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| Semester and Year - Spring 2013 |
| CRN (Course Reference Number), Course Prefix, Number and Title – CRN 20317 - HIST 1301-906 |
| Course Meeting Days, Times and Location (Campus, Building, and Room number) – TT, 8:00 am-9:15 am, SUGUH 165 |
| 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 webpage for 1301 – http://facultyweb.wcjc.edu/cbibus/ and then click on US History I Resources (a link on the left) - Provides handouts you may view online or copy to your computer or flash drive. |
| Instructor's Office Hours and Office Location – Office Hours at FBTC: 8:30-8:50 (MWF), 10:00-10:50 (MWF), 12:00-12:30 (MF), 12:00-2:00 (W). Office Hours at SUGUH: 9:15-10:40 (TTR) - 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 – Student grade will be determined by reading quizzes (to help you determine what <i>you</i> need to read), preparation for class (reading <i>before</i> class and readiness to take notes <i>in</i> class measured by unscheduled, brief writing assignments), a short essay on content essential to understanding how history changes, and objective exams ending the three Units, or major time periods, that reveal shifts in our history. Students also write the essay exams ending Unit 1, Unit 2, and Unit 3. Alternatively, for their third written assignment, students may choose to write a more challenging writing assignment, a comparison. All written assignments are graded using the Evidence Rubric/Checklist for the course. See syllabus for course policies, exam dates, grading policies, and points for each type of assignment. |
| Instructor's Attendance Policy – Attendance will be taken daily at the beginning of the class. |
| Last day to "Drop" course with grade of "W" – 4/19/2013 |

* 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 – Spring 2013

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| 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 (MWF) | Office Phone: 281.239.1577– <i>Checked once a day as early as possible.</i> |
| Location at Sugar Land: SUGUH 234, faculty area (TTR) | Email: bibusc@wcjc.edu – <i>Checked once a day as early as possible.</i> |
| Office Hours at FBTC: 8:30-8:50 (MWF), 10:00-10:50 (MWF), 12:00-12:30 (MF), 12:00-2:00 (W). | |
| Office Hours at SUGUH: 9:15-10:40 (TTR) - 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 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.

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:

- If your planning at the beginning of the term shows you cannot do these assignments on time, such as having previously scheduled a trip, tell me immediately and suggest an **earlier** date for you do the assignment.
- 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 History Changes Essay or an essay exam, you receive an extension, set by me, with no penalty.

Course Website and This Course

This course provides online resources from my faculty website. 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 this, please ask, including if you want the benefit of online resources even though you have limited Internet access or limited computer access. If you have neither, see me for alternatives for assignment instructions and for the **one** resource you cannot get from class.

Tip: Save files to your computer, but do not print anything except resources that help you take notes efficiently in class.

The course website provided content for the three Units, or major time periods, that reveal shifts in our history:

- 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

Each Unit is organized in the same way. So you know how to succeed with the textbook, with the resources at the website, and with each assignment in the course, we have a class session as a hands-on introduction to show how to use the first Unit.

Points for the Final Letter Grade, Points for Course Assignments, and Planning for Your Success

The grading system adds points to determine your grade. You can—and should—determine your current total as you earn points and save any returned papers until the end of the course. I provide your current grades at the end of each Unit so you can estimate your average as you work through the course. Your Total at the end of the course determines your final letter grade. An A is 900+ points; a B, 800+ points; a C, 700+ points; a D, 600+ points, and an F, 594 or fewer points. If your final average is .5 or higher, the grade is rounded up. For example, if you have:

- An average of 89.5% (895 points earned ÷ 1000 points possible), you have an **A**
- An average of 89.4% (894 points earned ÷ 1000 points possible), you have a **B**

Consider in your planning for success the small extra credits (covered below) provided in the course to encourage habits that help you do better work and therefore earn a higher grade. You identify the extra credits you plan to do at the beginning of the course.

The table shows the percentage of the total grade for types of assignments, their points, and a description.

| Percent | Points | Description of Each Course Assignment |
|-------------|-------------|--|
| 20% | 200 | 40 points: Preparation, measured by 5 brief, unscheduled writings at 10 points each (with the lowest score dropped). 10 points: History Changes Essay. 150 points, 2 essays at 25 points at the end of Units 1, 2, and 3 (each 50 points). You may also replace the last essays with a more challenging comparison assignment (also at 50 points). |
| 10% | 100 | 9 objective Reading Quizzes (3 for each Unit) at 10 points (5 points for the form you submit showing that you tested yourself <i>before</i> you read the textbook and 5 more points for taking a version of the quiz in class <i>after</i> we complete the content). A 10 th quiz at 10 points is to help you refresh your memory for the Final Exam. |
| 20% | 200 | Unit 1's Exam Objective (200 points, 40 questions at 5 points each). |
| 20% | 200 | Unit 2's Exam Objective (200 points, 40 questions at 5 points each). |
| 20% | 200 | Unit 3's Exam Objective (200 points, 40 questions at 5 points each). |
| 10% | 100 | Final Exam, objective – The History Department's exam covers the entire course. If not taken, an F for the Course. |
| 100% | 1000 | Total Points for the Course – This means that I divide your Total by 1000 to determine your average. |

Overview of Things About the Course That Students Have Identified As Helping Them

Surveys of students indicated that this information about the course might help future students:

1. This course requires reading of the textbook. (History is about the closest accuracy you can find and figure out.)
2. This course helps you know what *you* need to read in the textbook for the Unit by giving you:
 - An online link that lists the questions in each of the 3 Reading Quizzes in the Unit *without* answers and a link that lists the questions *with* answers. (The link with answers is available for only a short period before the Due Date for the completed form in the Course Schedule, but the date lets you know when to go to the course website.) By grading your own answers, you can determine what *you* know and do not know about the objective questions and *you* can efficiently read and prepare for class. To record and grade your own answers quickly, you complete a form available at the website.
FYI: This form also helps me as your instructor. I go through the forms from a class to modify my planned lecture for the upcoming content based on what your class knows and does not know. After that, I return the form to you for your work.
 - An online link that lists all possible essay questions that you might have to answer for the exam at the end of the Unit.
FYI: Whether a Reading Quiz question or an essay question, in most cases you can find the pages you need by using the index at the end of the textbook. When the index is not enough, I provide where to look in the textbook. If you need help, just tell me and I will update the link for the class.
3. This course provides only one form of extra credit, and these extra credits are available to everyone in the class. There are these two small extra credits for *your working* in ways that increase *your* odds of success:
 - For **each** of 9 Reading Quizzes, 2 extra points (20% extra credit) if by the due date in the Course Schedule you take a Reading Quiz and complete its form and if by the day we *end* the content you make 80% or higher on the quiz in class.
 - For the 10-point History Changes Essay, up to 10 extra points (100% extra credit) for following the instructions with the feedback I provide on your History Changes Essay. Following the instructions means full credit for the History Changes Essay no matter what your initial grade.
FYI: In recent student surveys, students said following these instructions helps “change how your brain works” and means you have an “aha moment.” As one student said, “you can’t fix a problem if you don’t know you have it.”

Overview of Objective (Multiple Choice or Matching) Assignments

Reading Quizzes Within Unit 1, 2, and 3: Each Unit consists of 3 Reading Quizzes, each with about 40 questions. In the quiz in class, you see 10 of the 40 questions at ½ point each. There are two versions so your quiz is different from your neighbor's.

Objective Part of the Exams That End Unit 1, 2, and 3: The objective exam that ends a Unit is based on its three Reading Quizzes, with about one-third of the questions in the Unit Exam coming from each of the Reading Quizzes. The exam consists of 40 questions at 5 points each. There are four versions of the exam so your exam is different from your neighbor's.

Final Examination That Ends the Course: Like the Pre-test, the Final Exam was written by the History Department. It has 50 multiple choice questions over the entire course. Students who do **not** take the Final Exam receive an **F** for the **course** (not just the exam itself).

Although the *words* in the questions in the Final Exam are different from the Reading Quizzes, the *facts* in the Final Exam are in the Reading Quizzes. To help you think freshly about those facts, the multiple-choice questions from the Reading Quizzes are reformatted to be matching questions with maps or with groups of terms. On the date of the Final Exam, you also can earn 10 additional points by taking a quiz on that review. It is the 10th quiz. It consists of 20 questions at ½ point each.

Overview of Written Assignments

What is the Goal for Writing?

With something that people talk about in many ways, sometimes it helps to state what is **not** the goal. With writing in **this** course, you are **not** summarizing or paraphrasing the textbook. You do **not**, therefore, need to repeat every fact or word in the textbook. You are also **not** showing your personal writing style while stating your feelings or your opinions.

Instead, in **this** course, the goal of all writing assignments is for you to do activities that help you learn the history of our nation. One of the most powerful ways to *learn* something is to try to *teach* it. You will succeed in these assignments if you do these things:

- If you read carefully and work to understand what happened and ask if you need help.
- If you figure out what essential facts that you would teach your cousin.
- If you figure how you could organize those facts as simply and as accurately as you can.
- If you write in a common sense way as though you are teaching your cousin history that he or she needs to understand.

How Does Your Instructor Grade Your Writing?

Because the goal of writing is to help you learn our nation's history and the priority is for you to be accurate, I grade your writing by comparing what you wrote side by side with the facts in the textbook. I use a method that lets me quickly identify all of the papers where the students wrote on the same question.

1. I place side by side:
 - On the left, the textbook opened to the probable section or sections students should have used.
 - On the right, the stack of students' papers on that question.
2. I use the Evidence Checklist/Rubric and its 2-letter abbreviations for feedback (shown below) and grade each student's paper one by one.
3. If there are multiple possible questions, I then repeat the steps above with the next question.

With the two essays for the Unit exams, I grade one of the questions using the method above. Unless I find problems such as factual errors in that essay, I grade the other one without the textbook side by side with your paper—a quicker method.

What Is the Evidence Checklist/Rubric and What Are Its 2-Letter Abbreviations for Feedback?

I use the Evidence Checklist/Rubric to grade on common *standards* (accepted rules or models) for academics and for jobs that depend on evidence. The word *evidence* emphasizes that you must have proof for what you say—some fact from our approved source that anyone using that source can see for themselves. The word *checklist* means a list of steps or things necessary for success (such as a pilot's *checklist* for takeoff). The word *rubric* usually means a way to give *feedback* (such as confirmation of success, guidance for improvement, or corrections) that is useful but quick for instructors and students.

The term *checklist/rubric* indicates this is both a checklist (on the left) for success with evidence and a way to give feedback (on the right) about your use of evidence as a 2-letter abbreviation. Each checklist item begins with an informal statement of a common standard. Beneath that are our specific requirements, identified with the underlined phrase In this course.

| Do each of the things on the checklist below or you may see the letters on the right as Feedback on your paper. | | Feedback Letters |
|---|--|--|
| 1. | For your source of facts, you use only sources your professor (or boss) accepts as reliable. <u>In this course</u> , the only sources are the textbook chosen by the History Department and the sources provided at our Course Website. Do not use Internet websites, another textbook, or any other source—including your own memory. | NS = Fact is Not from an approved Source |
| 2. | You must follow common standards to reveal to your reader who created the words and/or found the facts you are using in your writing. This is a requirement in courses and in some jobs. <u>In this course</u> , you may: <ul style="list-style-type: none"> ▪ Either write facts in your own words ▪ Or you may use exact sentences or phrases from the textbook placed within quotation marks according to the specific rules for quotation marks (") to reveal ownership that are covered in <i>The Bedford Handbook</i> <u>In this course</u> , you may not copy an author's phrases without quotation marks. You also may not replace a few words in an author's sentence. Both are what <i>The Bedford Handbook</i> calls "half-copy" plagiarism (page 692). | QP = Quotation includes Plagiarized text |
| 3. | You must follow common standards to reveal any changes you made to the author's words. This may not be just a punctuation error. You may be misleading your reader about the evidence. <u>In this course</u> , if you use another's words, you must be sure either not to change them or—if you change them—to follow the specific rules in <i>The Bedford Handbook</i> to reveal those changes to the reader. | QC = Quotation is Changed from the source. |
| 4. | You must use reliable sources to verify what you write—to confirm its accuracy. <u>In this course</u> , if you cannot verify the fact, do not write it and do not assume that the source agrees with you. If you are certain something is true and you cannot find it clearly in our sources, ask me for help. <u>In this course</u> , you also must select facts to reveal the facts accurately. Examples: <ul style="list-style-type: none"> ▪ If a question is about something specific (such as a time, type of person, or region), verify that the source is about that specific thing. ▪ If the source covers facts about two or more sides or positions, do not include only one side as though the other did not occur. | NT = Fact is Not True. It is not verifiable using the probable page in the source. |
| 5. | With most written work for professors (or bosses), if asked, you must be able to state exactly <i>where</i> (a specific page) in the source that each fact came from—whether you wrote the words or the author did. With many college assignments, you must provide citations and use a specific standard (such as <i>MLA</i> , <i>APA</i> , or the <i>Chicago Manual of Style</i>). <u>In this course</u> with most written assignments, you do not need to provide citations (the specific page number from our textbook) unless I cannot recognize where the fact came from. If you ask to do the more challenging alternative assignment instead of the essays for Unit 3, then you must cite according to the instructions. | W? = Where is the specific page where this is supported in our textbook? |

Where Can You Find More Information about the Evidence Checklist/Rubric and How to Work With Evidence?

Your course website provides brief tips on reading for evidence and writing with evidence (including preventing problems with quotations). If you would also like a personal conference, I am glad to help you.

Types of Written Assignments

With all written assignments, you write in class. You bring an ink pen and you do **not** write on the back. You write briefly and within the maximum length listed for the assignment and according to the Evidence Checklist/Rubric and the Goal for Written Assignments (both on the prior page).

- With the exception of the writings used to measure your daily Preparation, you know all of the possible questions long before you write, but you do not know which question(s) you will receive in class. You **must** write on the question(s) you receive. The reason for listing the questions and providing ways to locate what you need in the textbook is **for you to read and prepare** ahead of time for all possible questions.
- With the exception of the History Changes Essay, you bring your own paper for all writing assignments.

Preparation, measured by five brief, unscheduled writings at 10 points each (with the lowest score dropped): You do not know the questions ahead. Unless stated in the instructions, you may not use your textbook or your notes. Maximum length: under ½ page of notebook paper. Examples of the kinds of things you will be asked to do include:

- Being asked to write what content that you should teach your smart cousin after seeing a short video in class or hearing a brief section of a lecture
- Being asked to read or examine something in the textbook or at the course website **before** the next class meeting and then at that **next** class meeting being asked to write an answer that shows evidence that you did the assignment successfully.

History Changes Essay, a 10-point assignment: You know the questions ahead and you may use your textbook in class. Maximum length: You receive a ½ sheet of Xerox paper with one question from the list of possible questions. You must write within that page and only on the question you received.

After we discuss how this assignment works and some of its content in class, you can click on the History Changes Essay at the Course Website. You can see not only the list of all possible questions but also aids to help you. You see a table comparing the content to help you see changes over time (also provided as a handout) and you know the specific parts of the textbook for each column in the table.

The History Changes Essay is meant to introduce you to several things:

- Content that is part of Unit 1 and essential to understanding the remaining Units in the course and our history as a whole
 - Content as a way to examine how and why events change over time—something key to being accurate in writing about history and to noticing how human beings' actions or lack of action can alter their futures.
 - How grading works in *this* course and what is frequently expected in courses and jobs that require evidence
 - How *you* work with evidence, with reading, and with writing
- Because some students have an “aha moment” when they do this essay and follow the feedback instructions, this is the assignment where you can receive up to 10 extra points (100% extra credit) for following the instructions with the feedback I provide on your History Changes Essay. This means full credit for this assignment no matter what your initial grade.

Essay Part of the Exams That End Unit 1, 2, and 3, with 2 essays, each at 25 Points: You know the questions ahead. You may **not** use your textbook in class. Maximum length: approximately ½ page of notebook paper for each question. You may write both questions on 1 page or place each on a separate page. The questions work in this way:

- At the beginning of a Unit, you see at the top of the webpage a link to all possible essay questions, with the possible questions grouped for the first essay question and for the second one.
- On the day of your Unit exam, you receive a strip of paper (about 2” X 8.5”) containing 2 of the possible questions in the group for the first essay and 2 for the second essay. You write the essays and staple the strip to those essays.

Alternative Assignment for Unit 3's Essays (1-page typed essay at 50 points): You may choose to write a more challenging writing assignment, a comparison, instead of writing the essays for Unit 3. It is not only typed, but also requires citation and is graded on formal language and organization. If you want more information on this alternative, contact me.

Required Textbook

Required Textbook: Edward Ayers, Lewis Gould, David Oshinsky, and Jean Soderlund. *American Passages: A History of the United States*. 2nd or 3rd or 4th Edition, including those called a Compact Edition. **If the book has 32 chapters, it will work.**

Caution: You **cannot** use the BRIEF, 4th edition which has 30 chapters (**2 fewer chapters** than the other editions, including the other 4th editions). If you need details on how to recognize this book, just ask.

Course Schedule

Holidays and Due Dates Determined by WCJC (Not the Instructor)

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| 1/22 | Classes begin |
| 2/22 | No classes (Texas Community College Teachers Association Convention) |
| 3/11-3/15 | No classes (Spring break) |
| 3/22 | No classes (University Interscholastic League) |
| 3/28-3/29 | No classes (Easter Holidays beginning at 4:00 pm on 3/27) |
| 4/19 | Last day <i>you</i> can drop a 16 week course with a grade of “W” (<i>You</i> must initiate the drop.) |
| 5/14 | Date set by WCJC for the Final Exam for your class (The hours of your exam are from 8:00 am to 10:00 am.) |
| 5/15 | Instructors must enter grades in Banner (WCJC's official record) before noon. |

What the Date to Submit Your Check-Your-Knowledge Form for a Reading Quiz Tells You About Other Dates

The date to submit a check-your-knowledge form tells you when the link with answers will be available and when you are likely to take the earlier quiz in class. Here's an example with Reading Quiz A and Reading Quiz B:

- The schedule shows that 2/05 is the due date for the check-your-knowledge form for Reading Quiz **B**.
- Therefore, 2/05 or shortly thereafter is the date when you will probably take the quiz in class for Reading Quiz **A**.
- Therefore, 2/04—at a minimum—is the date you can find the link with the answers for Reading Quiz **B** at our Course Website.
- Therefore, 2/05 in the afternoon is the date and time when that link with the answers for Reading Quiz **B** will go away. If you want to download it to your computer or flash drive, you need to do that **before** the afternoon of 2/05.

Due Dates Determined by the Instructor

| | |
|------|--|
| 1/22 | Orientation – Syllabus and Your Course Plan. Note: You will need the Ayers' textbook for this course as soon as possible. If you are a person without Internet access, please let me know today so we can plan alternative ways to help you. |
| 1/24 | Departmental Pre-test – Requirement: Bring a scan-tron and a number 2 pencil to class. |
| 1/29 | Introduction to how to use the website to save yourself time. Hands-on introduction to Reading Quiz A and the check-your-knowledge form. You do not have to compete the form in this session, but to be sure that you all know how to use the form successfully. Helpful: Bring your textbook. |
| 1/31 | Submit your check-your-knowledge form for Reading Quiz A . Due at the beginning of class. |
| 2/05 | Submit your check-your-knowledge form for Reading Quiz B . Due at the beginning of class. |
| 2/07 | Introduction to the information available when you click on the link for the History Changes Essay. |
| 2/14 | Submit your check-your-knowledge form for Reading Quiz C . Due at the beginning of class. |
| 2/19 | Write History Changes Essay – in ink, open book, last 30 minutes. Requirement: bring an ink pen and your textbook . |
| 2/26 | Receive feedback on your History Changes Essay and follow the instructions in class. Requirement to get the extra credit: bring your textbook . Details on this and on the form for Quiz D in class on 2/26. |
| 3/05 | Take Unit 1's Exam Objective and Essays. Requirement: Bring a scan-tron , number 2 pencil, notebook paper , and ink pen. |
| 3/07 | Submit your check-your-knowledge form for Reading Quiz D . Due at the beginning of class. Details in class on 2/26. |
| 3/21 | Submit your check-your-knowledge form for Reading Quiz E . Due at the beginning of class. |
| 4/02 | Submit your check-your-knowledge form for Reading Quiz F . Due at the beginning of class. |
| 4/14 | Take Unit 2's Exam Objective and, IF YOU WISH, the Essays. Requirement: Bring a scan-tron , number 2 pencil, notebook |
| 4/18 | paper , and ink pen. IF YOU WISH to do the essays at an alternative time and IF you signed up for that time on the sheet, you may. The last signup date is 4/24 at Richmond and ending at 2:00. |
| 4/16 | Submit your check-your-knowledge form for Reading Quiz G . Due at the beginning of class. |
| 4/18 | MAY be turned in to my mail box at Sugarland before 4:00 PM Thursday or at Richmond before 2:00 PM Friday. |
| 4/18 | Submit your check-your-knowledge form for Reading Quiz H . Due at the beginning of class. |
| 4/23 | |
| 4/25 | Submit your check-your-knowledge form for Reading Quiz I . Due at the beginning of class. |
| 5/07 | Take Unit 3's Exam Objective and Essays. Requirement: Bring a scan-tron , number 2 pencil, notebook paper , and ink pen. Notice the date and hours WCJC has set for your Final Exam. If you do not take it, you fail the COURSE , not just the exam. You also can earn 10 additional points by taking a quiz on that review. Requirement: Bring a scan-tron and a number 2 pencil. |
| 5/14 | Date set by WCJC for the Final Exam for your class (The hours of your exam are from 8:00 am to 10:00 am.) |

WCJC Department: History – Dr. Bibus
Contact Information: 281.239.1577 or bibusc@wcjc.edu
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WCJC Home: <http://www.wcjc.edu/>