

<b>Semester and Year</b>	Fall 2018
<b>CRN</b>	11598
<b>Course Prefix, Num. and Title</b>	HIST 1302-161 - United States History II
<b>Instructor</b>	C.J. Bibus, Ed.D.
<b>Telephone</b>	281.239.1577 If I do not answer during online office hours, leave a voice mail. Please slowly spell your last name and say your phone number twice.
<b>Email / Webpage</b>	bibusc@wcjc.edu Course Messages (Email) on the Course Menu in our Blackboard course—Once the course opens, email only using Blackboard’s Messages. <a href="http://facultyweb.wcjc.edu/cbibus/">Faculty Web Page (opens in same window/tab)</a> <a href="http://facultyweb.wcjc.edu/cbibus/">http://facultyweb.wcjc.edu/cbibus/</a>
<b>Office Hours / Location</b>	<b>Face-to-Face Office Hours:</b> <u>Richmond</u> , 240G: 10:20-10:50 AM (Monday, Friday), 9:50-10:50 AM, 1:00-1:30 PM (Wednesday). <u>Sugar Land</u> , 234: 9:25-10:40 AM (Tuesday, Thursday), 12:15-2:15 PM (Tuesday), 12:15-1:15 PM (Thursday). Or by appointment. <b>Online Office Hours:</b> Monday 1:00-2:00 PM, Wednesday 1:30-2:00 PM, Friday 9:50-10:20 AM. Also by Appointment.
<b>Class Days / Time / Location</b>	<a href="https://wcjc.blackboard.com">WCJC Login Page (opens in same window/tab)</a> at <a href="https://wcjc.blackboard.com">https://wcjc.blackboard.com</a>
<b>Course Catalog Description</b>	A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.
<b>Instructor’s Grading Formula</b>	Objective work includes Learning Quizzes on concepts, Evidence Quizzes, 3 Unit Exams, and a Departmental Final Exam. Written work includes 3 Unit Discussions and a 3-Part Writing—a paper, 2 peer reviews of others’ work, and responses to feedback from your instructor and your peers. It requires use of primaries and of evidence following rules for the discipline of history. See the syllabus for course policies, exam dates, grading policies, and points for types of assignments and the final letter grade.
<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>	Students should log in to work at least 3 times a week, including checking Blackboard Announcements and Blackboard Messages (the required Blackboard tool for email).
<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-Us/administration/offices/student-services/disability-services.aspx">Office of Disability Services (opens in same window/tab)</a> . Link Address: <a href="http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx">http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx</a> .
<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 30, 2018

## Course Information

### **Prerequisites:**

TSI satisfied in Reading and Writing

### **Communication Policy:**

#### **Your Responsibilities to Communicate**

You must log in at least 3 times a week and check **both** Blackboard Messages and Announcements. If I email you in Blackboard Messages, you must read and reply or call your instructor if you do not understand. You must be sure you have read all announcements since your last login.

#### **Your Instructor's Timeframe for Responding**

I make every effort to return messages (course email, phone, discussion postings) within 36 hours (weekends and holidays excepted).

#### **Online Office Hours, Hours On-Campus, or Help by Phone**

During Online Office Hours (listed on the first page of this syllabus), I respond to Blackboard Messages and postings on the Discussion Board. I am glad to help you online, to meet you on campus, or to work with you by phone. If we both have Blackboard open, working together by phone frequently brings the fastest solution. I teach on two campuses: Richmond Campus on Monday, Wednesday, and Friday and Sugar Land on Tuesday and Thursday.

### **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. The Syllabus & Success Assignment provides a link on why these matter to you.

## 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.

You must use your textbook and other resources provided in the course (including primaries for your 3-Part Writing assignment) as your **only** source for your written assignments. For all written assignments, you must cite a **specific** page from the textbook or a primary for your facts. (See Required Writing and Evidence Requirements.)

**Distance Education has provided these requirements:** You will need a computer, an external webcam and microphone, a reliable internet connection, and access to the WCJC Blackboard site. Please note that embedded webcams cannot be used, since they do not give good scans of the testing environment. An external (clip-able) webcam is required for the webcam testing option.

**An offer that may help some of you with costs:** If you have a laptop with an internal webcam and microphone, I am willing to let you *try* to use it to do what Respondus calls an Environmental Check with the Sample Respondus Exam. My experience is that a person who is **very** careful can do it correctly. If you want to *try* this with the Sample Respondus Exam, email me in Blackboard Messages. I will file your message and reply back with some tips that I hope would increase your odds of making this video be clear enough. When you speak into the microphone during the Respondus process, **remind** me of our agreement. If I approve, then **keep being very careful** and **continue to remind me of our agreement with each exam**.

Respondus Requirement to Take the Final Exam—Requires Instructor Signoff provides Distance Education’s information on Respondus Monitor as well as my Penalties List.

## Required Preparation to Use Blackboard:

You are responsible to prepare your computer and its browser to work with WCJC’s Blackboard. Getting Started provides the Distance Education FAQs that contain the technical information you need and how to get more help if needed.

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

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

Two resources at the top of each Unit help you know how to work:

- The Checklist for Success for the Unit shows you what to do in the Unit.
- The Unit Study Guide (at the top of each Unit's folder) helps you focus your work so you save time—**and** make a good grade on your **Unit Exam**.

### **Method to Locate Work in the Course:**

The safest approach is to click on Learning Modules. It provides everything you need in one place. Each Unit is the same: its content, its Blackboard discussion, its quizzes, and its Unit exam.

## **Course Requirements and Graded Assignments**

### **Getting Started Activities:**

The Getting Started activities are listed on the last page of the Course Orientation link. If you come in past the due date, you **must** still do these activities but I will record—temporarily—a 1.11 for the grade. At the end of the term, you email your instructor that you have not been late with other assignments and I will gladly change the grade to match what I have entered in the Comment for that grade.

### **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** 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. (.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 or complete what you do not know.
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 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.

There is an incentive for persisting explained before the List of Due Dates at the end of the syllabus.

#### **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 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 a lot of 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** 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** for help.

## 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 in print, online, or just talking. Questions from these quizzes are also 8 (about one-third) of the 25 questions on each Unit exam.

## Learning Discussions for Each Unit

You work together as a group to ask and answer questions you have. The questions can come from Learning Quizzes, Evidence Quizzes, content in a Lesson, items in the Study Guide, or any content covered in the Unit. For discussions where students help each other learn, your instructor approves your post before it is visible to the group. If you made an error that might damage another student, your instructor gives you feedback so you can repost. Blackboard refers to these as “moderated” posts. Instructions and the grading rubric are in the Discussion’s Description.

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

There are 25 questions in sets (so students in Blackboard 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 of exam questions. In this class, questions do **not** require that you show you know **everything**, but you show that you know **something**. The questions focus on your recognizing significant traits of such things as regions, time periods and their dominant beliefs or events, and representative historical figures. **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 (at the top of each Unit’s folder).

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

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

The 25 questions, at 4 points each, 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 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.

## Requirement for Monitoring of Your Final Exam

Distance Education has provided this introduction: This course requires the use of Lockdown Browser for taking online exams. The Lockdown Browser software prevents a user from accessing other applications or going to other websites during an exam. The webcam records you during the exam to ensure you're only using resources that are permitted. Together, these tools make it possible for students to take online exams from any location, and at times that are convenient. It also creates a fair testing environment for everyone in the course. Instructions for downloading the Lockdown Browser software are posted in the course.

In this course, you will find all you need for monitoring the Final Exam in the folder, Respondus Requirement to Take the Final Exam—Requires Instructor Signoff Written Assignments:

## Written Assignments:

### Your Instructor's Perspective

Throughout the 3 parts, your instructor is **glad** to spend time with you to help you. **Caution:** do not **start** the day before the 1<sup>st</sup> Part is due. It may be too hard to contact me and writing in history requires understanding evidence.

Also, if you think I have marked your evidence incorrectly, double check your source and then contact. If I am wrong and you can show me the evidence, I am **glad** to change the grade. I try hard, but everyone can make a mistake.

### 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 others' work, is to be based on the 5 Good Habits for Evidence. 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.

You post your writing in a type of Discussion that requires that you post before you can see other students' writings. This means you must read the instructions carefully before you post your paper—you cannot rely on a good student showing you what to do. Your instructor does 2 things:

1. Opens and closes the **same** Discussion when each of 3 Parts stop and start according to the List of Due Dates
2. Based on your action, either makes you a Participant (a person able to post in the Discussion) or a Reader (a person who can only see the posts):
  - If you have met the Evidence Quiz prerequisites, you become a Participant who can post the 1<sup>st</sup> Part.
  - If you posted the 1<sup>st</sup> Part and you replied to my emailed feedback on it, you become a Participant who can post on the 2<sup>nd</sup> Part.
  - If you did the 2<sup>nd</sup> Part, you become a Participant who can post on the 3<sup>rd</sup> Part

**Tip:** The objective of these prerequisites is to reduce the odds that you do work contrary to instructions and fail the **whole** assignment. Ask if you do not understand so I can help you.

By the date in the Course Schedule, you also post your peer review of 2 other students' work in the same Discussion. That peer review must provide feedback on content and on evidence using the Good Habits for Evidence rubric. You must reply to the peer review feedback from each student to get points.

### A 3-Part Writing Assignment – Paper, 2 Peer Reviews of Other Students' Papers, and Your Responses to Feedback

- 1<sup>st</sup> Part: For your paper, you follow the instructions and answer the question provided. You use primaries. You write a brief paper. Since a word count can be hard to think about with Discussion, the paper—if printed—is to be under 1 page double-spaced. You provide citation as specified.  
**Feedback:** Your marked paper and your marked Good Habits for Evidence rubric in an email in Course Messages
- 2<sup>nd</sup> Part: For your peer review, you follow the instructions on how to give specific feedback in the Discussion tool. You focus your feedback on whether the other student followed the 5 Good Habits for Evidence. You also follow the rules for evidence in your peer review. For example, if in your peer reviews you refer to something in the textbook or primaries, you must follow the same rules for citation as you did with the paper.  
**Feedback:** Your instructor also grades your peer reviews with a rubric in the Discussion tool.
- 3<sup>rd</sup> Part: For your response to the 2 people who peer reviewed your paper, you write a brief, evidence-centered response.  
**Feedback:** Your response and a brief rubric in an email.

The Syllabus & Success Assignment provides links explaining primaries, peer reviews, and citation. Use those links.

## Grading Scale:

This is a 1000-point course, with points added as you earn them. Announcements let you determine your current letter grade at the end of each Unit. If the grade is lower than you want, 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 594	F (failing)

## Grading Formula:

The 1000-point course consists of these points, with the last 2 being written work:

- 60 – Getting Started activities (How you start frequently determines your success at the end.)
- 200--Lesson Quizzes
- 40 – 4 Evidence Quizzes @ 10 points each
- 60 – 3 Unit discussions @ 20 points each so you can work together on concepts or ask/answer questions
- 300 – 3 Unit Exams @ 100 points each
- 100 – Comprehensive Final Exam
- 240 – Writing @ 100 points, 2 Peer Reviews of Other Students' Papers @ 50 points each, and Your Response to Their Feedback @ 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 in writing and with quizzes (explained below).

### **Caution** about the History Department's Course Objectives and Its 25% Writing Requirement

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 Syllabus & Success Assignment provides a link to explain those objectives and the meaning of the terms primary and secondary.

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 Syllabus & Success Assignment provides a link to show you math examples so you can see how that 25% writing requirements makes success in writing essential.

## How This Course Tries to Help Different Types of Students Succeed with Writing about 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 (top of Required Writing and Evidence Requirements).

The Syllabus & Success Assignment provides a link to show you how dividing written grades in those two parts can help your grade—and your skills.

## How This Course Tries to Help Different Types of Students Persist by Providing Incentives

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

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

There are two types of incentives in the course to help you persist:

1. With the 3 Learning Discussions, you earn 10 incentive points on each one—small but a 50% increase
  - If you post as its rubric explains and if you earn over 14 points out of 20
  - If you make over 60 on the Unit 1 Exam
2. With Learning Quizzes and Evidence Quizzes, you earn 1 incentive point for each quiz 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 not only enters the points for the Full-Test but also the 1 point incentive
  - Or complete both Self-Test and Full-Test 3 days before the Unit Exam.  
**Why Do the Full-Tests?** 1) Its Full-Test lets you teach yourself any missed concepts by taking the test as many times as you want and you pre-learn about one-third of the Unit Exam questions. 2) Completing both tests results in the 1 point incentive. 3) 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.

## Grading Response Timeframe:

I make every effort to provide feedback for written assignments by the date in the List of Due Dates. If I cannot, I post an announcement. I generally:

- Enter Getting Started grades on the weekend at the **end** of the first week.
- Enter the 1-point incentives for doing quizzes. (I enter all of these 2 days before the Due Date in the Course Schedule. **Tip:** To succeed, begin work on these the day that they open.)
- Review each day and, if useful, reply or give feedback on posts in the Unit's Learning Discussion, but only enter grades for them **after** each Unit ends.
- With written assignments, use Announcements to tell you that you have Blackboard email with detailed feedback on written assignments. **Cautions:** I do not enter points for writing assignments until you respond to feedback. If you do not respond after the first week after I provide feedback, I change the grade to 1.11 until you do respond. If you want to do the next part of the assignment, you must respond to feedback. Until then, you are classified as a Reader in the discussion and you can see posts, but not post yourself.
- Use a post in General Course Questions ... at the end of Units to let you determine your current letter grade so you know if you need to ask for help to improve.

## Overview and Policies for Monitoring the Final Online Exam for the Syllabus

The full information is in the folder on Lesson Modules: Respondus Requirement to Take the Final Exam.

### WCJC and Academic Honesty and Monitoring of Online Exams and Your Instructor's View

WCJC requires—as it should—that instructors include WCJC's Academic Honesty in Online Courses statement in the course. Look carefully at WCJC's Academic Honesty Statement for Online Classes (provided in Getting Started), and you will see the reason for WCJC:

- Requiring **instructors** to monitor online testing
- Requiring **students** to act with online testing with **equivalent** actions that they would do for an on-campus exam

To speak personally, I take my responsibility to WCJC seriously so I will be looking carefully at those videos of **each** of you taking each exam. There is also another reason that I take this seriously. The **habits that students practice are who they become**. If somehow a few of you got used to cheating, the greatest wrong is the damage that you have done to yourself. In the real world where you must make a living, you will not be ready to get or, what's harder, -keep a good job.

### Why You Want to Do Monitored Exams Correctly – 2 Reasons

#### Reason 1: Avoiding Penalties

You may have habits for testing that are totally innocent, such as preferring to take exams on your bed or couch. On the other hand, instructors experienced with the monitoring online testing say taking an exam on a bed or couch makes it easy to hide cheating from the webcam used in monitoring.

**So what do you do?** A person who did not want to look like a cheat would—for example—either not sit on a bed or couch for the test or be very careful to show that you are not using hidden materials. When you take an exam online, you do the **equivalent** actions to what you would do in an on-campus exam. In other words, whether you were cheating or not in an on-campus class, **you would not want to look like you were cheating** and you would act accordingly. The list of actions below let you know:

- What actions dishonest students do during an online test
- What penalties experienced instructors apply to exam grades when they see those actions

First, look at these penalties and the descriptions of the actions that result in 0 points for the exam or 30% off the grade. Second, look at the next sections so you do online testing in that way that **protects** you.

**Caution about the Penalties List:** Instructors experienced with monitoring exams recommend these penalties, and I will apply these penalties if you do these things:

If You Do One of These Things	The Penalty Is	
	0 for the Exam	Minus 30 percentage Points
Do an incomplete video for what Respondus calls the Environmental Check		X
Do not have enough lighting for the instructor to tell if you are cheating		X
Do not position your Photo ID carefully. Your name must be readable and your photo must be clear. <b>Tip:</b> practice with your webcam so you can do this.		X
Have anything near where you take the exam unless your instructor has told you to use specific resources during the exam.	0	
Move so you are not recorded at all by the webcam	0	
Move the webcam from where it was during what Respondus calls the Webcam Check so it no longer shows your face and upper body		X
Play music or other audio recordings during exams	0	
Talk with anyone for any reason at any time during the exam	0	
Turn off the microphone although it worked during what Respondus calls the Webcam Check		X

## Reason 2: Being Able to See the Final Exam Monitored by Respondus Monitor

Instructors have to do online monitoring and students have to do online testing following the rules in Distance Education's video for students. Students will not be able to see the Final Exam unless they complete the Sample Respondus Exam and the instructor reviews the video to be sure it meets Distance Education's requirements. **Caution:** you must

## What You Need to Understand about Online Monitoring and Your Grade for a Monitored Exam:

Notice these cautions about online monitoring in all classes and specifically in this class and with history:

- **Caution:** In all classes, Respondus Monitor is now a more powerful and more convenient tool for instructors. Your points for **any monitored exam** may change until the instructor announces that she finished reviewing all of those exams.
- **Caution:** In this course, you cannot ignore your instructor's concerns about the video of your taking your exam.
  - If your video for the Sample Respondus Exam is **not** correct, your instructor:
    - Will notify you by sending you screen prints of what you did. **Tip:** I will be glad to talk to you to about this.
    - Will block you from seeing the Final exam **until** you deal with that feedback
  - If your video for the Final Exam shows that you are doing something on the Penalties list, your instructor will deduct those points. That Penalties List covers things students have done when they were cheating. Just do not do things on that list and you will be fine.  
**Tip:** You need to be careful, not fearful. To repeat an earlier statement: When you take an exam online, you do the **equivalent** actions to what you would do in an on-campus exam. In other words, **you would not want to look like you were cheating** and you would act **carefully**.
- **Caution:** Notice the requirements on instructors:
  - The **History Department** requires that instructors a) use Respondus Monitor with all Final Exams and that instructors b) enter an **F for the course** if a student does **not** take the Final Exam regardless of the student average.
  - **Distance Education** requires that instructors a) have students take the Sample Respondus Exam and b) review that sample exam to be sure the student is meeting Distance Education's requirements and c) review exams to be sure students did not cheat.
  - To avoid problems in the past, this instructor opens up the opportunity for students to do the Sample Respondus Exam for 3 weeks. Take care of this Sample Respondus Exam before the Due Date. This opportunity will **not** be reopened after the Due Date. That means you will not be able to the Final Exam.

## How You Can Make Points for Doing for What You Have to Do Anyway

**Tip:** Do the Preparation and Practicing actions first and you are much more likely to meet Distance Education's requirements on the first try. You must have 5 or more points in the grade Video Review for Blackboard to display that Exam, but you have about 3 weeks to earn 20 points instead of the 5.

- If in the **first** week Respondus is available, you meet Distance Education's requirements the **1<sup>st</sup> time**, you earn 20 points. (If many people do this the first week and I cannot check them all in that week, your signup shows that you were ready.)
- If in the **second** week Respondus is available, you meet Distance Education's requirements the **1<sup>st</sup> time**, you earn 15 points.

- If at any time in the three-week period, you do **not** meet Distance Education's requirements on the 1<sup>st</sup> time but have to try a 2<sup>nd</sup> time, you earn 10 points.
- If at any time in the three week period, you do **not** meet Distance Education's requirements on the 1<sup>st</sup> time but need to try more than 2 times, you earn 5 points.

**First, Preparation:** You make sure you understand Distance Education's requirements for taking an exam with Respondus Monitor. In Fall 2018, Distance Education created a video showing exactly what students must do. It is available in this course and on the Blackboard Login page. Look at it carefully. **Tip:** I took notes and made Snippets so I could understand it better.) **Caution:** Do not assume that if you did it before, you can do the same thing. For example, when I saw Distance Education's video, I realized I had missed somethings that should have been watching for. Other faculty may have had the same experience.

**Second, Practicing:** Do not just look at Distance Education's video. Try to do the exam with the Sample Respondus Exam. Make sure you look at yourself. **Respondus Monitor lets you see how you did and try again.** **Tip:** I will **not** look until you tell me to.

**Third, Signing Up:** When you are sure have done the Preparation and the Practicing and you are sure are doing the Sample Respondus Exam correctly, reply to the discussion in the folder for signup. I will review in the order of signup. I will reply back after I complete the review saying to check your email. If you were fine, I'll say that in the email. If there is a problem, I'll send you screen prints so you can see what I see and you redo the Sample Respondus Exam correctly.

## Course Policies

### **Late Work Policy:**

It is **your** responsibility to email or talk to your instructor if you do not know what to do. The earlier we communicate, the better are our chances for success.

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

1. If your planning at the beginning of the term shows you cannot do these assignments, such as having previously scheduled a trip, tell your instructor immediately and suggest an **earlier** date for you do the assignment.
 

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

**Caution:** Use the Course Schedule (not the calendar and not any other source of dates). Ask; do not assume.
2. If something happens that you cannot plan for, such as suddenly becoming very ill (doctor's note required) or having a death in the family, tell your instructor **immediately** and provide a **valid, written excuse**.
  - **With a valid, written excuse** for something that no one could plan for, these rules apply.
    - If you miss an exam, your make-up exam is taken on the **date of 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.

### **Technology Outage Policy:**

If Blackboard is non-functioning, first, please try a different browser to determine if the source of the problem is browser-specific. If the problem persists within another browser, then submit a [Request for IT Support Form \(opens in same window/tab\)](#) or contact them directly at 979-532-6568. See the Blackboard Login Page for a link to IT Help Desk hours of operation. Also contact your instructor immediately using a working form of communication (email, phone, etc.) should a Blackboard outage occur.

### **Attendance Policy:**

WCJC's Student Handbook explains responsibilities for attendance and when a student should withdraw from the course. With distance education, Blackboard stores extensive data on time spent and where. Given the speed of an 8-week course covering 16 weeks' of work, students should log in at least 3 times a week to work online with quizzes, resources, and student discussions. Students should also work offline, including careful reading of the required sources.

### **Online Classroom Behavior Policy/Classroom Civility:**

WCJC's Student Handbook explains student responsibilities for civility. As with on-campus classrooms, each student is expected not to disrupt the class or abuse any person. Blackboard stores what you do (including messages you create with any tool), when you do it, and where you go. Some Blackboard tools—such as the Discussion Board—not only store messages permanently, but also make what you write visible to everyone in the class. When communicating publicly with the whole class and with individuals, you need to be both kind and collaborative. (See the Course Orientation for specifics.)

### **Academic Honesty Policy:**

WCJC's Student Handbook explains student responsibilities and provides examples of misconduct. It states "plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help during a test; copying tests [or] assignments...." The Handbook provides details on college-level consequences. Also see the Academic Honesty Statement for Online Classes in Getting Started. In this course, copying any part of an assignment from the Internet or another source is a zero (**0**) on the assignment.

### **Dropping a Course with a Grade of "W":**

In the History Department, instructors may not drop students. Students must drop their course. WCJC sets the last date for a student to drop a course. That date is on the first page of this syllabus and also on the Course Schedule in the General Information section in the List of Due Dates. In making this decision, make sure you also understand the 6 Drop Rule from the Texas legislature.

### **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.

## List of Due Dates

### General Information:

<b>Dates</b>	Some dates overlap in order to give students maximum flexibility during each unit. Last day for you to “Drop” the course with grade of “W” – 11/30/2018 Holidays: Fall Break (10/26), Thanksgiving (11/20 <b>after</b> 4:00 PM -11/23)
<b>Due Dates and Dates for Incentives</b>	All assignments are due at the time in the column Due Date/Hour. There is however a small incentive for completing <b>all</b> quizzes <b>2 days</b> before the start of each Unit Exam. Those Incentive Dates are listed below. (For details in this Syllabus, click Ctrl-F and type the words <b>About Incentive.</b> )
<b>Password You Enter for Self-Tests with Learning and Evidence Quizzes</b>	selftest < no capitals, no spaces, and no punctuation <b>Why that password?</b> You measure what <b>you</b> know and do not know (thus the name <b>Self-Test</b> ). When you take a Self-Test, Blackboard displays its Full-Test and sometimes resources. <ul style="list-style-type: none"> <li>• If you knew 80% of Self-Test questions, you earn the Full-Test points without taking it.</li> <li>• If you did not, you can take the Full-Test as many as you want, with the highest score counting. You earn the points and gain new knowledge.</li> </ul>
<b>Password You Enter for Unit Exams</b>	onetimeonly < no capitals, no spaces, and no punctuation <b>Why that password?</b> Typing that password means you know you can take it one time only.
<b>Where Do You Find This Work in Blackboard?</b>	This List of Due Dates tells you where to work in Blackboard to do all your graded work. <ul style="list-style-type: none"> <li>• The <b>headings in this List of Due Dates</b> are the <b>same</b> as the <b>names on Lesson Modules</b>. <b>Example:</b> To do the assignments in Getting Started, you first click on Learning Modules and then on Getting Started. (It is at the top of the Learning Modules.)</li> <li>• If something occurs during one or more Units but is located in a different folder on Learning Modules than the Unit, the Assignment includes where you need to work. <b>Examples:</b> <ul style="list-style-type: none"> <li>- <b>In Required Writing and Evidence Requirements:</b></li> <li>- <b>In Respondus Requirement to Take the Final Exam:</b></li> </ul> </li> </ul>
<b>How Learning Modules Can Help You?</b>  <b>What’s Different about Learning Modules and the Shortcuts to All Graded Work?</b>	Learning Modules has <b>everything</b> that is in the Blackboard Course from the beginning to the end, from Getting Started to the Final Exam in order. It doesn’t just have the tools—like a Blackboard quiz or exam or a Blackboard discussion or a Blackboard assignment.  Learning Modules also has everything that a teacher who wanted to help you would put with those tools. <b>Examples:</b> instructions for work, tips for a type of work, a link to make the information for assignment easier to understand, required primaries for writing, extra Discussions that are not for a grade but to help students, study guides identifying possible questions, Lessons covering each section of the history in the Unit, and so on.  Shortcuts to All Graded Work- It has all the tools for graded work—like a Blackboard quiz or exam or a Blackboard discussion or a Blackboard assignment. That’s it.

### Getting Started & Staying Successful All 8 Weeks (OCT 22-OCT 24)

Assignment	Open Date/Hour	Due Date/Hour
Complete tasks listed on the <b>last</b> page of the Course Orientation link. <b>Caution:</b> If you cannot do those tasks by 10/24, email your instructor a proposed date in Course Messages (the email in this Blackboard course).	10/22–8:00 AM	10/24–11:59 PM

## Unit 1: Creating a New America from 1860 to 1900 (OCT 24-NOV 10)

Unit 1 includes **Tips** to help you succeed from the beginning. The **Tips** apply not only to Units 1 but all 3 Units.

Assignment (Listed in the Order They Become Open Date/Hour)	Open Date/Hour	Due Date/Hour
Use Unit 1's Study Guide with the Unit's Lessons (Textbook chapters: 23 to 27)	–	–
Take the Learning Quizzes in Unit 1. <b>Tip:</b> See tips at the top of its folder.	10/24–12:00 AM	11/10–11:59 PM
Post and/or reply in Unit 1 Learning Discussions. <b>Tips:</b> a) The work is the same in all Learning Discussions. b) You earn a 50% incentive if you also make above 60 on the Unit Exam. c) Use the Discussion Instructions on the Course Menu or you can get a reminder of those instructions in the prof's 1 <sup>st</sup> post. d) For Unit 1, the 1 <sup>st</sup> 5 people to post can earn a 25% bonus. If you need help in succeeding, your prof coaches you.	10/24–12:00 AM	11/7–12:00 AM <b>(Tip:</b> Ends <b>1</b> day before the exam starts.)
<b>In Required Writing and Evidence Requirements:</b> begin Evidence Quizzes.	10/28–12:00 AM	More in Unit 2.
<b>In Respondus Requirement to the Final Exam:</b> Opportunities for 3-weeks to take the Sample Respondus Exam so you may take the Final Exam. <b>Tip:</b> If you a) exactly follow Distance Education's requirements and b) do that in this 1st week, you earn the highest points for this assignment.	11/6 -12:00 AM	More in Unit 2.
Take Unit 1 Exam (Incentive Date for all quizzes: 11/6-12:00 AM; <b>Tip:</b> ends <b>2</b> days before the exam starts.)	11/08–12:00 AM	11/10–11:59 PM

## Unit 2: Moving to the World Stage-America from 1900 to 1945 (NOV 10-NOV 25)

Assignment (Listed in the Order They Become Open Date/Hour)	Open Date/Hour	Due Date/Hour
Use Unit 2's Study Guide with the Unit's Lessons (Textbook chapters: 28 to 34.)	–	–
<b>In Respondus Requirement to Take the Final Exam:</b> ( <b>Tip:</b> same instruction as Unit 1, but in the 2 <sup>nd</sup> week you earn the 2 <sup>nd</sup> highest points for this assignment.	Continues from Unit 1.	More in Unit 3.
<b>In Required Writing and Evidence Requirements:</b> Complete <b>Self-Tests</b> for Evidence Quiz 1-4 <b>to see</b> folder for the 3-Part Writing (11/5) and <b>to see</b> its Discussion (11/12). <b>Tip:</b> Score 80%+ on Self-Tests or high scores on Full-Tests.	Continues from Unit 1.	11/12–11:59 PM
Take all Learning Quizzes in Unit 2 ( <b>Tip:</b> same instruction as Unit 1.)	11/10–12:00 AM	11/27–11:59 PM
Post and reply in Unit 2 Learning Discussions. ( <b>Tip:</b> same instruction as Unit 1.)	11/10–12:00 AM	11/19–12:00 AM
<b>In Required Writing and Evidence Requirements:</b> If you finished Self-Test Evidence Quiz 4, you can post your paper (Part 1) in the 3-Part Writing Discussion. <b>Tip:</b> When your prof sends feedback on Part 1 in Blackboard Course Messages, the quicker you reply back, the quicker you can do Part 2. Your prof emails feedback to you 11/26 and is glad to talk with you by phone or face to face. <b>Caution:</b> You must do Part 1 to do Part 2 and Part 3.	11/12–12:00 AM <b>(Tip:</b> Before you post, recheck everything.)	11/19–11:59 PM <b>Caution:</b> Late papers are <b>not</b> accepted.

Take Unit 2 Exam <b>Tip:</b> The 2 extra days are to make Thanksgiving responsibilities more flexible.	(Incentive Date for all quizzes: 11/18-12:00 AM)	11/20–12:00 AM	11/27–11:59 PM
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### Unit 3: Transformations–America from 1945 to the Near Present (NOV 25-DEC 12)

Assignment (Listed in the Order They Become Open Date/Hour)	Open Date/Hour	Due Date/Hour	
Use Unit 3's Study Guide with the Unit's Lessons (Textbook chapters: 35 to 41.)	–	–	
<b>In Respondus Requirement to Take the Final Exam:</b> ( <b>Tip:</b> same instruction as Unit 1.) <b>Caution:</b> This will <b>not</b> be reopened after 12/2. Do not ignore this task or you will not be able to take the Final Exam and the History Department requires History instructors fail for the <b>course</b> (not just the test) anyone who does not take the Final Exam. If you need help, ask soon.	Continues from Unit 2.	12/2 11:59 PM	
Take all Learning Quizzes in Unit 3. ( <b>Tip:</b> same instruction as Unit 1.)	11/25–12:00 AM	12/12–11:59 PM	
Post and reply in Unit 3 Learning Discussions ( <b>Tip:</b> same instruction as Unit 1.)	11/25–12:00 AM	12/11–12:00 AM	
<b>In Required Writing and Evidence Requirements:</b> when the 3-Part Writing reopens, peer review 2 other students' papers on evidence ( <b>not</b> grammar). ( <b>Tip:</b> Extra time to post is because the prof cannot grade until 1 PM.)	11/26–12:00 AM	12/3–1:00 PM ( <b>Tip:</b> Extra time to post.)	
<b>In Required Writing and Evidence Requirements:</b> when the 3-Part Writing reopens again, carefully examine the comments about evidence by the 2 students who peer reviewed your paper. Reply to their peer review according to the instructions. ( <b>Tip:</b> Extra time to post is because the prof cannot grade until 1 PM.)	12/6-12:00 AM	12/11–1:00 PM ( <b>Tip:</b> Extra time to post.)	
Take Unit 3 Exam <b>Tip:</b> The long exam period tries to make Final and Unit 2 Exam more flexible.	(Incentive Date for all quizzes: 12/6-12:00 AM)	12/8–12:00 AM	12/12–11:59 PM

### Final Exam: 1860 to the Present–Opens Early for Review (NOV 25–DEC 13)

**Caution:** You must successfully take the Sample Respondus Exam before you can take the Final Exam.

Assignment (Listed in the Order They Become Open Date/Hour)	Open Date/Hour	Due Date/Hour
Check <b>all existing</b> grades. If you think there is an error, email the <b>specifics</b> .	--	12/8–11:59 PM
Take the Final Exam on <b>either</b> date—during the 2-days over the weekend or the one day during the week. <b>Caution:</b> The History Department <b>requires</b> History instructors to <b>fail students for the whole Course</b> if they do not take this exam. <b>Caution:</b> Reviewing these videos is slow. I will apply the penalties (points deducted from your grade) if you do not follow Distance Education's rules. Watch for emails stating if there is a problem until you see your letter grade in Blackboard.	12/7–7:00 PM	12/9–11:59 PM
	12/10–7:00 PM	12/11–11:59 PM
Check <b>all new</b> grades. If you think there is an error, email in Blackboard Messages the exact name of the grade and your phone # <b>before</b> NOON.	--	12/13 12:00 PM

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