



Semester and Year	Fall 2017 - Updated 10/29 in light blue
CRN	CRN 10879
Course Prefix, Num. and Title	HIST 1301-404 - United States History I
Instructor	C.J. Bibus, Ed.D.
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Email / Webpage	bibusc@wcjc.edu Faculty Web Page (opens in same window/tab) http://facultyweb.wcjc.edu/cbibus/
Office Hours / Location	<u>Richmond</u> , 240G: 10:20-10:50 AM (Monday, Friday), 9:50-10:50 AM (Wednesday); 1:00-1:30 PM (Wednesday). <u>Sugar Land</u> , 234: 9:25-10:40 AM (Tuesday, Thursday), 12:15-2:15 PM (Tuesday), and 12:15-1:15 (Thursday). Or by appointment.
Class Days / Time / Location	Monday, Wednesday, Friday / 12:00-12:50 PM / Richmond 211
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 and daily work includes Learning Quizzes on concepts, Evidence Quizzes, 3 Unit Objective Exams, and a Departmental Final Exam. Written work includes 4 brief in class writings, a 3-Part Writing—a paper, a peer review of another student's work, and responses to feedback from your instructor and your peers. It requires use of primaries. See the syllabus for course policies, exam dates, grading policies, and points for types of assignments and for 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 Disability Services, located in the Pioneer Student Center, Room 313, at the Wharton campus or by phone at (979) 532-6384. Students must request accommodations from the Office of Disability Services prior to each semester. Please note that accommodations provided are not retroactive. Additional information can be found on the web at the Office of Disability Services (opens in same window/tab) . Link

	Address: http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx .
Misconduct Statement	Misconduct for which discipline may be administered at WCJC includes, but is not limited to, cheating, plagiarism, or knowingly furnishing false information to the college (plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test, copying tests, assignments, reports, or term papers).
Last Day to Drop with a "W"	November 17, 2017

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

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:

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*, 9th edition. It is the one-volume edition containing 41 chapters and is used for both History 1301 and History 1302. The ISBN is 9781337124645; however, that ISBN is a "bundle" and includes both the textbook and an online program called Mindtap. In this course, we will **not** use Mindtap.

You must use your textbook and other resources provided in the course (including primaries) 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 Requirements at the bottom of Lesson Units and on the Course Menu.)

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 Course Schedule at the end.

Method of Instruction:

History is not only a required course, but also helps you succeed in your future. Understanding history:

- Provides useful information that can help you in all of the roles you will have in your life—family member, student, worker who may have to retrain many times in a rapidly changing world, and decision maker about your own life and about your own vote.
- Develops useful skills in reading, analysis, decision-making, and practical writing necessary for **all** of those roles.

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

Blackboard and Its Use in This Class:

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

1. Using resources including links, maps, and primary sources—sources created during the period we are studying
2. Taking the 4 required Evidence Quizzes
3. Taking required Learning Quizzes
4. Submitting written assignments to Turnitin within Blackboard. Caution: You must be in Blackboard to submit.
5. 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.

If you have limited Internet or computer access, see me for ways to work with less time online.

Course Requirements

Getting Started Activities:

The Getting Started activities include a paper submission about course requirements and a Turnitin submission of your plan to earn the points for the grade you want. The Course Plan includes a small extra credit for teaching yourself how to use Blackboard, including using Turnitin, **or** for asking for help with something you do not know.

Assignments That Help You Learn Efficiently and Prepare for Exams and for Writing Assignments:

How Quizzes Work in This Course for Both Self-Testing and to Earn Full Points

Quizzes, whether about concepts or evidence, always consist of:

- A self-test so you can find out what you know and do not know—with no points lost.
- Once you submit the self-test, Blackboard **automatically** displays additional content (if needed) and a full-test that you may repeat. The **highest** score counts.

If you take the Self-Test by the recommended date, you earn 1 extra credit point. (You must also attempt the Full-Test, which is located in the same folder. **Tip:** Why not repeat until you have the highest score?)

Evidence Quizzes as a Key to Understanding Historical Writing and Basics That You Must Apply When You Write

These quizzes occur in Unit 1 and Unit 2. The content of the Evidence Quizzes comes primarily from a tutorial on the 5 Good Habits for Evidence, with some additional content provided with it. The grading of writing assignments is on how you apply these basics of evidence. (See Evidence Requirements, available on the Course Menu and in Lesson Units.)

Learning Quizzes, Concepts, and the Goal of Exam Questions

Learning Quizzes let students focus on concepts, such as the meaning of words, the location and traits of places, and parts of essential documents. Understanding concepts helps you understand accurately the facts you encounter. Questions from these quizzes are also 8 (**over 30%**) of the 25 questions on each Unit exam.

In this class, questions do **not** require that you show you know **everything**, but that 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 historical figures. The Course Plans that you submit during Getting Started provide a link with examples of this type of question. Use that link.

3 Unit Objective Exams

The questions in the Unit Objective Exam are pulled from Learning Quizzes (8 of the 25 questions), the instructor's Lesson links, with these requirements reinforced in the study guide. There are 25 questions in sets (so questions vary from person to person).

Departmental Final Exam—F for the Course If Not Taken

There is a review for the Final Exam provided in the course in a Learning Module at the bottom of Learning Units. 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.

Written Assignments:

How Writing Assignments Work in This Course

Writing assignments are freshman level, brief, and use only the textbook and resources in the course. You focus on a specific historical question as though you were teaching another student. You follow rules for citation provided in the course. Every part of the writing and all feedback, including your peer review of another's work, is to be based on the 5 Good Habits for Evidence. It is not about style or opinion. It requires you practice skills essential to get and keep a good job. Points are entered only after you respond to feedback—whether that feedback was from your instructor or a student who peer reviewed your paper.

Your writing assignments are located in Required Writing, available on the Course Menu and in Lesson Units. Instructions and any materials you need and the Turnitin Assignment that you use are there.

A 3-Part Writing Assignment – a Paper, a Peer Review of Another Student's Paper, and Your Responses to Feedback

For your paper, you follow the instructions and answer one of the questions provided. You use primaries. You write a brief paper and a reflection. Since a word count can be hard to think about, the paper—if printed—is to be under 1 page double-spaced; the reflection, under ½ page. For both, you provide citation as specified.

You do not know the identity of the student whose paper you peer review or who peer reviews you:

- For your peer review of another student’s paper, you follow the instructions on how to give specific feedback on the form and to mark the student’s paper. You focus your feedback on whether the other student followed the 5 Good Habits for Evidence. You must be specific. For example, if you believe the student ignored a page with different evidence, you cite that specific page so the student can know why you are concerned.
- For those who specify on the peer review that you want to do the 3rd Part of the Assignment (and earn its points), you receive a copy of the student’s peer review of your paper and the rubric and marks on your paper. You then examine that person’s evidence about your evidence and respond according to the instructions.

Writing Assignments and Requirements about Using in Turnitin in Blackboard

With Turnitin assignments in this class, you:

- Submit your file to Turnitin in Blackboard. (We do not use Turnitin at a separate website.)
- May resubmit your file many times until the Due Date. For example, you may submit to Turnitin for feedback on grammar **and** plagiarism, then correct the file, and resubmit it. Submit early so you can ask questions on such things as what Turnitin has identified in its originality report.

With a Turnitin assignment, you must do these 2 things for your work to be graded.

1. Submit your **file before 11:59 PM on the Due Date** (always a Sunday). **Caution:** Do **not** wait until the last minute. Be sure you see and print/scan the digital receipt before you exit. You do not turn in the digital receipt, but save it in case there is a problem. **Tip:** If it seems to be taking an unusually long time to submit your file, it is usually safest to exit and resubmit.
2. Bring a **single-sided print of the paper to your instructor before the seating chart is complete** on your **next** class day **after** the Due Date. Your name **must not** be visible on the print, but handwritten on the back of the pages along with the CRN (stated at the top of this syllabus). **Caution:** It is not accepted late.

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 4 being objective assignments, and the last 2 being written assignments:

- 20 – Getting Started activities (How you start frequently determines your success at the end)
- 90 – Participation and Self-Management to Help Both Objective and Written Work
- 40 – 4 Evidence Quizzes @ 10 points each
- 200 – Lesson Quizzes

- 300 – 3 Unit Objective Exams @ 100 points each
- 100 – Comprehensive Final Exam– Departmental policy is an F for the **course** if you do not take it.
- 30—4 in class short essays @ 10 points each, with the lowest being dropped.
- 220 – 3-Part Writing with the paper @ 100 points, a peer review of another student’s paper @ 80 points, and your response to another student’s peer review of your own paper @ 40 points

Your Course Plan and Extra Credit for How You Work and Opportunities to Improve a Weak Grade

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 extra credit to **all** students for doing things that will make them better students. Because these offers require that you do things at a specific time or way, what you do is covered in the Course Plan that you do in Getting Started.

Caution about the History Department’s Course Objectives and the Requirement for 25% 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 Course Plan you submit during Getting Started provides a link to explain those objectives and the meaning of the terms primary and secondary. Use that link.

The written work must be over 25 percent of your final grade, a requirement for all history instructors. That minimum means formal writing assignments are essential to pass. The Course Plans that you submit during Getting Started provide a link to show you math examples so you can see how that 25% writing requirements makes success in writing essential. Use that link.

How This Course Tries to Help Different Types of Students Succeed with History

For many students, a United States history course is the first time they have had to write about something that is **real**—not just opinion—and therefore requires **verifiable** evidence from a **reliable source**. Some students never had United States history before. Some students are very uncomfortable and inexperienced with writing.

Also, history is cognitively like biology: both disciplines are real and both are also detailed, complex, and interconnected. That means you have plenty of ways to be wrong about those realities. Many students seem to have problems with both of these disciplines.

To try to help students with the issues above, this course does three things. First, it provides information and quizzes on these basic rules of evidence so you can find out what you do not know about evidence **before** you write. Second, it uses one rubric for all writing assignments and your feedback on that rubric tells you which of the 5 Good Habits for Evidence—which way of working—you may need to change. Third, with permission of the History Department to do this experiment to try to help students, it divides written grades in two parts:

- One part of the grade for the content of the written assignment itself
- One part for following the 5 Good Habits for Evidence that are introduced in Getting Started

The Course Plans that you submit during Getting Started provide a link to show you how dividing written grades in those two parts can help your grade—and your skills. Use that link.

How This Course Tries to Help Different Types of Students Succeed with Self-Management

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 hogging or bullying (examples available)
- 5) 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

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 also 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 before the beginning of the next class 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 and the Seating Chart and the Beginning of Class:

Attendance will be taken **once** daily at the beginning of the class. If you come into class after it has begun (after the seating chart is complete), you are not marked as attending for the day. Students who frequently come to class after the class has begun 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. With out-of-class assignments, work is due at the beginning of class. For example, if you arrive after the seating chart is complete, you **cannot** hand in your paper copy of a Turnitin Assignment. **Tip:** If you cannot come to class or be there **before** the seating chart is completed, have the printed copy timestamped at the reception area **before** the class starts. Then follow their instructions for putting the paper in my mailbox. Also email me **before** the class that the paper is in my mail box.

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.

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.

Due Dates, the Course Schedule (at the end of this syllabus), and Your Responsibilities:

It is your responsibility to talk to your instructor if you do not know what to do. It is your responsibility:

1. 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.
2. To use the Course Schedule to determine:
 - What Lessons we are covering in the coming week and therefore what Learning Quizzes you should start
 - What is DUE—including preparation and what you print and bring to class before the seating chart is completed.
3. To understand the Late Work Policy (below) so you can understand the consequences of your decisions.

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. 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.
2. If something happens that you cannot plan for, such as suddenly becoming very ill (doctor's note required) or having a death in the family, tell your instructor **immediately** and provide a **valid, written excuse**.

With a valid, written excuse for something that no one could plan for, these rules apply.

- If you miss an exam, your make-up exam is taken on the **date of the Final Exam**.
- If you miss a Required Writing (with the exception of Peer Reviews), you receive an extension, set by me, with no penalty.

Without a valid, written excuse for something that no one could plan for, you receive a 0. **Tip:** If you had an event that does not meet the criteria of something that no one could plan for and if you cannot prepare as much as you prefer, do the assignment as best you can. A low grade is better than a 0.

Course Schedule-CRN10879 Monday, Wednesday, Friday 12-12:50 Updated 10/29 in blue

General Information:

Dates	Last day for you to “Drop” the course with grade of “W” – 11/17/2017 Holidays during Spring term –Fall Break (10/27), Thanksgiving (11/22-11/24)
Dates for a small extra credit for quizzes	All assignments are due on the date in the column Due Date; however, quizzes for self-testing have a recommended date. If you take the Self-Test by the recommended date, you earn 1 extra credit point each. (You must also attempt the Full-Test, which is located in the same folder.) Recommended dates are in a Blackboard Announcement at the start of each Unit.
Passwords	For Self-tests – selftest (no capitals, no spaces, no punctuation)
Reference Chapters	The numbers listed in a Unit’s heading are for the textbook chapters applicable to the Unit.

Getting Started - Course Documents and Orientation

Lecture Title/Your Assignment or Preparation	Quiz/Exam/Turnitin	Due Date
Course Orientation, seating chart, and how to plan for your success and do your plan. Tip: Ask questions the next class day.	–	9/6, 9/8
Your Preparation: Read, sign plan to meet course requirements.		9/13
Your Preparation: Ask questions. Type your 1-page plan to earn the grade you want. (Tips: In class demonstration on how to submit to Turnitin. Additional help available during office hours or by appointment.)	Your Course Plan – file submitted to Turnitin; print to instructor.	9/22

Unit 1: From New World to New Empires - the 16th Century to 1763 (Reference Chapters 1-6)

Lecture Title/Your Assignment or Your Preparation	Lesson #	Quiz/Exam/Turnitin	Due Date
Foundations (Where We Began) and Colonization	Lesson 1	--	--
Comparing the English Colonies: Examining Events in the 3 Sections	Lesson 2	--	--
Comparing the English Colonies: Examining Traits of the 3 Sections	Lesson 3	--	--
Examining Empire and the Colonies Through 1775	Lesson 4	--	--
Your Assignment: Complete Learning Quizzes for all Lessons	Lessons 1-4	All Self-Tests/Full-Tests	10/17
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Lessons 1-4	Unit 1 Objective Exam	10/18

Course Schedule-CRN10879 Monday, Wednesday, Friday 12-12:50 Updated 10/29 in blue

3-Part Writing Assignments – Spread Over Unit 2 and Unit 3 – Available 10/30 at 8 AM, including Turnitin. With Turnitin, you can submit a draft, get Turnitin’s feedback on plagiarism, correct, and resubmit.

Cautions: a) I keep all your papers, but—if you cannot afford Xerox—I will do that with you. b) The file in Turnitin **must** be the same as the print. c) The print must be to me **in class in your ROW before I finish the seating chart.**

Lecture Title/Your Assignment or Preparation	Actions/Blackboard Resources	Due Date
Overview of the 1st Part—Writing Your Paper - Click Mark Review under the instructions, then 10 extra.	Blackboard has instructions and all primaries.	11/1
Your Assignment: 1-page paper answering the question. If you submit your final file 11/12 (11/16) before 8:00 AM and provide a print 11/13 (11/17), then 20 (10) points extra. (See Cautions above.)	File submitted to Turnitin; print to instructor exactly according to the instructions. Examples: 1-page maximum, using the exact file provided, no heading, name on back (not the front).	File-11/19 before 11:59 PM Print-11/20
Overview of the 2nd Part and 3rd Part and how you mark the other student’s paper.	Your instructor provides the paper you peer review, its form and shows you your graded paper and rubric.	11/27
Your Assignment: Complete the peer review.	You return the completed work to the instructor--the peer review form and carefully marked student paper	12/4
Your Assignment if you specified on the peer review that you want to do the 3rd Part of the Assignment. You must bring your book and sources to do this part.	Your instructor provides the peer review of your own paper. You turn the completed work (what you received plus a form) to the instructor.	During your Final

Unit 2: From Making a Revolution to Making a Nation -1763 to 1830s (Reference Chapters 7-14)

Lecture Title/Your Assignment or Preparation	Lesson #	Quiz/Exam/Turnitin	Due Date
Your Assignment: Take Evidence Quiz 1, 2, 3, and 4 in Blackboard You must do all 4 to see the Turnitin Assignment and have a 4 for the grade Prerequisite to Submit the Paper. FYI: Anyone who has not done the Evidence Quizzes may do them before 11/15.	--	Evidence Quizzes	11/30 – Visible with this setting
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--Noticing What Changed Where 1800-1860	Lesson 4	--	--
Your Assignment: Complete Learning Quizzes for all Lessons	Lessons 1-4	All Self-Tests/Full-Tests	11/14
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Lessons 1-4	Unit 2 Objective Exam	11/15

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

Lecture Title/Your Assignment or Preparation	Lesson #	Quiz/Exam/Turnitin	Due Date
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 Learning Quizzes for all Lessons	Lessons 1-4	All Self-Tests/Full-Tests	12/7
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Lessons 1-4	Unit 3 Objective Exam	12/8

Review for the Final Exam: 16th Century to 1877 – **Cautions:** F for Course if Final Exam not taken

Lecture Title/Your Assignment or Preparation	Exam	Due Date
Your Preparation: Review materials are available.	--	--
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Final Exam	12/11, 12:30-2:30 PM
Your Preparation: Review all grades. If a problem, call and email me.		12/12 by 2:00 PM

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