

# Your Notes on What You Want to Be Able to Locate – Getting Good Deals/Avoiding Dangers

For the 1<sup>st</sup> two pages of the Syllabus and the List of Due Dates, see:

- Either the whole syllabus emailed to you as an attachment through WCJC email 3/29—**Caution:** the last email using the WCJC email for this term
  - Or in the email a link to
    - 1<sup>st</sup> 2 pages of the syllabus + copies of short sections of the syllabus with details about this
    - List of Due Dates + copies of short sections of the syllabus with details about this
    - The updated Incentive dates
- All of these things are also in the Syllabus Resources as usual.

**Revised 3/30** – To locate changed information, use Ctrl-F + the letters Rev for Revision: or for Technical Revision:

- If the whole section changes, the word **Revision:** begins the heading
- If a sentence, the word **Revision:** begins the sentence.
- If the revision was because we must use a different technology in the shift to online classes, the words **Technical Revision:**

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## 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.

### Revision: Communication Policy (Also an Announcement in Your Course)

#### 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: do not email using WCJC email.

Online Office Hours:

- Monday 10 AM-12
- Tuesday 8 AM to 1 PM
- Wednesday 12 PM to 3 PM
- Thursday 7 AM to 9 AM
- Friday 11 AM to 1 PM
- Or by appointment.

#### 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 those placed near the top of Learning Modules (All Content & Graded Work)
  - Gradebook changes, such as entering grades and Incentives for Self-Tests for Learning Quizzes
2. With this shift of on-campus classes to being online, I am –and will continue to be—in Blackboard courses for much more time than those hours because I am still in the process of shifting my on-campus courses to online courses. **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 or shortly after that.
  - 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 and Individual 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.

**Why Not Blackboard Collaborate?** I have Blackboard Collaborate in our course and have used it to create short videos pointing out things in the course. My own experience (some words seem not to record) and feedback (you have a “terrible Internet connection”) from a Distance Education staff member using Collaborate with me seem to show that using the phone is likely to help you more as long as we **both** have Blackboard open.

### **Required Course Materials:**

#### **Revision: History Department’s Required Textbook - As of 3/27 Available for Free as an E-Book!**

**This textbook is required for all written assignments:** 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.

**How do you get it?** See the information at the top of Learning Modules (All Content & Graded Work). You’ll find information from the Chair of the History Department. Use the link in the information plus the attached “flyer.”

**This remains true:** You must use your textbook and other resources provided in the course (including primaries for your writing work assignment) as your **only** source for your written assignments. For all written assignments, you must cite a **specific** page from the textbook or a primary for your facts. (For details, see modules for Evidence Quizzes and for the 3-Part Writing.)

### **Method of Instruction:**

The course uses Blackboard’s “**Learning Modules**” **method** so you can use in 1 place content (such as Lessons, videos, and primaries) **and** assignments that go with content. Except for the textbook, the Blackboard course provides all you need. It also provides ways that students can make points by teaching themselves or can save time if they already know.

Writing for history courses may be different from other writing you have done, but writing for history helps you develop habits and skills that will help you in the workplace or when making a decision. 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, rigorous citation, and careful analysis to determine and support a historical argument. The Blackboard course provides everything you need to do the writing—except the textbook.

### **For United States History I - 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. The three time periods are:

- 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

### **For United States History II - Organization of the Course:**

United States History II covers from 1877 to the 21st Century. The course is split into these three Units, or major time periods, that reveal shifts in our history:

- Unit 1: Creating a New America from 1860 to 1900
- Unit 2: Moving to the World Stage – America from 1900 to 1945
- Unit 3: Transformations – America from 1945 to the Near Present

### **Blackboard and Its Use in This Class:**

In this course, you need to use Blackboard for these things:

1. Using required resources (such as each Unit's study guide and Lessons) and required primary sources (sources created during the period we are studying) and, if needed, optional resources (such as maps and links)
2. Taking required Learning Quizzes (on concepts and maps) and Evidence Quizzes (on the basics of evidence)
3. **Revision:** Submitting written assignments for the 3-Part Writing using one Blackboard discussion to submit your Evidence Draft and at the date in the List of Due Dates to do your Fact Checking of another student's paper. You use a second discussion to submit your Final Evidence Paper. Tip:
4. Using Blackboard's My Grades to see your grades throughout the course and, if needed, your instructor's Comment to you about that grade as guidance on what **you** need to do. **Caution:** Always make sure that the **setting for Order By** (in the upper right corner) is: **Course Order**.

### **Blackboard and Different Student Situations:**

- If you have limited Internet or computer access, see me for ways to work with less time online. Glad to help.
- If you use WCJC's computers in a student lab, you do not have to prepare your computer to work with Blackboard. If you want to use your own computer, you **do** have to prepare it for Blackboard. **Tips** for that preparation of your computer are at Blackboard's Help & Resources. The two main Resources to use are:
  - Computer Requirements – Tells you any you need to prepare common computers
  - Browser Check for Blackboard – Tells you what is OK and not OK (and you need to change) about your current browser
- If you are not seeing something in the course that you were shown in class or that you saw on a previous day, you may solve your problem just by changing the browser you are using today. For example, if you were using Firefox, try Chrome or Edge.

## Assignments:

### Getting Started Activities:

The Getting Started activities are:

- Take the Departmental Pre-Test to determine how much you already know about this period of history
- Complete listed work in an open lab during your class period. The lab includes using a file that you will want to complete for an assignment. Either have a way to save the file or know how to email to yourself.

To help you, the instructor provides a quick demonstration of how to login to Blackboard, provide some quick emergency information for your prof (worth 10 points), and how to do the informal projects that you do, including how to footnotes with Microsoft Word. **Tip:** Microsoft Word's footnotes are a useful tool to know about if you have to think through facts.

### How Both Learning Quizzes and Evidence Quizzes Work and Can Help You:

Whether Learning Quizzes (concepts and map locations) or Evidence Quizzes (basics of evidence), quizzes 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 so you can work efficiently and correct weaknesses.
2. If you already know the content in the Self-Test and prove that by being correct on over 80% of the questions on that Self-Test, you earn the points for its Full-Test **without** taking it.

The 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 that has the same questions (worth more points) so that you can earn full points while **teaching yourself** the vocabulary and map locations **you** do not know. You may repeat as many times as you wish, and your **highest** score counts.

### Learning Quiz Questions That Are Also Unit Exam Questions:

Learning Quizzes are 20% of the course. Eight of the 25 sets (about a third) in a Unit Exam are from these Quizzes so you **pre-earn** points with quizzes and **pre-learn** 8 of the 25 unit questions.

### Technical Revision: 3 Unit Exams and the Course Goal of Exam Questions Being Useful for Your Life:

There are 25 questions in sets (so students in the classroom sitting side by side have different questions). In addition to the 8 questions from the Learning Quizzes, there are 17 from the Study Guide (and class lectures). The goal of the exam questions determines those 17 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.

## Departmental Final Exam—F for the Course If Not Taken:

There is a review for the Final Exam provided in the course in a folder at the bottom of Learning Modules. The Final Exam has 50 questions, at 2 points each. The questions in the Departmental Final Exam were written directly or chosen by the History Department. **Caution:** Departmental policy is an **F for the course if you do not take the Final**. In other words, if you have an A average for all of the prior work in the course and if you do not take the Final Exam, I am required to enter an F for your final **Letter** grade for the course.

## Technical Revision: Informal Written Assignments – Going online means logistics problems.

Video Forms are informal writings, but they give you practice in writing and evidence skills. The Videos, with instructions, are located in each Unit. So we have several people in the class looking at each of the videos, when you sign up for a specific video, the signup sheet states the date you turn the form in. To help people remember which video they signed up for and when it is due, I scan that signup sheet and place it in the Video folder within the Unit.

## Formal Written Assignments:

### Technical Revision: How Formal Writing Assignments Work in This Course

Formal writing assignments are freshman level, brief (under 1 page, including footnotes), 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 is 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 (or develop your own successful business). You write 2 papers with the timing in the List of Due Dates.

### How Evidence Quizzes Help You Succeed with Formal Writing Assignments

The main purpose of the Evidence Quizzes are to help you recognize the **IF** and the **WHEN** below:

- **IF** you know or do **not** know the basic rules for evidence that you need for this class. **Tip:** If you miss questions on the Self-Test, it usually means **you** must **follow instructions carefully** because this work is **different from your prior work**. If you do this as you did before, you will fail the paper (and perhaps a job assignment).
- **WHEN** you need to **check the rules** to be sure or—if you are not sure—to **ask your instructor** for help.

### Location of Your Formal Evidence Writing Assignments and Why You Have to Act Before You See All the Content

Instructions and everything—including the primaries you must use—are in the folder 2 Required Writings: Evidence Writing 1 and Evidence Writing 2. To reduce the odds that you work contrary to instructions and have difficulties, some actions require you do something first. Examples are:

- You see Evidence Writing 1 when it opens but **after** you complete Self-Tests for Evidence Quizzes 1, 2, 3, and 4.
- You see Evidence Writing 2 **after** you respond to my feedback on the 1<sup>st</sup> writing (instructions given in class).

### Revised (Technology): Details about the 3-Part Writing

1. Posting the contents of your file to the 3-Part Writing discussion **before** 11:59 PM on the due date – **Tip:** 3-Part Writing discussion opens when the Writing folder opens. You can submit as early as you wish.
2. Print of the paper to your instructor **before** she completes the seating chart. With papers, the print is due at the **beginning** of class. If you arrive **after** the seating chart is complete, you **cannot** hand in your paper copy of a Turnitin Assignment. **Tip:** If you know that you will not be able to provide the print, then ask me what to do. (The way this is handled varies with the campus.) Whatever the campus, email me at bibusc@wcjc.edu **before** the class telling me to check my mail box before I leave.

## Writing Work—Whether Informal or Formal—as a Ladder to Practice Writing with Evidence

Think of this course as providing a **ladder** to practicing evidence skills. You can practice higher skills until those skills are a **habit** for you. We focus on **5 Good Habits for Evidence**—5 habits that **help you** not only **succeed**, but also **prevent problems**. If you do not do well on those habits with the first Video Form or Evidence Writing 1 but you do succeed with the later assignments, then at the end of the term I **overwrite** that **lower** grade. For this to happen, you must:

- Have met **each** requirement in the directions for the earlier assignment
- **Save every** video form or writing that you turn in **and my feedback**. I **cannot** determine improvement—and **increase the prior grade**—without **the prior work**.

### Course Evaluation:

#### Grading Scale:

This is a 1000-point course, with points added as you earn them. You can see your current total in Blackboard. At the end of each Unit, 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 first 2 being general assignments, the middle 3 being objective assignments (gradable by computer or a Scan-Tron), and the last being related written assignments:

- 10 – Instructions (and tasks) provided in Getting Started, with a class day to get ahead in your work
- 90 –Self-Management and Participation to help you
- 200 – Learning Quizzes
- 300 – 3 Unit Exams @ 100 points each
- 100 – Comprehensive Final Exam– Departmental policy is an **F** for the **course** if you do not take it.
- 300—Written work consists of 4 Evidence Quizzes on the basics of evidence with history, 3 Video Forms (informal writings where you complete a form on a video provided for the Unit @ 20 points each), and 2 formal writings about primaries @ 100 points each – **Tip:** 300 points is required 30% of the 1000-point course.

#### The History Department’s Course Objectives and the Requirement for 30% Writing:

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 written work **must** be over 30 percent of your final grade, a requirement for all history instructors. That minimum means formal writing assignments are essential to pass.

#### Your Course and Incentives for How You Work and Opportunities to Become Stronger

This course does **not** offer extra credit at the end of the class to help a few people make a higher grade. It does offer **incentives** (defined below) and opportunities to **all** students for doing things that will make them better students.

#### Helping Varied Students Persist by Using Incentives with Quizzes

*Merriam-Webster’s Online Dictionary* defines the word **incentive** as “something that makes a person try or work hard or harder.” With quizzes, you earn 1 point for each quiz if by the date in the announcement if you:

- **Either** already knew the content in the Self-Test and were correct on **over 80% of the questions** on that **Self-Test**, you earn the points for its Full-Test **without** taking it. (At the end of each Unit after the Learning Quizzes close, the instructor enters the points for the Full-Test.)
- **Or did not** make 80% or more on the Self-Test, but were correct on **over 80% of the questions** on the **Full-Test**.  
Why Do the Full-Tests?
  - Its Full-Test lets you teach yourself any missed concepts by taking the test as many times as you want and the highest score counts.
  - Completing **either Self- or Full-Test** to over 80% of the questions correct results in the 1 point incentive.
  - That the highest score counts is also an incentive to **persist**—a habit everyone needs.

## Helping Varied 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++ <b>averaging as a B-</b>	In class, no distracted or distracting behaviors	No <b>orange</b> dots in your seating chart for the Unit.	0 (Absolutely not 1 time during the Unit)
25.5	Averages as a <b>mid-B</b>	Does the above <b>and</b> also does focused participation in class dialog within lecture	1 <b>blue</b> dot in your seating chart for the Unit	At least <b>1</b> time
27.0	Averages as an <b>A-</b>	Does both things above	2 <b>blue</b> dots	At least <b>2</b> times
30	100%	Does both things above	3 or more <b>blue</b> dots	At least <b>3</b> times

## Course Policies:

### Class 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.)

## Attendance Policy:

WCJC's Student Handbook explains responsibilities for attendance and when a student should withdraw from the course. I will consider **active** attendance throughout the course favorably when computing final grades that are borderline. (Details provided in class.) Active attendance means 3 things: 1) using the upcoming Lesson's Learning Quizzes **before** class, 2) using that preparation to participate positively in problem solving **in** class, 3) taking notes, and 4) removing all 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 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 of the Door, the Seating Chart, and Days When Papers Are Due:

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.) **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 List of Due Dates (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.

## 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 policies. In this course, copying any part of an assignment from the Internet or another source is a zero **(0)** on the assignment.

## 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.

## 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 second page of this syllabus and on the List of Due Dates (below).

## Late Work Policy:

With due dates for any assignment, including exams and required writing, there are **no extensions** unless it is appropriate to make an extension available to **all** of you. You have these responsibilities:

1. At the **beginning** of the term, **compare all** of the Due Dates with your personal schedule. If you cannot do an assignment on a Due Date, tell your instructor immediately and suggest an **earlier** date. Example: If you previously scheduled a trip on the date of a Unit Exam, suggest an **earlier** date to do the exam.
2. If something happens that no one could 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**.

### **What happens depends on whether you have a valid, written excuse for this event:**

- **With** a valid, written excuse provided **immediately**, these rules apply.
  - If you miss an exam, your make-up exam is taken on the date of the Final Exam.
  - If you miss one of the written assignments, you receive an extension, set by me, with no penalty.
- **Without** a valid, written excuse, you receive a **0**.

**Tip:** Remember a **low grade is better than a 0** so do the assignment as **best you can** and submit it **on time**.

## **List of Due Dates 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 List of Due Dates to determine what is DUE and when—including preparation that you need to do before class and what you print and bring to class before the seating chart is completed.

## **Additional Materials Not in Your Syllabus But Shown in Class**

1. Click [here for Practical Examples How the World Would Not Pay You If You Do Not Have These Basic Habits](#).
2. The Department requires that instructors' courses consist of a minimum of ~~25%~~ 30% written assignments. **With 25% 30% specific written work**, you **must** do some written assignments—or—only want a C for the course and **always** make 100% on each objective assignment (a risky plan). Click [here to see examples of the math](#)
3. You can **pre-earn** 240 points—200 with Learning Quizzes on history concepts and 40 Evidence Quizzes. Also, if you just click, it will not make a big difference in your life, but, if you try to understand, it can. Click [here for a visual showing how Self-Tests work](#).
4. You can **pre-learn** about 30% of the Exam questions (3 exams at 100 points each). Click [here for a definition of concepts and 2 examples](#).
5. Click here [for the type of questions on the exams](#).
6. Ctrl-F and a simple example: 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.
7. "Why Historical Thinking Matters"—Click on [this "interactive presentation where Professor Sam Wineburg discusses how historians investigate what happened in the past"](#). (Link Address: <http://historicalthinkingmatters.org/why/>)  
Wineburg researches how thinking works. He explains what history is: "Boring names, facts, dates - this is history for a lot of people. But historians think about history differently. They see themselves as detectives, often unsure about what happened, what it means, and rarely able to agree amongst themselves. **This process of trying to figure out things you don't already know** is as different from mindless memorization as you can get."  
8. **Figuring out things** is the hard part of writing (and earning a living). For example, **over 60% of students since 2011** usually did not know basics such as being factually accurate when writing about **real** things until this course. Click here to see what past students said [they did not know before](#).
9. As part of your college experience, history can help you because it is the vocabulary of our nation. As Wineburg says, history is not "boring names, facts, dates." Instead, history introduces you to the basics of:
  - Demographics
  - Economics
  - Government
  - Knowledge, including science, technology, culture, arts, and how we transfer knowledge to the next generation
  - Religion
  - Sociology**The more you learn, the more you can learn.** That is history's greatest gift to you. Click [here for vocabulary and the "Mathew effect"](#) on learning.
10. What's "grit"?: [Click on this video of a Ted Talk by Angela Duckworth](#) (URL: [https://www.ted.com/talks/angela\\_lee\\_duckworth\\_grit\\_the\\_power\\_of\\_passion\\_and\\_perseverance](https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance))
11. "Teach Students How to Learn: Metacognition is the Key!" by Sandra McGuire. Click [here for 5 abilities you need to think well, with the last being "know what you know and know what you don't know"](#). And that is what Self-Tests and Full-Tests are meant to do, but you can earn full points for doing them.

## College Has Become Risky and Habits from High School Can Make You Vulnerable

This is my view and concern, but you can click on the links to see the source and decide for yourself. Because several of the items are from the same source, I have provided the Link Addresses after item 8.

### What does WCJC's Orientation for Students Say about Success and Risk?

The quotations (the words in “ ”) are from WCJC's Orientation and are used with permission.

1. “Estimate **2 -3** hours of study time outside of each classroom hour (more may be needed for certain classes).”

#### Examples:

- If you are taking **12 credit hours each week**, you need to spend **24** ( $12 \times 2$ ) hours in **study**. That means  $12 + 24 = 36$  per week on **college**.
- Instead if you need 3 hours of study,  $12 + 36 = 48$ . For the source, click [here](#).

**Tip:** In a 3-hour credit course , that means 6 to 9 hours each week, but it is a great deal: Learning Quizzes are out of class work, but you can both pre-learn (8 questions X 4 each X 3 Units = 96) and pre-earn (200 in 3 Units) points.

2. “The more hours you work, the less classes you may want to take.” Example: if you are taking 12 credit hours each week, the “Maximum Hours Outside Employment” is “20-hours/week or less.” For the source, click [here](#).

Adding your 12 credit hours each week + 24 hours in study + 20 of “outside employment” = **56** hours a week

3. “NOTE: You must maintain 15 credit hours every semester (or attend in the summer) in order to complete an Associate's degree within two years.”

For the source, click [here](#).

4. “Do not take **more than you can be successful in** or you will **risk** lowering your GPA or losing financial aid. Manage your time wisely.” For source, click [here](#).

5. College and high school are different in many ways, including who pays for it and who manages your time.

- “High School is mandatory and free.”
- “College is voluntary and you pay for it.”
  
- In high school, “your time is structured by others.”
- In college, **you manage your own time.**” For the source, click [here](#) and look at the 1<sup>st</sup> table.

6. “You can **graduate only** if your **final average for all classes** is at **least a 2.0** or C. Next semester registration or transferring to a university may be prevented if your grade point average (GPA) is below a 2.0. Classes with a grade of D often won't transfer.” For the source, click [here](#) and look at the bottom of the last table.

7. Student loans (FYI: Bankruptcy is not an easy solution.) For a Department of Education source, click [here](#).