# WCJC LogoWCJC Student Syllabus

June 2017 Revision

|  |  |
| --- | --- |
| **Semester and Year** | Fall 2018  |
| **CRN**  | CRN 10879 |
| **Course Prefix, Num. and Title** | HIST 1301-404 - United States History I |
| **Instructor** | C.J. Bibus, Ed.D.  |
| **Telephone** | 281.239.1577 |
| **Email / Webpage** | bibusc@wcjc.edu[Faculty Web Page (opens in same window/tab)](http://facultyweb.wcjc.edu/cbibus/) http://facultyweb.wcjc.edu/cbibus/ |
| **Office Hours / Location** | Richmond, 240G: 10:20-10:50 AM (Monday, Friday), 9:50-10:50 AM, 1:00-1:30 PM (Wednesday). Sugar Land, 234: 9:25-10:40 AM (Tuesday, Thursday), 12:15-2:15 PM (Tuesday), 12:15-1:15 PM (Thursday). Or by appointment. |
| **Class Days / Time / Location** | Monday, Wednesday, Friday / 12:00 PM-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 work includes Learning Quizzes (concepts), Evidence Quizzes (rules for evidence), 3 Unit Exams, and a Departmental Final Exam. Written work is a 3-part writing assignment to develop your skills by using prior feedback and working with evidence and 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)](http://www.wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx). 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 16, 2018 |

## 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.

For definitions of terms above, use the Syllabus & Success Assignment.

### 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 in Blackboard.)

### 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 at the end.

### Method of Instruction:

This course uses Learning Quizzes, Lessons, writing assignments, and other course work to help you learn the essentials of history, but also to prepare you for the world of work or, if that is your goal, for further academic study. You can:

* Master basic concepts and content that help you figure out what is happening in the world you live in
* Practice skills at learning new and varied things, something essential in a rapidly changing world where workers may have to retrain many times
* Develop skills necessary as a successful decision maker about your own life and about your own vote
* Strengthen practical skills in reading, problem-solving, and writing that are necessary for **all** 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 required Learning Quizzes
3. Taking required quizzes on the basics of evidence and using resources with those 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. Glad to help.

## Course Requirements

### Getting Started Activities

The Getting Started activities are:

* Complete your course plan
* Do the Syllabus and Success Assignment
* Take the Departmental Pre-Test to determine how much you already know about this period of history

To help you, you attend a course lab, and the instructor provides a quick demonstration. You log into Blackboard and do the first Learning Quiz (both its Self-Test and its Full-Test) and as many Self-Tests as you can.

### 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

Whether Learning Quizzes or ones on the basics of evidence, quizzes always consist of:

* A self-test so you can find out what you know and do not know—with no points lost. They are only worth .01 each of extra credit. (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 carefully for 2 reasons.**
	1. You want to know what you know and do not know so you can work efficiently.
	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 so that you can **teach yourself** the vocabulary and map locations you do not know. You may repeat as many times as you wish, and your **highest** score counts.

To see the section , press Ctrl-F and type the letters Ince for the word Incentive.

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

The main purpose of the Evidence Quizzes are to help you recognize:

* **If** you know or do **not** know the basic rules for evidence that you need for this class. ***Tip:*** If you miss a lot of questions, you do **not** need to memorize a lot of words to get the right answers. Instead, you need to realize you are going to have to follow instructions carefully because **this work is different from your prior work**.
* **When** you need to **check the rules** to be sure or—if you are not sure—to ask your instructor.

#### Learning Quizzes as a Key to Understanding Concepts

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 (about a third) exam questions of the 25 questions on each Unit exam.

### 3 Unit Exams and the Goal of Exam Questions (Questions are easier—and more useful.)

There are 25 questions in sets (so students in the classroom sitting side by side see different questions). Eight of the 25 sets (about a third) in the Unit Exam are pulled from Learning Quizzes so you not only **pre-earn** points for the quizzes, but you can **pre-learn** 8 of the 25 unit questions.

The goal of the exam questions determines the remaining seventeen (about two-thirds) of the 25 sets ofexam 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 historical figures. ***Tip 1:*** The best way to recognize and learn these is in the instructor’s Lessons in each Unit, not in turning the pages of the textbook. ***Tip 2:*** The best way to use the Lesson links efficiently is to use the Unit’s Study Guide.

The Syllabus & Success Assignment provides a link with examples of these types of questions.

### 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 History & All Assignments. 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.

### 3-Part Writing Assignments:

#### How All Writing Assignments Work in This Course

Every part of the writing and all feedback is based on the 5 Good Habits for Evidence—5 simple habits that lead to success and that avoid actions that would sabotage that success. 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.

Writing assignments are freshman level, brief, and use only the textbook and primaries in the course. You focus on a specific historical question as though you were **teaching another student**. You follow rules for citation provided in the course.

Throughout the 3 parts, your instructor is **glad** to spend time with you to help you—but not the day before the next paper is due. If you think I have marked incorrectly, double check that and then come see me. If I am wrong and you can show me the evidence, I am **glad** to change the grade. I try hard, but everyone makes mistakes.) The 3 parts are:

|  |  |
| --- | --- |
| 1st Part | You write on the question in the instructions, use the required primaries, and follow a checklist example of what your paper should look like and what footnotes and evidence are required. You submit to Turnitin and provide a print to the instructor (total of 80 possible points). Your instructor grades it and identifies any obvious problems for you to change. You also must check your text with the evidence rules. When the instructor returns your 1st Part and the instructor’s feedback, she provides an orange folder you use to keep together **all** pieces.***Why?*** To improve, you must first start to notice how you have been working previously.* If you keep together all pieces from the 3 Part writings, you receive points.
* If you do not, you not only do not receive points, but you also lose 20% of the new writing.
 |
|  |  |
| 2nd Part | You examine the feedback from Part 1 writing and mark in a section of the visual checklist that you understand the feedback --or ask for help so you can successfully revise your paper. You submit to Turnitin and print the 2nd Part writing. You place that print at the top of the folder (60 possible points for the new work).You also now have your 1st Part writing and the instructor’s feedback, each worth 10 points (60 + 10 + 10 = total of 80 possible points)When the instructor returns 2nd Part writing and the marked Good Habits for Evidence rubric, she places the two additional pieces at the top of the folder. You now have four papers in the folder, each worth 10 points |
|  |  |
| 3rd Part | 3rd Part: You examine the feedback for the 2nd Part and mark in a section of the rubric that you understand all of the feedback and will avoid those problems in the 3rd Part. (Do ask if you need help.) You write on the **new** question in the instructions for the 3rd Part and use the **additional primaries** required for this new question. You submit to Turnitin and print the paper. You place that print at the top of the folder, with what was in the folder still there.  |

1. Everything is done the same way as in Part 2. As before if you do not mark that you understood the feedback and If **all** that was in the **1st** Part **and** now the **2nd** Part is **not** still there, you lose the same 20% of your paper.
As before, your instructor returns your paper and the marked Good Habits for Evidence rubric, she places them at the top of the folder. You must **either** write on the form that you understand and return it to me in the folder so I can enter the grades **or**—if you need more time**—**take the folder with you and bring it back by the next class period. (As always, if you do not understand, see me. I am **glad** to spend time with you.

#### Location of the Written Work and the Evidence Requirements

Your writing assignments are located in 3-Part Writing and Evidence Requirements in Blackboard. Instructions, the **required** file you are to use (without changes to format or heading), any materials you need, and the Turnitin Assignment that you use are there. (***Caution:*** No late print copies or see the Late Work Policy in this syllabus.)

To reduce the odds that you work contrary to instructions and fail an assignment, some actions require other actions. Examples are:

* You see the first 3-Part Writing only **after** you complete the instructions in Evidence Requirements.
* I enter points for your work only **after** you respond to my feedback following instructions provided in class.

### 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. Ask if you need help.

In this class, you are submitting two things—the file to Turnitin and the print of the paper to your instructor. You must do these 2 things for your work to be graded.

1. Submit your **file before 11:59 PM on the Due Date.**
	* Do **not** wait until the last minute. The Turnitin settings in this course will automatically close Turnitin at 11:59 PM. ***Caution***: The file is not accepted late.
	* If Turnitin seems to be taking an unusually long time to submit your file, it is usually safest to exit and resubmit.
	* **Before** you exit, be sure you see what Turnitin says is its digital receipt. You do **not** turn in the digital receipt. With all software, it is safest to save a “Snippet” of a receipt in case there is a problem. If you have a question about using the Snipping Tool, please ask.
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 in Turnitin. ***Caution***: The print and its folder (once you have that) are 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 (gradable by computer or a Scan-Tron), and the last being related 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
* 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.
* 50 – 4 Quizzes on the basics of evidence in history and preparing for and participating in a Q&A (question-and-answer) session on evidence (10 points)
* 240—3-part writing assignment to develop your skills by using prior feedback and working with evidence and primaries

### Your Course Plan and Incentives 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 **incentives** (defined below) to **all** students for doing things that will make them better students.

* It offers grading using the 5 Good Habits for Evidence (explained below) which can raise your written work by a letter grade if you just follow those Habits. If you already have the Habits and consistently follow them, your grade will be fine. If you did not have these Habits initially but improve consistently and do follow the Habits by the 3rd assignment, your Good Habits for Evidence points for the 3rd assignment can overwrite the points for the 2nd assignment.
* It offers incentives for persistence with quizzes.

### *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. (See Getting Started in Blackboard.)

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. For math examples so you can see how that 25% writing requirements makes success in writing **essential**, use the Syllabus & Success Assignment. To pass, **everyone** must do **all** parts of the 3-Part Writing Assignment.

### 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 four things:

1. 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.
2. The instructor initially reviews your paper using a visual checklist so you can find out if you do not understand an instruction or footnotes or something basic and correct it **before** your instructor grades the words you wrote.
3. It uses one rubric for grading of papers 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.
4. With permission of the History Department to do this experiment to try to help students, it divides a grade for a written assignment in two grades:
* One part of the grade for the content of the written assignment itself
* One part for following the 5 Good Habits for Evidence (covered at the top of Required Writing and Evidence Requirements).

For a link to showing you how dividing written grades in those two parts can help your grade (and your skills), use the Syllabus & Success Assignment.

**How This Course Tries to Help Different Types of Students Persist: About Incentives**

*Merriam-Webster’s Online Dictionary* defines the word **incentive** as:

|  |
| --- |
| “something that makes a person try or work hard or harder.” |

With Learning Quizzes and Evidence Quizzes, you earn 1 incentive point for each quiz if you complete both parts 3 days before the Unit Exam. ***Caution:*** You will complete all of them in time only if you work consistently beginning with the 1st week Blackboard is open. Both parts means that you take:

* Its Self-Test so you can find out what you know and do not know (a key to success).
***Tip:*** Do not prepare ahead of time for these Self-Tests or any others. They are only worth .01 each of extra credit. (A .01 is so small that it is equivalent to a penny compared to a dollar.) of extra credit. On the other hand, **it is in your interest to** **answer carefully for 2 reasons.

Why**? **1)** You want to know what you know and do not know so can work efficiently. **2)** If you already know the content in the Self-Test and are 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.
* If you made 80% or higher on a Self-Test, you earn the points for its Full-Test **without** taking it. The instructor enters that at the end of each Unit after the Learning Quizzes close. Examples: If you were right on at least 4 out of 5 possible points, you earn the full 5; 8 out of 10 possible points, the full 10; or 16 out of 20 possible points, the full 20. If you show with a Self-Test that you already know the concepts and locations covered in Learning Quizzes, you do not need to do busy work of taking that Full-Test.
* Its Full-Test so you can teach yourself any missed concepts by taking the test as many times as you want. (That the highest score counts is also an incentive to **persist**—what Duckworth calls “grit,” something everyone needs.)

For a link to Duckworth’s Ted Talk, use the Syllabus & Success Assignment. She is very impressive.

### 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, 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.)

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.

With papers, 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 at bibusc@wcjc.edu **before** the class telling me to check my mail box.

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.

### List of Due Dates (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. I am glad to help you, but let me stress this: The earlier we talk, the better your chances of success.
* To use the List of Due Dates to determine:
* What Lessons we are covering in the coming week and therefore specific Learning Quizzes you should do
* 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.
* 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. 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 excuseprovided **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 3-Part Writings, 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 (With Information about Points as a Reminder about Your Plan)

### General Information:

|  |  |
| --- | --- |
| **Dates**  | Last day for you to “Drop” the course with grade of “W” – 11/16/2018Holidays–Fall Break(10/26), Thanksgiving (11/20 at 4:00 PM -11/23)  |
| **Due Dates and the Specific Hours** | For the date due, see the Due column. On that date, **quizzes** and Turnitin submissions close at 11:59 PM). The print of the paper is due to the instructor **before** the seating chart is completed. The incentive date for quizzes is **3** days before your Unit Exam. |
| **Reference Chapters** | The numbers listed in a Unit’s heading are for the textbook chapters applicable to the Unit and they are for reference only. In this course, Lesson links **are** the textbook. |
| **Self-Test Passwords**  | Passwords are required only for Self-tests – selftest (no capitals, no spaces, no punctuation) |
| **Headings Here and Locations in the Course** | The headings, such as Getting Started – Course Documents and Orientation—are also the names of the Blackboard folders in the course. |

### Getting Started - Course Documents and Orientation

|  |  |  |  |
| --- | --- | --- | --- |
| **Lecture Title/Your Assignment or Preparation** | **Quiz/Exam** | **Due** | **Points** |
| Course Orientation and your plan to make the grade you want. |  | 8/27 | 10 |
| Your Preparation: Bring a Scan-Tron and # 2 pencil. Seating chart occurs. | Take the Pre-test. | 8/29 | -- |
| Your Assignment: When your class starts, come to the open lab reserved for your time period. Your instructor will show examples of using a Self-Test and Full-Test and then help any students who need help. (On 9/5, we will do preparatory work about history and about our course.)  | Take at least the 1st Self-Test and its Full-Test. Also do other Self-Tests with attention. | 9/7 | 10 |

### 3-Part Writing and Evidence Requirements – Assignments Done During Unit 1, 2, and 3

Everything you need for these assignments is located in the folder 3-Part Writing and Evidence Requirements. ***Cautions:***

* Be sure to check **Due Dates and the Specific Hours** above so your work is in by the **required time** as well as date.
* Although the column **Open** does state the time that a Blackboard folder for a Part will be available to you, you must meet its prerequisites. For example, to see the Blackboard folder for Part 1, you must do the Evidence Acknowledgement. To see the folder for Part 2, if you must reply to feedback for Part 1.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment**  | **Open** | **Date Due**  | **Points** |
| Do 2 Self-Tests and Full-Tests on the basics of evidence in history and complete the Evidence Acknowledgement. (20 points). Prepare for and attend a question-and-answer (Q&A) class session on evidence (10 points) | 9/16 | Quizzes complete - 9/24 Evidence Q&A Session-- 9/24 | 30 |
| Part 1: Write your 1st attempt at a paper with correct footnotes and bibliography per the visual checklist.  | 9/16 | File in Turnitin- 10/2 Print to instructor in class- 10/3 | 80 |
| Part 2: Revise your paper according to the feedback. Polish your words and reasoning. Check your evidence. Run spellcheck and grammar check.  | 10/5 | File in Turnitin- 10/22Print **and** orange folder to instructor in class – 10/24 | 601010 |
| Part 3: Write your 2nd attempt at a paper on the new question with its required primaries. Make sure you apply the prior feedback you received.  | 10/29 | File in Turnitin- 11/18 Print **and** orange folder to instructor in class -11/19 | 100 |

**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** | **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  | Lessons 1-4 | All Self-Tests/Full-Tests | 10/8 |  70 |
| Your Preparation: Bring a Scan-Tron and # 2 pencil.  | Lessons 1-4 | Unit 1 Exam | 10/8 | 100 |
| Self-Management  |  |  | 10/8 |  30 |

**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** | **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  | Lessons 1-4 | All Self-Tests/Full-Tests | 11/7 |  50 |
| Your Preparation: Bring a Scan-Tron and # 2 pencil. | Lessons 1-4 | Unit 2 Exam | 11/7 | 100 |
| Self-Management  |  |  | 11/7 |  30 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Lecture Title/Your Assignment or Preparation** | **Lesson #** | **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 | Lessons 1-4 | All Self-Tests/Full-Tests | 12/7 |  80 |
| Your Preparation: Bring a Scan-Tron and # 2 pencil. | Lessons 1-4 | Unit 3 Exam | 12/7 | 100 |
| Self-Management  |  |  | 12/7 |  30 |

###  [Final Exam: 1860 to the Present–Includes a Review –](https://wcjc.blackboard.com/webapps/blackboard/content/listContentEditable.jsp?content_id=_132449_1&course_id=_2202_1) *Caution:* F for Course if Final Exam not taken

|  |  |  |  |
| --- | --- | --- | --- |
| **Lecture Title/Your Assignment or Preparation** | **Exam** | **Due** | **Points** |
| Your Preparation: Review materials are available. |  | -- | -- |
| Your Preparation: Bring a Scan-Tron and # 2 pencil. | Final Exam | 12/10, 12:30-2:30 PM | 100 |
| Your Preparation: Review all grades. If a problem, call and email me. |  | 5/12 **before** Noon | -- |

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