

<b>Semester and Year</b>	Spring 2020	<b>Tip to Students:</b> Use <b>Ctrl-F + Rev</b> to find revisions made 3/30.
<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>	<b>Revision:</b> 281-786-0197 (Google Voice). If I do not answer during Online Office Hours, please leave a voice mail. Please slowly spell your <b>last</b> name and identify your class.	
<b>Email</b>	<b>Revision:</b> Connie Bibus (Instructor) in Blackboard Course Messages -WCJC's policy has changed. This is the last email using WCJC email.	
<b>Online Office Hours</b>	<b>Revision:</b> Monday 10:00 AM-12:00; Tuesday 8 AM to 1 PM; Wednesday 12 PM to 3 PM; Thursday 7 AM to 9 AM; Friday 11 AM to 1 PM. Or by appointment. For these hours and tips on contacting me, look at the permanent announcement in your course.	
<b>Class Days / Time / Location</b>	Online at <a href="https://wcjc.blackboard.com">Blackboard Login Page</a> Link Address: wcjc.blackboard.com	
<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>	<b>Revision:</b> Objective work includes Getting Started (5%), Learning Quizzes on concepts/maps (20%), 3 Unit Exams (30%), Respondus and Departmental Final Exam (11.5%), Evidence Quizzes (4%), a 3-Part Writing (Paper at 10%, Fact-checking 2 papers at 4% each, and 2 Replies at 2% each), They require use of primaries and of evidence following rules for the discipline of history. See the syllabus for course policies, exam dates, grading policies, and points for types of assignments and the final letter grade.	
<b>Instructor's Grading Scale</b>	<b>Revision:</b> 832.5 – 925, A (exceptional) < For this term, this is a <b>925-point</b> course. 740 – 832.4 B (above average) 647.5 – 739.5, C (average) 555 – 647.4 D, (below average) Below 555, F (failing)	
<b>Instructor's Attendance Policy</b>	Students should log in to work <b>at least 3</b> times a week, including checking Blackboard Announcements and Course Messages (the required Blackboard tool for email).	
<b>ADA Statement</b>	The college will make reasonable accommodations for students with documented disabilities. Students wishing to receive accommodations must contact the Office of Disability Services, located in the Pioneer Student Center, Room 313, at the Wharton campus or by phone at (979) 532-6384. Students must request accommodations from the Office of Disability Services prior to each semester. Please note that accommodations provided are not retroactive. Additional information can be found	

	on the web at the <a href="http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx">Office of Disability Services (opens in same window/tab)</a> . Link Address: <a href="http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx">http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx</a> .
<b>Misconduct Statement</b>	Misconduct for which discipline may be administered at WCJC includes, but is not limited to, cheating, plagiarism, or knowingly furnishing false information to the college (plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test, copying tests, assignments, reports, or term papers).
<b>Last Day to Drop with a "W"</b>	May 1, 2020

## Course Information

### Prerequisites:

TSI satisfied in Reading and Writing

### Communication Policy (Also an Announcement in Your Course)

#### Online Office Hours - Google Voice # - Required Email

- Call **281-786-0197** (Google Voice). If I do not answer during Online Office Hours, please leave a voice mail. Please slowly spell your **last** name as it is in WCJC's records and identify your class.
- Email **Connie Bibus (Instructor)** in Blackboard Course Messages. **Caution:** WCJC's policy has changed: do not email using WCJC email.

Online Office Hours:

- Monday 10 AM-12
- Tuesday 8 AM to 1 PM
- Wednesday 12 PM to 3 PM
- Thursday 7 AM to 9 AM
- Friday 11 AM to 1 PM
- Or by appointment.

#### 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 respond to Blackboard Course Messages (Email), phone messages, and discussion postings within 36 hours (weekends and holidays excepted). **2 Tips about My Schedule:**

1. The hours listed as my Online Office Hours are times that I check Google Voice and move from course to course and check in **each** course one by one for:
  - Course Messages (Email)
  - Discussions, especially those placed near the top of Learning Modules (All Content & Graded Work)
  - Gradebook changes, such as entering grades and Incentives for Self-Tests for Learning Quizzes

2. With this shift of on-campus classes to being online, I am –and will continue to be—in Blackboard courses for much more time than those hours because I am still in the process of shifting my on-campus courses to online courses. **An example of what this means for you:**
- If you send an email **before** one of the office hours above, the odds are I will answer during that office hour or shortly after that.
  - If you send it **after** my office hours for that day, I am likely to be trying to finish something for a class and I will **not** come back to email **until** the next day’s office hour.

### Online Office Hours and Individual Help

During Online Office Hours, I am also glad to help you online or work with you by phone. (The Google Voice phone number is above.) If we **both** have Blackboard open, working together by phone frequently brings the fastest solution.

**Why Not Blackboard Collaborate?** I have Blackboard Collaborate in our course and have used it to create short videos pointing out things in the course. My own experience (some words seem not to record) and feedback (you have a “terrible Internet connection”) from a Distance Education staff member using Collaborate with me seem to show that using the phone is likely to help you more as long as we **both** have Blackboard open.

### 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.

### Revision: Required Course Materials:

#### Revision: History Department’s Required Textbook - As of 3/27 Available for Free as an E-Book!

David M. Kennedy, Lizabeth Cohen, and Mel Piehl, *The Brief American Pageant: A History of the Republic*, 9<sup>th</sup> 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.

**How do you get the Free E-Book?** The bottom of Getting Started contains the information from the Chair of the History Department. Use the link in the information plus the attached “flyer.”

**This remains true:** 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 for Evidence Quizzes and for the 3-Part Writing.)

## Revision: Distance Education’s Statement of Requirements

For **this** term, as the Before Class Email says, you will need a computer with an internal webcam and microphone, but you do **not** have to have an external webcam.

It will be easier if you use an external webcam, but you are not required to. You are, however, **required** to use the internal webcam in your laptop to point to **everything** that the demonstrator pointed to.

If you want to purchase an external webcam at this time, here is what you need: 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**.

## 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 or 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. **Writing for history courses is probably different from other writing you have done.** The History Department requires that 30 per cent of graded work consists of writing and that you use primaries (documents written during the period covered by the question). The focus is on evidence, citation, and careful analysis and reasoning. 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:

- A snippet from the List of Due Dates to remind you of what you do in this section of the Learning Modules
- 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.

### Revision: (Not Done for this Term) A Discussion for Each Unit to Help You with Its Terms:

From a list, you select 1 term (maximum of 30 points) that no student has covered and follow directions carefully for posting. If all terms are not done by the Thursday before the test, you can earn 5 points extra credit for each one.

### 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.

### 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 been earning 90% or higher on every assignment (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 Browser.

### 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 **after** the Sample Respondus Exam closes and even **just** before the Final, you can use the quiz Practice with Respondus - Instructor Does Not Review. It opens when the Sample Respondus Exam closes.

### How Respondus Works in This Class

In this course, you **only** use Respondus with the **Final Exam**. **Tip** and **Caution:** Check the Signup discussion for the ways you can meet your responsibilities with Respondus. 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 1-week period to meet the requirements, but you earn the **most points** (and save the most time) if you do it **do it exactly as WCJC's video shows you to do it. Get it over with.**
2. Within that 1-week period, you can practice with the Sample Respondus Exam when you want to and as long as you want to. **Tips** and **Cautions:**
  - Because you can practice as long as you want, I do **not** review your Respondus video **until** you tell me you are satisfied with your last attempt.
  - **How do you do tell me to review yours?** By signing up in the Respondus discussion.
  - **What happens next?** Your prof reviews how you did the Sample Respondus Exam and replies back and attaches a marked checklist. The marked checklist also tells you:
    - Either you were OK and, if you do the Final Exam in the **same** way, you would **not** have penalties (points subtracted) from your Final Exam score.
    - Or you were **not** OK and if you do the Final Exam in the **same** way, you **would** have penalties (points subtracted) from your Final Exam score. Your prof is glad to help you.

### Written Assignments:

#### How Evidence 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 do a 3-Part Writing using the discussion tool as way to share.

## 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
832.5 – 925	A (exceptional)
740 – 832.4	B (above average)
647.5 – 739.4	C (average)
555 – 647.4	D (below average)
Below 555	F (failing)

The 925-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
- 115 – Comprehensive Final Exam and required tasks with Respondus Monitor
- 330—Written work consists of 4 Evidence Quizzes on the basics of evidence with history and the 3-Part Writing 3-Part Writing (Paper at 100, Fact-checking 2 papers at 40 each, and 2 Replies at 20 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.

### **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. Ask your prof if you need help with the basics of evidence. The earlier you get your brain straight about evidence, the easier it will be.

**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. Look at it in the course. Ask your prof if you need tips on how to work.

**Third**, it focuses on evidence so you can learn to prevent problems, not just regret them. If you do not understand feedback, ask your prof how to avoid a problem.

### **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. **Tip:** To succeed, begin work on the day Learning Quizzes open and pace yourself.
- **Revision:** Assignment not this term. Review each day and, if useful (such as an inaccuracy in a post), give feedback 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, posts 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. **Caution:** 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”: May 1, 2020
- Holidays: Easter Break (4/9-4/10)

**List of Due Dates - Print ME!** Check off  each **Blue Box** (on the left) when you complete the work.

**Getting Started in This Course (March 30-March 31)**

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> <li>• <b>Instructions</b> at the <b>top</b> of the folder (README 1<sup>st</sup>)</li> <li>• All documents located in the Getting Started section</li> </ul>	March 30-March 31	--
Graded Assignment(s)	<ul style="list-style-type: none"> <li>• Introductory Tasks at the <b>end</b> of Course Orientation</li> <li>• <b>Why?</b> To <b>prevent</b> problems, not just for the points.</li> </ul>	March 31 by 11:59 PM < Need more time? Email immediately.	50-A lot!

**Unit 1: Creating a New America from 1860 to 1900 (March 31-April 12)**

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> <li>• <b>Instructions</b> at the <b>top</b> of the Unit 1 folder</li> <li>• <b>All</b> 4 Lesson Links (Reference Chapters 23-27)</li> <li>• Any Primary Sources with a Lesson</li> </ul>	March 31-April 12	--
Graded Assignment(s)	<ul style="list-style-type: none"> <li>• <b>Instructions</b> at the <b>top</b> of the folder, including if you already know all of a Self-Test or do not.</li> <li>• Using those instructions, take <b>all</b> Learning Quizzes.</li> </ul>	April 12 by 11:59 PM.	70
Exam	<ul style="list-style-type: none"> <li>• Unit 1 Exam - <b>Tip:</b> longer time because of the holiday.</li> </ul>	April 8 to April 12 by 11:59 PM	100

**Respondus Monitoring So You Take the Final Exam and Also Not Have Penalties (April 5-April 15)**

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading and Viewing	<ul style="list-style-type: none"> <li>• Instructions at the top of the folder</li> <li>• <b>Essential</b> video provided by WCJC showing you <b>exactly</b> how to do a test with Respondus Monitor</li> <li>• Checklist listing all actions in WCJC's video</li> <li>• WCJC's required list of penalties in the syllabus with the prof's points off for <b>this</b> course</li> </ul>	April 5-April 15	--
Graded Assignment and Signup	<ul style="list-style-type: none"> <li>• Take the WCJC's Sample Respondus Exam as WCJC's video shows (You may use the checklist when you do the Sample Respondus Exam and the Final.)</li> <li>• When ready, post in Respondus Signup that you are ready for your prof to check it. The Respondus Signup discussion also covers an <b>alternative</b> for taking the Sample Respondus Exam.</li> </ul>	April 5- April 15	--
Grading –How It Is Done	<ul style="list-style-type: none"> <li>• First, your prof checks videos of those who posted in Respondus Signup and, second, videos of those who did not sign up. She emails to each one:               <ul style="list-style-type: none"> <li>• The marked checklist showing problems, if any, and snippets of Respondus screens if applicable</li> <li>• Feedback on whether you would have penalties if you did the Final Exam in the same way as you did the Sample Respondus Exam.</li> <li>• An offer to answer questions by phone or email</li> </ul> </li> <li>• Second, you reply back or ask questions.</li> <li>• Third, your prof enters the points in "Video Review by Prof" so that you can take the Final Exam.</li> </ul>	Your prof will begin about April 16, but the work is done a few hours at a time spread over several days	15 or less varying with the feedback

**Getting Started with Evidence (April 5-April 15) - **Caution:** Required to do the 3-Part Writing**

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> <li>• <b>Instructions</b> at the <b>top</b> of the folder</li> <li>• <b>Any</b> resources displayed after you take a Self-Test</li> </ul>	April 5-April 15	--
Graded Assignment(s)	<ul style="list-style-type: none"> <li>• <b>Instructions</b> at the <b>top</b> of the folder, including if you already know all of a Self-Test or do not.</li> <li>• Using those instructions, take Evidence Quizzes 1-4.</li> </ul>	April 5 to April 15 by 11:59 PM	40

## Unit 2: Moving to the World Stage-America from 1900 to 1945 (April 12-April 26)

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> <li>• <b>Instructions</b> at the <b>top</b> of the Unit 2 folder (<b>both</b> Unit 2 Overview <b>and</b> Unit 2 Study Guide)</li> <li>• <b>All 4 Lesson Links</b> (Reference Chapters 28-34)</li> <li>• Any Primary Sources with a Lesson</li> </ul>	April 12-April 26	--
Graded Assignment(s)	<ul style="list-style-type: none"> <li>• <b>Instructions</b> at the <b>top</b> of the folder, including if you already know all of a Self-Test or do not.</li> <li>• Using those instructions, take <b>all</b> Learning Quizzes.</li> </ul>	April 26 by 11:59 PM	82
Exam	<ul style="list-style-type: none"> <li>• Unit 2 Exam</li> </ul>	April 23 to April 26 by 11:59 PM	100

## 3-Part Writing: Paper, 2 Fact-Checking Reviews, and a Reply to Each Review (April 16-May 12)

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> <li>• Instructions at the top of the folder</li> <li>• Required textbook pages as secondary sources</li> <li>• Required video provided as a secondary source</li> <li>• Required primary sources provided</li> </ul>	April 16-May 12	--
Graded Formal Paper (Instructions provided)	<ul style="list-style-type: none"> <li>• Paper posted to 3-Part Writing (Uses the Discussion Tool. You must post to see other posts.)</li> </ul>	April 16 to April 24 by 11:59 AM (Noon)	100
2 Graded Fact-Checking Reviews (Instructions provided)	<ul style="list-style-type: none"> <li>• Feedback on papers given through Blackboard Course Messages on April 27 and, <b>once you reply</b>, you can do the Fact-Checking Reviews</li> </ul>	April 27 in afternoon to May 4 by 11:59 PM	40 40
Graded Replies about the 2 Fact-Checking Reviews (Instructions provided)	<ul style="list-style-type: none"> <li>• Feedback on Fact-Checking Reviews given about May 6 and the 3-Part Writing opens for the authors to reply to the 2 Fact-Checking Reviewer(s)</li> </ul>	May 6 to May 12 by 11:59 PM	20 20

## Unit 3: Transformations–America from 1945 to the Near Present (April 26-May 10)

Assignment Type	Assignment Name	Date Range/Due Date	Points
Required Reading	<ul style="list-style-type: none"> <li>• <b>Instructions</b> at the <b>top</b> of the Unit 3 folder (<b>both</b> Unit 3 Overview <b>and</b> Unit 3 Study Guide)</li> <li>• <b>All 3 Lesson Links</b> (Reference Chapters 35-41)</li> <li>• Any Primary Sources with a Lesson</li> </ul>	April 26-May 10	--
Graded Assignment(s)	<ul style="list-style-type: none"> <li>• <b>Instructions</b> at the <b>top</b> of the folder, including if you already know all of a Self-Test or do not</li> <li>• Using those instructions, take <b>all</b> Learning Quizzes.</li> </ul>	May 10 by 11:59 PM	48
Exam	<ul style="list-style-type: none"> <li>• Unit 3 Exam</li> </ul>	May 7 to May 10 by 11:59 PM	100

## Final Exam: 1860 to the Present (May 3–May 13) – 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"> <li>• <b>Instructions</b> at the <b>top</b> of the folder</li> <li>• <b>Review</b> for history --<b>question</b> link and <b>answers</b> link</li> <li>• Checklist may be used during the Final Exam</li> <li>• Section from the syllabus on <b>penalties</b> with the Final</li> </ul>	May 3- May 13	--
Final Exam	<ul style="list-style-type: none"> <li>• Final from Monday through Wednesday</li> </ul>	May 10 at 12:01 AM May 13 by 11:59 PM	100

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