

Semester and Year	Fall 2019
CRN	11598
Course Prefix, Num. and Title	HIST 1302-161 - United States History II
Instructor	C.J. Bibus, Ed.D.
Telephone	281.239.1577 If I do not answer during online office hours, leave a voice mail. Please slowly spell your last name and slowly say your phone number twice .
Email	bibusc@wcjc.edu Once the course opens, email only in Course Messages (Email) on the Course Menu.
Office Hours / Location	Face-to-Face Office Hours: <u>Richmond, 240G</u> : 10:20-10:50 AM, 1:00-2:15 PM (Monday, Friday), 9:50-10:50 AM (Wednesday). <u>Sugar Land, 234</u> : 9:25-10:50 AM (Tuesday, Thursday), 12:15-2:15 PM (Tuesday), 12:15-1:15 PM (Thursday). Online Office Hours: 1:00-2:15 PM (Monday, Friday), 9:50-10:50 AM (Wednesday). Or by appointment.
Class Days / Time / Location	Online at Blackboard Login Page Link Address: wcjc.blackboard.com
Course Catalog Description	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.
Instructor's Grading Formula	Objective work includes Getting Started (5%), Learning Quizzes on concepts/maps (20%), 3 Unit Exams (30%), and Respondus and Departmental Final Exam (12%). Written work includes 3 Unit Discussions (9%), Evidence Quizzes (4%), Writing 1 (10%), and Writing 2 (10%). 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.
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	Students should log in to work at least 3 times a week, including checking Blackboard Announcements and Course Messages (the required Blackboard tool for email).
ADA Statement	The college will make reasonable accommodations for students with documented disabilities. Students wishing to receive accommodations must contact the Office of Disability Services, located in the Pioneer Student Center, Room 313, at the Wharton campus or by phone at (979) 532-6384. Students must request accommodations from the Office of Disability Services prior to each semester. Please note that

	accommodations provided are not retroactive. Additional information can be found on the web at the Office of Disability Services (opens in same window/tab) . Link Address: http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx .
Misconduct Statement	Misconduct for which discipline may be administered at WCJC includes, but is not limited to, cheating, plagiarism, or knowingly furnishing false information to the college (plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test, copying tests, assignments, reports, or term papers).
Last Day to Drop with a “W”	November 26, 2019

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** Course Messages (Email) **and** Announcements. Both are on the Course Menu (Blackboard’s menu you may display on the left of the screen). If I email you in Blackboard, you must read and reply or call your instructor if you do not understand. You must read **all** Announcements since your last login.

Your Instructor’s Timeframe for Responding

I make every effort to return messages (course email, phone, discussion postings) within 36 hours (weekends and holidays excepted). **Tip:** I usually check course email again before I leave for the day, but not after I leave for the day.

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

During Online Office Hours (on the first page of this syllabus), I respond to Course Messages and postings in discussions. I am glad to help you online, meet you either at the Richmond or Sugar Land campus, or work with you by phone. If we **both** have Blackboard open, working together by phone frequently brings the fastest solution.

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:

History Department's Required Textbook

David M. Kennedy, Elizabeth Cohen, and Mel Piehl, *The Brief American Pageant: A History of the Republic*, 9th edition. The ISBN for the 1 volume edition (41 chapters covering both History 1301 and History 1302 is 9781337124645. This ISBN is a “bundle” and includes the textbook and an online program called Mindtap. In this course, we will **not** use Mindtap.

You must use your textbook and other resources provided in the course (including primaries for your writing work assignment) as your **only** source for your written assignments. For all written assignments, you must cite a **specific** page from the textbook or a primary for your facts. (For details, see modules Evidence Quizzes, Writing 1, and Writing 2.)

Distance Education's Statement of Requirements

You will need a computer, an **external webcam** and **microphone**, a reliable internet connection, and access to the WCJC Blackboard site. Following the method recommended by the Distance Education Department, this course requires an **external (clip-able) webcam**. (You may **not** use the internal webcam within your laptop.)

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 to Help Students With—and Without—a Broad Background in History

The course uses Blackboard's “**Learning Modules**” method so you can use in 1 place content **and** assignments that go with content. It provides ways that students can make points by teaching themselves or can save time if they already know. The History Department requires writing and that you use primaries (documents written during the period covered by the question), but part of your grade is also The Blackboard course provides everything you need to do the writing—except the textbook. The textbook serves a) as a reference and b) as a source of maps.

Organization of the Course:

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

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

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

- The Overview for the Unit reminds you of what to do in the Unit.
- The Study Guide for the Unit helps you focus your work so you save time and succeed on your Unit Exam.

How to Succeed on Learning Modules (All Content & Graded Work) and with the List of Due Dates

The Course Menu (on the left of the Blackboard screen) that lets you directly access:

- **All Learning Modules** with **everything** you need: study guides, instructions, lessons, primaries—including all of the Blackboard tools you use from assignments to quizzes to discussions to exams.
- **List of Due Dates** with what, when, where, and why for all content and graded in the Learning Modules.

How Self-Test and Full-Test Quizzes Can Help You If You Already Know Something—or Not:

Whether Learning Quizzes (200 points) or Evidence Quizzes (40 points), these quizzes work this way:

- A **Self-Test** lets **you** find out what **you** know and **you** do not know. To succeed, you need to measure yourself accurately—but with this grading system you do **not** lose points with Self-Tests. Self-Test questions are only extra credit and only worth .01 each. (Think of .01 as equivalent to a penny.)
- Once you submit the Self-Test and have at least 1 question correct, Blackboard **automatically** displays:
 - Additional information if needed for you to succeed
 - **Full-Test** with the same questions in the Self-Test, but with each question worth 1 or more points. With this grading system, you can earn full points while teaching yourself what you did not know. **How?** a) You may repeat as **many times** as you wish. b) Your **highest** score counts. If you persist, you can earn **all** of the possible points. That means you can **pre-earn** 24% of your grade if you complete them before the due dates.

Answer Self-Tests to measure your own brain accurately if you do not know the answers—or you do—for 2 reasons:

Reason 1: You want to know what you know and **even more** what you do **not** know.

Example: If you miss many questions on the Evidence Quizzes, you know that writing about history in this class is different from your prior experiences. You take the Full-Test so you answer all the questions correctly and get full points and you also realize you have to work differently in **this** class so you think about how you will change.

Solution: You follow instructions carefully and ask your instructor when you have questions. (You will be fine!)

Reason 2: You can **avoid busy work** with this grading system. **How?** If you know 80%+ of the questions on a Self-Test, you can get the **full points without** taking the Full-Test.

Example: You are taking a Self-Test and you are pretty sure that you know the content already.

Solution: You slow down a bit. You answer carefully. You double check your answers before you submit. You are right on 8 of the 10 questions. You do **not** have to take the Full-Test, but you get the points. **How?** Your instructor enters the Full points for you. **When?** At the end of each Unit **after** the Learning Quizzes close.

Course Requirements and Graded Assignments

Getting Started Activities and Trying to Give All Students Their Best Chance in Getting Started:

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 each grade with a Comment about the grade if it had been on time. At the end of the term, you email your instructor that you have **not** been late with **any** other assignments. I then change the 1.11 grades to match what I have entered in the Comment for that grade.

Learning Quizzes and Pre-Learning Questions for the Exam for the Unit:

The exact words for questions from these quizzes are also 8 (about a third) of the 25 questions on each Unit exam.

Ask/Answer/Share Discussions for Each Unit or for Assignments Occurring Along With that Unit:

You may ask or answer questions and share to help learning and your grade. The first posts by your instructor cover:

- How to make your post useable to others, including Good Habits for Evidence
- How the rubric shows how to earn points—even if you are hesitant to post and just want to read
- How Blackboard’s “moderated” discussion works when you post and why your instructor uses it

3 Unit Exams and the Goal of Exam Questions to Be Useful for Your Life

There are 25 questions in sets (so students in Blackboard see different questions). Eight (about a third) of the 25 sets are pulled from Learning Quizzes so you not only **pre-earn** points for the quizzes, but can **pre-learn** 8 of the 25 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. **Tips:**

- The best way to recognize 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 with bullets with all of the same issues in one place. **Example:** If you need more about a Study Guide item for Lesson 2, click on Lesson 2, press Ctrl-F (for Find), and type a few letters of the word in the Find box. Click through all uses of that word in that Lesson. If you still need help with searching for a specific fact or a map, use the index at the back of your textbook. If you do not find it, post a question. If you do find it, you may also want to post that in the Unit’s discussion to help others.

Departmental Final Exam—F for the Course If Not Taken

The Final Exam consists of 25 questions, at 4 points each. A **review** is provided in Learning Modules. **Cautions:**

1. Departmental policy is an **F** for the **course** if you do **not** take the Final. **Example:** If you have 900 points (an A in this course) but do **not take the Final Exam**, your instructor is **required** to enter **an F** in the official record.
2. To avoid an F for this **course**, you **must** take the Final Exam; therefore, you **also must** deal with WCJC’s requirements for Respondus Monitor-Lockdown Brower.

Introduction to Respondus, to the Seriousness of Monitoring, and to WCJC’s Video and Other Aids

Introduction to Respondus-Lockdown Browser (Written by WCJC’s Distance Education)

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.

Caution: On the Left, Your Required Actions – On the Right, How Many Points You Will Lose on Your Final

Exam Conduct Requirement:	Consequence for Violation of Exam Conduct:
Valid photo ID shown	Penalty up to minus 30 percentage points
Correct placement of webcam	Penalty up to minus 30 percentage points
Complete environment scan	Penalty up to minus 30 percentage points
Microphone turned on and recording	Penalty up to minus 30 percentage points
Sufficient lighting of the testing environment	Penalty up to minus 30 percentage points
Student is in seated position with computer on hard surface (desk, table, TV tray etc.)	Penalty up to minus 30 percentage points
Student remains in webcam view during exam	Penalty up to 0 for the Exam
No unauthorized materials near desk area	Penalty up to 0 for the Exam
No talking with others during the exam or playing of music or other audio recordings.	Penalty up to 0 for the Exam

WCJC's Video and Your Instructor's Aids to Help Students-Succeed with Respondus and Testing

To help you:

- **WCJC's video** with a **demonstrator showing exactly how to do each step** with Respondus. **All** students must observe carefully Distance Education's excellent video.

Caution: You will be graded on what is required in WCJC's video, **not** on how your prior professors graded you.

- A **checklist** to help students notice what is in the video and your prof uses to give you feedback on how you did with the Sample Respondus Exam. In this class, you can **use the checklist during** the **Sample** Respondus Exam **and** the **Final Exam** as long as you tell me in the Respondus startup. **In other words, there is no excuse for forgetting what you need to do.**
- The Sample Respondus Exam that lets students practice as much as they want and—when they think they know how to do it—get feedback so they know if they are OK or must change how they do this.
- If you want to practice just before the Final, you can use the quiz Practice with Respondus - Instructor Does Not Review.

How Respondus Works in This Class

In this course, you **only** use Respondus with the **Final Exam**. **Caution:** If you do not act while the Sample Respondus Exam is open, you **cannot** meet the requirements and therefore you **cannot** take the Final Exam and you **cannot** pass the course. Get it done **early** so you do **not forget!**

Although you do have to take the Sample Respondus Exam, in this course, you have several things to make this more flexible for you:

1. It is a 2-week period to meet the requirements, but you earn the **most points** if you do it **early**. **Get it over with.**
2. You can practice with the Sample Respondus Exam when you want to and as long as you want to. **Caution:** When you are ready, you do have to email your prof that you are ready for review.

What happens next? Your prof will review it and reply back with the marked checklist as feedback and—depending on the issues marked—you may have to do it over. Your prof is glad to help you.

Written Assignments:

How Writing Assignments Work in This Course

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. 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. You write 2 papers with the timing in the List of Due Dates. You submit your paper to Turnitin **within** the Blackboard course.

Grading Scale:

This is a 1000-point course, with points added as you earn them. At the end of each Unit, an Announcements shows you your current letter grade. If the grade is lower than you want, ask for help. The Final Letter Grade uses 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 being written work:

- 50 – Getting Started activities (How you start frequently determines your success at the end.)
- 200--Lesson Quizzes
- 300 – 3 Unit Exams @ 100 points each
- 120 – Comprehensive Final Exam and required tasks with Respondus Monitor
- 330—Written work consists of 4 Evidence Quizzes on the basics of evidence with history, 3 Discussions (informal writings as you ask and answer in posts to help each other learn) @ 30 points each, and 2 formal writings about primaries @ 100 points each

Caution about the History Department’s Course Objectives and Its 30 Percent Writing Requirement

The History Department’s student learner outcomes require that you write with evidence and use primaries as well as secondaries. The written work must be over 30 percent of your final grade, a requirement for all history instructors.

See Syllabus Examples for these terms, for math examples of why you cannot pass without writing

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

First, it provides information and quizzes on basic rules of evidence so you can find out what you do **not** know about evidence **before** you write. **Second**, it uses a rubric that tells you which of the 5 Good Habits for Evidence could help you avoid problems revealed by your paper. **Third**, if you did not succeed with the 5 Good Habits for Evidence with the 1st paper, but asked questions and tried more carefully with the 2nd paper and did do better on the 2nd paper, remind me and I will gladly raise Good Habits for Evidence portion of the grade on the 1st paper.

Incentives (Extra Credit with a Reason) to Help You Persist

There is no extra credit to help a few people make a higher grade, but there is to help **all** students become stronger. *Merriam-Webster’s Online Dictionary* defines **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 discussions, you earn 10 incentive points on each 30 point discussion if you a) make over 60 on the Unit Exam and b) if you earn a C or above (over 21 points out of 30) on the Unit’s discussion .
2. With Learning Quizzes and Evidence Quizzes, you earn 1 incentive point for each quiz if on the date listed for that incentive it had 80% of the questions correct either on the Self-Test or the Full-Test.

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 on the 1-point incentive for doing a quiz on the day **after** the incentive date listed in the link available under the Study Guide in each Unit. The link and the one on pacing yourself are also in the Good Deals information in Getting Started. **Tip:** To succeed, begin work on the day Learning Quizzes open and pace yourself.
- Review each day and, if useful, reply or give feedback on posts in the Unit's discussion, but only enter grades for them **after** each Unit ends.
- With written assignments, use Announcements to tell you to check Course Messages for detailed feedback on written assignments. **Cautions:** a) I do **not** enter points for writing assignments until **you** respond that you read the feedback. b) If **you** do not respond within one week, 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** as the directions say. You do not have to agree, but you do have to show you read the feedback.
- At the end of each Unit, post in General Course Questions how to determine your current letter grade so you know if you need to ask for help to improve.

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 List of Due Dates to determine if you have conflicts and immediately propose an **earlier** date.
Caution: Use the List of Due Dates (not the Calendar, not My Grades, nothing else). 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, 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 above or 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 Blackboard's Help & Resources page (upper right side of Blackboard's 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 Blackboard Discussion tool—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.

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 in the Essential Information section (below). 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.

Dates Set by WCJC That Are Not Covered in the List of Due Dates:

- Last day for you to "Drop" the course with grade of "W": November 26, 2019
- Holidays: Thanksgiving (closes 4:00 PM 11/26; resumes 8:00 AM 12/2)

List of Due Dates

Getting Started in This Course (October 21-October 23)

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> Instructions at the top of the folder (README 1st) All documents located in the Getting Started section 	October 21-October 23	--
Graded Assignment(s)	<ul style="list-style-type: none"> Introductory Tasks at the end of Course Orientation (Password you need for 1 of those tasks: DueDates) 	October 23 by 11:59 PM	50-A lot so act!

Getting Started with Evidence (October 23-October 30) - **Caution:** Required to do Writing #1 and #2

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> Instructions at the top of the folder Any resources displayed after you take a Self-Test 	October 23-October 30	--
Graded Assignment(s)	<ul style="list-style-type: none"> Instructions at the top of the folder, including if you already know all of a Self-Test or do not. Using those instructions, take Evidence Quizzes 1-4. 	October 30 by 11:59 PM	40

Unit 1: Creating a New America from 1860 to 1900 (October 23-November 5)

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> Instructions at the top of the Unit 1 folder (both Unit 1 Overview and Unit 1 Study Guide) All 4 Lesson Links (Reference Chapters 23-27) Any Primary Sources with a Lesson 	October 23-November 5	--
Graded Discussion (Posts or Replies to Posts)	<ul style="list-style-type: none"> Instructions in the Prof's first posts. Unit 1 Ask/Answer/Share – a moderated discussion Unit 1 Videos (Optional but may be used as posts) 	November 5 by 11:59 PM	30
Graded Assignment(s)	<ul style="list-style-type: none"> Instructions at the top of the folder, including if you already know all of a Self-Test or do not. Using those instructions, take all Learning Quizzes. 	November 5 by 11:59 PM.	70
Exam	<ul style="list-style-type: none"> Unit 1 Exam 	November 3 to November 5 by 11:59 PM	100

2 Required Writings: Writing #1 (October 30-November 13) and Writing #2 (November 17-December 2)

Caution: There are **General REQUIREMENTS** for **both** writings at the **top** of the folder 2 Required Writings that you **must** follow. The folder 2 Required Writings also provides the **grading rubric** and a Microsoft Word link on how to **create** the **REQUIRED** footnotes.

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> Specific REQUIREMENTS at the top of Writing-#1 and Writing-#2, including exact words for footnotes REQUIRED textbook pages for each Writing REQUIRED primary sources for each Writing. Caution: Use these, not ones on the Internet. 	Writing-#1 from October 30 to November 13 Writing-#2 from November 17 to December 2	--
Graded Turnitin Assignment – Writing-#1	<ul style="list-style-type: none"> Writing-#1 submitted to Turnitin 	October 30 to November 13 by 11:59 PM	100
Graded Turnitin Assignment – Writing-#2	<ul style="list-style-type: none"> Writing-#2 submitted to Turnitin 	November 17 to December 2 by 11:59 PM	100

Sample Respondus Exam (November 2-November 17) - **Caution:** Required to Take the Final Exam

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading and Viewing	<ul style="list-style-type: none"> Instructions at the top of the folder Checklist REQUIRED with the Sample Respondus Exam Section from the syllabus on penalties with the Final REQUIRED Video provided by WCJC showing you exactly how to do a test with Respondus Monitor 	November 2-November 24	--

Either Graded Assignment - Earlier Dates	<ul style="list-style-type: none"> Follow the instructions exactly to take the Sample Respondus Exam, including to email that your last video is OK for your prof to check. If you are correct, your prof enters 5 points for the grade "Video Review by Prof" so you see the Final Exam. If you do the Sample exam correctly the 1st time, you also earn 15 for the grade "1st Time." 	November 2 to November 9 by 11:59 PM	Either 5 + a possible 15
Or Graded Assignment - Later Dates	<ul style="list-style-type: none"> Follow the instructions exactly to take the Sample Respondus Exam, including to email that your last video is OK for your prof to check. (5 points for the grade "Video Review by Prof"; 7.5 for "1st Time.") 	November 10 to November 17 by 11:59 PM	Or 5 + a possible 7.5

Unit 2: Moving to the World Stage-America from 1900 to 1945 (November 5-November 19)

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> Instructions at the top of the Unit 2 folder (both Unit 2 Overview and Unit 2 Study Guide) All 4 Lesson Links (Reference Chapters 28-34) Any Primary Sources with a Lesson 	November 5-November 19	--
Graded Discussion (Posts or Replies to Posts)	<ul style="list-style-type: none"> Instructions in the Prof's first posts in Unit 1 Unit 2 Ask/Answer/Share – a moderated discussion Unit 2 Videos (Optional but may be used as posts) 	November 19 by 11:59 PM	30
Graded Assignment(s)	<ul style="list-style-type: none"> Instructions at the top of the folder, including if you already know all of a Self-Test or do not. Using those instructions, take all Learning Quizzes. 	November 19 by 11:59 PM	82
Exam	<ul style="list-style-type: none"> Unit 2 Exam 	November 17 to November 19 by 11:59 PM	100

Unit 3: Transformations–America from 1945 to the Near Present (November 19-December 8)

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> Instructions at the top of the Unit 3 folder (both Unit 3 Overview and Unit 3 Study Guide) All 3 Lesson Links (Reference Chapters 35-41) Any Primary Sources with a Lesson 	November 19-December 8	--
Graded Discussion (Posts or Replies to Posts)	<ul style="list-style-type: none"> Instructions in the Prof's first posts in Unit 1 Unit 3 Ask/Answer/Share – a moderated discussion Unit 3 Videos (Optional but may be used as posts) 	December 8 by 11:59 PM	30
Graded Assignment(s)	<ul style="list-style-type: none"> Instructions at the top of the folder, including if you already know all of a Self-Test or do not Using those instructions, take all Learning Quizzes. 	December 8 by 11:59 PM	48
Exam	<ul style="list-style-type: none"> Unit 3 Exam 	December 6 to December 8 by 11:59 PM	100

Final Exam: 1860 to the Present (December 1–December 10) – Opens Early for Review; Requires Respondus

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading (With Respondus Monitor, look at WCJC's video and the checklist again to be safe.)	<ul style="list-style-type: none"> Instructions at the top of the folder Checklist REQUIRED for exams with Respondus Section from the syllabus on penalties with the Final Review for history --question link and answers link 	December 1-December 10	--
Either Exam - 1st Opportunity	<ul style="list-style-type: none"> Final from Saturday night through midnight Sunday 	December 7 at 7:00 PM to December 8 by 11:59 PM	Either 100
Or Exam - 2nd Opportunity	<ul style="list-style-type: none"> Final from Monday night through midnight Tuesday 	December 9 at 7:00 PM to December 10 by 11:59 PM	Or 100

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