

<b>Semester and Year</b>	Fall 2019
<b>CRN</b>	CRN 10879
<b>Course Prefix, Num. and Title</b>	HIST 1301-404 - United States History I
<b>Instructor</b>	C.J. Bibus, Ed.D.
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<b>Office Hours / Location</b>	<b>Face-to-Face Office Hours:</b> <u>Richmond</u> , 240G: 10:20-10:50 AM, 1:00-2:15 PM (Monday, Friday), 9:50-10:50 AM (Wednesday). <u>Sugar Land</u> , 234: 9:25-10:50 AM (Tuesday, Thursday), 12:15-2:15 PM (Tuesday), 12:15-1:15 PM (Thursday). Or by appointment.
<b>Class Days / Time / Location</b>	Monday, Wednesday, Friday / 12:00 PM-12:50 PM / FBTC 211
<b>Course Catalog Description</b>	A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.
<b>Instructor's Grading Formula</b>	Work includes Getting Started (1%), Learning Quizzes on concepts (20%), 3 Unit Exams (30%), a Departmental Final Exam (10%), and Self-Management and Participation (9%). Written work includes 3 Unit Video Forms (6%), Evidence Quizzes (4%), and Writing 1 (10%), and Writing 2 (10%), which requires use of primaries and evidence following rules for the discipline of history. See the syllabus for course policies, exam dates, grading policies, and points for types of assignments and the final letter grade.
<b>Instructor's Grading Scale</b>	895 – 1000, A (exceptional) 795 – 894, B (above average) 695 – 794, C (average) 595 – 694, D (below average) Below 595, F (failing)
<b>Instructor's Attendance Policy</b>	Attendance will be taken daily at the beginning of the class using a seating chart.
<b>ADA Statement</b>	The college will make reasonable accommodations for students with documented disabilities. Students wishing to receive accommodations must contact the Office of Disability Services, located in the Pioneer Student Center, Room 313, at the Wharton campus or by phone at (979) 532-6384. Students must request accommodations from the Office of Disability Services prior to each semester. Please note that accommodations provided are not retroactive. Additional information can be found on the web at the <a href="http://wcjc.edu/About-">Office of Disability Services</a> . Link Address: <a href="http://wcjc.edu/About-">http://wcjc.edu/About-</a>

	Us/administration/offices/student-services/disability-services.aspx.
<b>Misconduct Statement</b>	Misconduct for which discipline may be administered at WCJC includes, but is not limited to, cheating, plagiarism, or knowingly furnishing false information to the college (plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test, copying tests, assignments, reports, or term papers).
<b>Last Day to Drop with a “W”</b>	November 15, 2019

## Course Information

### Prerequisites:

TSI satisfied in Reading and Writing

### General Education Core Objectives:

- **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication
- **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

### History Department Student Learner Outcomes:

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

### Required Course Materials:

**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. 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.

### Method of Instruction:

This course tries to help students with varied backgrounds so everyone can succeed. You test your own knowledge of basic concepts and map locations and of the basics of evidence for history (and jobs). If you already know the content, you earn full points. If you do not, you use quizzes to teach yourself—and you then earn full points. Each unit provides online Lessons. 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). Except for the textbook, the Blackboard course provides everything you need to do the writing.

## 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 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. Submitting written assignments to Turnitin. **Caution:** You must be **in** Blackboard to submit.
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. **Tip:** 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 at home **before** the lab **or** come to the open lab during your class period.

To help you, the instructor provides a quick demonstration of how Blackboard works. You may either come to a computer lab where you can get help or log into Blackboard and do the work on your own. The instructions tell you what to do in either location

## 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.

## 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.

## Informal Written Assignments:

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:

### How Formal Writing Assignments Work in This Course

Formal writing assignments are freshman level, brief (never more than 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 many questions, you do **not** need to memorize a lot of words to get the right answers on the quiz. Instead, you need to realize that **you** must **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** for help.

### Location of Your Formal 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: Writing-#1 and 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 Writing-#1 when it opens but **after** you complete the Self-Tests for Evidence Quizzes 1, 2, 3, and 4.
- You see Writing-#2 **after** you respond to my feedback about Writing1 following instructions given in class.

### Details about Writing-#1 and with Writing-#2

You are submitting **2** things and you must submit **both** to be graded:

1. File to Turnitin **before** 11:59 PM on the due date – **Tip:** Turnitin opens when the Writing folder opens. You can submit as early and frequently as you want (for example to check for possible plagiarism), and Turnitin saves your latest submission. Have an adequate submission at least **24 hours before** it is due just in case. **Caution:** On the due date, the Turnitin settings in **this** course will **automatically** close Turnitin **exactly** at 11:59 PM.
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 cannot come to class or be there **before** the seating chart is completed, have the printed copy **timestamped** at the reception area **before** class starts. Then follow their instructions for putting the paper in my mailbox and 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**. In keeping with that focus, if you try but do not do well on those habits with the first Video Form or Writing-#1 but you do succeed with the later assignments, then at the end of the term I **overwrite** that **lower** part of the grade.

To make it possible for you to notice what to improve and for me to overwrite that lower part of the grade, you **save every** video form or writing that you turn in **and my feedback** on that assignment even if it is a **separate piece of paper**. 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:

<b>Point Range</b>	<b>Final Letter Grade</b>
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 (at the end of this syllabus) and Your Responsibilities:

It is your responsibility:

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

### Format of the List of Due Dates

This format results in a 3-page List of Due Dates. Your instructor provides a **2-page** List of Due Dates in two ways

- Print copy at the beginning of the course
- Online copy on a link available before Blackboard opens and on Blackboard's Course Menu (Syllabus Resources)

### List of Due Dates

#### General Information:

<b>Dates Set by WCJC</b>	Last day for you to "Drop" the course with grade of "W" – 11/15/2019 Holidays– Fall Break (10/25), Thanksgiving (closes 4:00 PM 11/26; resumes 8:00 AM 12/2)
<b>Due Dates and the Specific Hours</b>	For the date due, see the Due column. On the date listed, quizzes and Turnitin submissions (2 formal writings) close at 11:59 PM. On the date listed, the print of the paper is due to the instructor <b>before</b> the seating chart is completed or to my mail box <b>before</b> class. (See instructions in this syllabus.) The incentive date for each quiz in the Unit is provided in a Blackboard Announcement.
<b>Reference Chapters</b>	The numbers listed in a Unit's heading are for textbook chapters about the Unit. They are for reference only. The instructor's Lesson links are the best way to learn content.
<b>Self-Test Passwords</b>	Passwords are required only for Self-tests – <b>selftest</b> (no capitals, no spaces, no punctuation)
<b>Headings Here and Course Locations</b>	The headings (such as Getting Started – Course Documents and Orientation) are also the names of the Blackboard folders when you come into the course.

## Getting Started - Course Documents and Orientation

Lecture Title/Your Assignment or Preparation	Form/Quiz/Exam	Due	Points
Course documents and key issues <b>you</b> want to know on the 1 <sup>st</sup> day	--	8/26	--
Your Preparation: Bring a Scan-Tron and # 2 pencil. Seating chart occurs. Next days, Lesson 1 from Unit 1. No prior preparation required.	Take the Pre-test and, on the next days, take notes.	8/28	--
Your Assignment: <b>Either</b> complete this work at home <b>before</b> the lab <b>or</b> come to the open lab during your class period. If you come to the lab, you must be <b>quiet and productive for the points and to stay in the lab</b> . Your instructor will help any students who need help logging in or anything else.	Log into Blackboard. Do all listed Blackboard tasks including the 4 Self-Test Evidence Quizzes.	9/9 12-1:50 228	10

## Getting Started with Evidence and History – **Caution:** A Prerequisite to See Writing Assignments

Assignment	Open	Due	Points
To be able to see any Writing Assignment, do the 4 Evidence <b>Self-Tests</b> on basics of evidence in history. If you do not make 80% on each Self-Test, do the Full-Tests to earn all the points. If you do not understand something, ask in class. This will help not just you, but all of us.	9/9	9/16	40

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

Lecture Title/Your Assignment or Your Preparation	Lesson #	Form/Quiz/Exam	Due	Points
Foundations (Where We Began) and Colonization	Lesson 1	--	--	--
Comparing the English Colonies: Events in the 3 Sections	Lesson 2	--	--	--
Comparing the English Colonies: Traits of the 3 Sections	Lesson 3	--	--	--
Examining Empire and the Colonies Through 1775	Lesson 4	--	--	--
Your Assignment: Complete all Learning Quizzes in Unit 1	Lessons 1-4	All Self-Tests/Full-Tests	10/09	70
Your Preparation: Form to instructor before seating chart done	Unit 1 Video	Unit 1 Video Form	Signup	20
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Lessons 1-4	Unit 1 Exam	10/09	100
Self-Management (your actions marked on the seating chart)	Lessons 1-4	--	10/09	30

## Video Forms, Writing #1, and Writing #2

Writing-#1, Writing-#2, and the 3 Video Forms are considered as part of your 30% writing work in this course:

- 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, I scan that signup sheet and place it in the Video folder within the Unit.
- Writing-#1 and Writing-#2 are formal writings placed in a folder between Unit 1 and Unit 2. You have everything you need for the writing work, including primaries.

If you improve your evidence skills from your first assignment to the next one, I am willing to increase the earlier grade.

**Caution:** Doing that requires that **you save every** video form or writing that you turn in and my feedback on that assignment even if it is a separate piece of paper. I cannot determine improvement without the prior work.

Writing Assignment	Folder Opens	Due in Turnitin	Print Due to Instructor	Points
Writing #1	10/6 12:00 AM	10/20 <b>before</b> 11:59 PM	10/21 <b>before</b> seating chart done	100
Writing #2	11/10 12:00 AM	11/24 <b>before</b> 11:59 PM	11/25 <b>before</b> seating chart done	100

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

Lecture Title/Your Assignment or Preparation	Lesson #	Form/Quiz/Exam	Due	Points
The Confederation and the Path to Revolution and War	Lesson 1	--	--	--

Small-r republicanism and The Federalist Republic	Lesson 2	--	--	--
Presidents, Suffrage, Land & Slavery from 1800 to 1840	Lesson 3	--	--	--
Essential Transformations--What Changed Where 1800-1860	Lesson 4	--	--	--
Your Assignment: Complete all Learning Quizzes in Unit 2	Lessons 1-4	All Self-Tests/Full-Tests	11/06	50
Your Preparation: Form to instructor before seating chart done	Unit 2 Video	Unit 2 Video Form	Signup	20
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Lessons 1-4	Unit 2 Exam	11/06	100
Self-Management (your actions marked on the seating chart)	Lessons 1-4	--	11/06	30

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

Lecture Title/Your Assignment or Preparation	Lesson #	Form/Quiz/Exam	Due	Points
Reform and Change—Comparing the Sections	Lesson 1	--	--	--
Manifest Destiny and the Impending Crisis	Lesson 2	--	--	--
Civil War—Comparison of the Sections and Essential Battles	Lesson 3	--	--	--
Stages of Reconstruction and Implications for the Future	Lesson 4	--	--	--
Your Assignment: Complete all Learning Quizzes in Unit 3	Lessons 1-3	All Self-Tests/Full-Tests	12/06	80
Your Preparation: Form to instructor before seating chart done	Unit 3 Video	Unit 3 Video Form	Signup	20
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Lessons 1-3	Unit 3 Exam	12/06	100
Self-Management (your actions marked on the seating chart)	--	--	12/06	30

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

Lecture Title/Your Assignment or Preparation	Exam	Due	Points
Your Preparation: Use the Review materials to prepare.		--	--
Your Preparation: Bring a Scan-Tron and # 2 pencil.	Final Exam	12/9, 12:30 PM-2:30 PM	100
Your Preparation: Review all grades. If a problem, email me <b>before</b> the date and hour in the Due column.		12/11 <b>before</b> Noon – <b>Caution:</b> That is the <b>last hour</b> I can change the grade.	--

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