

Semester and Year	Fall 2021
CRN	CRN 10939 and CRN 10940 <Combined for access on Blackboard's Course Menu.>
Course Prefix, Num. and Title	HIST 1301-912 and HIST-910 - United States History I
Instructor	C.J. Bibus, Ed.D.
Telephone	281.239.1577
Email	bibusc@wcjc.edu
Office Hours / Location	<u>Richmond, 240G</u> : 10:50-11:50 AM, 1-2 PM (Monday, Wednesday, Friday) 2-3 PM (Friday). <u>Sugar Land, 234</u> : 12:30-1:30 PM (Tuesday, Thursday). Or by appointment on campus, by phone, or by Blackboard Zoom.
Class Days / Time / Location	CRN 10940 : Tuesday, Thursday / 10:50 AM-12:05 PM / SL 276 CRN 10939 : Tuesday, Thursday / 1:40 PM-2:55 PM / SL 165
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 (1%), Learning Quizzes on concepts/maps (20%), 3 Unit Exams (30%), Departmental Final Exam (10%). Self-Management (9%). Writing projects include Evidence Quizzes; 5 W's posts on 3 primaries, an exercise to help you get your facts straight on each primary, and a post showing what you learned about all 3 primaries (30%). They require use 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	Attendance will be taken daily at the beginning of the class using a seating chart.
ADA Statement	The college will make reasonable accommodations for students with documented disabilities. Students wishing to receive accommodations must contact the Office of Counseling and Disability Services via email at disabilityservices@wcjc.edu . Although it is recommended that students request accommodations from the Office of Counseling and Disability Services prior to the start of each semester, students can request accommodations at any point in the semester. Please note that accommodations provided are not retroactive. Additional information can be found on the web under Disability Services . (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"	November 19

Course Information

Prerequisites:

TSI satisfied in Reading and Writing

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:

You will need a **computer**, an **external webcam and microphone**, a **reliable internet connection**, and access to the WCJC Blackboard site. **External** webcams are required (built-in laptop, iPad, and monitor webcams are **NOT** acceptable).

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

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. (See Evidence instructions in the course. If you need help, **please** ask.)

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.

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. Each Unit is in a separate folder (📁) on the opening page of the course, and all folders automatically **open** on the date in the Course Schedule.

- 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

Method of Instruction to Help Students With or Without Broad Backgrounds in History:

In each Unit, the course provides:

- A study guide to help you focus, including on the Unit Exams.
- Lessons that you can use to teach yourself small “chunks” of content with visuals to help you compare those “chunks” to help you understand history, not just repeat small pieces of it. **Tips:** These simple visuals are also useful to do the hard task of “figuring out” things on a job, for your own company, or in life. Also, your prof is glad to talk with students about Lessons using Blackboard Zoom.
- Learning Quizzes on **essential** vocabulary and map locations that help **both** a) those who already know 80% or more of the questions and b) those who do **not**.
- Resources such as videos (Lessons include names of videos and search words to find specific sections of videos.)
- Primaries (documents written during the period we are covering) to choose from for your required writing assignments. The History Department requires that **30 per cent of graded work** consists of writing and that you use primaries. The focus is on evidence, citation, and careful analysis and reasoning. The Blackboard course provides everything you need to do the projects—except the textbook. The textbook serves a) as a reference and b) as a source of maps. Your prof is also glad to talk with students about their writing.
- Grading policies that focus on improvement of your skills. For example, if your first writing work is weak, but you do not make those errors by your third writing work, your last grade can **overwrite** the first grade. Ask your prof about this, how it works, and what you need to do.

Course Requirements

Course Exams:

There are 3 Unit Exams. Each has 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. **Caution:** You use Respondus Monitor with Unit Exams in this course. Just above the Exam in the Unit, Blackboard displays 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.

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 the folder for the Final Exam. **Caution:** 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 a 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.

Written Assignments Using Primaries:

The purpose of the writing projects is to help you and your colleagues practice skills that are useful **for college**, for the **workplace** (including running your own business), and for **life decisions**. They are **freshman level** and **brief**. You can only use the textbook and primaries in the course. The course requires you to use sources that **all** of your colleagues in the **class have** and **your prof has**. **Caution:** If you cite—for example—page 42, **everyone** in the **class and** your **prof** can **compare** page 42 with what you wrote using page 42 and **can determine fairly if you read it carefully and reasonably**.

The writing projects consist of:

- 3 primaries provided in the course along with a preformatted file (with citation) for you to write in. (For the opening and closing dates, see the Course Schedule.) You read it and its required textbook pages carefully, ask questions if needed, and focus on observing the history by using the 5 *W*'s (*Who*, *What*, *When*, *Where*, and *Why*—and sometimes *How*). It is a maximum of 400 words (one-page double spaced).
- At the end of the term, you write a brief 3 (or 4) paragraph summary of how things changed over time. As with the 5-*W*s writings, the preformatted file has citation for you to write in and is a maximum of 400 words.

Every part of the project and all feedback is based on a few very basic rules for evidence—rules essential not just for history but keeping a job. Those rules are covered in the Evidence Quiz. **Caution:** When you pass the Evidence Quiz, you can see the folder for the 1st Primary.

Extra Credit:

Extra credit is to encourage some action that **all** need to do. For example, anyone can earn 1 point (and occasionally more) by pacing yourself as you do the Learning Quizzes throughout the Unit. A link in Learning Quizzes tells how.

Course Evaluation

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 each one of the 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)

Grading Formula:

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

- 10 – for Getting Started
- 200--Lesson Quizzes
- 300—3 Unit Exams @ 100 points each
- 100—Comprehensive Final Exam
- 90—Self-Management
- 300—Writing projects consisting of an Evidence Quiz, a 5 *W*'s post on each of 3 primaries, 3 discussions to help you get your facts straight on each primary, and a summary showing what you learned about all 3 primaries

Course Policies

Course Schedule (at the end of this syllabus) and *Your* Responsibilities:

It is your responsibility:

- To talk to me if you do not know what to do or need help. The earlier we talk, the better your chances of success.

- To use the Course Schedule to determine what is DUE and when—including preparation that you need to do before class. (For when you should do Learning Quizzes for specific Lessons in a Unit, see the link in Learning Quizzes n Blackboard.)
- To understand the Late Work Policy (below) so you can understand the consequences of your decisions.

Late Work & Make-Up 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 15-30** minutes of availability. If Internet traffic means the Discussion Tool does **not** accept your submission, your prof will **not** allow you to post later.

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 Course Schedule to determine if you have conflicts and immediately propose an **earlier** date.

Caution: Use the Course Schedule (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 your 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 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. **Caution:** To be safe, also make a snippet or picture of some type showing any error messages or other screen prompts and email it in Course Messages to your prof.

Cell Phone Use Policy and Other Distractions:

Using a cell phone, smartwatch, computer, or other device during class makes **active** attendance improbable. **Put up all** of these devices **before** class starts. Your self-management in class during each of the 3 Units is measured for a grade. (Covered above.) If you cannot resist using your cell phone—for example—during class, then you will not only lose the points for the Unit, but also repeated behavior means you will need to place the device in a safe location provided by the instructor and then pick up your device at the end of class. **Exceptions:**

- If you have a family emergency or equivalent event that requires your being able to respond to cell phone messages during a class, then see me **before** class.
- If you use a computer that supports script entry, you may use it in class but only for work going on in this class. Also, if counseling has confirmed that you need to use a computer during class and if you use it only for work going on in this class, then provide their form to me and talk with me privately.

Attendance Policy, Locking the Door, and the Seating Chart:

For security reasons, the door will be locked 5 minutes after the beginning of the class and remain locked until the end of class. (I have an alarm set on my phone for 5 minutes after the start of class and for the end of class.) If you need to leave the classroom:

- Before it ends, pack your things quietly and leave quietly and quickly.
- Before it ends **and** you want to stay in the class until you have to leave, talk with me **before** class. If possible, I place you near the door to make your leaving less disruptive.

Attendance will be taken **once** daily at the beginning of the class. If you come into class **after** the seating chart is complete but **before** the door is locked, you are not marked as attending for the day. Students who frequently come to class after the seating chart is complete tend to make very low grades for the course. For example, they miss announcements about topics for the day and they do not hear other students' questions about upcoming assignments.

On the date in the Course Schedule (at the end of this syllabus), you choose your preferred seat; however, **students who chat after class starts will be moved to another seat** on the **next** class day. If this occurs, I will mark the problem on the seating chart and, on the next class day, move you on the seating chart and in the room.

Classroom Behavior Policy:

Disruptive behavior that is a consistent problem will result in the student's dismissal from this course. The term "classroom disruption" means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct, instruction, and education of a class. Examples include resorting to physical threats or personal insults, coming to class under the influence of alcohol or a controlled substance other than prescriptions, or abusing students or instructors with offensive remarks. They include repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized. (See WCJC's Student Handbook.)

Helping Students Succeed with Self-Management and Participation:

Factual accuracy is a key to success with assignments based on evidence, not opinion. Being able to focus on factual accuracy in class requires self-management by the class. To encourage self-management, the seating chart is a way to record distracted or distracting behavior and—the ideal—focused behavior.

If you use the Lesson links and Learning Quizzes before class, your focused participation can help the class dialog as part of the lecture. Good participation is useful to others and means such behaviors as:

- 1) No guessing and no use of information other than from the textbook or sources within the course
- 2) No answers that are off topic
- 3) Asking questions that are on topic (You can always ask general questions at the beginning of class.)
- 4) No use of electronics, including no attempts to hide them while using them

Each Unit has a Self-Management grade @ 30 points for a total of 90 points (9%) of your final grade. A mark on the seating chart in **orange** means no points for the Unit. The chart shows the other possible grades.

Points	Letter Grade	What Do You Do to Earn It?	How Is It Measured?	Quantity Required
23.9	C++ averaging as a B-	In class, no distracted or distracting behaviors	No orange dots in your seating chart for the Unit.	0 (Absolutely not 1 time during the Unit)
25.5	Averages as a mid-B	Does the above and also does focused participation in class dialog within lecture	1 blue dot in your seating chart for the Unit	At least 1 time
27.0	Averages as an A-	Does both things above	2 blue dots	At least 2 times
30	100%	Does both things above	3 or more blue dots	At least 3 times

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.

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 Dates Set by WCJC... section (below). In making this decision, make sure you also understand the 6 Drop Rule from the Texas legislature.

Dates Set by WCJC That Are Not Covered in the Course Schedule:

- Last day for you to “Drop” the course with grade of “W”: November 19, 2021
- Holidays: Labor Day (9/6); Fall Break (10/29); Thanksgiving (Begins 11/23 at 4 PM and ends 11/28.)

Course Schedule - Keep this and place it where you see it every day.

Dates Set by WCJC	Last day for you to “Drop” the course with grade of “W” – 11/19 Holidays– Labor Day (9/6), Fall Break (10/29), Thanksgiving (11/24-11/26)
Due Dates and the Specific Hours	For the date due, see the Due column. On the date listed, quizzes and submissions of papers close at 11:59 PM. The incentive date for quizzes in each Unit is in a link in the Unit.
Reference Chapters	The numbers listed in a Unit’s heading are for textbook chapters about the Unit. They are for reference only. The instructor’s Lesson links are the best way to learn content.
Self-Test Passwords	Passwords are required only for Self-tests – selftest (no capitals, no spaces, no punctuation)
Headings Here and Course Locations	The headings (such as Getting Started – Course Documents and Orientation) are also the names of the Blackboard folders when you come into the course.

Getting Started - Course Documents and Orientation + Lab to Help Your Work

Lecture Title/Your Assignment or Preparation	Writing/Quiz/Exam	Due	Points
Course documents and key issues you want to know on the 1 st day. Identify which of you need a lab. Why is US History a different class?	--	8/30	--
Your Preparation: Bring a Scan-Tron and # 2 pencil. Seating chart occurs. Tip: On your scantron, identify with a dot on the side any questions you know you do not know.	Take the Pre-test	9/02	--
"Lend" you your Pre-Test & scantron. Go over your "dots". Introduce Unit 1 and lab (if needed).	--	9/07	--
Your Assignment: Your instructor will help any students who need help logging in, cover how you can win, and do demos of each step and then you try it, especially some quizzes. Note: you must be quiet and productive for the points and to stay in the lab.	Go to the lab in _____. (Room # stated 9/07)	9/09	10 (& succeed with 300 points)

Getting Started with Evidence and History – **Caution:** A Prerequisite to See Your Evidence Work

Assignment	Open	Due	Points
To be able to see any, do the Evidence Self-Tests on basics of evidence in history. If you do not make 80% on the Self-Tests, do the Full-Tests to earn all the points. If you do not understand something, ask in class. This will help not just you, but all of us.	9/13	9/20	20

Unit 1: From New World to New Empires - the 16th Century to 1776 (Reference Chapters 1-8)

Lecture Title/Your Assignment or Your Preparation	Lesson #	Form/Quiz/Exam	Due	Points
Foundations (Where We Began) and Colonization	Lesson 1	--	--	--
Comparing the English Colonies: Events in the 3 Sections	Lesson 2	--	--	--
Comparing the English Colonies: Traits of the 3 Sections	Lesson 3	--	--	--
Examining Empire and the Colonies Through 1775	Lesson 4	--	--	--
Your Assignment: Complete all Learning Quizzes in Unit 1	Lessons 1-4	All Self-Tests/Full-Tests	10/07	70
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Lessons 1-4	Unit 1 Exam	10/07	100
Self-Management (your actions marked on the seating chart)	Lessons 1-4	--	10/07	30

Writing Work That Helps You Get Stronger

This work specifies brief sections of the textbook and brief sections of primaries identified by **yellow highlight**. Your prof provides a 5 *Ws* template, with citation, for your writing, with the maximum size being 400 words. If you improve your writing from your **first** assignment to the last, I will overwrite the earlier grade. **Conditions:** 1) You did **every** requirement on the **first** assignment and 2) you **saved every** writing that you turn in and my feedback (even if it is a separate piece of paper). Why? I cannot determine improvement without the prior work.

Writing work	Folder Opens	Due in Discussion	Points
5- <i>W</i> 's Post for Primary 1	9/16 12:00 AM	9/30 before 11:59 PM	70
5- <i>W</i> 's Post for Primary 2	9/24 12:00 AM	10/05 before 11:59 PM	70
5- <i>W</i> 's Post for Primary 3	10/21 12:00 AM	11/04 before 11:59 PM	70
Bringing It All Together	11/18 12:00 AM	12/02 12:00 before 11:59 PM	70

Unit 2: From Making a Revolution to Making a Nation -1776 to 1830s (Reference Chapters 9-14)

Lecture Title/Your Assignment or Preparation	Lesson #	Form/Quiz/Exam	Due	Points
The Confederation and the Path to Revolution and War	Lesson 1	--	--	--
Small-r republicanism and The Federalist Republic	Lesson 2	--	--	--
Presidents, Suffrage, Land & Slavery from 1800 to 1840	Lesson 3	--	--	--
Essential Transformations--What Changed Where 1800-1860	Lesson 4	--	--	--
Your Assignment: Complete all Learning Quizzes in Unit 2	Lessons 1-4	All Self-Tests/Full-Tests	11/09	50
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Lessons 1-4	Unit 2 Exam	11/09	100
Self-Management (your actions marked on the seating chart)	Lessons 1-4	--	11/09	30

Unit 3: Transforming the Nation - 1830s to 1877 (Reference Chapters 15-22)

Lecture Title/Your Assignment or Preparation	Lesson #	Form/Quiz/Exam	Due	Points
Reform and Change—Comparing the Sections	Lesson 1	--	--	--
Manifest Destiny and the Impending Crisis	Lesson 2	--	--	--
Civil War—Comparison of the Sections and Essential Battles	Lesson 3	--	--	--
Stages of Reconstruction and Implications for the Future	Lesson 4	--	--	--
Your Assignment: Complete all Learning Quizzes in Unit 3	Lessons 1-3	All Self-Tests/Full-Tests	12/09	80
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Lessons 1-3	Unit 3 Exam	12/09	100
Self-Management (your actions marked on the seating chart)	--	--	12/09	30

Final Exam: 16th Century to 1877—Includes a Review – **Caution:** F for Course if Final Exam not taken

Lecture Title/Your Assignment or Preparation	Exam	Due	Points
Your Preparation: Use the Review materials to prepare.		--	--
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Final Exam	10:50 class 12/14, 10:15 PM-12:15 PM 1:40-class 12/14, 12:30-2:30	100
Your Preparation: Review all grades. If a problem, email me before the date and hour in the Due column.		12/09 before Noon – Caution: That is the last time I can change the grade.	--

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