being replaced) your 1<sup>st</sup> Part Writing grade

- If you make a **higher** grade by the 2<sup>nd</sup> Part Writing or, in some cases (my decision), even by the 3<sup>rd</sup> Part Writing
- If—and this is the **condition**--you carefully **read** the rubric I post through My Grades after I finish grading **each of the 3 writings** and you **email** me in Course Messages (Email) that you **either** understood what you need to do to improve **or** you ask me to talk with you. I will email you back and I will place a 1 in the grade next to each writing grade (as in OVERWRITE 1, OVERWRITE 2, and OVERWRITE 3.)
- If you are making higher by end and if there are 1s in each of those grades, then I will overwrite the 1<sup>st</sup> Part Writing. If I have not done this shortly after I announce the grading of the 3<sup>rd</sup> Part, please **email** me a reminder.

### **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.”

With Learning Quizzes and the Evidence Quiz, you earn 1 incentive point for each quiz--if on the date listed for that incentive--you had 80% of the questions correct either on the Self-Test or the Full-Test. When Unit 1 begins, these dates are listed at the end of the List of Due Dates, but they are labeled as being voluntary and optional—not a due date.

### **Grading Response Timeframe:**

I generally:

- Enter Getting Started grades on the weekend at the **end** of the first week.
- Enter a 1-point incentive for doing a quiz on the day **after** the incentive date. Based on student feedback, incentive dates are listed separately **after** the List of Due Dates both for access and to help students recognize that they are **voluntary** actions that earn extra credit. **Tip:** To succeed both in learning vocabulary and map locations you need for history and in earning extra credit for keeping up, begin work on the day Learning Quizzes open and pace yourself.
- Enter grades and provide feedback for the 1st, 2nd, and 3<sup>rd</sup> writings usually before the start of the next writing. If I am behind (and I am a slow grader), I send an Announcement to let you know when. Feedback is provided with a rubric that shows up with the grade at My Grades.
- At the end of each Unit, an announcement stating how many points are currently required for an A, B, C, D and so on. If your grade is lower than you want, ask for help.

## **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. **Caution:** Do **not** submit work during the last 15 minutes of availability. It is too risky and it does not fall within this category.

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. To be safe, also make a snippet or picture of some type showing any error messages or other screen prompts to show what occurred.

### 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.

### Attendance Policy and Covid-19:

The college has policies about what you are to do if you are exposed to Covid-19. If your condition means that you cannot keep up with your work, notify your instructor as quickly as possible and provide documentation as applicable.

### 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 Blackboard Discussion tool—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. **Caution:** 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”: December 4, 2020
- Holidays: Fall Break (10/30), Thanksgiving (11/25-11/27, with classes resuming 11/30)

### List of Due Dates in a One-Page Format

The List of Due Dates is available in a one-page printable form as a separate link on the Course Menu.

**List of Due Dates-Print ME!** Check off  each **box** on the **left** as you finish. Notice **black** headings for **all** Writings.

**Tips:** For success, use what is at the **top** of **each** folder. **Ask** if you need help! All tips in Unit 1 apply to **all** Units.

### Getting Started in This Course – Course Overview and Orientation (August 31-September 6)

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	• All documents located in Getting Started	August 31-September 6	--
Graded Assignment(s)	• Introductory Tasks at the <b>end</b> of Course Orientation	September 6 by 11:59 PM	45

### Unit 1: From New World to New Empires–1500s to 1776 (September 6-October 3)

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	• Study Guide <b>with</b> 4 Lesson Links (Optional Chapters 1-8)	September 6-October 3	--
Graded Assignment(s)	• Learning Quizzes <b>Tip:</b> See syllabus for incentives & why 80%+	October 3 by 11:59 PM	70
Exam	• Unit 1 Exam <b>Tip:</b> Read <b>About Unit Exams</b> (bottom of all Units) <b>Tip:</b> The exam has 1 more day to include the weekend.	October 1 to October 3 by 11:59	100

### 1<sup>st</sup> Part Writing: Evidence Quiz & Your Paper (October 2-October 16)

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	• 2 primaries <b>and</b> 1 video <b>Tip:</b> Look at these <b>as</b> you work.	October 2- October 16	--
Graded Assignment(s)	• Evidence Quiz <b>Tip:</b> Score 80+% to see the writing Discussion.	October 5 by 11:59 PM	40
	• 1 <sup>st</sup> Part Writing <b>Tip:</b> See syllabus for OVERWRITE 1, 2, 3.	October 16 by 11:59 PM	100

### Unit 2: From Making a Revolution to Making a Nation–1776 to 1830s (October 16– November 9)

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	• Study Guide <b>with</b> 4 Lesson Links (Optional Chapters 9-14)	October 16– November 9	--
Graded Assignment(s)	• Learning Quizzes	November 9 by 11:59 PM	50
Exam	• Unit 2 Exam	November 7 to	100

Assignment Type	Assignment	Date Range/Due Date	Points
		November 9 by 11:59 PM	

### 2<sup>nd</sup> Part Writing: Fact-Checking & Plagiarism-Checking 2 Students' Papers (October 21-October 29)

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	• Same 2 primaries and 1 video <b>Tip:</b> Look at these as you work.	October 21-October 29	--
Graded Assignment(s)	• 2 <sup>nd</sup> Part Writing to help you and 2 students @ 50 points each	October 29 by 11:59 PM	100

### Unit 3: Transforming the Nation—1830s to 1877 (November 9-December 11)

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	• Study Guide <b>with</b> 3 Lesson Links (Optional Chapters 15-22)	November 9-December 11	--
Graded Assignment(s)	• Learning Quizzes	December 11 by 11:59 PM	80
Exam	• Unit 3 Exam	December 9 to December 11 by 11:59 PM	100

### 3<sup>rd</sup> Part Writing: Evidence-Centered Reply to 2 Students' Feedback (November 16-November 23)

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	• Same 2 primaries and 1 video <b>Tip:</b> Look at these as you work.	November 16-November 23	--
Graded Assignment(s)	• 3 <sup>rd</sup> Part Writing to help you and 2 students @ 50 points each	November 23 by 11:59 PM.	100

### Respondus & Final Exam (November 15–December 14)—Opens EARLY for Respondus Practice & Review

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> <li>• <b>About Sample Respondus Exam and Final Exam</b> (at the <b>top</b>)</li> <li>• All documents located in the Respondus folder</li> <li>• History Review—a link to questions and to answers</li> <li>• <b>About the Final</b> (at the bottom, above where the exam <b>will</b> be)</li> </ul>	November 15–December 14	--
Graded Assignment	<ul style="list-style-type: none"> <li>• Sample Respondus Exam <b>Tip:</b> When done, the Review is visible. Prof's video check: November 21-22 and 28-29 and December 5-7. <b>Caution:</b> To take the Final Exam, you <b>must</b> do this exam.</li> </ul>	November 15 to December 6 at 11:59 PM	15
Final Exam	<ul style="list-style-type: none"> <li>• Final Exam—Prof's video check: December 12-15. Exam grades may change <b>after</b> the video check. <b>History Department policy: No Final Exam – then an F for the whole course. Please take it!</b></li> </ul>	December 12 to December 14 by 11:59 PM	100

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