

Online Courses

Semester and Year	Spring 2019
CRN	21607
Course Prefix, Num. and Title	HIST 1302-163 - 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 say your phone number twice.
Email	bibusc@wcjc.edu Course Messages (Email) on the course menu in our Blackboard course—Once the course opens, email only using Blackboard’s Messages.
Office Hours / Location	Face-to-Face Office Hours: <u>Richmond</u> , 240G: 10:20-10:50 AM, 1:00-2:15 PM (Monday, Friday), 9:50-10:50 AM (Wednesday). <u>Sugar Land</u> , 234: 9:25-10:50 AM (Tuesday, Thursday), 12:15-2:15 PM (Tuesday), 12:15-1:15 PM (Thursday). 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 (4%), Learning Quizzes on concepts/maps (20%), Evidence Quizzes (4%), 3 Unit Exams (30%), and Respondus and Departmental Final Exam (12%). Written work includes 3 Unit Discussions (6%) and a 3-Part Writing (24%) —a paper, 2 peer reviews of others’ work, and replies 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.
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"	May 3, 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 (listed on the first page of this syllabus), I respond to course 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 Searchable Syllabus Assignment provides the historical meaning of many of these terms.

Required Course Materials:

History Department's Required Textbook

David M. Kennedy, Lizabeth 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 3-Part Writing assignment) as your **only** source for your written assignments, and you must cite a **specific** page from the textbook or a primary for your facts. (For details, see Evidence Quizzes & Part 1, Part 2, & Part 3 Writing In the course.)

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. The Searchable Syllabus Assignment provides tips for buying this efficiently and cheaply.

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. You will also find resources at Blackboard's Help & Resources (a link on Blackboard's Login page).

Method of Instruction:

This course tries to help students with varied backgrounds so everyone can succeed. You test your own knowledge of basic concepts and map locations and of the basics of evidence for history (and jobs). If you already know the content, you earn full points. If you do not, you use quizzes to teach yourself—and you then earn full points. Each unit provides online lessons and a discussion where you ask or answer questions. The History Department requires that 25 percent of graded work consists of writing and that you use primaries (documents written during the period covered by the question). The Blackboard course provides everything you need to do the writing—except the textbook.

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.

1 Method (and the Only Safe Method) to Know When Work Is Due

The only safe way to know when your work is due is the List of Due Dates. It is available at the end of this syllabus and is also on the course menu (Blackboard's term for the menu that you can display on the left of the screen).

2 Methods to Locate Work in the Course:

This course provides 2 methods available on what Blackboard calls the course menu:

- Shortcut to All Graded Work (No Content or Instructions)—**Only** provides Blackboard **tools** to submit work
- Learning Modules (All Content/All Graded Work)—Provides **everything** you need: study guides, instructions, lessons, primaries and all of the Blackboard tools you use from assignments to quizzes to discussions to exams.

Method of Using Quizzes to Help Students with Varied Backgrounds:

Whether Learning Quizzes on concepts or map locations (200 points) or the Evidence Quizzes for history (40 points), 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. (A .01 is so small that it is equivalent to a penny compared to a dollar.)
Tip: On the other hand, it is in your interest to answer Self-Tests accurately so measure your own brain accurately for 2 reasons.
 1. You want to know what you know and do not know to save time and to correct or complete what you do not know. **Caution:** With Evidence Quizzes, this is particularly important because, if you miss many questions, you must follow instructions carefully because writing about history is different from your prior experiences.
 2. If you already know the content in the Self-Test and prove that by being correct on over 80 percent of the questions on that Self-Test, you earn the points for its Full-Test **without** taking it.
Your instructor enters those points at the end of each Unit **after** the Learning Quizzes close.
- Once you submit the self-test, Blackboard **automatically** displays additional content (if needed) and a Full-Test so that you can earn full points while teaching yourself the vocabulary and map locations that you do not know. You may repeat as many times as you wish, and your **highest** score counts.

The Searchable Syllabus Assignment provides a visual of how this helps students with weak or strong backgrounds.

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.

Learning Quizzes and 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.

Discussions for Each Unit:

You work together as a group to ask or answer questions. The questions can come from Learning Quizzes, Evidence Quizzes, content in a Lesson, items in the Study Guide, or any content or work covered during the Unit. For discussions where students help each other learn, your instructor uses what Blackboard calls a “moderated” discussion where your

instructor must approve your post **before** it is visible to the group. If you made an error that might damage other students, your instructor gives you feedback so you can correct and repost. **Tip:** Your instructor's 1st post in the discussion contains a) how to use Blackboard's "moderated" discussions, b) examples of posts, and c) the grading rubric.

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 and learn these things is in your instructor's Lessons in each Unit, not in a textbook.
- The best way to use the Lessons efficiently is to use them **with** the Unit's Study Guide (top of each Unit's folder).
- The Lessons are like a textbook that has bullets and that you can **search**. **Example:** if you need more about something in the Study Guide about Lesson 2, click on that Lesson, press Ctrl-F (for Find), and type a key word in the Find box. Click through all uses of that word in that Lesson. If you need help with searching for something, post a question: in the Learning Discussion.

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

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:**

- Departmental policy is an F for the course if you do not take the Final. **Example:** if you have an A average for all the prior work in the course **and if** you do **not** take the Final Exam, your instructor is required to enter an F for your final **LETTER** grade for the **course**.
- Do **not** ignore the requirement to do the Sample Respondus Exam correctly in order to do the Final Exam. Meet that due date early in the 3 weeks that the Sample Respondus Exam is available to be sure you are safe.

Requirement to Do the Sample Respondus Exam Correctly in Order to Take the Final Exam

Introduction to Respondus Monitor

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.

Exam Conduct: Respondus 1-page Checklist Used to Grade the Sample Respondus Exam and the Final Exam

In this course, we use Respondus Lockdown Browser only with the Final Exam. You have a 3-week period to take the Sample Respondus Exam and have me watch it so you can be sure you know what to do when you take the Final Exam.

All students must observe carefully Distance Education's excellent video. Online at [How to Test with Respondus](https://softchalkcloud.com/lesson/serve/8hkmXWAjVbt9S4/html). Link address: <https://softchalkcloud.com/lesson/serve/8hkmXWAjVbt9S4/html>. Respondus 1-page checklist of each action shown in the video serves a **reminder** to students and a way for your prof to **grade** your video. The Searchable Syllabus Assignment provides a link to the **Respondus 1-page checklist**, and that checklist is also in the Respondus folder.

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

How to Make the Full 10 or 15 or 20 Points and Save Time

You **must** earn 5 for points for the grade “Video Review” to see the Final Exam. You may earn 10 or 15 or 20 points for this assignment if you **act early** and are **correct the 1st time** as measured by the **Respondus 1-page checklist** (above):

- 20 points - **1st** week Respondus is available and you meet Distance Education’s (DE’s) requirements the **1st time**.
- 15 points - **2nd** week Respondus is available and you meet DE’s requirements the **1st time**.
- 10 points - **3rd** week Respondus is available and you meet DE’s requirements the **1st time**
- 5 points - Any time in the three-week period but you had to try **more** than 1 time to meet DE’s requirements

To succeed the **1st** time with the sample exam and have **no** Penalties with the Final Exam, do these practical things:

1. Use the top of the Respondus 1-page checklist. Examine where you will take the Sample Respondus Exam and **later** the Final Exam. **Check off each item** to be sure you have prepared the room as required. **Caution:** If you were correct with the Sample Respondus Exam, you must **also** be correct on the Final Exam. Do not trust your memory or you will lose points on the Final Exam. Check off each item for the Final too.
2. Use the bottom of the Respondus 1-page checklist as you look carefully at the Distance Education video (above) to understand what you must **do**. Then use the 1-page checklist as you do the Sample Respondus Exam--Just tell me in the video that you are using it. As you work, slow down and **look at yourself**. Respondus Monitor lets you see how you did and—if you look at yourself and realize you are incorrect—it lets you **try again**. Get it right.
3. **If you trouble making your name readable and your picture clear enough** in the external webcam so your instructor can confirm your identity, you may make a clear picture of your photo ID and email it to me using Course Messages (Email). When you take the Sample Respondus Exam **and** the Final Exam, remind me a) orally in the video and b) by an email just before the exam that I have a picture of your Photo ID on file.
4. When you are sure you meet the requirements and want me to check the video, reply in the Respondus Sign up discussion. I check your **last** sample exam and reply in the discussion saying to check your Course Messages.
5. When I say I have checked, go to Course Messages. I **either** tell you that you did fine and enter the points **or**—if there is a problem—I send you screen prints so **you** can see what I see and you can redo the Sample Respondus Exam correctly. If you do not understand, just email me back or call during office hours. **I am glad to help you** succeed, not only with history but with meeting these requirements **all** Distance Education students must meet.
6. Before you do the Final Exam, use the Respondus 1-page checklist to remind yourself of the steps. **Tip:** If where you live has people who play loud music or come into your room even with a sign on the door or if you do not want to buy an external webcam, remember WCJC has Respondus testing facilities at its campus locations.

Written Assignments:

How the 3-Part Writing Can Help You

The 3-Part Writing lets you look at the same content (what you have to learn) and use the same focus on evidence (what you have to do with evidence) in 3 assignments—a paper, 2 peer reviews, and a reply to those peer reviews. Instead of 3 sets of content with your starting over with each assignment, you have 1 set of content and 3 experiences with the same content and you can start to understand how to work with evidence. One student expressed this very well at the end of her class: “I figured out how you were trying to help us.”

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, including your peer review of others’ work, is to be 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. The Searchable Syllabus Assignment provides a link to the 5 Good Habits for Evidence and how they are essential for jobs.

You post your writing in a type of Blackboard discussion that requires that you post **before** you can see other students’ writings. **Caution:** 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 and emailed me that you have, you become a Participant who can post the 1st Part.
 - If you posted the 1st Part and you replied to my emailed feedback on it, you become a Participant who can post on the 2nd Part.
 - If you did the 2nd Part, you become a Participant who can post on the 3rd 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 List of Due Dates, you must post your peer reviews of 2 other students’ work in the same discussion and later, in that same discussion, reply to the feedback from those who peer reviewed you. In both cases, you focus on content and evidence using the Good Habits for Evidence rubric, not grammar or style.

3-Part Writing Assignment—Paper, 2 Peer Reviews, and Replies to Peer Reviews

- 1st 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 following the instructions and using the specific citation for each required source provided in the instructions.
Feedback: Your marked paper and your marked Good Habits for Evidence rubric in an email in Course Messages
- 2nd 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.

- 3rd Part: For your reply to the 2 people who peer reviewed your paper, you write a brief, evidence-centered reply. *Merriam-Webster's Online Dictionary* defines the word reply as “a thorough response to all issues, points, or questions raised.”

Feedback: Your instructor marks a brief rubric and emails it to you in Course Messages.

The Searchable Syllabus Assignment provides links explaining primaries, peer reviews, and citation.

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 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:

- 40 – Getting Started activities (How you start frequently determines your success at the end.)
- 20 – Respondus requirements to be able to take the Final Exam
- 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 Replies to Their Feedback @ 40 points

Caution about the History Department’s Course Objectives and Its 25 Percent 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 Searchable Syllabus Assignment explains 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. The Searchable Syllabus Assignment shows math examples to prove you **must try** writing assignments to pass the course.

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

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 a rubric that tells you which of the 5 Good Habits for Evidence could help you avoid problems revealed by your paper. Third, with permission of the History Department to do this experiment to try to help students, it divides written grades in half:

- One half of the grade for the content of the written assignment itself
- One half for following the 5 Good Habits for Evidence (covered in Evidence Quiz 4)

The Searchable Syllabus Assignment shows how this division helps you improve your writing grade by 1 letter and helps you focus on skills that will work not only with history but with jobs and decision making.

Extra Credit (Incentives to Help You Persist)

This course does not offer extra credit to help a few people make a higher grade. It offers extra credit to **all** students for actions that make them better students. *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 percent increase
 - If you post as its rubric explains and if you earn over 14 points out of 20 on the Unit Discussion
 - If you make over 60 on the Unit 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 percent of the questions on that Self-Test (In other words, you earn the points for its Full-Test **without** taking the Full-Test. At the end of each Unit, your instructor enters both your points for the Full-Test and the 1-point incentive.)
 - **Or** complete—if you make **less** than 80 percent on the Self-Test—the Full-Test to 80 percent or higher on 1 day before the Unit Exam starts. Why Do the Full-Tests in addition to the 1-point incentive? a) The Full-Tests let you teach yourself any missed concepts by taking the test as many times as you want. b) You pre-learn about one-third of the Unit Exam questions. c) That the highest score counts is also an incentive to **persist**—what Duckworth calls “grit,” something everyone needs for college and a job and life.

For a link to Duckworth’s Ted Talk, use the Searchable Syllabus Assignment. Duckworth 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 on the date in the List of Due Dates. **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 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 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** as the directions say. You do not have to agree, but you do have to show you read the feedback. Until then, you are classified as a Reader in the discussion: you can see posts, but not post yourself.
- 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). 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 or 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 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 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.

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.

General Information to Use with the List of Due Dates (Your Only Safe Source of Dates)

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”: 5/3/2019
- Holidays: UIL (3/29) and Easter Break (4/18-4/19, with classes resuming 4/22)

Information from the Syllabus or from Instructions with Assignments:

Passwords for Self-Tests and Unit Exams

- For self-tests for Learning Quizzes or Evidence Quizzes: selftest < no capitals, no spaces, and no punctuation
- For Unit Exams: onetimeonly < no capitals, no spaces, and no punctuation

2 Methods to Locate Work in the Course on Blackboard’s Course Menu

- Shortcut to All Graded Work (No Content or Instructions)—Only provides Blackboard tools to submit work
- Learning Modules (All Content/All Graded Work)—Provides **everything** you need: study guides, instructions, lessons, primaries and all of the Blackboard tools you use from assignments to quizzes to discussions to exams.

How to Use the List of Due Dates to Know Where, When, and How:

The List of Due Dates—these 4 pages—are available at the end of this syllabus and separately on the Course Menu and as a link at other locations in the course.

1. **Where to work:** The List of Due Dates tells you which Learning Modules to use to do your work. **Example:**
 - To do the work listed under the **heading** “Meeting the Respondus Requirements to Take the Final Exam”
 - You click **1st** on **Learning Modules** on the **Course Menu** and **2nd** on the **folder** “Meeting the Respondus Requirements to Take the Final Exam”
2. **When to work:** The row for each assignment shows you:
 - **When** the work **opens** (is available to you to start preparing)
 - **When** work is **due** (must be submitted)
3. **When you have flexibility:** Some dates **overlap** in order to give you flexibility during each unit. **Example:** Notice how Unit 1’s Exam period overlaps with the start of Unit 2. If **you** finish Unit 1 early, **you** can start Unit 2 early.
4. **How to work in Any Unit:** All Units about history work in the **same** way. In Unit 1, the **Tips** apply to **all** 3 Units.
5. The next 3 pages show you:
 - On page 12, the 3 Learning Modules that you use throughout the semester – the one with the Sample Respondus Exam and the one for Evidence Quizzes and the one for doing the 3-Part Writing
 - On pages 13 and 14, the Learning Modules that you use one after another for specific content, such as Getting Started, Unit 1, Unit 2, Unit 3, and the Final Exam

Learning Modules That You Do or Use Throughout the Semester

Meeting the Respondus Requirements to Take the Final Exam (MAR 31-APR 24)

You have 3-weeks to take the Sample Respondus Exam so you can take the Final Exam. You are graded using a checklist.

Assignment (Listed in the Order They Become Open)	Opens	Due	Points
If you exactly follow Distance Education's requirements on the 1st try and in the 1st week (3/31-4/6), you earn 20 points; the 2nd week (4/7-4/13), 15 points; and the last week (4/14-4/24), 10 points. If you need 2 tries, you earn only 5 points. Tip: Use Distance Education's video and the grading checklist to make sure you do this correctly. Caution: only external (clip-able) webcams.	3/31 - 12:00 AM	4/24– 11:59 PM	20

Evidence Quizzes (Required to see the 3-Part Writing) (APR 1-APR 15)

Assignment (Listed in the Order They Become Open)	Opens	Due	Points
To open the folder for the 3-Part Writing, complete at least the Self-Tests for Evidence Quizzes 1-4. Score at least 80%+ on each Self-Test or—if you did not—do its Full-Test to at least 80%. Use Course Messages to email your instructor that you have completed these 4 Self-Tests, and she confirms you will be in the Discussion or tells you what to do.	4/1 - 12:00 AM	4/15– 1:00 PM	40

3-Part Writing–Paper, 2 Peer Reviews, and Replies to Peer Reviews (APR 8-MAY 14) – Opens Early for Questions.

With the 3-Part Writing discussion, your instructor opens and closes the **same** discussion when **each** of 3 Parts stop and start according to the dates below and puts students back into the discussion **after** they reply to feedback. **Instructions** at the top of the 3-Part Writing folder tell you what to do with **each** Part, including covering everything from length to citation to required textbook pages and required Subject lines.

Assignment (Listed in the Order They Become Open)	Opens	Due	Points
The folder opens early 4/8 with instructions on citation and required textbook pages and contains required primaries. The 3-Part Discussion opens 4/15 so you can post your paper (the 1 st Part). Cautions: You cannot see others' papers before you post your own so ask questions in the Unit 1 Learning Discussion. Late papers are not accepted. You must do the 1st Part to do the 2 nd and 3 rd Parts.	4/15– 1:00 PM	4/24– 11:59 PM	100
The Discussion reopens for the 2 nd Part (2 peer reviews). After her class ends at 1:00 PM, your instructor emails feedback on the 1 st Part in Course Messages. Tip: The quicker you reply, the quicker you are back in the discussion for the 2 nd Part.	4/29– 1:00 PM	5/6– 11:59 PM	100
The Discussion reopens for the 3 rd Part (replies to peer reviewers). Carefully examine comments about evidence by the 2 students who peer reviewed it. Reply to their peer review according to the instructions.	5/9–1:00 PM	5/14– 11:59 PM	40
Total for the 3-Part Writing			240

Learning Modules Containing Assignments That You Do One After Another

Getting Started & Staying Successful All 8 Weeks (MAR 25-MAR 27)

Assignment	Opens	Due	Points
Complete tasks listed on the last page of the Course Orientation link. (If you cannot complete these tasks by 3/27, email your instructor in Course Messages.)	3/25– 8:00 AM	3/27– 11:59 PM	60

Unit 1: Creating a New America from 1860 to 1900 (MAR 27-APR 13)

Unit 1 includes **Tips** to help you succeed from the beginning. The **Tips** apply not only to Unit 1 but to Unit 2 and Unit 3 as well. For example, by doing each Unit's Learning Discussion and making above a 60 on the Exam, you can earn 90 instead of 60 points.

Assignment (Listed in the Order They Become Open)	Opens	Due	Points
Use Unit 1's Study Guide with its Lessons and textbook chapters 23 to 27. Tip: Everything you need is in this Learning Module—except the textbook.	–	–	
Take the Learning Quizzes in Unit 1. Tip: See tips at the top of its folder. (The incentive for each Learning Quiz in the Unit ends on the date listed in an Announcement.)	3/27– 12:00 AM	4/13– 11:59 PM	70
Post and/or reply in Unit 1 Learning Discussions. Tips: a) It closes the day before the exam starts. b) Use the Discussion Instructions in your instructor's 1 st post. c) Earn 10 extra credit points if you also make above 60 on the Unit Exam. d) For Unit 1, the 1 st 5 people to post earn 5 extra points and, if you need help, your instructor coaches you.	3/27– 12:00 AM	4/10– 11:59 PM	20
Take Unit 1 Exam. Tips: Complete Self-Tests or Full-Tests at 80 percent or more to earn a 1 point incentive for each quiz.	4/11– 12:00 AM	4/13– 11:59 PM	100
Total for Unit 1			190

Unit 2: Moving to the World Stage-America from 1900 to 1945 (APR 13-APR 30)

Assignment (Listed in the Order They Become Open)	Opens	Due	Points
Use Unit 2's Study Guide with its Lessons and textbook chapters 28 to 34.	–	–	
Take all Learning Quizzes in Unit 2 (Tip: same instruction as Unit 1.)	4/13– 12:00 AM	4/30– 11:59 PM	82
Post and reply in Unit 2 Learning Discussions. (Tip: same instruction as Unit 1.)	4/13– 12:00 AM	4/27– 11:59 PM	20
Take Unit 2 Exam	4/28– 12:00 AM	4/30– 11:59 PM	100
Total for Unit 2			202

Unit 3: Transformations–America from 1945 to the Near Present (APR 30-MAY 12)

Assignment (Listed in the Order They Become Open)	Opens	Due	Points
Use Unit 3's Study Guide with its Lessons and textbook chapters 35 to 41.	–	–	
Take all Learning Quizzes in Unit 3. (Tip: same instruction as Unit 1.)	4/30– 12:00 AM	5/12– 11:59 PM	48
Post and reply in Unit 3 Learning Discussions (Tip: same instruction as Unit 1.)	4/30– 12:00 AM	5/9– 11:59 PM	20
Take Unit 3 Exam - Tip: The extra days are to make Spring Break responsibilities more flexible.	5/10– 12:00 AM	5/12– 11:59 PM	100
Total for Unit 3			168

Final Exam: 1860 to the Present (MAY 5-MAY 15) – Opens Early for Review

Take the Final Exam on **either** date. **Cautions:** The History Department **requires** History instructors to fail students for the **whole Course** if they do not take the Final Exam. I will apply the penalties (points deducted from your exam grade) if

Assignment (Listed in the Order They Become Open)	Opens	Due	Points
Check all existing grades. If you think there is an error, email the specifics .	--	5/12– 11:59 PM	
1 st time period for taking the Final.	5/11– 7:00 PM	5/12– 11:59 PM	
2 nd time period for taking the Final.	5/14– 7:00 PM	5/15– 11:59 PM	
Check all new grades. If you think there is an error, email in Blackboard Messages the exact name of the grade and your phone # before NOON .	--	5/16– 12:00 PM	
Total for the Final Exam Regardless of the Day Taken			100

Total of the Points Above

Total	Part of the Course
20	Respondus
40	Evidence Quizzes
240	3-Part Writing (paper, 2 peer reviews, 2 replies to peer reviews)
40	Getting Started
190	Unit 1
202	Unit 2
168	Unit 3
100	Final Exam
1000	Total for the Course

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