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| <b>Semester and Year</b>              | Spring 2018 <b>Tan</b> 4/30 per Announcement and Post in 3-Part Writing  |
| <b>CRN</b>                            | 21607  |
| <b>Course Prefix, Num. and Title</b>  | HIST 1302-163 - United States History II   |
| <b>Instructor</b>                     | C.J. Bibus, Ed.D.  |
| <b>Telephone</b>                      | 281.239.1577<br>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<br>Messages (Required Email) on the Course Menu in our Blackboard course—Once the course opens, email only using Blackboard’s Messages.<br><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: 9:00-10:45 AM (Monday), 8:15-10:00 AM (Wednesday), 9:45-10:45 AM (Friday). <u>Sugar Land</u> , 234: 9:25-10:40 AM (Tuesday, Thursday), 12:15-12:45 PM (Tuesday, Thursday). Or by appointment.<br><b>Online Office Hours:</b> 8:15-9:00 AM (Monday), 10:00-10:45 AM (Wednesday), or 1:00-1:30 PM (Friday) You also can call 281-239-1577 during those hours. Or by appointment at Richmond (Monday, Wednesday, Friday) and at Sugar Land (Tuesday, Thursday).   |
| <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>   | Daily work includes Learning Quizzes on concepts and map locations, Evidence Quizzes, and 3 Unit Discussions. Exams include 3 Unit Exams, and a Departmental Final Exam. Written work includes a 3-Part Writing—a paper, two peer reviews of others’ work, and responses to feedback from your instructor and your peers. It requires use of primaries. See the syllabus for course policies, exam dates, grading policies, and points for types of assignments and for the final letter grade.  |
| <b>Instructor’s Grading Scale</b>     | 895 – 1000, A (exceptional)<br>795 – 894, B (above average)<br>695 – 794, C (average)<br>595 – 694, D (below average)<br>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   |

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|------------------------------------|---|
|                                    | 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> | April 27, 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 Discussion provides a link on why these matter to you. Use that link.

## 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 Evidence Requirements, Open Date/Hour in History & All Assignments.)

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.

**Offer that might help some of you:** If you have a laptop with an internal webcam and microphone, I am willing to let you try to do to use to do what Respondus calls an Environmental Check with the Sample Respondus Exam. My guess is that a person who is very careful might be able to do it correctly. If you want to try this with the Sample Respondus Exam, email 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.

Just so there is no misunderstanding: I will be the **only** judge of whether your Environmental Check video is clear enough. My reason is that I am the one who has to give my word that you could not have cheated.

The Respondus & Success Discussion provides information on online monitoring. Use it.

## 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, if that is your goal, for further academic study or for the world of work. 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 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 History & All Assignments. 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

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

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

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

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

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

### Learning Quizzes, Concepts, and the Goal of Exam Questions (Questions are easier—and more useful.)

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 (over 30%) of the 25 questions on each Unit exam.

In this class, questions do **not** require that you show you know **everything**, but you show that you know **something**. The questions focus on your recognizing significant traits of such things as regions, time periods and their dominant beliefs

or events, and historical figures. **Tip:** The best way to learn these is in the instructor's Lessons in each Unit, not the textbook.

The Syllabus & Success Discussion provides a link with examples. Use that link.

### **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**

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

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

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.

### **Course Exams and 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 online exams in a folder within Getting Started.

### **Written Assignments:**

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

Writing assignments are freshman level, brief, and uses 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. It is not about style or opinion. It requires you practice skills essential to get and keep a good job. Your instructor enters points only **after** you respond to feedback—whether that feedback was from your instructor or a student who peer reviewed your paper.

Your writing assignments are located in Required Writing in History & All Assignments. Instructions and any materials you need are there. You post your writing in a type of Discussion that requires that you post before you can see other students' writings. Your instructor uses Blackboard Messages to email feedback, and you reply to that email to get the points entered. **Caution:** You must complete all 4 Evidence Quizzes to see the writing assignment. If you have completed all 4 and do not see the writing assignment, email me immediately.

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. Your instructor also grades your peer reviews with a rubric in the Discussion tool.

The Syllabus & Success Discussion provides a link explaining peer review and citation. Use that link.

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

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

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. For this, you are specific. If you refer to something in the textbook, you provide citation.

The Syllabus & Success Discussion 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:

| <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 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. Because these offers require that you do things at a specific time or way, what you do is covered in the Course Plan that you do in Getting Started.

## **Caution** about the History Department's Course Objectives and 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 Discussion provides a link to explain those objectives and the meaning of the terms primary and secondary. Use that link.

The written work must be over 25 percent of your final grade, a requirement for all history instructors. That minimum means formal writing assignments are essential to pass. The Syllabus & Success Discussion provides a link to show you math examples so you can see how that 25% writing requirements makes success in writing essential. Use that link.

## **How This Course Tries to Help Different Types of Students Succeed with 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 that are introduced in Getting Started

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

## **How This Course Tries to Help Different Types of Students Persist: About 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, 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 take both of a quiz's parts:
    - Its Self-Test so you can find out what you know and do not know (a key to success)
    - Its Full-Test so you can teach yourself any missed concepts by taking the test as many times as you want, with the highest score counting
  - **Tip:** If you made 100% on a Self-Test (and especially on many Self-Tests), I have an alternative way of grading that means you do not have to take a Full-Test when you already know the content. Email if you are in this situation and I will explain the details.
  - If you complete both 2 days before the Unit Exam starts

The Syllabus & Success Discussion provides an example of research on persistence.

## Grading Response Timeframe:

I make every effort to provide feedback for written assignments by one week after the DUE date. 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 4 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 Discussion postings, 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 and how to respond to that feedback.  
**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 announcements 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 Monitored Online Exams (Information Also in Getting Started)

### 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 responsibilities of 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?** 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 start doing online testing in that way that **protects** you.



**Caution:** 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 Next Exam

Instructors have to do online monitoring and students have to do online testing following the rules that are covered in the Checklists. Because this is required, students will not be able to see the current exam:

- If they have not successfully completed this monitoring part of Getting Started or if they did not successfully meet those requirements for the prior exam. (They will have to redo the Sample Respondus Exam and its video to confirm that they can meet those requirements.)
- If they do not meet the monitoring requirements on an exam and do not respond to my email about that. If they never respond, they will not be able to see the next exam.

## What You Need to Understand about Online Monitoring and Your Grade for Exams:

Notice these cautions about online monitoring in this class:

- **Caution:** Your points for **any** exam may change after the instructor reviews the video of your taking your exam.
- **Caution:** In this course, you cannot ignore your instructor's concerns about the video of your taking your exam.

**Tip:** See Getting Started and the instructions for how this works. If you need help, just ask.

## 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 Open Date/Hour 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 learning, 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 at the end. 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.

## Course Schedule **Tan 4/30** per Announcement and Post in 3-Part Writing

### General Information:

|   |   |
|---|---|
| <b>Dates</b>  | Some dates overlap in order to give students maximum flexibility during each unit.<br>Last day for you to “Drop” the course with grade of “W” – April 27, 2018<br>Holidays during the 1st 8-week class – UIL (March 23, 2018), Easter (March 29-Mar 30, 2018)   |
| <b>Due Dates and Dates for Incentives</b>             | All assignments are due at the time in the column Due Date/Hour and automatically close then.<br><b>(Tip:</b> The one exception about automatically closing is during Getting Started: if you email proposing a later date, that is <b>your</b> due date so its assignments are left open to the latest due date in Getting Started.) There is also a small incentive for completing all quizzes in a Unit 2 days before the start of each Unit Exam. Those Incentive Dates are listed below. (For details, click Ctrl-F in the Syllabus and type <b>About Incentive.</b> ) |
| <b>Tests and Passwords</b>                            | For Self-Tests with Learning Quizzes and Evidence Quizzes, the password is:<br>selftest < No capitals, no spaces, and no punctuation<br><br>For Exams (whether for a Unit or the Final), you <b>must</b> first click on Respondus before you access an exam. Respondus handles the security and you do not need a password.   |
| <b>The Course Schedule and Where You Do Your Work</b> | All work is located on History & All Assignments. It includes <b>all</b> content and <b>all</b> assignments. The Course Schedule below has the <b>same</b> names as on History & All Assignments. For example, Getting Started below is the 1 <sup>st</sup> item on History & All Assignments.<br><br>All work is either in the specific Unit or the Course Schedule identifies the location by underlining. For example, see the underlined words <u>In Evidence Requirements</u> on the 3 <sup>rd</sup> row for Unit 1.   |

## Getting Started (MAR 19-MAR 20 and to 4/2 for Respondus Tasks) & Staying Successful All 8 Weeks

| Assignment   | Open Date/Hour | Due Date/Hour   |
|--|----------------|---|
| Complete tasks listed on the <b>last</b> page of the Course Orientation link. <b>Tip:</b> If you cannot do those tasks by 3/20, email me a proposed date immediately.  | 3/19–8:00 AM   | 3/20–11:59 PM<br>(Email me if you need later date.)                               |
| Complete Respondus & Success Discussion to understand requirements and ask and answer questions. Then take Distance Education’s Sample Respondus Exam without any penalties. <b>Caution:</b> You cannot take exams without this. If you get penalties on later exams, you must redo the Sample Respondus Exam to show you understand what you are to do when taking a test online. | 3/21-8:00 AM   | 4/2 4–11:59 PM<br><b>Caution:</b> Unit 1 begins 4/6 so take care of this quickly. |

## Unit 1: Creating a New America from 1860 to 1900 (MAR 20-APRIL 8)

| Assignment (Listed in the Order They Become Open Date/Hour)  | Open Date/Hour | Due Date/Hour           |
|--|----------------|-------------------------|
| Use the Lessons in Unit 1 and its Study Guide (Textbook chapters: 23 to 27)  | –              | –                       |
| Take all Learning Quizzes in Unit 1. ( <b>Tip:</b> See instructions at the top.)   | 3/20–12:00 AM  | 4/8 <b>11</b> –11:59 PM |
| In <u>Evidence Requirements</u> , take Evidence Quizzes 1-2. ( <b>Tip:</b> Quiz 1-4 are kept open to the end of term as a resource.)   | 3/20–12:00 AM  | 4/8 <b>11</b> –11:59 PM |
| Post and reply in Unit 1 Learning Discussions. ( <b>Tip:</b> See instructions in my 1 <sup>st</sup> post and example posts of what you can do. It ends one day before the exam starts, but I reopen it the next morning where you can read any postings you need.) | 3/21–12:00 AM  | 4/5 <b>8</b> –11:59 PM  |
| Take Unit 1 Exam (Incentive Date for all quizzes: 4/4 <b>8</b> -12:00 AM) ( <b>Caution:</b> To see the exam requires 3+ points in the grade Prof's Video Review.)  | 4/6–12:00 AM   | 4/8 <b>11</b> –11:59 PM |

## Unit 2: Moving to the World Stage-America from 1900 to 1945 (APRIL 8-APRIL 22)

| Assignment (Listed in the Order They Become Open Date/Hour)   | Open Date/Hour  | Due Date/Hour  |
|---|---|--|
| Use the Lessons in Unit 2 and its Study Guide (Textbook chapters: 28 to 34.)  | –   | –  |
| Take all Learning Quizzes in Unit 2 ( <b>Tip:</b> same instruction as Unit 1.)  | 4/8–12:00 AM  | 4/22 <b>25</b> –11:59 PM   |
| In <u>Evidence Requirements</u> , take Evidence Quiz 3-4 ( <b>Caution:</b> You <b>must</b> take all 4 <b>before</b> you can submit the 3-Part Writing Assignment beginning 4/8.)  | 4/8–12:00 AM  | 4/22 <b>25</b> –11:59 PM   |
| Post and reply in Unit 2 Learning Discussions. ( <b>Tip:</b> same instruction as Unit 1.)   | 4/8–12:00 AM  | 4/19 <b>23</b> –11:59 PM   |
| In <u>Required Writing</u> , post your paper in the 3-Part Writing discussion.<br><br><b>Caution 1:</b> To see the discussion, you must do Evidence Quizzes 1, 2, 3, and<br><b>Caution 2:</b> You <b>must</b> post your paper before the Due Date/Hour to do the remaining 2 parts of the 3-Part Writing Assignment.<br><b>Caution 3:</b> Late papers are <b>not</b> accepted.<br><br>To catch up in the schedule, I really need papers <b>pre-weekend 4/21</b> so if you post yours by 4/19 <b>BEFORE 1:00 PM</b> then <b>25</b> extra points in <b>Help Prof</b> grade; by 4/20, <b>20</b> ; by 4/21, <b>15</b> , and by 4/22, <b>10</b> . Do Content and Evidence by the rules or these extra points will not really help you. Do a careful job, and, if you are able to do it early, you help me, the class and yourself. | 4/8- <b>14</b> –12:00 AM You can post if you met the Evidence Requirements. | 4/17 <b>24</b> –11:59 PM <b>You cannot post a peer review UNTIL 4/24. Given the tightness of the schedule, the discussion will not open and close.</b> |
| Take Unit 2 Exam (Incentive Date for all quizzes: 4/15 <b>22</b> -12:00 AM) ( <b>Caution:</b> To see the exam requires 3+ points in the grade Prof's Video Review.)   | 4/20–12:00 AM   | 4/22 <b>25</b> –11:59 PM   |

### Unit 3: Transformations–America from 1945 to the Near Present (APRIL 22-MAY 8)

| Assignment (Listed in the Order They Become Open Date/Hour)   | Open Date/Hour | Due Date/Hour   |
|---|----------------|---|
| Use the Lessons in Unit 3 and its Study Guide (Textbook chapters: 35 to 41.)  | –              | –   |
| Take all Learning Quizzes in Unit 3. ( <b>Tip:</b> same instruction as Unit 1.)   | 4/22–12:00 AM  | 5/8–11:59 PM  |
| Post and reply in Unit 3 Learning Discussions ( <b>Tip:</b> same instruction as Unit 1.)  | 4/22–12:00 AM  | 5/7–11:59 PM  |
| In Required Writing, on 4/24, when the 3-Part Writing reopens, peer review 2 other students' papers on evidence ( <b>not</b> grammar).<br><b>Caution:</b> You cannot submit the peer review until you reply to my feedback on your paper. The sooner you reply accurately, the faster you can post your 2 peer reviews. | 4/24–12:00 AM  | 5/1–11:59 PM<br>5/2 at 1:00 PM<br>(just after lunch)<br>While it is closed, you cannot post, but you can read peer reviews of your paper. |
| In Required Writing, 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.   | 5/3-12:00 AM   | 5/7-12:01 PM (  |
| Take Unit 3 Exam (Incentive Date for all quizzes: 5/2-12:00 AM)<br><b>Caution:</b> To see the exam requires 3+ points in the grade Prof's Video Review.)<br><b>Tip:</b> Extra days are to help your varied schedules.)  | 5/4–12:00 AM   | 5/8–11:59 PM  |

### Final Exam: 1860 to the Present (Early open APRIL 29-MAY 8)

| 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 me the <b>specifics</b> .   | --             | 4/30–11:59 PM |
| Take the Final Exam on <b>either</b> date. <b>Caution:</b> History instructors are required to fail students for the <b>course</b> if they do not take this exam. | 5/5–7:00 PM    | 5/6–11:59 PM  |
|   | 5/7–7:00 PM    | 5/8–11:59 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.        | --             | 5/10 12:00 PM |

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