



| |
|--|
| Semester and Year - Spring 2014 |
| CRN (Course Reference Number), Course Prefix, Number and Title – CRN 20317 - HIST 1301-906 – United States History I |
| Course Meeting Days, Times and Location (Campus, Building, and Room number) – Tuesday, Thursday 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 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 and related documents and instructions on how to access Blackboard for resources to supplement your class.</i> |
| Instructor’s Office Hours and Office Location – At FBTC 240G: 7:45 am -8:45 am, 10:00-10:40 am. (MWF), 12:00 pm -1:30 pm (Mon); 12:00-1:00 pm (Wed). At SUGUH 234: 9:25 am - 10:45 pm (TTh) 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, quizzes in class, and brief writing practice. Students take an objective exam at the end of each Unit and the Departmental Final Exam at the end of the semester. Students write two essays at the end of Units 1 and 2 and a major essay on a question 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” – 04/25/2014 |

* 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 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: 7:45 am -8:45 am, 10:00 am -10:50 am (MWF); 12:00 pm -1:30 pm (Mon); 12:00-1:00 pm (Wed). At SUGUH 234: 9:25 am - 10:45 pm (TTh) 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: 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 Major 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.

Survey Suggestion from Students to Say That This Course Tries to Help Varied Students

In the most recent survey, over 75 % of students responding said it would help *some* or *a lot* to say this course is meant to help different types of students:

- Students who are **uncomfortable with reading**
For example, you still have to read, but Check Your Knowledge quizzes let you find out what you know and do not need to read and also what you do not know and therefore you have to read.
 - Students who are **slow readers** or who are **fast readers with other responsibilities than school**
For example, the course provides a list of all possible essay questions so you read ahead. Either you can find the information in the index or I specifically list what you are to read.
Students **who want to develop analytical skills** for their futures and/or who are **currently only comfortable with memorization**.
 - For example, if you want to become more analytical (an essential survival and employment skill), the questions for written work focus on figuring things out (not just summarizing) or on writing to try to teach another student (not just repeating). If you want to *learn* something, try to teach it or try to *do* something with it.
 - For example, if you are currently only comfortable with memorization, you can still pass the course; however, the course is organized to help you shift to focusing on meaning.
There are a variety of things to help, but the easiest to explain is the Check Your Knowledge quizzes: If you thought you knew an answer and you missed it, then you know *your* meaning and the textbook *author's* meaning are not the same. *You* can figure out why—you can learn it. (FYI: I am always glad to help you.)
-

Method of Instruction and in Praise of the Usefulness of History

This course focuses on what our past shows us about how things *work*. History is interesting, but it is also useful. For examples, learning history lets you:

- Practice analysis and other essential job skills
- Learn the basics of fields from business to government, from science to literature, and from economics to technology
- Use rules for evidence (not just have an opinion)—essential to voting, working, making decisions
- Observe what were the major forces that made events change so you can anticipate and act
- Develop a repertoire of solutions to different kinds of problems--what people do can make a difference.

To learn this useful (and beautiful) discipline of history, everything in the course is aimed at helping you read, learn, and apply the history—and to do that as efficiently as we can. This course also **requires reading before class**.

Although I am glad to help the class with specific facts if needed, class will focus on content to help you succeed with essays and with learning history so that it is useful to you. Lectures will focus on what is **not** in the textbook and what will help you be able to *use* that content—primarily background concepts, vocabulary, and interconnections.

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. These resources can save you time and match how you prefer to learn (examples in the Orientation 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 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). 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 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. I am also willing to help you individually.

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. Unit 1 also has a section (with its own quiz) on how History Changes.

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:

- 2 Getting Started tasks @ 10 points each, including a Check Your Knowledge quiz on Good Habits for Evidence
- 10 Quizzes done in class over facts in the Units @ 10 points each, with one of those being on how History Changes
- 3 unannounced, brief writing assignments done in class @ 10 points each
- 3 Unit Objective Exams @ 170 points each (with Unit 1's objective including @ 10 points a quiz on the later events in the History Changes quiz)
- 2 Unit essays exams for Unit 1 and Unit 2 @ 40 points each (with 10 additional points for following Good Habits for Evidence)
- 1 Major Essay @ 100 points (with 20 additional points for following Good Habits for Evidence)
- 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. Before we start the content in class, you 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.

The History Changes Quiz

The History Changes Quiz for United States History 1 focuses on servitude and shows how it changes. It covers information in multiple chapters. After you take its Check Your Knowledge quiz in Blackboard, Blackboard displays links with readings and resources to help you. Like the 9 quizzes over facts in the Units, you take a paper quiz in class; unlike those quizzes, you take a 10-point paper quiz in class (on the earlier events) and then take another 10-point paper quiz in class (on the later events) with Unit 1's objective exam. (You fill-in the bubbles on the back of the Unit 1 exam scan-tron.)

The History Changes Quiz can be very helpful in identifying misunderstandings in history and in how history changed. For example, something that can be true in 1619 (or 1865) can be false in 1660 (or 1896 or 1954 or 1965). People can make a difference—for good or for bad.

3 Unannounced, Brief Writing assignments Done in Class

Three times during the term I will ask you to write on a short question or I will assign half of the group to write on one question and the other half to write on a second question. I will collect those and grade them. Currently, there is one unannounced writing assignment per Unit, but I reserve the right to do two or all three writing assignments in one Unit.

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.

Essays and the Good Habits for Evidence Quiz, the Good Habits grades, and the 20-point Conditional Extra Credit

You receive 10 points for the class session for the Good Habits for Evidence Check Your Knowledge quiz on paper. If you enter your quiz answers in Blackboard and complete a brief True-False quiz to confirm several things, you will qualify for these things:

- If you follow all of the Good Habits for Evidence with the Unit 1 essays, you can earn up to 10 points (Unit 1's Essay Exam - Good Habits for Evidence)
- If you follow all of the Good Habits for Evidence with the Unit 2 essays, you can earn up to 10 points (Unit 2's Essay Exam - Good Habits for Evidence)
- If you follow all of the Good Habits for Evidence with the Major Essay, you can earn up to 20 points (Major Essay Exam - Good Habits for Evidence)

An illustration that I will show in class is the best way to show how the separate grade for Good Habits for Evidence on each of the writing assignments is:

- A fair way to reward appropriately a student who already has good skills with evidence, with analysis, and with creating an organized historical argument (as the word is used with the Course Objectives on page 2)
- A great way to encourage improvement by protecting the grade for a student who is trying to develop Good Habits for Evidence but may not yet have good skills with evidence, analysis, or presentation of an argument.

You also qualify for 20 points **extra credit** in the Good Habits for Evidence_{ec}. Those 20 points are conditional:

1. If you do not follow those Good Habits for Evidence for those assignments to a level that you at least make 70%, then I will modify the 20-point grade to a **temporary** grade that is very identifiable (1.11).
2. You need to contact me as quickly as possible so we can discuss what you do not understand about the basic rules for evidence or—if I have made a mistake (and that certainly can happen)—you can show me that.
3. Once we talk and after you do another writing assignment where you do follow all the Good Habits for Evidence, then I change that temporary 1.11 to 20 again.

On the other hand, if you do not talk to me, ethically all I know to do is not to grade the next written essay.

Essay Exams for Unit 1 and Unit 2

On the essay part of the exam, you do 2 questions, at 20 points each—for a total of 40 points. You know all of the possible questions for the 1st question and all of them for the 2nd question. Fate will determine which ones you must write on. To encourage you to focus on Good Habits for Evidence and on improvement, you receive a separate grade of up to 10 points if you follow **all** of the Good Habits for Evidence.

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

Major Essay on Content Covered in Both Unit 1 and Unit 2 – the 16th Century to 1830s

On the date listed in the Course Schedule, you click on Learning Modules (on the left) and you will see the Major Essays folder containing:

- Essay instructions and possible questions
- Primaries to use in your essay along with your textbook as your only sources for this Major Essay
- Turnitin's instructions for submitting your essay using **their** tool **in** Blackboard,
- Turnitin's tool itself – It closes automatically at the beginning of your class on the date in the Course Schedule. Be sure you can successfully submit in the week prior to that date. When you submit, you can also see feedback from Turnitin about possible plagiarism issues, correct your work, and resubmit.

If you want to propose your own question and/or to propose using primaries other than those provided in the Major Essays folder, you certainly may as long as it is equivalent work and content. You do need talk to me **before** the date in the Course Schedule to get approval or for me to tell you alternations in your plan that you would have to make for approval.

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, never 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 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). | 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). For example if you took the Quiz A – Check Your Knowledge quiz by the date, I enter 1 in the grade A_ec. | 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. <i>Note:</i> No extra credit if students purposefully do not click to check their knowledge, but just display all the answers. |
| 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. For example if you took the Quiz A – Check Your Knowledge quiz by the date, I entered the 1 in the grade A_ec. When you make 8 points or higher, I change that 1 in A_ec to a 2. | 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 essay exam. • 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) <p><i>Note:</i> No extra credit if quiz sheets are out during any class.</p> |
| By completing the instructions for the Good Habits for Evidence quiz, you can earn 20 points extra credit. | The additional benefits are that: <ul style="list-style-type: none"> • If you do well at the essays, you have extra points. • If you are concerned about your skills with evidence and with writing, you can focus on the Good Habits for Evidence and still make a decent grade while becoming stronger |

Details about the Check Your Knowledge Quizzes in Blackboard and the Paper Quizzes in Class

| Type of Quiz | Do You Prepare for It? | What Is Its Purpose? | How Do You Take It? |
|---|---|---|---|
| Check Your Knowledge quiz in Blackboard | No, do not prepare for this. | For you: To show <i>you</i> what is incorrect or missing in <i>your</i> current knowledge so you can read efficiently. For me: To show me what your class as a whole does or does not know so I can adjust my lecture. | You can take it only one time so its password is onetimeonly. You can take it any time during the Unit, but—if you want the extra credit—take it before the date and hour in the Course Schedule. |
| Paper quiz in class | Yes, you read <i>before</i> class based on the results of your Check Your Knowledge quiz and you come prepared, | If you miss a question on the Check Your Knowledge quiz, go read about it in the textbook. How do you know where to read? Check the link to the quiz with tips or use the index at the back of the book. | You can take it only at the beginning of the class on the date in the Course Schedule. |

Course Schedule: When Units Are Visible and What Time of the Day Submissions Are Due?

- Units are visible in blackboard on the day and hour you complete the Blackboard orientation lab or you take the prior Unit exam.
- All submissions of work are due at the beginning of class. For example, if you arrive late (after I complete the seating chart), you cannot take the paper quiz.

Course Schedule for the Semester

Getting Started - Course Documents and Orientation

| Week | Content Covered and Specific Due Dates or Holidays |
|------|---|
| 1/19 | 1/21: Orientation to the Course. 1/23: Bring a Scan-Tron and number 2 pencil. (Departmental Pre-test). |
| 1/26 | 1/28: Submit your paper version of the Check Your Knowledge quiz for Quiz A. (Instructions at faculty website.) In class (10-point session), do the Check Your Knowledge quiz on Good Habits for Evidence. Q & A over results and resources) 1/30: In a computer lab (requires password) as an orientation to Blackboard (10-point session; 20-point conditional extra credit). Follow instructions carefully, including to enter several specific quizzes. You must bring your answers on paper for the Check Your Knowledge quizzes for Quiz A and for Good Habits for Evidence. |

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

If you want the quiz extra credit, take these Check Your Knowledge quizzes **in Blackboard any time before noon** on the date shown: Quiz A (paper version due 1/28; in Blackboard, 1/29), Quiz B (2/05), **History Changes Quiz and Quiz C (2/16 by noon).**

| Week | Content Covered and Specific Due Dates or Holidays |
|------|--|
| 2/02 | 2/04: Quiz A paper quiz. Lecture begins on Part A: Foundations (Where We Began) and Colonization. 2/06: Continue Part A. 2/07: TCCTA (No class.) |
| 2/09 | 2/11: Quiz B paper quiz. Lecture completes any remaining issues in Part A and begins lecture on Part B: Comparing the English Colonies: Examining Events in the 3 Sections. 2/13: Continue Part B. |
| 2/16 | 2/18: Quiz C paper quiz and 2:20: History Changes paper quiz (early events). Lecture completes any remaining issues in Part B and begins lecture on Part C: Comparing the English Colonies: Examining Traits of the 3 Sections; Examining Empire and the Colonies (1-page summary). 2/20: Complete Part C. |
| 2/23 | 2/25: Examine the background of Part D that reinforces the content in Part C, but is not on Unit 1's test. 2/27: Unit 1 Exam objective and History Changes paper quiz (later events) (Requirement: Bring Scan-Tron, # 2 pencil. and Unit 1 Exam essays (Requirement: ink pen, notebook paper.) |

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

If you want the quiz extra credit, take these Check Your Knowledge quizzes **in Blackboard any time before noon** on the date shown: Quiz D (3/03), Quiz E (3/07), and Quiz F (**3/21 3/23**).

| Week | Content Covered and Specific Due Dates |
|------|--|
| 3/02 | 3/04: Quiz D paper quiz. Lecture begins on Part D: Path to Revolution and War. 3/06: Complete Part D. |
| 3/09 | 3/10-3/14: Spring Break (No class.) |
| 3/16 | 3/18: Lecture begins on backgrounds for Part E: A New Government of Small-r republicanism and The Federalist Republic. 3/20: Quiz E paper quiz. Lecture completes any remaining issues in Part E. 3/21: UIL (No class.) |
| 3/23 | 3/25: Lecture begins on backgrounds of Part F: Essential Transformations: What Changed from 1800 to 1840? 3/27: Quiz F paper quiz. Continue Part F. |
| 3/30 | 4/01: Complete Part F. 4/03: Starts at 8:15 AM today only Unit 2 Exam objective (Requirement: Bring Scan-Tron, # 2 pencil.) 4/08: Unit 2 out-of-class Essay due at the beginning of class. |

* 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)* and the Major Essay (in blue)

If you want the quiz extra credit, take these Check Your Knowledge quizzes **in Blackboard any time before noon** on the date shown: Quiz G (4/07), Quiz H (4/11), and Quiz I (4/21).

| Week | Content Covered and Specific Due Dates or Holidays |
|------|--|
| 4/06 | 4/08: Introduction to material for the Major Essay . In class, brief demonstration of the Turnitin Assignment tool in Blackboard. Lecture begins on backgrounds for Part G: Reform and Change—Comparing the Sections. 4/10: Quiz G paper quiz. Continue lecture on Part G. |
| 4/13 | Lecture on any issues remaining on Part G and lecture begins on backgrounds for Part H: Manifest Destiny and the Impending Crisis. 4/17-4/18: Easter Holidays (No classes.) |
| 4/20 | 4/20 Turnitin Assignment Tool visible 4/15: 4/21 Last day to get approval for a different question or different primaries for the Major Essay . Week to get help in submitting your Major Essay to Turnitin Assignment tool in Blackboard before the tool closes on 4/29. 4/22: Quiz H paper quiz. Complete Part H. 4/24: Lecture on background on Constitutional issues essential for Part I. 4/25: Last day for <i>you</i> to drop with a grade of "W" |
| 4/27 | 4/29: Major Essay due: Turnitin Assignment tool closes at the beginning of your class. 4/29 5/01: Quiz I paper quiz. Continue Part I: Civil War and Reconstruction |
| 5/04 | 5/06: Complete Part I. 5/08: Unit 3 Exam objective (Requirement: Bring Scan-Tron, # 2 pencil.) |

* 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 |
|------|--|
| 5/11 | 5/13 8:00 am – 10:00 am: Final Exam and the review quiz (Quiz J). Requirement: Bring Scan-Tron, # 2 pencil. |

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

WCJC Department: History – Dr. Bibus
Contact Information: 281.239.1577 or bibusc@wcjc.edu
Last Updated: 2014
WCJC Home: <http://www.wcjc.edu/>