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| <b>Semester and Year</b>              | Spring 2019  |
| <b>CRN</b>                            | CRN 20351  |
| <b>Course Prefix, Num. and Title</b>  | HIST 1302-915 - United States History II   |
| <b>Instructor</b>                     | C.J. Bibus, Ed.D.  |
| <b>Telephone</b>                      | 281.239.1577   |
| <b>Email / Webpage</b>                | bibusc@wcjc.edu<br><a href="http://facultyweb.wcjc.edu/cbibus/">Faculty Web Page</a> Link Address: <a href="http://facultyweb.wcjc.edu/cbibus/">http://facultyweb.wcjc.edu/cbibus/</a>   |
| <b>Office Hours / Location</b>        | <b>Face-to-Face Office Hours:</b> <u>Richmond</u> , 240G: 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). Or by appointment.  |
| <b>Class Days / Time / Location</b>   | Tuesday, Thursday / 10:50-12:05 PM / Sugar Land 166  |
| <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>   | Work includes Getting Started (4%), Learning Quizzes on concepts (20%), 3 Unit Exams (30%), a Departmental Final Exam (10%), and Self-Management and Participation (9%). Written work includes Evidence Quizzes (4%) and a 3-part writing assignment (23%) to develop your skills by using prior feedback and working with evidence and primaries. See the syllabus for course policies, exam dates, grading policies, and points for types of assignments and for the final letter grade.   |
| <b>Instructor's Grading Scale</b>     | 895 – 1000, A (exceptional)<br>795 – 894, B (above average)<br>695 – 794, C (average)<br>595 – 694, D (below average)<br>Below 595, F (failing)  |
| <b>Instructor's Attendance Policy</b> | Attendance will be taken daily at the beginning of the class using a seating chart.  |
| <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-">Office of Disability Services</a> . Link Address: <a href="http://wcjc.edu/About-">http://wcjc.edu/About-</a> |

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|                                    | Us/administration/offices/student-services/disability-services.aspx.  |
| <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 17, 2019  |

## Course Information

### Prerequisites:

TSI satisfied in Reading and Writing

### 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.

**Tip:** For definitions of the terms above, use the Syllabus & Success Assignment.

### Required Course Materials:

**This textbook is required for all written assignments:** David M. Kennedy, Lizabeth Cohen, and Mel Piehl, *The Brief American Pageant: A History of the Republic*, 9<sup>th</sup> edition. It is the one-volume edition containing 41 chapters and is used for both History 1301 and History 1302. The ISBN is 9781337124645; however, that ISBN is a “bundle” and includes both the textbook and an online program called Mindtap. In this course, we will **not** use Mindtap.

### 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 per cent of graded work consists of writing and that you use primaries (documents written during the period covered by the question). Except for the textbook, the Blackboard course provides everything you need to do the writing.

## 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

## Blackboard and Its Use in This Class:

In this course, you need to use Blackboard for five things:

1. Using required resources (such as each Unit’s study guide and Lessons) and required primary sources (sources created during the period we are studying) and, if needed, optional resources (such as maps and links)
2. Taking required Learning Quizzes (on concepts and maps) and Evidence Quizzes (on the basics of evidence)
3. Submitting written assignments to Turnitin. **Caution:** You must be **in** Blackboard to submit.
4. Using Blackboard’s My Grades to see your grades throughout the course and, if needed, your instructor’s Comment to you about that grade as guidance on what **you** need to do.

## Blackboard and Different Student Situations:

- If you have limited Internet or computer access, see me for ways to work with less time online. Glad to help.
- If you use WCJC’s computers in a student lab, you do not have to prepare your computer to work with Blackboard. If you want to use your own computer, you **do** have to prepare it for Blackboard. **Tips** for that preparation of your computer are at Blackboard’s Help & Resources. The two main Resources to use are:
  - Computer Requirements – Tells you any you need to prepare common computers
  - Browser Check for Blackboard – Tells you what is OK and not OK (and you need to change) about your current browser
- If you are not seeing something in the course that you were shown in class or that you saw on a previous day, you may solve your problem just by changing the browser you are using today. For example, if you were using Firefox, try Chrome or even Internet Explorer.

## Assignments:

### Getting Started Activities:

The Getting Started activities are:

- Complete your course plan so you (and I) know the grade you plan to earn and exactly what assignments you know you must do to earn that grade
- Do the Syllabus & Success Assignment and bring it to class for the Q&A on the due date
- Take the Departmental Pre-Test to determine how much you already know about this period of history

To help you, the instructor provides a quick demonstration of how Blackboard works. You may either come to a computer lab where you can get help or log into Blackboard and do the work on your own. The instructions tell you what to do in either location

## How Both Learning Quizzes and Evidence Quizzes Work and Can Help You:

Whether Learning Quizzes (concepts and map locations) or Evidence Quizzes (basics of evidence), quizzes 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. (.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 so you can work efficiently and correct weaknesses.
2. If you already know the content in the Self-Test and prove that by being correct on over 80% of the questions on that Self-Test, you earn the points for its Full-Test **without** taking it.

The 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 that has so that you can earn full points while **teaching yourself** the vocabulary and map locations **you** do not know. You may repeat as many times as you wish, and your **highest** score counts.

**Tips:** The Syllabus & Success Assignment provides a visual of how Self-Tests and Full-Tests work and also provides a link to how knowing what you know and do not know can support more successful thinking (“metacognition”).

## Learning Quizzes on Concepts and Map Locations:

Learning Quizzes are 20% of the course. You must take them to pass. Eight of the 25 sets (about a third) in the Unit Exam are from Learning Quizzes so you both **pre-earn** points for the quizzes and **pre-learn** 8 of the 25 unit questions.

## 3 Unit Exams and the Course Goal of Exam Questions Being Useful for Your Life:

There are 25 questions in sets (so students in the classroom sitting side by side have different questions). In addition to the 8 questions from the Learning Quizzes, there are 17 from the Study Guide (and class lectures). The goal of the exam questions determines those 17 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.

**Tip:** The Syllabus & Success Assignment in Getting Started provides a link with examples of these types of questions.

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

There is a review for the Final Exam provided in the course in a folder at the bottom of Learning Modules. The Final Exam has 50 questions, at 2 points each. The questions in the Departmental Final Exam were written directly or chosen by the History Department. **Caution:** Departmental policy is an F for the **course** if you do not take the Final. In other words, if you have an A average for all of the prior work in the course and if you do not take the Final Exam, I am required to enter an F for your final **Letter** grade for the course.

### 3-Part Writing Assignments:

#### 2 Ways Your 3-Part Writing Can Help You

With permission of the History Department, you do not have to know all of this at the beginning but by the end. For example, if you did not follow all of the basic 5 rules for evidence on the 1<sup>st</sup> Part but did by the 3<sup>rd</sup> Part, the grade for the 3<sup>rd</sup> Part replaces the 1<sup>st</sup> Part. **Tip:** The Syllabus & Success Assignment provides a visual of how this works.

To help you learn efficiently, the 3-Part Writing also lets you look at related content (what you have to learn) and use the same focus on evidence (what you have to do with evidence) in 3 assignments:

- 1<sup>st</sup> Part on the Basics of Evidence (with your creating your own cheatsheet for how to do footnotes and doing a hand-written, very brief in-class writing using content from the textbook to show that you can cite).
- 2<sup>nd</sup> Part on the Basics of Footnotes (with your doing footnotes and all formatting issues in a file that you submit in Turnitin and will later use to complete the 3<sup>rd</sup> Part writing).
- 3<sup>rd</sup> Part on Bringing It All Together (with your writing a short paper using the textbook and primaries provided in the Blackboard course and submitting it to Turnitin).

#### How Writing Assignments Work in This Course

Writing assignments are freshman level, brief, and use only the textbook and resources in the course. You focus on a specific historical question as though you were **teaching another student**. You follow rules for citation provided in the course. 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.

#### How Evidence Quizzes Help You Succeed with Writing Assignments

The main purpose of the Evidence Quizzes are to help you recognize the **IF** and the **WHEN** below:

- **IF** you know or do **not** know the basic rules for evidence that you need for this class. **Tip:** If you miss many questions, you do **not** need to memorize a lot of words to get the right answers on the quiz. Instead, you need to realize that **you** must **follow instructions carefully** because this work is **different from your prior work**.
- **WHEN** you need to **check the rules** to be sure or—if you are not sure—**to ask your instructor** for help.

#### Location of Your Work and Why You Have to Act Before You See All the Content

Instructions and everything you need for the 1st, 2nd, or 3rd Part of the writing are in the folder: Evidence Quizzes & 1st Part, 2nd Part, & 3rd Part Writing.

To reduce the odds that you work contrary to instructions and have difficulties, some actions require you do something first. Examples are:

- You see the 2<sup>nd</sup> Part only **after** you complete the required Quizzes.
- You see points entered for work only after you respond to my feedback following instructions provided in class.

#### 3-Part Writing Assignment and the Orange Folder Used to Hold Your Work and Your Instructor's Feedback

I “lend” you a folder (cheap, ugly, orange) for all of your marked papers and all of your feedback from me. With the 2<sup>nd</sup> and 3<sup>rd</sup> Parts, you always return my orange folder with not only the new work but also all prior work and all prior feedback. You will be stronger if you should use them to improve, but at least you must keep **all** of them in the folder. I cannot grade without those prior papers and they must be there for part of your points.

## 2nd Part and the 3rd Part and the 2 Items to Submit (Turnitin and of Your Paper) On-Time:

With both the 2<sup>nd</sup> Part and the 3<sup>rd</sup> Part, you use Turnitin. With Turnitin in this class, you:

- Submit your file to Turnitin in Blackboard. (The History Department does not use Turnitin at a separate website.)
- May resubmit your file many times until the Due Date. For example, you may submit to Turnitin for feedback on grammar **and** plagiarism, then correct the file, and resubmit it. Submit early so you can ask questions on such things as what Turnitin has identified and you know how long it takes you to submit with your Internet and computer.

With the 2<sup>nd</sup> and 3<sup>rd</sup> Part, you are submitting two things—the file to Turnitin and the print of the paper to your instructor. You must do these 2 things for your work to be graded.

### 1. Submit your **file before 11:59 PM on the Due Date.**

- The Turnitin settings in this course will **automatically** close Turnitin exactly at 11:59 PM. **Caution:** The file is **not** accepted late. **Tip:** Submit an adequate draft of the paper by early afternoon so—if a problem happens with your computer or your Internet—you have time to fix it or at least you have an adequate paper there.
- If Turnitin seems to be taking an unusually long time to submit your file, it is usually safest to exit and resubmit.
- Before you exit, see what Turnitin says is its digital receipt. You do **not** turn in the digital receipt. With all software, it is safest to save a “Snippet” of a receipt in case there is a problem. If you do not know how to make a “Snippet,” ask.

### 2. Bring a **single-sided print of the paper** to your instructor **before the seating chart is complete** on your **next** class day **after** the Due Date in Turnitin. **Caution:** The print and its folder (once you have that) are **not** accepted late.

## Course Evaluation:

### Grading Scale:

This is a 1000-point course, with points added as you earn them. You can see your current total in Blackboard. At the end of each Unit, 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)        |

### Grading Formula:

The 1000-point course consists of these points, with the first 2 being general assignments, the middle 4 being objective assignments (gradable by computer or a Scan-Tron), and the last being related written assignments:

- 40 – Getting Started activities (How you start frequently determines your success at the end)
- 90 – Self-Management and Participation to help you
- 200 – Learning Quizzes
- 300 – 3 Unit Exams @ 100 points each
- 100 – Comprehensive Final Exam– Departmental policy is an F for the course if you do not take it.
- 40 – 4 Quizzes on the basics of evidence in history
- 230 – 3-part writing to develop your skills by using prior feedback and working with evidence and primaries

## **Caution** about the History Department’s Course Objectives and the Requirement for 25% Writing

The History Department has student learner outcomes that require writing based on evidence and that require that you use primaries as well as secondaries. **Tip:** The Syllabus & Success Assignment that you submit provides a link to explain 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. That minimum means formal writing assignments are essential to pass. **Tip:** For math examples so you can see how that 25% writing requirements makes success in writing **essential**, use the Syllabus & Success Assignment. To pass, **everyone** must try to do the 3-Part Writing Assignment.

## **Your Course and Incentives for How You Work and Opportunities to Become Stronger**

This course does **not** offer extra credit at the end of the class to help a few people make a higher grade. It does offer **incentives** (defined below) and opportunities to **all** students for doing things that will make them better students.

### **Helping Varied Students Persist by Using Incentives with Quizzes**

*Merriam-Webster’s Online Dictionary* defines the word **incentive** as “something that makes a person try or work hard or harder.” With quizzes, you earn 1 point for each quiz if by the date in the announcement if you:

- **Either** already knew the content in the Self-Test and were correct on **over** 80% of the questions on that Self-Test, you earn the points for its Full-Test **without** taking it. (At the end of each Unit after the Learning Quizzes close, the instructor enters the points for the Full-Test.)
- **Or** did not make 80% or more on the Self-Test, but were correct on over 80% of the questions on the Full-Test. Why Do the Full-Tests? 1) Its Full-Test lets you teach yourself any missed concepts by taking the test as many times as you want and the highest score counts. 2) Completing either Self-Test or Full-Test to over 80% results in the 1 point incentive. 3) That the highest score counts is also an incentive to persist—what Duckworth calls “grit,” something everyone needs.) **Tip:** For a link to Duckworth’s Ted Talk, use the Syllabus & Success Assignment. She is very impressive. You can also see a visual showing how Self-Tests and Full-Tests work.

### **Helping Varied Students Succeed in Writing about History**

For many students, a United States history course is the first time they must write about something that is **real**—not just opinion—and therefore requires **verifiable** evidence from a **reliable source**. Some students never had United States history before. Others are very uncomfortable and inexperienced with writing. With permission of the History Department to do this experiment to try to help students, it divides a grade for a written assignment in two parts:

- One part of the grade for the content of the written assignment itself
- One part for following the 5 Good Habits for Evidence (provided at the top Evidence Quizzes & 1st Part, 2nd Part, & 3rd Part Writing).

**Tip:** For a link to showing you how dividing written grades in those two parts can help your grade (and your skills), use the Syllabus & Success Assignment.

The course also offers the 3-Part Writing Assignment which not only use the 5 Good Habits for Evidence for 3 related assignments but also uses the same content. If you already have the Habits and consistently follow them, your grade will be fine. If you did not have these Habits initially but improve consistently and do successfully follow the Habits by the 3<sup>rd</sup> assignment, your Good Habits for Evidence points for the 3<sup>rd</sup> assignment can overwrite the points for the earlier assignment.



## Helping Varied Students Succeed with Self-Management and Participation

Factual accuracy is a key to success with assignments based on evidence, not opinion. Being able to focus on factual accuracy in class requires self-management by the class. To encourage self-management, the seating chart is a way to record distracted or distracting behavior and—the ideal—focused behavior.

If you use the Lesson links and Learning Quizzes before class, your focused participation can help the class dialog as part of the lecture. Good participation is useful to others and means such behaviors as:

- 1) No guessing and no use of information other than from the textbook or sources within the course
- 2) No answers that are off topic
- 3) Asking questions that are on topic (You can always ask general questions at the beginning of class.)
- 4) No use of electronics, including no attempts to hide them while using them

Each Unit has a Self-Management grade @ 30 points for a total of 90 points (9%) of your final grade. A mark on the seating chart in **orange** means no points for the Unit. The chart shows the other possible grades.

| Points | Letter Grade                 | What Do You Do to Earn It?   | How Is It Measured?                                       | Quantity Required                         |
|--------|------------------------------|--|---|---|
| 23.9   | C++ <b>averaging as a B-</b> | In class, no distracted or distracting behaviors   | No <b>orange</b> dots in your seating chart for the Unit. | 0 (Absolutely not 1 time during the Unit) |
| 25.5   | Averages as a mid-B          | Does the above <b>and</b> also does focused participation in class dialog within lecture | 1 <b>blue</b> dot in your seating chart for the Unit      | At least 1 time                           |
| 27.0   | Averages as an A-            | Does both things above   | 2 <b>blue</b> dots  | At least 2 times                          |
| 30     | 100%                         | Does both things above   | 3 or more <b>blue</b> dots                                | At least 3 times                          |

### Course Policies:

#### **Class Behavior Policy:**

Disruptive behavior that is a consistent problem will result in the student's dismissal from this course. The term "classroom disruption" means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct, instruction, and education of a class. Examples include resorting to physical threats or personal insults, coming to class under the influence of alcohol or a controlled substance other than prescriptions, or abusing students or instructors with offensive remarks. They include repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized. (See WCJC's Student Handbook.)

#### **Attendance Policy:**

WCJC's Student Handbook explains responsibilities for attendance and when a student should withdraw from the course. I will consider **active** attendance throughout the course favorably when computing final grades that are borderline. (Details provided in class.) Active attendance means 3 things: 1) using the upcoming Lesson's Learning Quizzes **before** class, 2) using that preparation to participate positively in problem solving **in** class, 3) taking notes, and 4) removing all distractions. Using a cell phone, smartwatch, computer, or other device during class makes **active** attendance improbable.

**Put up all** of these devices **before** class starts. Your self-management in class during each of the 3 Units is measured for a grade. (Covered above.) If you cannot resist using your cell phone—for example—during class, then you will not only



lose the points for the Unit, but also repeated behavior means you will need to place the device in a safe location provided by the instructor and then pick up your device at the end of class. **Exceptions:**

- If you have a family emergency or equivalent event that requires your being able to respond to cell phone messages during a class, then see me **before** class.
- If counseling has confirmed that you need to use a computer during class and if you use it only for work going on in this class, then provide their form to me and talk with me privately.

### **Attendance Policy, Locking of the Door, the Seating Chart, and Days When Papers Are Due:**

For security reasons, the door will be locked 5 minutes after the beginning of the class and remain locked until the end of class. (I have an alarm set on my phone for 5 minutes after the start of class.) If you need to leave the classroom:

- Before it ends, pack your things quietly and leave quietly and quickly.
- Before it ends **and** you want to stay in the class until you have to leave, talk with me **before** class. If possible, I place you near the door to make your leaving less disruptive.

Attendance will be taken **once** daily at the beginning of the class. If you come into class **after** the seating chart is complete but **before** the door is locked, you are not marked as attending for the day. Students who frequently come to class after the seating chart is complete tend to make very low grades for the course. For example, they miss announcements about topics for the day and they do not hear other students' questions about upcoming assignments.

With papers, work is due at the **beginning** of class. If you arrive **after** the seating chart is complete, you **cannot** hand in your paper copy of a Turnitin Assignment. **Tip:** If you cannot come to class or be there **before** the seating chart is completed, have the printed copy **timestamped** at the reception area **before** class starts. Then follow their instructions for putting the paper in my mailbox and email me at bibusc@wcjc.edu **before** the class telling me to check my mail box.

On the date in the List of Due Dates (at the end of this syllabus), you choose your preferred seat; however, students who chat after class starts will be moved to another seat on the **next** class day. If this occurs, I will mark the problem on the seating chart and, on the next class day, move you on the seating chart and in the room.

### **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 policies. In this course, copying any part of an assignment from the Internet or another source is a zero (**0**) on the assignment.

### **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.

### **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 second page of this syllabus and on the List of Due Dates (below).

## List of Due Dates (at the end of this syllabus) and *Your* Responsibilities:

It is your responsibility:

- To talk to me if you do not know what to do or need help. The earlier we talk, the better your chances of success.
- To use the List of Due Dates to determine what is DUE and when—including preparation that you need to do before class and what you print and bring to class before the seating chart is completed. (For when you should do Learning Quizzes for specific Lessons in a Unit, see the Announcement in Blackboard.)
- To understand the Late Work Policy (below) so you can understand the consequences of your decisions.

### Late Work Policy:

With due dates for any assignment, including exams and required writing, there are no extensions unless it is appropriate to make an extension available to **all** of you. You have these responsibilities:

1. At the **beginning** of the term, compare **all** of the Due Dates with your personal schedule. If you cannot do an assignment on a Due Date, tell your instructor immediately and suggest an **earlier** date. Example: If you previously scheduled a trip on the date of a Unit Exam, suggest **an earlier** date to do the exam.
2. If something happens that no one could 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**.

**What happens depends on whether you have a valid, written excuse for this event:**

- **With** a valid, written excuse provided **immediately**, these rules apply.
  - If you miss an exam, your make-up exam is taken on the date of the Final Exam.
  - If you miss one of the 3-Part Writings, you receive an extension, set by me, with no penalty.
- **Without** a valid, written excuse, you receive a 0.

**Tip:** Remember a **low grade is better than a 0** so do the assignment as **best you can** and submit it **on time**.

## List of Due Dates:

### General Information:

|   |  |
|---|--|
| <b>Dates Set by WCJC</b>                  | Last day for you to "Drop" the course with grade of "W" – 4/17/2019<br>Holidays– TCCTA (3/01), Spring Break (3/11-3/18), UIL (3/29), Easter (4/17-4/18)  |
| <b>Due Dates and the Specific Hours</b>   | For the date due, see the Due column. On the date listed, quizzes and Turnitin submissions close at 11:59 PM. On the date listed, the print of the paper is due to the instructor <b>before</b> the seating chart is completed. The incentive date for each quiz in the Unit is listed in a Blackboard Announcement. |
| <b>Reference Chapters</b>                 | The numbers listed in a Unit's heading are for the textbook chapters applicable to the Unit and they are for reference only. The goals for exam questions means Lesson links are the best way to learn the content.  |
| <b>Self-Test Passwords</b>                | Passwords are required only for Self-tests – selftest (no capitals, no spaces, no punctuation)   |
| <b>Headings Here and Course Locations</b> | The headings (such as Getting Started – Course Documents and Orientation) are also the names of the Blackboard folders when you come into the course.  |

## Getting Started - Course Documents and Orientation

| Lecture Title/Your Assignment or Preparation   | Assignment/Quiz/Exam   | Due  | Points |
|--|--|------|--------|
| Course Orientation and your plan to make the grade you want.   |  | 1/29 | 10     |
| Your Preparation: Bring a Scan-Tron and # 2 pencil. Seating chart occurs.  | Take the Pre-test in class.  | 1/24 | --     |
| Your Preparation: Mark the Syllabus & Success Assignment and view the links (URL at the top) for any row you do not understand (10 points). Come with your questions for the Q&A (10 points). Blackboard demonstration, including of Evidence and of Self-Tests and Full-Tests.  | Bring Course Plan and Syllabus & Success. Bring your questions on notebook paper.      | 1/29 | 20     |
| Your Assignment: This is your chance to get ahead with your work. You may <b>either</b> complete this work at home <b>before</b> the lab <b>or</b> come to the open lab during your class period. If you come to the lab, you also must be <b>quiet and productive for the points and to stay in the lab</b> . Your instructor will help any students who need help logging in or anything else. | Log in successfully. Take all 4 Evidence Quiz Self-Tests before the end of your class. | 1/31 | 10     |

## Unit 1: Creating a New America from 1860 to 1900 (Reference Chapters 23-27)

| Lecture Title/Your Assignment or Your Preparation   | Lesson #    | Quiz/Exam                 | Due | Points |
|---|-------------|---------------------------|-----|--------|
| Big Business and Semi-Organized Labor, 1860–1900    | Lesson 1    | --                        | --  | --     |
| Transformations in the South and West               | Lesson 2    | --                        | --  | --     |
| Turmoil of Politics, Urban/Rural Split, and Reform  | Lesson 3    | --                        | --  | --     |
| Turmoil and Expansion Through 1900                  | Lesson 4    | --                        | --  | --     |
| Your Assignment: Complete all Learning Quizzes      | Lessons 1-4 | All Self-Tests/Full-Tests | 3/5 | 70     |
| Your Preparation: Bring a Scan-Tron and # 2 pencil. | Lessons 1-4 | Unit 1 Exam               | 3/5 | 100    |
| Self-Management                                     | --          | --                        | 3/5 | 30     |

## Evidence Quizzes & 3-Part Writing – Work Spread Over Unit 1, 2, and 3

**Caution:** For you to get **points** and me to grade, you keep in the orange folder **all** papers I give you and you give me.

The Open dates are likely to remain as stated, but the due dates may not stay the same depending on how fast I can give you feedback on the 1<sup>st</sup> Part. I may set due dates specific to your class based on when I return feedback to your class. If I have to change the dates specified, I will reissue the List of Due Dates.

| Assignment  | Open        | Date and Hour Due  | Points         |
|---|-------------|--|----------------|
| Do the 4 Evidence Self-Tests on basics of evidence in history. (If you do not make 80% on each Self-Test and if you want the 40 points, do the Full-Tests.)   | 1/29        | Lab to do 4 Self-Tests on Evidence Quizzes 1/31. (You have until 2/10 to do the 4 Full-Tests to 80%.)  | 40             |
| 1 <sup>st</sup> Part: Practice with evidence using textbook pages applicable to the 3 <sup>rd</sup> Part and provided in Blackboard so you can read ahead. A Prof's Demo with a handout so you can create your own "cheat sheet" on how to cite that you bring into the class for the in-class writing (20 points).<br><b>Next class day:</b> you write about ½ page on notebook paper (60 points, 30 for content, 30 for the Good Habits for Evidence). You must have readable handwriting or you must follow me to type it. | 2/5 (est.)  | Prof's Demo and Q&A– 2/12 (est.)<br><b>Last 30 minutes of next class day – 2/14(est.)</b><br>In-class writing (Your Instructor provides notebook paper and copies of textbook pages; you bring a pen, your "cheatsheet.")<br><br><b>After Grading:</b> In the orange folder I lend you, I will return 3 things: your 2 papers and my grading rubric. | 80 (60 + 20)   |
| 2 <sup>nd</sup> Part: Correct footnotes and bibliography (70 points) per the grading Checklist. These are the <b>same</b> footnotes you use with the 3 <sup>rd</sup> Part paper. 3 items in folder, 2 new items (5,5) in the folder   | 2/17 (est.) | Prof's Demo and Q&A 2/19 (est.)<br>File in Turnitin- 3/6 (est.) pre 11:59 PM<br>Print <b>and</b> orange folder to instructor– 3/7 (est.) before seating chart complete.  | 80 (70 + 5 +5) |

| Assignment  | Open       | Date and Hour Due  | Points         |
|---|------------|--|----------------|
| 3 <sup>rd</sup> Part: Your 2 <sup>nd</sup> Part paper now with primaries (60 points, 30 for content, 30 for the Good Habits for Evidence) 4 Items in folder, 2 new items in folder (5,5) <b>Tip:</b> You can also make an appointment for feedback with your professor <b>before</b> your submit. | 3/3 (est.) | File in Turnitin- 4/14 (est.) pre 11:59 PM<br>Print <b>and</b> orange folder to instructor -4/16 (est.) before seating chart complete. | 70 (60 + 5 +5) |

## Unit 2: Moving to the World Stage-America from 1900 to 1945 (Reference Chapters 28-34)

| Lecture Title/Your Assignment or Preparation               | Lesson #    | Quiz/Exam                 | Due  | Points |
|--|-------------|---------------------------|------|--------|
| Progressivism: Roosevelt to Wilson                         | Lesson 1    | --                        | --   | --     |
| World War I and Its Transformations Including Mass Culture | Lesson 2    | --                        | --   | --     |
| Economic Collapse, the New Deal, and New Challenges        | Lesson 3    | --                        | --   | --     |
| 1940 to the "Summit of the World"                          | Lesson 4    | --                        | --   | --     |
| Your Assignment: Complete all Learning Quizzes             | Lessons 1-4 | All Self-Tests/Full-Tests | 4/11 | 82     |
| Your Preparation: Bring a Scan-Tron and # 2 pencil.        | Lessons 1-4 | Unit 2 Exam               | 4/11 | 100    |
| Self-Management  |             |                           | 4/11 | 30     |

## Unit 3: Transformations–America from 1945 to the Near Present (Reference Chapters 35-41)

| Lecture Title/Your Assignment or Preparation           | Lesson #    | Quiz/Exam                 | Due | Points |
|--|-------------|---------------------------|-----|--------|
| The Big Shift: 1945-1960s (Major changes over time)    | Lesson 1    | --                        | --  | --     |
| The Big Shift Expanded: 1970s-1980s                    | Lesson 2    | --                        | --  | --     |
| The Troubled Transformation: 1990s to the Near Present | Lesson 3    | --                        | --  | --     |
| Your Assignment: Complete all Learning Quizzes         | Lessons 1-3 | All Self-Tests/Full-Tests | 5/9 | 48     |
| Your Preparation: Bring a Scan-Tron and # 2 pencil.    | Lessons 1-3 | Unit 3 Exam               | 5/9 | 100    |
| Self-Management  | --          | --                        | 5/9 | 30     |

## Final Exam: 1860 to the Present–Includes a Review – **Caution:** F for Course if Final Exam not taken

| Lecture Title/Your Assignment or Preparation                 | Exam       | Due                     | Points |
|--|------------|-------------------------|--------|
| Your Preparation: Review materials are available.            |            | --                      | --     |
| Your Preparation: Bring a Scan-Tron and # 2 pencil.          | Final Exam | 5/14: 10:15AM-12:15PM   | 100    |
| Your Preparation: Review all grades. If a problem, email me. |            | 5/15 <b>before</b> Noon | --     |

- I reserve the right to modify the syllabus during the semeste