

<b>Semester and Year</b>	Spring 2021
<b>CRNs</b>	22830                      20351
<b>Course Prefix, Num. and Title</b>	HIST 1302-912 - HIST 1302-915 - United States History II
<b>Instructor</b>	C.J. Bibus, Ed.D.
<b>Telephone</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>	Connie Bibus (Instructor) in Blackboard Course Messages -WCJC's policy has changed. Once Blackboard opens, all emails will be within Course Messages.
<b>Online Office Hours</b>	Monday 10:00 AM-12:00; Tuesday 7:30 AM to 10 AM; Wednesday 12 PM to 2 PM (at Richmond 240G); Thursday 4 PM to 5:30 PM; Friday 12 PM to 2 PM. Or by appointment. Additional hours are available for Question & Answer sessions using Blackboard Collaborate.
<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>	Objective work includes Getting Started (5.5%), Learning Quizzes on concepts/maps (20%), 3 Unit Exams (30%), Departmental Final Exam (10%), Evidence Quizzes (5%), and Respondus Reviews (2.5%). Learning support includes Unit Q & A discussions, and instructor's videos with required actions for points (2%). Writing includes 3-Part F.I.O. Projects (25%) consisting of an Initial project (10%); Fact-Checking and Plagiarism-Checking 2 students projects (5% each), and an Evidence-Focused Reply to the 2 students who checked your paper (2.5% 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>	895 – 1000, A (exceptional) 795 – 894, B (above average) 695 – 794, C (average) 595 – 694, D (below average) Below 595, F (failing)
<b>Instructor's Attendance Policy</b>	Students should log in to work <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>	April 16, 2021

### Prerequisites:

TSI satisfied in Reading and Writing

### Communication Policy

#### 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: once your Blackboard course is open, do not email your Instructor using WCJC email.

#### Online Office Hours and On-Campus Hours

- Monday 10 AM-12 PM
- Tuesday 7:30 AM to 10 AM
- Wednesday 12 PM to 2 PM (Wednesday hours are held at 240G, my on-campus office, at Richmond Campus.)
- Thursday 4 PM to 5:30 PM
- Friday 12 PM to 2 PM
- Or by appointment – **Reminder:** I am willing to help you by phone, by email in Blackboard, or with Collaborate.

#### 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 the Discussion immediately below Getting Started and in the current Unit
  - Gradebook changes, such as entering grades and Incentives for Self-Tests for Learning Quizzes (explained below in the syllabus)

2. I will continue to be in Blackboard courses for much more time than those Online Office Hours. **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.
  - 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, Additional Hours for Blackboard Collaborate, and Both Individual Help and Group 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.

I am also willing to *try* Blackboard Collaborate to help one or several of you together. Why do I say *try*? When the pandemic hit, I was trying to use Blackboard Collaborate to make short videos pointing out things in the course. To quote a Distance Education staff member, "you have a terrible Internet connection." I believe I have gotten Internet fixed, but I have not used Blackboard Collaborate with students so I will have to "practice" with you. The additional benefit to Collaborate is we can record the session and other people who want that same information can use it later.

### **General Education Core Objectives:**

- **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication
- **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

### **History Department Student Learner Outcomes:**

Upon successful completion of this course, students will:

- 1) Create an argument through the use of historical evidence.
- 2) Analyze and interpret primary and secondary sources.
- 3) Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

### **Required Course Materials:**

#### **History Department's Required Textbook**

David M. Kennedy, 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.

Note: 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 the folder for the 1st Part F.I.O. Project.)

#### **Distance Education's Statement of Requirements Modified for This Term**

For **this** term, you will need a computer with an internal webcam and microphone, a reliable internet connection, and access to the WCJC Blackboard site.

You do **not** have to have an **external** webcam; however, as Blackboard’s Respondus section states before an exam: “In all instances, you **MUST** be able to perform a **360-degree environmental scan** of your immediate testing area (See How to test with Respondus link above) before an exam.”

### **Required Preparation to Use Blackboard, Including New Resources to Help You:**

You are responsible to prepare your computer and its browser to work with WCJC’s Blackboard. Getting Started in this course includes the Distance Education FAQs that contain the technical information you need.

Also Blackboard provides extensive resources for student:

- **Before** you log in, on the **right** at the **bottom** of **Getting Started in Blackboard**, the introductory link Student Overview of Blackboard **Tip:** With the permission of the Director of Distance Education, this course is different from that overview in some spots, and I will identify those differences in the course.
- **After** you log in, on the **right** at the **bottom** of **My Organizations**, a link to the **Student Resources** section that provides not only the link Student Overview of Blackboard, but also a left menu to help you in a variety of ways, such as:
  - Preparing Your Computer
  - Testing in Blackboard, including how you prepare your computer for Respondus Monitor. **Tip:** Make sure you have what you need and it works before the course starts.
- In the **banner** at the **top** on the **right**, **Help & Resources** such things as:
  - Technical Resources, including downloadable Resources
  - Download Blackboard’s Student App Today
  - Resources for “students who have limited or no internet”

### **Method of Instruction to Help Students With or Without a Broad Background in History**

The course uses one of Blackboard’s models that lets profs place in **one** folder content **and** the assignments that go with that content. The course provides ways that students can make points by teaching themselves or can save time if they already know. The History Department requires that **30 per cent of graded work** consists of writing (F.I.O. Projects in this class) 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 projects—except the textbook. The textbook serves a) as a reference and b) as a source of maps.

### **Organization of the Course: 1<sup>st</sup> list is for US HISTORY 1; the 2<sup>nd</sup> for US HISTORY II**

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 Folders
- The Study Guide for the Unit helps you focus your work so you save time and succeed on your Unit Exam.

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

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

- **All Learning Folders** 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 grades in the Learning Folders.

## How to Succeed with Self-Test and Full-Test Quizzes If You Already Know Something—or Not:

Whether Learning Quizzes on concepts and maps or other quizzes in the course, 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 and **teach yourself** what **you** do not know. In life and in jobs, you can lose if you do not know something, but in **this** class in a Self-Test you do **not** lose points for not knowing. Self-Test questions are **only** extra credit and **only** worth .01 each. (Think of .01 as equivalent to a penny out of a dollar.)

Once you submit the Self-Test and have at least 1 question correct, Blackboard **automatically** displays:

- a. **If** needed for you to succeed, additional information
- b. The **Full-Test** with the **same** questions in the Self-Test, but with each question worth 1 or more points. You earn full points while **you teach yourself** what you did **not** know. **How does that work?**
  - You may repeat the Full-Test as **many times** as **you** wish until you recognize the words
  - Your **highest** score counts. Persist so you **learn all** the content and **earn all** of the possible points.

What if you **already** know at least **80%** of the answers? That's great and you can get the **full** points **without** taking the Full-Test. **How does that work?**

1. If you are taking a Self-Test with 10 questions and you are pretty sure that you know the content already, do these things:
  - Slow down a bit.
  - Answer carefully.
  - Double check your answers before you submit.
2. If you are right on 8 of the 10 questions, you do **not** have to take the Full-Test, but you **get** the full points.
3. **How and when?** At the end of each Unit **after** the Learning Quizzes close, your **instructor** enters the Full points **for** you. **Why?** If you know the content already, making you click on the Full-Test would not be just.

## 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 Exams and Pre-Earning Points for Your Total

The **exact** words for questions from these quizzes are also 8 (about 32%) of the 25 questions on each Unit exam: you can **pre-learn** those questions. Learning Quizzes in Unit 1, 2, and 3 also let you **pre-earn** 20% of the Total points.

## Unit Question & Answers (Unit Q & A) and How They Can Help You

Each Unit has a Unit Q & A discussion. They are an experiment and—as an experiment—their point value is low. On the other hand, the List of Due Dates explains how you can earn more than the current points if your “posts are brief and help others.”

How does it work?

1. If you have a question about anything about the Unit—whether in the Study Guide, in a Lesson (the PDFs that provide searchable content), or in a Learning Quiz for the Unit, post it.

### Condition:

The Subject line needs to tell your colleagues in the class what you are asking so they know whether they have an answer. Save people time.

### What You Could Type As Your Question:

Lesson 1: I am not finding “Traits of earliest wave of exploring nation states”

2. If you have an answer, you click Reply with a Quote and you answer.

### Conditions:

**Only** use the textbook or your prof’s links or the videos provided in the course. You must state exactly where the other student(s) could find what you talk about. Save people time and always leave what I think of as “your brain trail.” Sooner or later you will be big time wrong in your thinking and you want to be able to retrace the sources that you looked at.

### What You Could Type As Your Answer:

I was having problems with that too. I read in the textbook, but what she was asking made more sense for me when I looked at her Self-Test link on Major Issues in Colonization: Comparing Spain, France, England, and the Netherlands and then I clicked on the Full-Test link with all the answers filled in. **That link is in Lesson 1.**

## 3 Unit Exams and the Goal of Exam Questions to Be Useful for the Course—and 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 on an exam. You use Respondus Monitor with Unit Exams in this course. Just above the Exam in the Unit, Blackboard provides tips on how to succeed with Unit exams

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 types of content 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).
- Each Lesson is like an **ugly** but **free** textbook in “**chunks**,” **each** with a heading telling you what the information is about. What is a chunk? According to *Merriam Webster Online*, a chunk is “a unit of information retained in the memory” (Link Address: <https://www.merriam-webster.com/dictionary/chunk>). To show how facts **in** the chunk relate to **each other**, the Lessons sometimes use **bullets** or **tables**.

- Since **all** of the Study Guide’s **issues** for a lesson are in **one link**, you can see **everything** you need. **Example:** If you need more information about a Study Guide item for Lesson 2:
  1. Click on Lesson 2, press **Ctrl-F** (for **Find**), and type a **few** letters of the word in the Find box.
  2. Click through **all** uses of that word in that Lesson and you will know **everything** about that “chunk,” including how that “chunk” relates to other “**chunks**” in the Lesson.

## 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 Folders. **Caution:** 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 and have a total of 895 (an A in this course), but you do **not take the Final Exam**, your instructor is **required** to enter an **F** in the official record.

## Introduction to Respondus for the 3 Unit Exams and the Final Exam

### Introduction to Respondus-Lockdown Browser (Written by WCJC’s Distance Education, but with Additions in ( )

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 Exam

Exam Conduct Requirement:	Consequence for Violation of Exam Conduct:
Valid photo ID shown ( <b>Caution:</b> your prof is required to compare your Photo ID with your name in Blackboard and with the picture you take of yourself. Place your PHOTO ID so your prof can do that.)	Penalty up to minus 30 percentage points
Correct placement of webcam	Penalty up to minus 30 percentage points
Complete environment scan ( <b>Caution:</b> You must show <b>each</b> action shown in this section. Notice the narrator listens to and watches herself in the video. You should too--and do it over if you are not correct.)	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 ( <b>Caution:</b> avoid backlighting and no hats or sunglasses. Favor: “dress appropriately, as if you were in the classroom.”)	Penalty up to minus 30 percentage points
Student is in seated position with computer on hard surface (desk, table, TV tray etc.) ( <b>Caution:</b> Not with computer on your lap; not sitting or laying on a bed or a couch.)	Penalty up to minus 30 percentage points
Student remains in webcam view during exam. ( <b>Caution:</b> stay in that frame.)	Penalty up to 0 for the Exam
No unauthorized materials near desk area ( <b>Examples and a Tip: no</b> phone, <b>no</b> papers, <b>and no</b> clutter of <b>any</b> type. All “out of reach.” Some students take their tests on an empty table in another room or outside.)	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

**Caution:** Our division requires all faculty to deduct points as shown in the right column if you do not meet the Exam Conduct Requirements in the left column.

## WCJC's Video and Resources in Student Resources to Help Students Succeed with Respondus and Testing

- **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.
- The Sample Respondus Exam is available in Student Resources before your course opens so you can determine if your computer works successfully with it.

## How Respondus Works in This Class

In this course, you use Respondus with the **3 Unit Exams** and the **Final Exam**. Be sure you make sure your computer, microphone, and internal (or external) webcam work with Respondus. You cannot take these exams without having taken the Sample Respondus Exam and having had your instructor review it for compliance with WCJC's video of how students are to take the Sample Respondus Exam.

1. Taking an exam with Respondus Monitor requires paying attention to the screen prompts and looking carefully at what you did to be sure **you did** what the **person demonstrating did**.
2. Please understand that in **this** course, your prof will review the video that you make of yourself using Respondus Monitor when you take the Sample Respondus Exam or any history Exam according to two things:
  - a. What is required in **WCJC's video for students**
  - b. What that **video shows faculty** they are to watch for, **not** on how your prior professors graded you

## Written Assignments (F.I.O. Projects):

### How F.I.O. Projects Work in This Course

The purpose of the F.I.O. Projects is to help you and your colleagues practice skills that are useful **for college**, for the **workplace** (including running your own business), and for **life decisions**. They are **freshman level** and **brief**. You use **only** the textbook and primaries in the course. The course requires you to use sources that **all** of your colleagues in the **class have** and **your prof has**. **Caution:** If you cite—for example—page 42, **everyone** in the class **and** your **prof** can compare page 42 with what you wrote using page 42 and can determine fairly if you read it carefully and reasonably.

F.I.O. Projects are **also both simple** and **hard**. You focus on a short, specific historical question as though you were **teaching another student**. Teaching something means you have to **figure something out**. The F.I.O. Project discussion in Getting Started provides an introduction to what those words mean, including an elegant statement by Sam Wineburg, an historian and a scholar of how people learn history. It also covers the word **project**—"a problem engaged in usually by a group of students to supplement and apply classroom studies." (Link Address: <https://www.merriam-webster.com/dictionary/project>)

Every part of the project and all feedback is based on a few 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. With the exception of the textbook pages, the course provides the primaries and videos--everything that you need for these three projects:

- 1st Part F.I.O. Project, a brief (maximum of 400 words) project using **all** of the sources and answering the question provided and posted in the 1st Part F.I.O. Project discussion. You should Fact-Check and Plagiarism-Check your **own** paper.
- 2nd Part, Fact-Checking and Plagiarism-Checking of 2 other students' papers
- 3<sup>rd</sup> Part, the Reply to each of their feedback



You use the **same** textbook pages and primary sources for all 3 projects. **Why?** Using the same sources **reduces** the amount students have to read. More importantly (at least to your prof), using the same sources for 3 projects means you can have a brain experience **more typical** of what you will experience:

- In upper level courses
- In the workplace
- In life decisions

Here are real examples from your prof's personal experiences:

- Rereading a source for a second stage of a project can mean that you realize you only understood half of the facts before. You then have to rethink it.
- Trying to give useful feedback to a colleague can mean that you realize that you did **not** find out that he was wrong but **you** yourself had been. You then have to rethink it.

Definitions of fact-check, plagiarize, and reply from *Merriam Webster Online*:

- **fact-check** - to "verify the factual accuracy of" (Link Address: <https://www.merriam-webster.com/dictionary/fact-check>). For example, **how would you fact-check your own work?**
  1. You compare side by side:
    - The **meaning of what you wrote**
    - The **meaning** on the **page** of the primary or textbook that you cited.
  2. If that meaning is **not** in your source, you delete or correct your own paper.
- **plagiarize** - According to *Merriam Webster Online*, to plagiarize is "to steal and pass off (the ideas or words of another) as one's own." (Link Address: <https://www.merriam-webster.com/dictionary/plagiarize>). To check, you would **compare** the two. If they are the same, you use "" in **your** paper.
- **reply** – According to *Merriam Webster Online's* synonym section, to "REPLY" often suggests a **thorough** response to **all** issues, points, or questions **raised.**" (Link Address: <https://www.merriam-webster.com/dictionary/reply>)

### Course Evaluation and Grading Scale:

This is a 1000-point course, with points **added** as you earn them. You can see your current Total at the bottom of My Grades. At the end of each Unit and following each one of the 3-part writings, I post an Announcement in Blackboard to help you determine your **current** letter grade. If the grade is lower than you want, please ask for help. The Final Letter Grade is determined by this scale:

Point Range	Final Letter Grade
895 – 1000	A (exceptional)
795 – 894	B (above average)
695 – 794	C (average)
595 – 694	D (below average)
Below 595	F (failing)

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

- 55 – Getting Started activities (How you start frequently determines your success at the end.)
- 200--Lesson Quizzes
- 20—3 Unit Question & Answer sessions and 2 instructor videos with quizzes described in the List of Due Dates

- 300—3 Unit Exams @ 100 points each
- 100—Comprehensive Final Exam
- 25—Respondus Review-1, -2, -3, -4, and -5 from the Sample Respondus Exam to the Final Exam
- 300—Projects consist of an 1st-Part F.I.O. Project @ 100 points, 2nd Part F.I.O. Project (Fact-Checking and Plagiarism-Checking 2 students' papers at 50 points each), and 3<sup>rd</sup> Part F.I.O. Project (Evidence-Focused Replies to the 2 students who fact-checked your paper @ 25 points each), Evidence Quiz @ 40 and 2 instructor videos with quizzes described in the List of Due Dates @ 5 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. This percentage means that **no** one can safely **not** try to do these projects.

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

**First**, ask your prof if you need help with the basics of evidence. The earlier you get your brain straight about evidence, the easier this class (and your work and your life) will be.

**Second**, it focuses on evidence so you can learn to prevent problems, not just regret them. If you do not understand feedback, ask your prof what habits of work can help you prevent that problem.

**Third**, if you already learned these skills that is **wonderful**. If you have **not**, now is the right time to begin to teach yourself these skills that are essential for classes and work and life. You do not have to get everything perfect at the beginning, but you do need to get everything **OK** by the end. To help you:

- I am willing to **overwrite** (a word used for a value being replaced) your 1<sup>st</sup> Part F.I.O. Project if you make a **higher** grade by the 2<sup>nd</sup> Part F.I.O. Project or, in some cases (my decision), even by the 3<sup>rd</sup> Part F.I.O. Project
- If—and this is the **condition**--you carefully **read** the rubric I post through My Grades after I finish grading **each of the 3 projects** and you **email** me in Course Messages (Email) that you **either** understood what you need to do to improve **or** you ask me to talk with you. I will email you back and I will place a 1 in the grade next to each writing grade (as in OVERWRITE 1, OVERWRITE 2, and OVERWRITE 3.)
- If you are making higher grades by the end and if there are 1s in each of those OVERWRITE grades, then I will overwrite the 1st Part F.I.O. Project. If I have not done this shortly after I announce I have completed grading of the 3<sup>rd</sup> Part, please **email** me a reminder.

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

In this class, there is no extra credit to help a few people make a higher grade, but I do sometimes offer extra credit to help **all** students persist or become stronger. One of the ways I do that is with **incentives** for keeping current on the Learning Quizzes. *Merriam-Webster's Online Dictionary* defines **incentive** as "something that makes a person try or work hard or harder." Incentives are voluntary; therefore, they do **not** have a due date in Blackboard.

With Learning Quizzes and the 40-point Evidence Quiz, you can earn 1 incentive point for each quiz if you have **80%** of the questions **correct either** on the **Self-Test** or the **Full-Test** before the date the Exam opens. Here is how it works:

- If you have 80% on a Self-Test, you do not have to take the Full-Test. In those cases, your prof will enter the **Full-Tests** points **for you** when completing the grading the end of the Unit.
- When does your prof enter the incentives? Your prof enters the incentives up to 5 days before the Exam opens. For example, your prof might enter incentives 3 days before Unit 1 Exam opens and 5 days before Unit 2 Exam does. **Why?** To be safe, you ought to be finishing up studying everything before the Exam starts.

- On the other hand your prof sometimes may **also** come in 1 or even 2 **earlier** times to enter incentives and to try to help students. **Example:** If a student has a Self-Test that is **less** than 80% correct, your prof enters an incentive of **.05** instead of 1. The Announcements remind you of what an incentive of **.05** means.

## Grading Response Timeframe:

I generally:

- Enter Getting Started grades on the weekend at the **end** of the first week.
- Enter grades and provide feedback for the 1st, 2nd, and 3<sup>rd</sup> F.I.O. Project usually before the start of the next writing. If I am behind (and I am a slow grader), I send an Announcement to let you know when. Feedback is provided with a rubric that shows up with the grade at My Grades.
- At the end of each Unit, an announcement stating how to calculate your grade. If your grade is lower than you want, ask for help.

## 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. **Caution:** Do **not** submit work during the **last 15-30** minutes of availability. If Internet traffic means the Discussion Tool does not accept your submission, your prof will **not** allow you to post later.

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 your 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 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. **Caution:** To be safe, also make a snippet or picture of some type showing any error messages or other screen prompts and email it in Course Messages to your prof.

### **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.

### **Attendance Policy and Covid-19:**

The college has policies about what you are to do if you are exposed to Covid-19. If your condition means that you cannot keep up with your work, notify your instructor as quickly as possible and provide documentation as applicable.

### **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": February 26, 2021
- Holidays: 2/26 (TCCTA Day); 3/15-3/19, with classes resuming 3/22 (Spring Break); 3/26 (UIL Day); 4/1-4/2, with classes resuming 4/5 (Easter Break)

### **List of Due Dates**

The List of Due Dates is available in a two-page printable form as a separate link on the Course Menu.

**List of Due Dates- Print ME!** Check off  each box on the left as you finish. **Tips:** Tips in Unit 1 apply to all Units and are covered in the syllabus. In Unit 2 from February 17-24, examine instructor-identified information for the 1st Part F.I.O. Project and also the 2nd and 3rd Part. What you do between February 24-March 12 is on the next page.

### Getting Started in This Course (January 19-January 25)

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	• All documents located in Getting Started	January 19-January 25	--
Graded Assignment(s)	• Introductory Tasks listed at the end of Course Orientation, including Respondus Review-1 for 5 points <sup>1</sup>	January 25 by 11:59 PM If you need more time or help, email in Course Messages.	55
		<b>Sub-Total</b>	55

### Unit 1: Creating a New America–1860-1900 (January 25-February 17)

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	• Study Guide with 4 Lesson Links (Optional Chapters 1-8)	January 25-February 17	--
Graded Assignment(s)	• Unit 1 Q & A <sup>2</sup> <b>Tip:</b> Unit Q & A's end when the Exam begins.	February 15 by 11:59 PM	5
	• 2 Instructor Videos: What's in a Unit? How to Use Self-Tests & Full-Tests	January 27 by 11:59 PM	10
	• Learning Quizzes <b>Tip:</b> See syllabus for incentives & why 80%+	February 17 by 11:59 PM	70
Exam	• Unit 1 Exam <b>Tip:</b> Read <b>About Unit Exams</b> (bottom of all Units) - The Unit 1 Exam requires Respondus Monitor.	February 15 to February 17 by 11:59 PM	100
	• Respondus Review-2 for 5 points <b>Tip:</b> Usually reviewed over weekends.	--	5
		<b>Sub-Total</b>	190
		<b>Cumulative Total<sup>3</sup></b>	245

### Unit 2: Moving to the World Stage–1900-1945 (February 17-24; March 22-April 10)

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	• Study Guide with 4 Lesson Links (Optional Chapters 9-14). See instructor-identified information for the F.I.O. Projects.	February 17-24; March 22-April 10	--
Graded Assignment(s)	• Unit 2 Q & A	April 8 by 11:59 PM	5
	• Learning Quizzes	April 10 by 11:59 PM	82
Exam	• Unit 2 Exam -The Unit 2 Exam requires Respondus Monitor.	April 8 to April 10 by 11:59 PM	100
	• Respondus Review-3 for 5 points <b>Tip:</b> Usually reviewed over weekends.	--	5
		<b>Sub-Total</b>	192
		<b>Cumulative Total</b>	437

<sup>1</sup> Respondus-Review-1, -2, -3, -4, -5 grades? If you do what is shown in Distance Education's Video **Starting Your Test** (click WebCam Startup), you earn 5 points each time.

- **Specific Caution:** Based on last term, some of you must retrain yourself. 1) Use the resources. 2) Ask if you have questions. **Specific Tip:** With the 2<sup>nd</sup> to 5<sup>th</sup> Respondus exams, some may need to replay Distance Education's video before each exam. If you refresh in some way, you will do great.
- **General Caution:** I deduct points according to the list in the syllabus. If you had full 5 points on all prior exams and you act incorrectly on the Final Exam, I will reevaluate all earlier exam videos. Respondus is the right thing for all of us to do.

<sup>2</sup> If you only read posts in a Unit's Q & A, then 5 points is appropriate. If your posts are brief and help others, then your prof will add up to 10 points extra credit to your score. For brief instructions for how to work in the Unit Q & A's, see the syllabus.

<sup>3</sup> Cumulative Total? You can calculate your average at the end of each grading folder by dividing the number in your Blackboard Total at My Grades by the Cumulative Total for each folder (number of points you could have earned thus far). Reminder from the syllabus: an A = 89.5% or higher, B = 79.5% or higher, C = 69.5% or higher, D = 59.5% or higher, and F = 59.4% or lower.

**1st Part F.I.O. Project: Evidence Quiz & Your Project (February 24-March 12) –Tip: F.I.O. = Figure It Out**

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	• Same 3 primaries and 2 videos <b>Tip:</b> Look at these as you work.	February 24-March 12	--
Graded Assignment(s)	• 2 Instructor Videos: Tour of What's Here to Help You. What's Bad? What's Good? Plagiarism? OR Its "Half-Copy" Cousin?	February 26 by 11:59 PM	10
	• Evidence Quiz <b>Tip:</b> Score 80+% to see the discussion where you post your 1 <sup>st</sup> Part F.I.O. Project.	February 5 by 11:59 PM	40
	• 1 <sup>st</sup> Part F.I.O. Project <b>Tip:</b> See syllabus for OVERWRITE 1, 2, 3.	March 12 by 11:59 AM Noon	100
		<b>Sub-Total</b>	150
		<b>Cumulative Total</b>	587

**2nd Part F.I.O. Project: Fact-Checking & Plagiarism-Checking 2 Students' Projects (March 29-April 12)**

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	• Same 3 primaries and 2 videos <b>Tip:</b> Look at these as you work.	March 29-April 12	--
Graded Assignment(s)	• 2nd Part F.I.O. Project to help you and 2 students @ 50 points each.	April 12 by 11:59 PM	100
		<b>Sub-Total</b>	100
		<b>Cumulative Total</b>	687

**Unit 3: Transformations–1945 to the Near Present (April 10-May 7)**

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	• Study Guide with 3 Lesson Links (Optional Chapters 15-22)	April 10-May 7	--
Graded Assignment(s)	• Unit 2 Q & A	May 5 by 11:59 PM	5
	• Learning Quizzes	May 7 by 11:59 PM	48
Exam	• Unit 3 Exam - The Unit 3 Exam requires Respondus Monitor.	May 5 to May 7 by 11:59 PM	100
	• Respondus Review-4 for 5 points. <b>Tip:</b> Usually reviewed over weekends.	--	5
		<b>Sub-Total</b>	158
		<b>Cumulative Total</b>	845

**3rd Part F.I.O. Project: Evidence-Focused Reply to 2 Students' Feedback (April 26-May 5)**

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	• Same 3 primaries and 2 videos. <b>Tip:</b> Look at these as you work.	April 26– May 5	--
Graded Assignment(s)	• 3rd Part F.I.O. Project to help you and 2 students @ 25 points each.	May 5 by 11:59 PM.	50
		<b>Sub-Total</b>	50
		<b>Cumulative Total</b>	895

**History Review & Final Exam (April 25-May 11) – Opening Early for Flexible Review Times**

Assignment Type	Assignment	Date Range/Due Date	Points
Required Reading	• All documents in the folder, including the History Review • <b>About the Final</b> (at the <b>bottom</b> , above where the exam <b>will</b> be)	April 25-May 10	--
Final Exam	• Final Exam–PROF'S VIDEO CHECK: beginning daily March 8 and 24 hours after the Final closes. - The Final Exam requires Respondus Monitor. <b>2 Cautions:</b> ○ Your Final Exam grade may change after video check of Final Exam. ○ History Department policy is <b>No Final Exam – then an F for the whole course.</b>	May 8 to May 10 at 11:59 PM Grades visible by noon May 12.	100
	• Respondus Review-5 for 5 points. <b>Tip:</b> Reviewed ASAP.	--	5
		<b>Sub-Total</b>	105
		<b>Total</b>	1000

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