



Semester and Year - Summer 2 2013
CRN (Course Reference Number), Course Prefix, Number and Title – CRN 40079 - HIST 1301-903
Course Meeting Days, Times and Location (Campus, Building, and Room number) – Monday, Tuesday, Wednesday, and Thursday, 10:40 am-1:10 pm, SUGUH 165
Instructor's Name - C.J. Bibus, Ed.D.
<p>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></p> <p>Instructor's email address – bibusc@wcjc.edu - <i>Checked once a day as early as possible.</i></p> <p>Instructor's Blackboard Course – https://wcjc.blackboard.com/ - <i>Orientation on 2nd class day</i></p> <p>Instructor's webpage for 1302 – 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></p>
Instructor's Office Hours and Office Location – Office Hours (234): 10:00 am-10:30 am (MW), 9:30 am-10:30 am (TTR), 3:50 pm-4:20 pm (TR) - Or by appointment.
Course Catalog Description – Survey beginning with the European background for the discovery of America and continuing to the close of Reconstruction in 1877. Social, economic, cultural, military, political, and diplomatic developments are emphasized. The diversity of the American culture is stressed and the wide varieties of contributions from all Americans are included.
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. In Summer sessions, it is also taken after the break.
Last day to "Drop" course with grade of "W" – 8/06/2013

* 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 – Summer 2 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 – <i>Not in Summer 2</i>	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 (234): 10:00 am-10:30 am (MW), 9:30 am-10:30 am (TTR), 3:50 pm-4:20 pm (TR) - Or by appointment.	

Course Overview and Goals

Prerequisite: THEA reading and writing requirements met.

Course Description: Survey beginning with the European background for the discovery of America and continuing to the close of Reconstruction in 1877. Social, economic, cultural, military, political, and diplomatic developments are emphasized. The diversity of the American culture is stressed and the wide varieties of contributions from all Americans are included.

Course Objectives:

- 1) to develop critical thinking skills which would include the knowledge, comprehension, analysis, synthesis, and evaluation of the significant events of United States history
- 2) to enable the student to understand the primary elements of cultural heritage and the cultural diversity of the United States
- 3) to foster in the student an understanding of the uses of historical knowledge, to show how the past helps to explain the present, and to assist the student in developing an historical perspective in and for one's personal life
- 4) to provide students with a base of historical knowledge and the tools to further their studies in other disciplines and as transfer students to other colleges

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.

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.

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. You can view, print, or save these resources to your computer or a flash drive. If you need help in learning how to do these things, please ask. **Tip:** Save files to your computer, but print sparingly. I will make suggestions in class on what you need to print.

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.

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.

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 not only interesting, but useful. These are my favorite examples of why history is useful:

- 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.

This course uses two tools to help you know what is covered on tests, what you need to 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.

Although I am glad to help the class with specific facts if you need it, my work with you in class will focus on the content that will help you succeed with the essays.

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: 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, I provide a handout that includes a way for you to 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 consists of:

- 9 Quizzes done in class over facts in the Units @ 10 points each
- Practice Essay (History Changes Essay) @10 points
- 4 Working Sessions done in class @ 10 points each
- 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.

Practice Essay (History Changes Essay)

The Practice Essay introduces you to essential content for your understanding of United States History. With this essay, I provide a table to help you see how events changed and I list the specific pages for you to read for each possible question. I provide an overview and you are encouraged to ask questions about the content in class. I provide a link in the top section of the Unit 1 webpage that lists all possible questions and how to find what to read for each one. The version of the test you receive determines which question 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.

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.

3 Unit Essay Exams

The 2 questions, at 25 points each, in the versions of the Unit Essay Exam are pulled from all of the essay topics listed in the link in the top section of the Unit webpage. There are usually four versions of each exam. 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.

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.	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.

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

This textbook is required. You use it as your 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.

Course Schedule

Getting Started - Course Documents and Orientation

- MON 7/15 Orientation to the Course. College form and my form. Introduction to Check Your Knowledge quizzes. Departmental Pre-test. (I will lend you a Scan-Tron; you bring one back on 7/17.)
- TUES 7/16 1st Half: Meet in Computer Lab. Orientation. Due in Blackboard: Quiz A - Check Your Knowledge.
2nd Half: 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)

- TUES 7/16 All Unit 1 Material opens, including all Check Your Knowledge quizzes for the Unit.
- WED 7/17 Continue Part A. Cover handout for essay.
- THURS 7/18 Complete Part A. Last 30 minutes: Practice Essay (History Changes Essay). Requirement: Bring ink pen, textbook.
- SUN 7/21 Due in Blackboard: Quiz B **and** Quiz C Check Your Knowledge quizzes any time before noon.
- MON 7/22 Part B: Comparing the English Colonies: Examining Events in the 3 Sections - Chapters 2, 3.
- TUES 7/23 Complete Part B. Introduce Part C: Comparing the English Colonies: Examining Traits of the 3 Sections; Examining Empire and the Colonies (1-page summary) - Chapters 3,4
- WED 7/24 1st Half: Complete Part C and begin a look at background of Part D that reinforces the content in Part C.
2nd Half: Working Session so you can ask any questions or work quietly on history. Bring textbook, handout.
- THURS 7/25 1st Half: Unit 1 Exam (objective and essays). Requirement: Bring Scan-Tron, # 2 pencil, ink pen, notebook paper. Those who want to defer their Unit 1 essays until after you get feedback on the Practice Essay (History Changes Essay) may do so. I will cover possible options in class.
2nd Half: Working Session and extra credit opportunity. Requirement: Bring textbook, handout.

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

- THURS 7/25 All Unit 2 Material opens, including all Check Your Knowledge quizzes for the Unit.
- SUN 7/28 Due in Blackboard: Quiz D **and** Quiz E Check Your Knowledge quizzes any time before noon.
- MON 7/29 Due in Blackboard: Quiz F Check Your Knowledge quiz any time before 11:59 PM.
Part D: Path to Revolution and War
- TUES 7/30 Part E: A New Government of Small-r republicanism and The Federalist Republic - Chapters 6 and 7
- WED 7/31 Part F: Essential Transformations: What Changed from 1800 to 1840 - Chapters 8, 9, and 10
- THURS 8/01 1st Half: Working Session. 2nd Half: Unit 2 Exam (objective and essays). Requirement: Bring Scan-Tron, # 2 pencil, 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)*

- THURS 8/01 All Unit 3 Material opens, including all Check Your Knowledge quizzes for the Unit.
- SUN 8/04 Due in Blackboard: Quiz G **and** Quiz H Check Your Knowledge quizzes any time before noon.
- MON 8/05 Due in Blackboard: Quiz I Check Your Knowledge quiz any time before 11:59 PM.
Part G: Reform and Change—Comparing the Sections - Chapters 10, 11, and 12.
- TUES 8/06 Part H: Manifest Destiny and the Impending Crisis - Chapters 12, 13, and 14.
- WED 8/07 Complete Part H. Start Part I: Civil War and Reconstruction - Chapters 15 and 16
- THURS 8/08 Complete Part I.
- MON 8/12 1st Half: Working Session. 2nd Half: Unit 3 Exam (objective and essays). Requirement: Bring Scan-Tron, # 2 pencil, ink pen, notebook paper.

* 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)

- THURS 8/08 All Final Review Material opens. Opening early allows students with varied schedules to use the review.
- TUES 8/13 Final Exam and the review quiz (Quiz J). Requirement: 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.

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