



Semester and Year - Fall 2013
CRN (Course Reference Number), Course Prefix, Number and Title – CRN 10939 - HIST 1301-911 - United States History I
Course Meeting Days, Times and Location (Campus, Building, and Room number) – Tuesday, Thursday 10:50 am-12:05 pm, SUGUH 276
Instructor's Name - C.J. Bibus, Ed.D.
Instructor's Telephone number(s) – 281.239.1577 (This phone is located in my office at Fort Bend Tech Center, not Sugarland) – <i>Checked once a day as early as possible.</i> Instructor's email address – bibusc@wcjc.edu - <i>Checked once a day as early as possible.</i> Instructor's Blackboard Course – https://wcjc.blackboard.com/ Instructor's webpage for 1301 – http://facultyweb.wcjc.edu/cbibus/ and then click on US History I Resources (a link on the left) - <i>Provides handouts you may view online or copy to your computer or flash drive, with the same handouts available from within Blackboard.</i>
Instructor's Office Hours and Office Location – At FBTC 240G: 10:00 am -10:50 am, 12:50 pm -4:00 pm (Mon); 9:00 am - 10:50 am (Wed, Fri). At SUGUH 234: 12:05 pm - 1:30 pm (Tue), 12:05 pm - 1:15 pm (Thur). Or by appointment.
Course Catalog Description – A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.
Instructor's Grading System – The course is divided into three Units, or major time periods, that reveal shifts in our history. For each Unit, the student's grade will be determined by daily work consisting of Check Your Knowledge quizzes to help students determine what they need to read, quizzes in class, a Practice Essay in class, and graded working sessions. At the end of each Unit, students take an objective exam and also write two essays. They also take the Departmental Final Exam. See the syllabus for course policies, exam dates, grading policies, points for each type of assignment, and points required for the final letter grade.
Instructor's Attendance Policy – Attendance will be taken daily at the beginning of the class.
Last day to "Drop" course with grade of "W" – 11/15/2013

* Any student with a disability or other special circumstance requiring academic accommodations or other consideration in order to successfully complete the requirements of this course should identify himself or herself individually to the instructor to discuss the matter in a private and confidential manner.

** 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).

American History 1301

Syllabus – Fall 2013

Instructor: C.J. Bibus, Ed.D.	U.S. History to 1877
Wharton County Junior College	Course Website: http://facultyweb.wcjc.edu/cbibus/ ; US History I Resources
Office: Fort Bend Tech Center 240-G	Office Phone: 281.239.1577— <i>Checked once a day as early as possible.</i>
Location at Sugar Land: SUGUH 234, faculty area	Email: bibusc@wcjc.edu — <i>Checked once a day as early as possible.</i>
Office Hours: At FBTC 240G: 10:00 am -10:50 am, 12:50 pm -4:00 pm (Mon); 9:00 am - 10:50 am (Wed, Fri). At SUGUH 234: 12:05 pm - 1:30 pm (Tue), 12:05 pm - 1:15 pm (Thur). Or by appointment.	

Course Overview and Goals

Prerequisite: THEA reading and writing requirements met.

Course Description: A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

Course Objectives:

- 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.

Academic and Personal Integrity: Consequences of plagiarism and cheating during examinations include referral to administrators without any opportunity for making redress, a failing grade for the course, disciplinary probation, or suspension (dismissal). Plagiarism and cheating include use of unauthorized books or notes, securing help in a test, or copying tests or assignments; they will result in a failing grade for the assignment. If any portion of a writing assignment is copied from the Internet or another source, the result will be an **F (0)** on the assignment.

Attendance Policy: Attendance will be taken daily at the beginning of the class. I will consider **active** attendance throughout the course favorably when computing final grades that are borderline. Active attendance means 1) using Check Your Knowledge quizzes to determine what you need to read, 2) reading carefully and determining what you need help on *before* class, and 3) using that preparation *before* class to participate positively in problem solving *in* class. (Specific examples of positive and negative participation are provided in orientation.)

Using a cell phone during class makes **active** attendance improbable. Place cell phones or similar devices off your desk **before** class starts. If you have a family emergency or equivalent event that requires your being able to respond to messages during class, then see me **before** class so we can make arrangements.

Classroom Civility: 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 also include repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized, using cellular phones and/or similar devices during class. (If needed, an empty desk near the door will be available for them.)

Due Dates 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.

With due dates for Unit Exams (essay or objective parts) and the History Changes Essay, there are no extensions unless it is appropriate to make an extension available to all of you. You have these responsibilities:

- 1) If your planning at the beginning of the term shows you cannot do your required exam or essay on time, such as having previously scheduled a trip, tell me immediately and suggest an earlier date for you do the assignment.
- 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, call and email me immediately and provide a valid, written excuse. With a **valid, written excuse**, these rules apply.
 - If you miss any objective exam, your make-up exam is all essay and is taken on the date of the Final Exam.
 - If you miss the Practice Essay (History Changes Essay) or a Unit Essay Exam, you receive an extension, set by me, with no penalty.

Required Textbook – Required When You Write about History and Used When I Grade

This textbook is required. You use it as your only source of facts when you write; I use it when I grade your evidence. Edward Ayers, Lewis Gould, David Oshinsky, and Jean Soderlund. *American Passages: A History of the United States*. 4th edition. The ISBN for the current 4th edition in paperback is ISBN: 9780547166469

Caution: You **cannot** use the **BRIEF**, 4th edition which has **2 fewer chapters** than the 32 chapters in the other 4th editions and all prior editions of this book.

Blackboard, Your Course Website, and This Course

This course provides online resources available from both my faculty website and Blackboard. These resources can save you time and match how you prefer to learn (examples in class). You can view, print, or save these resources to your computer or a flash drive. If you need help in doing these things, please ask. **Tip:** Save files to your computer, but print sparingly.

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

- 1) Seeing your grades throughout the course
- 2) Using a quiz to check your own knowledge of the facts covered in the three Parts of each Unit. These quizzes:
 - Let *you* determine what you already know (and do not need to read) and what you do not know (and must read). This lets you use your time more effectively and increase the accuracy of the facts you must use in writing essays.
 - Let me use an item analysis of the answers by *your* class to determine what information *your* class needs. I can focus my lectures and the questions I ask in class on what *you* need.

If you have limited Internet or computer access, see me for ways to do your work with less time online or with alternatives for assignment instructions and for the **one** resource you cannot get from class. The schedule includes an overview of what is available to you in Blackboard or the course website. Orientation includes logging into Blackboard and using the first quiz to check your own knowledge. I am also willing to help you individually.

Method of Instruction

This course focuses on what our past shows us about how things *work*. History is interesting and useful. Examples include:

- Learning how people succeeded—and sometimes failed—helps all of us develop a repertoire of solutions to different kinds of problems.
- Understanding what happened in the past (not just memorizing a few facts) provides an introduction to many other fields, such as business, economics, government, literature, science, sociology, and technology.
- Examining history requires using rules for evidence (not just having an opinion). Understanding the rules of evidence is something necessary to vote, to serve on a jury, to make decisions about our own lives, to make a living for ourselves and our families, and to have a nation that survives.
- Examining history shows us that history changes and what were the major forces that made the pattern change. What people do can make a difference.

Although I am glad to help the class with specific facts if needed, class will focus on content to help you succeed with essays. This course **requires reading before class**.

This course uses two tools to help you know what *you* must read and what *you* must examine:

- 1) The Check Your Knowledge quizzes for the Unit tell you all possible objective questions on a Unit Exam. They show you:
 - What facts we will cover **within** the chapters
 - What *you* know and *you* do not know about those facts
- 2) The possible essay questions for the Unit tell you all possible essay questions on the Unit exam. They show you what combinations of facts to examine so you can notice how history changed during the Unit.

Organization of the Course

History I covers from the 1500s to 1877. I have split that time period into three Units, or major time periods, that reveal shifts in our history. The three time periods are:

- Unit 1: From New World to New Empires - the 16th Century to 1763
- Unit 2: From Making a Revolution to Making a Nation -1763 to 1830s
- Unit 3: Transforming the Nation - 1830s to 1877

To make the work manageable, I have divided each Unit into 3 smaller time periods, or Parts. For example, Unit 1 is divided into Part A, Part B, and Part C, each with its own major theme and its own quiz.

Course Evaluation and the Grading Scale for the Final Letter Grade

This is a 1000-point course. Grades will be assigned according to the following scale at the end of the semester:

895 – 1000	A
795 – 894	B
695 – 794	C
595 – 694	D
Below 594	F

For you to learn the history (not just memorize a few quiz questions), you need to work consistently and to know when you need to ask me for help. To help you see if you are on track for the grade you want, the last page provide a tool so you know exactly how many points you need for the grade you want as you complete each Unit of work.

Course Evaluation and the Points for Assignments

The 1000 points in the course consist of:

- 9 Quizzes done in class over facts in the Units @ 10 points each
- 4 Working Sessions done in class @ 10 points each
- Practice Essay (History Changes Essay) @10 points
- 3 Unit Objective Exams @ 200 points each
- 3 Unit essays exams @ 50 points each
- 1 quiz as a review for the Final @ 10 points
- Departmental Final Exam @ 100 points – Departmental policy is an F for the **course** if you do not take the Final.

9 Quizzes Over Facts in the Units

There is one quiz for each of the 3 Parts within a Unit. Whenever we finish the content in class, you will take a quiz of 5 questions, with each question worth 2 points. The questions are pulled from all of the possible questions, and I usually have two or more versions of each quiz that I pass out. I collect the quizzes, let you see the answer keys, and then return the graded quizzes the next day. With this and **all** other objective tests (primarily multiple choice), you know from the beginning all possible questions. The version of the test you receive determines which ones you must answer.

4 Working Sessions Done in Class

The working sessions will vary, but will be explained ahead of time so you know what to do and what to bring with you. Part of each type of working session will include time for individual or group questions. These sessions are graded.

Background on All Essay Topics

You can find information about essays in two places: I will show you where in orientation. The information includes:

- All possible essay topics (The version of the test you receive determines which topics you must answer)
- Either specific pages you must read for each possible essay topic or, if you cannot find the pages using the index, then tips on how to locate the information in our textbook
- Usually, a resource to help you see how history changed

Practice Essay (History Changes Essay)

The Practice Essay introduces you to essential content for your understanding of United States History and to basic principles for using evidence with history. You receive detailed feedback to help you.

3 Unit Essay Exams and the Alternative Assignment for the Essays for Unit 2

On the essay part of the exam, you do 2 questions, at 25 points each. To encourage you to focus on evidence and on improvement, if you follow **all** of the evidence rules (covered in resources in the course) when writing the Unit 1 and Unit 2 essays, I will average those two grades as the grade for your Unit 3 Essay Exam.

For those who want a more challenging alternative that is due at the same time as the Unit 2 essays, there is an out-of-class, formal assignment. See me if you would like more information on this alternative.

3 Unit Objective Exams

The 40 questions, at 5 points each, in the Unit Objective Exam are pulled from all of the questions in the 3 quizzes for the Unit. There are two or more versions of each exam.

1 Review Quiz (Quiz J); Departmental Final Exam

We cover the facts from the Final Exam in the 9 quizzes, but the language in the Final is very different from the language in our 9 quizzes. To help you focus on meaning and not exact words, I created a review quiz (at 10 points) by reformatting about 100 multiple choice questions from the 9 quizzes to create sets of matching questions, including with maps.

Course Evaluation and Extra Credits for *How You Work*

In this course, extra credit is for *how* you work, not for additional assignments. In general, students who work in ways required for the extra credit make higher scores on the assignments. You can earn over 28 points with these 3 extra credits and you get additional benefits from *how* you are working:

By taking the Check Your Knowledge quiz in Blackboard, you earn a few points (at .01 per question and a maximum of 40 questions per quiz).	The additional benefits from <i>how</i> you are working are that you also see: <ul style="list-style-type: none"> • What you missed and your answer so you know what you must read • All of the possible facts in the quiz questions covered in that Part of the Unit and the correct answers for those quiz questions
By taking the Check Your Knowledge quiz by the date in the Course Schedule and by making 8 points or higher on the quiz in class, you earn 2 extra credit points (Note: no extra credit if quiz sheets are out during any class.)	The additional benefits are that you also: <ul style="list-style-type: none"> • Are staying current with your work and are more likely to pass • Will understand the work we do in class and be better prepared for the essays—if you read what you did not know (not just memorize without trying to understand)
By completing the instructions for the 10-point Practice Essay in class, you can earn 10 points extra credit.	The additional benefits are that: <ul style="list-style-type: none"> • If you did well, you have extra points. • If you did not do well, the extra credit protects your grade and you know what you need to change about how you prepare for the Unit essays.

Course Schedule

Getting Started - Course Documents and Orientation

Week	Content Covered and Specific Due Dates or Holidays
8/25	8/27: Orientation to the Course. 8/29: Bring a Scan-Tron and number 2 pencil. (Departmental Pre-test). Introduction to how to use Check Your Knowledge quizzes to succeed and prepare for the computer lab with Quiz A. Begin concepts for Part A: Foundations (Where We Began) and Colonization: Spain, France, England, and the Netherlands - Chapters 1, 2.

Unit 1: From New World to New Empires - the 16th Century to 1763 (Chapters 1, 2, 3, 4)

The date and preparation for working sessions (two in Unit 1) are announced in class one week ahead.

Week	Content Covered and Specific Due Dates or Holidays
9/01	9/02: Labor Day (No class.) 9/03: All Unit 1 material opens, including its three Check Your Knowledge quizzes. Orientation to Blackboard in a computer lab. <u>Due in Blackboard:</u> Quiz A - Check Your Knowledge. 9/05: Continue Part A. Cover handout for Practice Essay.
9/08	Complete Part A. 9/12: <u>Due in Blackboard:</u> Quiz B and Quiz C Check Your Knowledge quizzes any time before noon.
9/15	Part B: Comparing the English Colonies: Examining Events in the 3 Sections - Chapters 2, 3. 9/19 Last 30 minutes: Practice Essay (History Changes Essay). <u>Requirement:</u> Bring ink pen, textbook.
9/22	Complete Part B. Begin Part C: Comparing the English Colonies: Examining Traits of the 3 Sections; Examining Empire and the Colonies (1-page summary) - Chapters 3, 4
9/29	Complete Part C.
10/06	Begin a look at background of Part D that reinforces the content in Part C, but is not on Unit 1's test. 10/10 10/15 Unit 1 Exam objective <u>Requirement:</u> Bring Scan-Tron, # 2 pencil. and Unit 1 Exam essays. <u>Requirement:</u> ink pen, notebook paper. All Unit 2 material opens 10/10.

Unit 2: From Making a Revolution to Making a Nation -1763 to 1830s (Chapters 5, 6, 7, 8, 9, 10)*

The date and preparation for working sessions (one in Unit 2) are announced in class one week ahead. Done.

Week	Content Covered and Specific Due Dates
10/13	Complete Part D: Path to Revolution and War 10/15 10/20: <u>Due in Blackboard:</u> Quiz D - Check Your Knowledge any time before noon. 10/17 10/20: <u>Due in Blackboard:</u> Quiz E and Quiz F - Check Your Knowledge quizzes any time before noon.
10/20	Part E: A New Government of Small-r republicanism and The Federalist Republic - Chapters 6 and 7
10/27	Complete Part E. Begin Part F: Essential Transformations: What Changed from 1800 to 1840 - Chapters 8, 9, and 10.
11/03-11/10	Complete Part F. 11/07 11/14: Unit 2 Exam objective <u>Requirement:</u> Bring Scan-Tron, # 2 pencil. and Unit 2 Exam essays. <u>Requirement:</u> ink pen, notebook paper.

* The Unit webpage specifies where to stop in Chapter 10. You also read portions of the Declaration of Independence and the Constitution.

Unit 3: Transforming the Nation - 1830s to 1877 (Chapters 10, 11, 12, 13, 14, 15, 16)*

The date and preparation for working sessions (one in Unit 3) are announced in class one week ahead. Alternative work.

Week	Content Covered and Specific Due Dates or Holidays
11/10-11/17	Unit 3 material opens at least before 4:00PM on 11/14. Part G: Reform and Change—Comparing the Sections - Chapters 10, 11, and 12. Begin concepts for Part H: Manifest Destiny and the Impending Crisis - Chapters 12, 13, and 14. 11/12 11/17: <u>Due in Blackboard:</u> Quiz G - Check Your Knowledge any time before noon. 11/14 11/17: <u>Due in Blackboard:</u> Quiz H and Quiz I - Check Your Knowledge quizzes any time before noon. Complete Part H. Begin concepts for Part I: Civil War and Reconstruction - Chapters 15 and 16.
11/24	Continue Part I. 11/28-11/29: Thanksgiving Holidays (No classes.)
12/01	Complete Part I. 12/05: Unit 3 Exam objective <u>Requirement:</u> Bring Scan-Tron, # 2 pencil. Also on 12/05 11/26 Last 30 minutes: Unit 3 Exam essays. <u>Requirement:</u> ink pen, notebook paper. The Final Exam Review material opens before the weekend.

* The Unit webpage specifies where to begin in Chapter 10. You also read portions of the Constitution.

Review for the Final Exam: 16th Century to 1877 (Chapters 1 to 16)

Week	Content Covered and Specific Due Dates or Holidays
12/08	12/10 10:15 am – 12:15 pm: Final Exam and the review quiz (Quiz J). <u>Requirement:</u> Bring Scan-Tron, # 2 pencil.

Details about the Check Your Knowledge quizzes and the Quizzes in Class

- 1) Because you can take the Check Your Knowledge Quizzes only one time, they have this password: onetimeonly
- 2) The Due Date and Due Hour for the Check Your Knowledge quizzes that you do in Blackboard and for the paper quizzes given in class are different:
 - The Check Your Knowledge Quizzes are due so that I can examine what all of the members of your class know and do not know and adjust my lecture accordingly. You can do them **any** time **before** the due date and hour.
 - The paper quizzes occur whenever I complete the material for that Part of the Unit.

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

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