



Semester and Year – Fall 2014
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 and 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 a copy of your syllabus (including your detailed Course Schedule) and related documents.</i>
Instructor’s Office Hours and Office Location – At FBTC 240G: 8:50 am -10:50 am (Monday, Wednesday, Friday), 1:00 pm -2:00 pm (Monday, Wednesday). At SUGUH 234: 12:15 pm-1:15 pm (Tuesday); 8:45 am- 9:15 pm and 12:15 pm-12:45 pm (Thursday) 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. The student’s grade will be determined by daily work consisting of Check Your Knowledge quizzes on the content to help students determine what they need to read, 9 quizzes and graded Question & Answer sessions. Students take an objective exam at the end of each Unit and the Departmental Final Exam at the end of the semester. Students write an introductory (practice) Comparison, a Comparison at the end of Unit 1 and of Unit 2, and a Major Comparison on a topic covering Units 1 and 2. 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” – 11/14/2014

** The college will make reasonable accommodations for students with documented disabilities. Students wishing to receive accommodations must contact the Office of Disability Services at (979) 532-6384; located in the Pioneer Student Center, Room 313, at the Wharton campus. Students must request accommodations from the Office of Disability Services prior to each semester. Please note that accommodations provided are not retroactive. Click [here](#) for WCJC’s Disability Services.*

*** 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 2014

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: 8:50 am -10:50 am (Monday, Wednesday, Friday), 1:00 pm -2:00 pm (Monday, Wednesday). At SUGUH 234: 12:15 pm-1:15 pm (Tuesday); 8:45 am- 9:15 pm and 12:15 pm-12:45 pm (Thursday) Or by appointment.	

Course Overview and Goals

Prerequisite: TSI satisfied in Reading and Writing

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: 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.

Academic and Personal Integrity: 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.

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. (See WCJC's Student Handbook.)

Attendance Policy: WCJC's Student Handbook explains responsibilities for attendance and when a student should withdraw from the course. 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 or a computer during class makes **active** attendance improbable. **Place cell phones, computers, 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 cell phone messages during class, then see me **before** class so we can make arrangements.

Attendance Policy and 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 Objective Exams or Comparisons, 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 Comparison 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 a Comparison, you receive an extension, set by me, with no penalty.

Six Course Drop Limit: 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. See WCJC's current catalog for details.

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.

Method of Instruction

History is not only a required course, but it also provides **useful** information that can help you in all of the roles you will have in your life—family member, student, worker who may have to retrain many times in a rapidly changing world, decision maker about your own life and your own vote, and perhaps parent. Learning history not only provides useful **information**, but also useful **skills**. It requires the types of skills in reading and analysis and writing that are necessary for all of those roles.

The course also tries to do two things for each of you.

1. The course tries to **reduce the time it takes** each of you to learn this useful information and skills in several ways:
 - With self-testing - From Getting Started to the Final Exam review, you can **self-test**. With **no** loss in points using quizzes or visual resources, *you* can test *your* own knowledge to identify what you know and don't know.
 - By letting you know from the beginning of a Unit, what you need to know and read and write about:
 - For objective tests, such as multiple choice, you know not only the chapters you read, but you also have interactive study guides (called Check Your Knowledge quizzes) that let you know the required facts **from** those chapters. The quizzes also show you what you know and don't know about those facts.
 - For written work (called Comparisons), you know all possible topics and exactly what you need to read for each topic. The topics require you to figure out how something changed from the beginning of a Unit to its end. You read the required sources, figure things out, and write simply, briefly (maximum of 1 page), and accurately. (See Good Habits for Evidence.)
2. The course also tries to **match different kinds of students** with different preferences for learning, different backgrounds, and different goals. Because the course does try to match different students, The Unit Roadmaps try to help you recognize:
 - Resources in the course that are required (**All** must use these resources.)
 - Resources in the Digging Deeper section in each Part of the Unit that you use:
 - If you missed a question on a Check Your Knowledge quiz and the Tips for that quiz recommend this resource
 - If you want to think about history and see how the facts interconnect

Blackboard and Your Success at Learning and Saving Time

The Blackboard course provides online resources, with some available from the Internet without going through Blackboard. . You can view, print, or save these resources to your computer or a flash drive. If you need help, please ask.

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

- 1) Using resources including links, maps, and readings
- 2) Seeing your grades throughout the course
- 3) Using a quiz to check your own knowledge of the facts covered in 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).
 - Let *me* use an item analysis of the answers by *your* class to determine what information *your* class needs.

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

Organization of the Course

United States History I covers from the 1500s to 1877. The course is split 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, its own quiz, and its own Digging Deeper section.

Course Evaluation and the Grading Scale for the Final Letter Grade

This is a 1000-point course, with points **added** as you earn them. I provide Announcements at the end of each Unit so you know how many points you need for the grade you want. The Final Letter Grade is determined by this grading scale:

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

Course Evaluation and Points for Assignments

The 1000-point course consists of 71% objective work, primarily multiple choice but also including points at Getting Started. It consists of 29% written work, primarily Comparisons. (History courses must have a minimum of 25% written work.)

The objective work consists of:

- 2 tasks for Getting Started @ 5 each and 3 Question & Answer Sessions (requiring preparation) @ 10 each
- 9 Quizzes as interactive study guides @ 10 points each (See the syllabus for extra credit for *How You Work*.)
- 3 Unit Objective Exams @ 170 points each
- Departmental Final Exam @ 100 points – Departmental policy is an F for the **course** if you do not take the Final.

The written work consists of some formal (the Comparisons) and one informal assignment:

- Getting Started - 20 points (short paper submitted in Blackboard). It is **required to** do Comparisons.
- Introductory Comparison on History Changes (1620s-1676) @ 20 points (with 10 additional points for following Good Habits for Evidence) – It is **required to** do other Comparisons. (See the syllabus for extra credit for *How You Work*.)
- Unit 1 Comparison (1620s-1763) @ 50 points (with 10 additional points for following Good Habits for Evidence)
- Unit 2 Comparison (1763-1830s) @ 50 points (with 20 additional points for following Good Habits for Evidence)
- Major Comparison (1620s-1830s), covering Unit 1 and 2) @ 50 points (with 30 additional points for following Good Habits for Evidence)

Overview of Objective Assignments and How They Work Together with the Learning Modules

How the Objective Exams Work with the Check Your Knowledge Quizzes: Each Unit Objective Exam is pulled from all questions in the 3 quizzes for the Unit. You do not know which version of those questions that you will receive in class.

9 Check Your Knowledge Quizzes as Interactive Study Guides Over Facts in the Units: The name *Check Your Knowledge* says what it is. You measure what you think is true **without** looking anything up. If *you* don't know something or *you* are absolutely wrong about it, *you need* to know—and fix the error. With Check Your Knowledge quizzes, missing a question does not hurt your grade because points are tiny and extra credit. A graded Question & Answer session in class shows you how to use these interactive study guides with the other resources in the Unit so you can save time while learning.

What Happens in Class: Because you are expected to read required facts before lecture, you take a paper quiz at the beginning of the content. The class first has an opportunity for a Question & Answer session to guide the lecture and to help each other. I identify (demonstration available in class) those who prepared for class--whether they ask a question or answer another person's question or both. Those who demonstrate that they were prepared may choose which kind of quiz they take:

- a) Either to take a multiple choice quiz (5 questions at 2 points)
Questions are pulled from all of the possible questions, with two versions of each quiz. I collect the quizzes and return the graded quizzes the next day. If all of you qualify to do the multiple choice quiz, you see the answer keys.
- b) Or to write an answer (10 points)
From the questions that were most frequently missed in the Check Your Knowledge quiz for **your** class, I choose at least 2 versions. The directions say you must state the correct answer and why it is correct using the facts in the textbook as your only source.

Those who did **not** show that they prepared **must** do b) and write an answer.

3 Unit Objective Exams: The 40 questions, at 4.25 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.

Departmental Final Exam—F for the Course If Not Taken: The 50 questions, at 2 points each, in the Departmental Final Exam were written by the History Department. 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, the History Department **requires** instructors to enter an **F** for your **final LETTER grade for the course**. Also WCJC determines the day of the Final Exam, not the instructor. See the Course Schedule for the date.

Departmental Final Exam—How the Final Exam Is Different from Quizzes and How to Use the Review and the Possibility of 10 Points Extra Credit: The Final Exam was written by the History Department before I came to WCJC. We cover the facts from the Final Exam in the nine quizzes, but the language in the Final is very different from the language in our nine quizzes. You can, however, **self-test**. To help you focus on meaning and not exact words, I created a review quiz by reformatting about 100 multiple-choice questions from the nine quizzes to create sets of matching questions, including with maps. You can see all of the questions as a link, write down your answers, and then grade yourself by using the link with the answers. If you miss a question, you know you need to reread that section before the Final. On-campus students also may take the review quiz on the back of the scantron that they use for the Final Exam for up to 10 points extra credit.

Overview of Written Assignments and How They Work Together with the Learning Modules and the Comparison Folders

How History Changes, What Is a Comparison in This Course, and How Can Doing Comparisons Help You? One of the things that makes history difficult for people to understand is that history changes. For example, something that can be a true statement about 1620 can also be a false statement about 1660 or 1776 or 1976. Focusing on a single issue or group from the beginning to the end of a time period can help you identify what you misunderstood and recognize how history changed. History can change and people made a difference in what happened in the nation's history—for good or for bad. Further, all changes (whether for good or bad) can be reversed—and once again it is people who protect change or reverse it.

In this course, a Comparison means you compare two time periods experienced by a specific group. For example, with the first Comparison, you compare two time periods experienced by Africans or by English servants in the South.

Comparisons are a practical writing assignment that can help you in many ways:

- They are an academic writing project that is also a common task in jobs and in personal decisions.
- They require basic content that **all** of you need to read and understand, but *you* select from possible choices what two things *you* want to examine.
- They are brief (1 page maximum), something that you may find easier to schedule. Practicing being brief can also help you learn because you have to understand facts to compress them. (You can repeat words without learning.)
- They are the smallest project that requires critical thinking, something key to your future.
- They focus on how history changes over time so you correct possible misunderstandings about the past and also notice what people did (or didn't do) that made those changes happen. Learning what people did reveals both possible strategies and personal responsibility in the past and in *your* future.

What Are the 4 Comparisons for This Course and Why Does the Course Schedule List Them in 2 Folders? As with the Learning Modules for Units, you have everything you need in one place. The two Comparisons use related content that is visible in the folder. The only exceptions are visibility of the link of Comparison Topics and the opening and closing of their Turnitin Assignments. The folders include each assignment's specific instructions, but they have related content: a chart to help you see change over time, specific pages to read for each time period in the chart, dictionary definitions of terms that are difficult for students, and primaries (documents written by people who lived in the period we are examining).

What Are the Grades for Good Habits for Evidence and How Can They Help Your Overall Grade? To learn history in a practical way, you do not need to be a great writer. You do need to do such common sense things as use only reliable sources and be factually accurate about each fact you plan to write. (See Good Habits for Evidence.)

If you follow the Good Habits for Evidence, a) your work will avoid factual errors, resulting in higher grades for the writing (points in **bold**) and b) you also earn a separate grade (points in **blue**) for developing those habits. Scan down the **bold** and **blue** grades below. Notice how **developing these Good Habits for Evidence as early as possible** can help your grade.

1. Introductory tasks for Getting Started - **20** points for tasks in the first week. It is **required to** see Comparisons. This assignment introduces the Good Habits for Evidence, including how to earn separate points for those habits. You use the link, write answers to questions and a short reflection, and submit in the Turnitin assignment in that folder.
2. Introductory Comparison on History Changes (1620s-1676) @ **20** points (with **10** additional points for following Good Habits for Evidence) – It is **required to** do any other Comparisons. If you earn the 10 points for Good Habits for Evidence, you also earn **20 extra credit** points. (See the syllabus for extra credit for *How You Work*.) This assignment lets you **practice** using Good Habits for Evidence and doing a Comparison with **few points at risk**:
 - * If you are successful in following the Good Habits for Evidence, you earn **10 + 20** points.
 - * If you were not successful, you use the feedback provided for the Practice Comparison not only to find out why **before** you do the 50-point Comparisons, but also **before** I will grade your other Comparisons. (I'm glad to help you.)

With the last 3 Comparisons, notice how the value of the Good Habits for Evidence increases from 10 to 20 to 30.

3. Unit 1 Comparison (1620s-1763) @ 50 points (with 10 additional points for following Good Habits for Evidence)
4. Unit 2 Comparison (1763-1830s) @ 50 points (with 20 additional points for following Good Habits for Evidence)
5. Major Comparison (11620s-1830s, covering Unit 1 and 2) @ 50 points (with 30 additional points for following Good Habits for Evidence)

The Good Habits for Evidence Rubric: A rubric is used both to determine the grade and provide detailed feedback for Comparisons. The rubric and how it works is covered in one of the Question & Answer sessions you must prepare for.

Additional Options with the Major Comparison: You may propose changes to this assignment if it is equivalent work and content and if you email me at least 10 days before the date that the Major Comparison opens. (See the Course Schedule.) You could propose either or both of these options:

- Your own Comparison Topic, including one covering Unit 3 (such as in the 1860s)
- Using primaries other than those provided in the Major Comparison folder (If you want to do different primaries, email the links to those primaries so I can both check out the source and the specific document.)

Course Evaluation and Extra Credits for *How You Work*

In this course, extra credit is generally for *how* you work, not for additional assignments. Students who work in ways required for the extra credit below make higher scores on the assignments. You can earn over 40 points with these 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).	Reminder: The name <i>Check Your Knowledge</i> says what it is. You measure what you think is true without looking anything up. If <i>you</i> don't know something or <i>you</i> are absolutely wrong about it, you need to know—and fix the error. With Check Your Knowledge quizzes, missing a question does not hurt your grade because points are tiny and extra credit.
Tip: Do not look up anything. You want to know if your brain is wrong.	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 in Blackboard by the date in the Course Schedule, you earn 1 extra point and qualify to make a 2nd extra point for the quiz (covered in the row below).	The additional benefits from the timing of <i>how</i> you are working are that you have enough time to correct your weakness by reading carefully, listening in class for that information, and asking your instructor if the question is still not clear.
<u>For example</u> if you took the Quiz A – Check Your Knowledge quiz by the date, I enter 1 in the grade Quiz A Extra Credit.	Note: No extra credit if students purposefully do not click to check their knowledge, but just display all the answers. If you accidentally do this, email me your class and the letter of the quiz and I will reset it.
By doing 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 1 more extra credit point.	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 the Unit Objective and your Comparison.• Will understand the work we do in class and be better prepared for the written assignments—if you read what you did not know (not just memorize without trying to understand)
<u>For example</u> if you took the Quiz A – Check Your Knowledge quiz by the date and then make 8 points or higher on the quiz in class, I change that 1 in the grade Quiz A Extra Credit to a 2.	Note: No extra credit if quiz sheets are out during any class.
By following the 5 Good Habits for Evidence ¹ on the introductory, practice Comparison, you can earn 20 extra credit points	The additional benefits are that: <ul style="list-style-type: none">• You should be able to do stronger work on the next Comparisons and on your future work in college and for a career.• As a rule of thumb, any habit that you can successfully practice 3 times is the new you.

¹ If you do **not follow** the 5 Good Habits for Evidence with the Practice Comparison, you are **required to** do what the feedback in rubric says for you to do **before** I will grade any of the next Comparisons. When you resolve the issues with the Practice Comparison, you also earn 10 of the 20 extra credit points.

Course Schedule – Holidays this semester: 9/01 (Labor Day): 11/27-11/28 (Thanksgiving)

1) All work is due at the beginning of class. For example, if you arrive late (after I mark the seating chart), you cannot take a paper quiz in progress or hand in your paper copy of your Turnitin Assignment. Be on time—or, what's safer, be early.

2) The + in a date column means we continue the work to the next day as needed, but the quiz will occur on the 1st day.

Getting Started - Course Documents and Orientation

8/26	Introduction to the Course; your responsibility forms.
8/28	Bring a Scan-Tron and number 2 pencil. (Departmental Pre-test). Sit where you plan to sit for this semester —required seating chart. Show required preparation for next class.
9/02	How to Use Check Your Knowledge quizzes, graded Question & Answer session. Show required preparation for next class.
9/04	Good Habits for Evidence, graded Question & Answer session, required paper. Show required preparation for next class.
9/09	Graded Orientation to Blackboard with directions provided (a lab equivalent is being worked out) – You must bring your answers on paper for Quiz A and both your file of your paper for submission to Turnitin in Blackboard and a printed copy.

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

Last date to qualify for extra credit: Check Your Knowledge Quiz A (9/08 during lab), B (9/14), C (9/28) in Blackboard by **noon**.

9/11+	Paper Quiz A - Begin Part A: Foundations (Where We Began) and Colonization.
9/18	Introductory, Practice Comparison graded Question & Answer session on content and on doing a comparison.
9/23+	Paper Quiz B - Part B: Comparing the English Colonies: Examining Events in the 3 Sections
10/02+	Paper Quiz C - Part C: Comparing the English Colonies: Examining Traits of the 3 Sections; Examining Empire and the Colonies (1-page summary).
10/07	Lecture that aids Unit 1 and introduces Unit 2 (No pre-reading is required; additional facts are not on the exam for Unit 1.)
10/09	Unit 1 Objective Exam - Bring a Scan-Tron and number 2 pencil.

Introductory Comparison (1620s-1676) and Unit 1 Comparison (1620s-1763)

The folder contains **all** you need except the textbook: specific instructions and choices for topics; required pages to read and background on content that frequently cause students problems; *Chicago* citation instructions; examples of a Comparison with a simple version of *Chicago* citation (and callouts to point things out); examples of Comparisons that earned an C, a B, and an A; a preformatted file with required headings; and Turnitin. With Turnitin, you may submit your file many times to test for plagiarism.

Comparisons Using Related Content	Begin Reading and Planning	Submit or Test Your File	Due Date
Introductory, Practice Comparison	9/10	9/12	9/22
Unit 1 Comparison	10/14	10/21	10/23

For these Comparisons (and the Comparisons below), what 2 things are due on the Due Date and when?

1. At any time before 1 hour before your class, submit your **final** file to Turnitin. (Keep the digital receipt it provides.)
2. Before the completion of the seating chart for attendance, bring your printed comparison to class (stapled if needed).

Unit 2: From Making a Revolution to Making a Nation -1763 to 1830s (Chapters 5, 6, 7, 8, 9, 10)*- Opens **after** Unit1 test.

Last date to qualify for extra credit: Check Your Knowledge Quiz D (10/12), E (10/19), F (10/26) in Blackboard anytime before **noon**.

10/14	Open session on Feedback for Introductory Comparison with opportunity for individual help;all must sign the form
10/16	Paper Quiz D - Part D: Path to Revolution and War.
10/21	Paper Quiz E - Part E: A New Government of Small-r republicanism and The Federalist Republic.
10/28+	Paper Quiz F - Part F: Essential Transformations: What Changed from 1800 to 1840?
11/06	Unit 2 Objective Exam - Bring a Scan-Tron and number 2 pencil.

* The Unit 2 Roadmap specifies where to stop in Chapter 10. You also read portions of the Declaration of Independence and the Constitution.

Unit 2 Comparison (1763-1830s) and Major Comparison (1620s-1830s, covering Unit 1 and 2)

The same description and the same 2 things due with the 2 Comparison above also apply to these two Comparisons.

Comparison Using Related Content	Begin Reading and Planning	Submit or Test Your File	Due Date
Unit 2 Comparison	10/23 (after your class ends)	10/28	11/04 11/13
Major Comparison	11/04 (after your class ends)	11/18	12/02 ^{&}

[#]If you finish earlier, please email. When I receive 5 emails from 1 class, that will make it practical to download those papers and try to begin grading.

[&]If you prefer to know your grade earlier, you may bring (and submit) your Major Comparison at the **beginning** of your last class before Thanksgiving.

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

Last date to qualify for extra credit: Check Your Knowledge Quiz G (11/09), H (11/16), I (11/23) in Blackboard by **noon**.

11/11	Paper Quiz G - Part G: Reform and Change—Comparing the Sections
11/14	Last day to for <i>you</i> to “Drop” course with grade of “W.”
11/18	Paper Quiz H - Part H: Manifest Destiny and the Impending Crisis
11/25	Paper Quiz I - Part I: Civil War and Reconstruction
12/04	Unit 3 Objective Exam - Bring a Scan-Tron and number 2 pencil.

* The Unit 3 Roadmap 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) (Early open)

11/30	All Review material opens. Some of the review map quizzes may help you with preparing for Unit 3's objective.
12/09	Tuesday 10:15-12:15 pm - Final Exam – Departmental policy: F for the Course if not taken.

12/10 Review all your grades. If you believe there is an error, contact me by email and phone before 2:00 PM on 12/10.

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

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