



Semester and Year – Fall 2014
CRN (Course Reference Number), Course Prefix, Number and Title – CRN 10979 - HIST 1301-160 - United States History I
Course Meeting Days, Times and Location (Campus, Building, and Room number) – Distance Learning Course in Blackboard
Instructor’s Name - C.J. Bibus, Ed.D.
Instructor’s Telephone number – 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 – If Blackboard is not available, bibusc@wcjc.edu Instructor’s Blackboard Courses – https://wcjc.blackboard.com/
Instructor’s Office Hours and Office Location – Online Office Hours (or call me directly at 281-239-1577 during these hours): 9:30 am – 10:00 am (Monday, Wednesday, Friday), 1:30 pm - 2:00 pm (Monday, Wednesday). Or by appointment (including on Tuesday, Thursday).
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 3 Working Group Discussion topics on each of the Units. Students can earn extra credit by 3 optional Video Assignments. 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 at the end 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 – Given the speed of an 8-week course covering 16 weeks’ of work, students should log in at least 3 times a week to work online with quizzes, the Working Groups, and the resources. Students should also work offline, including reading. Attendance is taken by Blackboard itself: it stores data on time spent and where.
Last day to “Drop” course with grade of “W” – 10/03/2014

* 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	Email: bibusc@wcjc.edu —Checked once a day as early as possible.
Office: Fort Bend Tech Center 240-G	Office Phone: 281.239.1577—Checked once a day as early as possible.
Location at Sugar Land: SUGUH 234, faculty area	Email: bibusc@wcjc.edu —Checked once a day as early as possible.
Online Office Hours (or call me directly at 281-239-1577 during these hours): 9:30 am – 10:00 am (Monday, Wednesday, Friday), 1:30 pm - 2:00 pm (Monday, Wednesday). Or by appointment (including on Tuesday, Thursday).	

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 consequences. In this course, copying any part of an assignment from the Internet or another source is a zero (**0**) on the assignment.

Classroom Civility: WCJC's Student Handbook explains student responsibilities for civility. As with on-campus classrooms, each student is expected not to disrupt the class or abuse any person. Blackboard stores what you do (including messages you create with any tool), when you do it, and where you go. Some Blackboard tools—such as the Discussion Board—not only store messages permanently, but also make what you write visible to everyone in the class. When communicating publicly with the whole class and with individuals, you need to be both kind and collaborative. (See Course Orientation for specifics.)

Attendance Policy: WCJC's Student Handbook explains responsibilities for attendance and when a student should withdraw from the course. With distance learning, Blackboard stores extensive data on time spent and where. Given the speed of an 8-week course covering 16 weeks' of work, students should log in at least 3 times a week to work online with quizzes, the Working Groups, and the resources. Students should also work offline, including careful reading of the required sources.

Attendance Policy and Due Dates and Your Responsibilities: It is your responsibility to email or talk to me if you do not know what to do or need help. The earlier we communicate, the better are our chances for success.

With due dates for Unit Objective Exams or for any Comparison, 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 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.

Contact Information

I teach in Richmond on Monday, Wednesday, and Friday (MWF) and in Sugar Land on Tuesday and Thursday (TTR). This [weekly calendar](#) shows where I am. At Sugar Land, I work in a public area (not private) with an unreliable phone so emailing for an appointment is best. During Online Office Hours, I check Blackboard Messages and postings and also answer calls

Instructor's Name: Dr. C.J. Bibus

Office Voicemail 281-239-1577 – Click the [weekly calendar](#) to tell the hours and days when you can call this number.

Best Email: Blackboard Messages—the Blackboard email available in our course and required for course records

Location: FBTC (MWF) or Sugar Land campus (TTR) by appointment or Blackboard Learn - Access at: <https://wcjc.blackboard.com/> *Tip:* Bookmark this URL.

Online Office Hours: 9:30 am – 10:00 am (MWF), 1:30 pm - 2:00 pm (MW). Or by appointment. (*Tip:* If we both have Blackboard open, a call is often the fastest solution. The number is 281-239-1577.)

Communication with Your Instructor

You must login at least 3 times a week. You need to reply to Blackboard Messages and to read Announcements each time you come in. You need to be sure you have read **all** announcements since your last login.

I make every effort to return messages (course email, phone, discussion postings) within 36 hours (weekends and holidays excepted). I generally:

- Review and, if needed, reply to Discussion postings visible to all students and those visible only to Working Groups.
- Enter Getting Started grades on the weekend at the end of the first week.
- Enter extra credit grades for students making 9 or 10 on quizzes before the date in the Course Schedule on the **day after** the DUE date in the Course Schedule. Frequently, I can't do that until after my **last** class on that day.
- Enter grades for the Working Groups' postings and the optional extra credit Video Assignments after each Unit ends.
- Post feedback and grades on Comparisons as rapidly as I can, but I am slow because of how I grade written work. I try to give students the kind of feedback my history teachers gave me. That feedback made a great difference in my success, not just in college but also in making a living in industries.

While I'm grading the Comparison for the Unit, I do these two things to help you estimate your Unit letter grade:

1. After the Unit's objective exam scores are visible, I announce the number of points required for each letter grade (an A, B, C, D, or F) for the Unit **before** the Comparison grades are added in.
 2. **After** those grades are added in, I update the number of points for each letter grade and say where to find feedback.
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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

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

This textbook is required. You use it as your source of facts when you write; I use it when I grade your evidence. If you need tips on buying or borrowing a cheap book or on recognizing editions or want to know how I grade with the textbook, see the FAQs (Frequently Asked Questions).

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.

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 your work more manageable, each Unit is divided into 3 smaller time periods, or Parts. For example, Unit 1 is divided into Part A, Part B, and Part C. Each Part covers a major theme, has an interactive study guide as a Check Your Knowledge quiz, and additional resources (called Digging Deeper). Unit 1 also includes an Introductory Comparison (1860s-1877) and a Comparison ending Unit 1 (1860s-1900). The Unit Roadmap at the top of the unit shows you what to do.

Course Evaluation and the Grading Scale for the Final Letter Grade

This is a 1000-point course, with points **added** as you earn them. 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

You need to know when you need to ask me for help. To help you see if you are on track for the grade you want, I provide Announcements at the end of each Unit so you know exactly how many points you need for the grade you want.

Course Evaluation, Points for Assignments, Limitations on Extra Credit, and Rubrics Used

The 1000-point course consists of 71% objective work, primarily multiple choice but also including 10 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:

- Introductory tasks for Getting Started - 10 points for tasks in the first two days
- 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 some informal assignments:

- Introductory tasks for Getting Started - 20 points for tasks in the first week. It is **required to** see Comparisons.
- 3 Working Group Forums, one for each Unit @ 10 points each (See the syllabus for extra credit for *How You Work*.)
- 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)

For the assignments that offer extra credit, see “Course Evaluation and Extra Credits for *How You Work*” in the syllabus. You also can earn extra credit for 3 Video Assignments, one for each Unit @ 5 points each. There is **no** other extra credit.

Rubrics are used both to determine the grade and provide detailed feedback for three types of assignments:

- Comparisons
- Working Groups
- Optional Video Assignments (For information on Rubrics, see the information with each assignment.)

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

How the Objective Exams Work with the Check Your Knowledge Quizzes: The Unit Objective Exams are pulled from all of the questions in the 3 quizzes for the Unit. You know all of the possible questions before the Unit Objective Exam, but you do not know which of those questions that Blackboard will display for you to answer.

9 Quizzes as Interactive Study Guides Over Facts in the Units and the Three Versions of Each Quiz: There is one quiz for each of the three Parts within a Unit (such as Quiz A, Quiz B, and Quiz C). There are also three versions of each of those quizzes. In the left column, the table uses the names of the versions of Quiz A as an example.

Example of the 3 Versions	Maximum Times, Password, Points, and # of Questions	Why Do You Use This Version of the Quiz and How Do You Use It?
Quiz A – Check Your Knowledge Taking the Check Your Knowledge quiz is required to see the two versions below.	<u>Maximum Times:</u> 1 <u>Password:</u> onetimeonly <u>Points:</u> extra credit of .01 points per question. <u># of Questions:</u> Check Your Knowledge quizzes show every question in the quiz (as an interactive study guide) at one time. These quizzes range from 20 to 40 questions.	<u>Why?</u> 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. With Check Your Knowledge quizzes, missing a question does not hurt your grade because points are tiny and extra credit. <u>How?</u> You preview all possible questions in link and decide your answers. You click on the Check Your Knowledge quiz, enter exactly what you decided, submit, and you see which ones <i>you</i> missed and therefore <i>you</i> need to read. You then use a link with tips to find out <i>where</i> to read. If you still have questions, you ask in your Working Group. You can earn points by following the directions to get or give help in finding where to read
Quiz A - PRACTICE ONLY	<u>Maximum Times:</u> 5 <u>Password:</u> No password <u>Points:</u> No points added to your grade <u># of Questions:</u> 10 questions (Blackboard selects 10 from all the questions in the quiz so the tests vary.)	<u>Why?</u> After you have read and figured out each of the questions you missed (or hope you have), you confirm your success using the PRACTICE ONLY version. <u>How?</u> You take the PRACTICE ONLY version. If you miss some, you read those and repeat the cycle of reading, figuring out, and testing. Tip: Save the 5 th time until close to the Unit Objective Exam so you can confirm your success—or recognize a weakness you need to correct before the Exam. It is also possible to do PRACTICE testing on paper. (Ask if you want to know how.)
Quiz A - For 10 Points	<u>Maximum Times:</u> 1 <u>Password:</u> onetimeonly <u>Points:</u> 1 point per question <u># of Questions:</u> 10 questions or an alternative written quiz	<u>Why?</u> You need to confirm your success or recognize your problems before you take the Unit Objective Exam. <u>How?</u> You take the Quiz - For 10 Points version. Tip: If you take it by the date in the Course Schedule and make 9 or 10, you earn extra credit. (See the syllabus for extra credit for <i>How You Work</i> .)

Why Is Your Instructor Considering Possible Alternative Written Quizzes for Students Not Participating in Working Groups, How Would They Work, and What You Need to Consider? There are several reasons:

- If you just memorize answers, you aren't learning history.
- Students who just memorize quiz answers tend to do very poorly on the formal written assignments.
- In prior years, this use of the discussion tool really helped students a lot. It was a pleasure to watch students learn and help each other. They had not only a sense of community, but also got help and gave it.

It would work this way. If you did **not** participate in the Working Group about Quiz A when you should, when **you** clicked on Quiz B – For 10 points, **you** would see a copy of a quiz question from Quiz B (one of 4 or 5 possible questions)¹ and do this:

1. Write the exact page numbers that are the source for each part of the multiple-choice question.
2. State what answer is correct.
3. State why it is correct. You just need to write simply, briefly, and accurately.

Please think about this a minute. If you could **not** write the above, *you are* just memorizing answers. Try the Working Group starting with the work on Quiz A. Start being your strongest self—and I also won't have to consider doing the alternative quizzes.

¹ Read this **only** if you want to know **how** I would identify the questions: Blackboard provides an *item analysis* for your class for each Check Your Knowledge quiz showing what your class knows and doesn't know—something that I use anyway to try to help classes. From that item analysis, I would choose 4 or 5 questions that were most frequently missed in your class and make the alternative quiz.

How Can You Tell When You *Should Be Complete* in the Working Group on the Quiz and Take the Quiz – For 10 points? You will be more successful in learning if you stay current with your work by

- Following the directions to get or give help in the Working Group at least **one day before** the date listed to earn the extra credit for a 9 or 10 on the quiz. (In other words, posting your question or answer when other students have already completed their work on that quiz is not useful to them or you.)
FYI: If I determine that the alternative quizzes are necessary, the day before the extra credit for a 9 or 10 on a quiz is the date I would determine and set up who takes the Multiple Choice quiz and who takes its Alternate quiz.
- Completing your work on one quiz before taking the Check Your Knowledge quiz on the next one.

Although you will be more successful in learning if you do the above, you do have flexibility built in:

- Check Your Knowledge quizzes and the PRACTICE ONLY quizzes open at the first hour and first day at the beginning of the Unit.
- The Quiz – For 10 points is available on the day specified in the schedule.
- All 3 versions of all quizzes in a Unit end on the last hour and the last day at the end of the 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. The exams are organized so you know all the possible questions but not which ones Blackboard will give you.

Departmental Final Exam—F for the Course If Not Taken: The 25 questions, at 4 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: 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.

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

3 Working Group Forums, one for each Unit: Working Groups may use informal writing, but Working Group members must write very carefully so they do not waste the time of other members. Members can ask for help or give it about the content covered by the quizzes and by the Comparison topics.

What all members need is the location in the textbook of the correct information about quiz questions or a part of a Comparison topic. Members must follow the Good Habits for Evidence in that they must provide the exact location in the textbook for what they write in answer to another member's question. Your first task as a member of a Working Group is to reply to a posting from me asking what edition of the textbook you use.

- If all of your group members have the current edition of our textbook (the 4th edition paperback), you can state the location just as a page number.
- If some of your group members use an earlier edition, my next posting will tell you an easy way to specify the location.

By participating in the Working Group forums, you earn up to 10 points for each Unit. The Course Orientation covers how to work in Discussions. Within each Working Group, the first thread in the forum for each Unit provides instructions and shows the Rubric. The Sharable forum in the public Discussion area provides examples of postings for how to ask for help and give it. When I see postings in a Working Group that can help other groups, I copy those postings to the Sharable forum.

3 Video Assignments on How History Changes During a Unit (Optional): The Dallas TeleLearning Videos are excellent. You may want to use them to clarify facts by seeing brief sections of films from the era or by listening to experts on a specific issue. The link at the top of Videos & Assignments includes how to search for a video (such as on a specific person or event), how to use the Blackboard Assignment Tool, and what Rubric is used in grading. Video Assignments are extra credit (5 points). The writing is informal, but you must follow the Good Habits for Evidence with facts and the requirements in the file for length of your answers. You also must only use the videos listed in the file provided with the Blackboard Assignment because the ones chosen show you an issue as history changes from the beginning, middle, and end of the time period.

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 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** you can see the 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 (1620s-1830s, covering Unit 1 and 2) @ **50** points (with **30** additional points for following Good Habits for Evidence)

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.)

Comparisons and the Good Habits for Evidence and What a Temporary Grade of 1.11 Means? With distance learning, it can be difficult to communicate to students about Good Habits for Evidence, such as factual accuracy or “half-copy” plagiarism or “patchwriting.”² Some of these errors can be very dangerous to your future, but you could prevent the problems by changing your habits.

These steps (and the distinctive number 1.11) have been the best method to solve the communication problem:

1. If you did **not** follow the Good Habits for Evidence with a Comparison, I record a **temporary** grade of 1.11 for the Comparison itself. The feedback tells you what to do to have the actual grade entered (a low grade but better than 1.11). The sooner you take care of this, the better things will be. If you don’t understand, just ask. I’m glad to help you.
2. If the next Comparison is in the coming week and if you have **not yet** done what the feedback said (and you also have **not** asked me if you don’t understand), then I **also** temporarily replace your 20 points for the Good Habits for Evidence Turnitin submission with 1.11.

A 1.11 replacing the 20 points for that grade automatically causes Blackboard to block all remaining Comparisons. In that situation, you can still do what the feedback says, but you need to act immediately because you may **not** have time to act **before the next Comparison assignment expires**. **Tip:** Don’t ignore feedback or the number 1.11.

Course Evaluation and Extra Credits for *How You Work*

In this course, extra credit is for *how* you work. The Video Assignments are the one exception of extra credit for additional assignments. In general, students who work in ways required for the extra credit make higher scores on the required work.

You can earn over 40 points with these 4 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.

FYI: .01 per question X a maximum of 40 questions = .4. That is less than 1 point for the entire Check Your Knowledge quiz.

You have no negative consequences to your grade when you miss a question on a Check Your Knowledge quiz because the points are **extra** and because realizing you are wrong about a fact means you can correct your knowledge and get that question right on higher point tests like the Quiz – For 10 Points and the Unit Objective Exam.

The additional benefits from *how* you are working are that you also see:

- 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 making 9 points or higher on a 10-point quiz by the date in the Course Schedule, you earn 2 extra credit points.

The additional benefits are that you also:

- Are staying current with your work and are more likely to pass.
- Will understand the facts and be better prepared for the Comparisons—if you read what you did not know (not just memorize without trying to understand).

How the extra credit works: For example, if you made 9 or 10 on Quiz A – For 10 Points by the due date, I will enter 2 extra points in the grade Quiz A Extra Credit.

By participating in the Discussion Working Groups for each Unit and doing work that will help other Working Groups as well as your own, you can also earn extra credit.

The additional benefits from *how* you are working are that:

- Sharing the work with others means you can save time in locating the right information in the textbook for quiz questions and Comparisons.
- You take multiple choice 10-point quizzes instead of writing a detailed answer in the alternative quizzes I am considering.

How the extra credit works: When I see postings in your Working Group that can help other Working Groups, I do two things

1. Copy and post your work into the Shareable forum (available at Discussions).
2. Enter 2 extra credit points for each posting that I copy and for each person involved in that posting.

By following the 5 Good Habits for Evidence³ on the introductory, practice Comparison, you can earn 20 extra credit points

The additional benefits are that:

- 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**.

² The quoted terms are explained on page 746 in the ninth edition of *The Bedford Handbook* by Diana Hacker and Nancy Sommers.

³ If you do **not follow** the 5 Good Habits for Evidence with the Practice Comparison, you are **required to** do what the feedback in the rubric says for you to do before 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) – Yellow= changed date

Getting Started - Course Documents and Orientation (AUG 25 - AUG 26; Good Habits for Evidence SEP 02)

MON 8/25 Course overview module opens.

TUE 8/26 Introductory Tasks Due. (Unlike the others, the 4th task in the list you may complete as late as Saturday 9/07.)

Unit 1: From New World to New Empires - the 16th Century to 1763 (Chapters 1, 2, 3, 4) (AUG 26 – SEP 15)

TUE 8/26 All Unit 1 material opens (Working Groups and Videos & Assignments open 8/27.)

TUE 9/02 Score of 9 or 10 on Quiz A DUE to receive 2 points extra credit. (Quiz B – For 10 points opens 9/03.)

FRI 9/05 Score of 9 or 10 on Quiz B DUE to receive 2 points extra credit (Quiz C – For 10 points opens 9/08.)

MON 9/08 Introductory, Practice Comparison due (You are looking at how history changes over time.)

FRI 9/12 Score of 9 or 10 on Quiz C DUE to receive 2 points extra credit.

SAT 9/13 Unit 1 Objective Exam opens; Unit 1 Comparison opens

MON 9/15 All Unit 1 work DUE (Quizzes, Objective Exam, Working Groups, Video Assignments).

SAT 9/20 Unit 1 Comparison DUE. See Announcement of 9/16 for why, including a reminder about 10 points extra credit.

Introductory Comparison (1620s-1676) and Unit 1 Comparison (1620s-1763) (SEP 03 - SEP 29)

The two Comparisons use related content that is visible in the folder for the entire period with these exceptions:

Comparison Using Related Content	Topics Visible	Turnitin Assignment Opens	Turnitin Assignment Closes
Introductory, Practice Comparison	WED 9/03	WED 9/03	MON 9/08
Unit 1 Comparison	WED 9/10	SAT 9/13	MON 9/15

Unit 2: From Making a Revolution to Making a Nation -1763 to 1830s (Chapters 5, 6, 7, 8, 9, 10)* (SEP 15 – SEP 29)

MON 9/15 All Unit 2 material opens

THU 9/18 Score of 9 or 10 on Quiz D DUE to receive 2 points extra credit. (Quiz E - For 10 points opens 9/19.)

TUE 9/23 Score of 9 or 10 on Quiz E DUE to receive 2 points extra credit. (Quiz F - For 10 points opens 9/24.)

FRI 9/26 Score of 9 or 10 on Quiz F DUE to receive 2 points extra credit.

SAT 9/27 Unit 2 Objective Exam opens; Unit 2 Comparison opens

MON 9/29 All Unit 2 work DUE (Quizzes, Objective Exam, Working Groups, Video Assignments). Unit 2 Comparison DUE.

WED 10/01 Unit 2 Comparison DUE. See announcement of 9/28 for why.

* 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) (SEP 22 – OCT 13)

The two Comparisons use related content that is visible in the folder for the entire period with these exceptions:

Comparison Using Related Content	Topics Visible	Turnitin Assignment Opens	Turnitin Assignment Closes
Unit 2 Comparison	WED 9/22	SAT 9/27	WED 10/01
Major Comparison	WED 10/01	SAT 10/11	MON 10/13

Unit 3: Transforming the Nation - 1830s to 1877 (Chapters 10, 11, 12, 13, 14, 15, 16)* (SEP 29 - OCT 13)

MON 9/29 All Unit 3 material opens.

THU 10/02 Score of 9 or 10 on Quiz G DUE to receive 2 points extra credit. (Quiz H - For 10 points opens 10/03.)

FRI 10/03 Last day to for you to “Drop” course with grade of “W.”

TUE 10/07 Score of 9 or 10 on Quiz H DUE to receive 2 points extra credit. (Quiz I - For 10 points opens 10/08.)

FRI 10/10 Score of 9 or 10 on Quiz I DUE to receive 2 points extra credit.

SAT 10/11 Unit 3 Objective Exam opens; Major Comparison opens

MON 10/13 All Unit 3 work DUE (Quizzes, Objective Exam, Working Groups, Video Assignments).

THU 10/16 Closes @ 1:00 PM - Major Comparison DUE. See announcement of 10/14 for why.

* 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 on OCT 03 - OCT 17)

FRI 10/03 All Review material opens. Some of the review map quizzes may help you with preparing for Unit 3’s objective.

THU 10/16 Review **all** your grades. If you believe there is an error, contact me by email **and** phone **before** 2:00 PM on 10/16.

FRI 10/17 Final Exam – Departmental policy: F for the **Course** if not taken. (The Final Exam date is set by WCJC.)

This is NOT a self-paced course. Materials open and close on a schedule and may not become visible until a specified point in the course. Use the Course Schedule as your guide as to when material opens and closes. Some dates overlap to give students maximum flexibility.

- All work is DUE by 11:55 PM on the date listed.
- Units OPEN at 12:00 AM on the date listed, including Quizzes, Working Groups, and Video Assignments. The Quizzes – For 10 Points for the first quiz in a Unit (such as Quiz A, Quiz D, and Quiz G) open on the first day of the unit. The other Quizzes – For 10 Points open at the date specified above.
- The Comparisons and Unit Objective Exams open at 12:00 AM for 2 and sometimes 3 days before the Unit ends because the Department tries to make exams available on one day of the weekend to give students more flexibility.

- To see Comparisons, you must complete the Good Habits for Evidence paper and have 20 points as its grade. See Comparisons and the Good Habits for Evidence and What a Temporary Grade of 1.11 Means? on the previous page.
- Any quiz, exam, or comparison that you can take only one time has this password: onetimeonly

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

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