



<p>Semester and Year – Fall 2013 Two offers on pages 5-6; due date in Course Schedule. Tan in the Course Schedule says when grades are entered.</p>
<p>CRN (Course Reference Number), Course Prefix, Number and Title – CRN 10979 - HIST 1301-160 - United States History I</p>
<p>Course Meeting Days, Times and Location (Campus, Building, and Room number) – Distance Learning Course in Blackboard</p>
<p>Instructor's Name - C.J. Bibus, Ed.D.</p>
<p>Instructor's Telephone number(s) – 281.239.1577 (This phone is located in my office at Fort Bend Tech Center, not Sugarland) – <i>Checked once a day as early as possible.</i> Instructor's email address – If Blackboard is not available, bibusc@wcjc.edu - <i>Checked once a day as early as possible.</i></p>
<p>Instructor's Office Hours and Office Location – Online Office Hours: 1:30 pm - 2:30 pm (Monday), 12:30 pm - 1:00 pm (Tuesday), 9:00 am – 9:30 am (Wednesday), 12:05 pm – 1:00 pm (Thursday), 10:00 am – 10:30 am (Friday). Or by appointment.</p>
<p>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.</p>
<p>Instructor's Grading System – The course is divided into three Units, or major time periods, that reveal shifts in our history. For each Unit, the student's grade will be determined by daily work consisting of Check Your Knowledge quizzes to help students determine what they need to read, nine quizzes, and a Practice Essay. At the end of each Unit, students take an objective exam and also write two essays. They also take the Departmental Final Exam. See the syllabus for course policies, exam dates, grading policies, points for each type of assignment, points for extra credit to encourage good habits in how they work, and points required for the final letter grade.</p>
<p>Instructor's Attendance Policy – Blackboard stores an immense amount of data on time spent and where you spend it: This data shows who is attending—who is actively working in the course. In this class, an easy action to measure is your being current with quizzes (measured on the dates listed in the Course Schedule) and your asking or answering questions about the Unit work in the Discussion Board.</p>
<p>Last day to "Drop" course with grade of "W" – 10/04/2013</p>

* 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 – Fall 2013

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: 1:30 pm - 2:30 pm (Monday), 12:30 pm - 1:00 pm (Tuesday), 9:00 am – 9:30 am (Wednesday), 12:05 pm – 1:00 pm (Thursday), 10:00 am – 10:30 am (Friday). Or by appointment.	

Course Overview and Goals

Prerequisite: THEA reading and writing requirements met.

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:

- 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: Blackboard automatically records data about your work. If your grade is borderline between letter grades (needing 2 to 5 points to become the higher grade), I will consider if you did these things throughout the course:

- 1) Did you take quizzes until you made 90% or higher, especially by the date for the extra credit (and the recommended date for completion) in the Course Schedule?
- 2) Did you help each other and yourself by participating in the Unit topics in the Discussion Board?
- 3) Did you try to do the Practice Essay and the Unit Exam Essays?

Classroom Civility: As with an on-campus classroom, each student is expected not to disrupt the class. 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. Blackboard stores what you do (such as tests and messages that 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 details.)

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 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 taken on the date of the Final Exam.
- If you miss the Practice Essay (History Changes Essay) or a Unit Essay Exam, you receive an extension, set by me, with no penalty.

Contact Information

I am glad to help students by email, phone, or face to face. All the ways to reach me, unfortunately, can be hard to explain:

- Because I teach at two WCJC locations—FBTC in Richmond on 3 days a week (MWF) and at the Sugar Land campus two days a week (TTR)
- Because MWF I hold my online office hours in my office in 240 G at FBTC—the only days I have a direct line to my office phone
- Because TTR I hold online office hours in 234 at Sugar Land, an open work area called the faculty area—and share a work area and a phone with varied faculty members

Rather than covering all the details that *might* be possible for a phone call or a face-to-face meeting, these ways have worked best with students in the past:

- If you want to talk by phone during my online office hours:
 - On MWF, then call 281-239-1577 and, if I do not answer, **slowly** spell your full name as it is in Banner and **slowly** say your phone number twice.
 - On TTR, use Blackboard email to tell me your phone number and ask me to call you.
- If you want to see me face-to-face during my online office hours, it is best to make an appointment so I can tell you specially how to reach me at that time and I can also be looking for you.
- If the above ways do not work, email me some possible times for you for a phone call or a face-to-face meeting and I will try to figure out some time that will work for both of us. I will then email you back with a proposed time.

The cover page and the top of page 1 of this syllabus state all of the ways to communicate with me, but these ways have been the most successful for students:

Instructor's Name:	C.J. Bibus or Dr. Bibus – something you <i>might</i> need if you had to ask for me by name
Best Email:	Through Blackboard Messages, the Blackboard email available in our course
Location:	FBTC (MWF) or Sugar Land campus (TTR) by appointment or Blackboard Learn - Access at: https://wcjc.blackboard.com/
Online Office Hours and Campus Location During Those Hours	At FBTC: 1:30 pm - 2:30 pm (Monday), 9:00 am – 9:30 am (Wednesday), and 10:00 am – 10:30 am (Friday). At SUGUH: 12:30 pm - 1:00 pm (Tuesday), 12:05 pm – 1:00 pm (Thursday), Or by appointment.

Communication with Your Instructor

You need to check Blackboard messages at least 3 times a week and you need to read Announcements each time you come in. If you have not logged for a few days, 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 24 hours (weekends and holidays excepted). I generally post:

- Extra credit grades for quizzes (covered below) the next morning after the date in the Course Schedule.
- Grades for submitted assignments, postings, and essays once a week (Mondays).
FYI: Frequently, I can only *begin* to read submitted assignments, postings, and essays on Fridays.

I admit I am slow at grading essays. I try to give students the kind of feedback that my history teachers gave me. That feedback made a great difference in my success, not just in academics but also in business and industry.

Method of Instruction

This course focuses on what our past shows us about how things *work*. History is not only interesting, but useful. These are my favorite examples of why history is useful:

- Learning how people succeeded—and sometimes failed—helps all of us develop a repertoire of solutions to different kinds of problems.
- Understanding what happened in the past (not just memorizing a few facts) provides an introduction to many other fields, such as business, economics, government, literature, science, sociology, and technology.
- Examining history requires using rules for evidence (not just having an opinion). Understanding the rules of evidence is something necessary to vote, to serve on a jury, to make decisions about our own lives, to make a living for ourselves and our families, and to have a nation that survives.
- Examining history shows us that history changes and what were the major forces that made the pattern change. What people do can make a difference.

This course **requires** reading. This course uses two tools to help you know what *you* must read and what you must examine:

- 1) The Check Your Knowledge quizzes for the Unit tell you all possible objective questions on a Unit Exam. They show you:
 - What facts *we* will cover **within** the chapters
 - What *you* know and *you* do not know about those facts
- 2) The possible essay questions for the Unit tell you all possible essay questions on the Unit exam. They show you what combinations of facts to examine so you can notice how history changed during the Unit.

To learn history in a useful way and to understand how history *works*, you make use of both of these tools in combination. You both learn the facts and see how they interconnect. Together these two tools can also save you time.

I am always willing to help you with facts or with questions about an essay. I have also set up the course so you can help each other do accurate work more quickly and to try to match the goals and backgrounds of different types of students. Ask if you need help. The course also brings together required work and extra credit methods to help you (covered below).

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. (If you need tips on buying or borrowing a cheap book, click on the FAQs in this learning module.)

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

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.

Course Evaluation and the Grading Scale for the Final Letter Grade

This is a 1000-point course. Grades will be assigned according to the following scale at the end of the semester:

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

For you to learn the history (not just memorize a few quiz questions), you need to work consistently and to know when you need to ask me for help. To help you see if you are on track for the grade you want, I provide on the last page of this syllabus a way for you to know exactly how many points you need for the grade you want as you complete each Unit of work.

Course Evaluation and the Points for Assignments

The 1000 points in the course consists of:

- Introductory tasks listed for Getting Started - 20 points
- 9 Quizzes over facts in the Units @ 10 points each
- Practice Essay (History Changes Essay) @10 points
- 3 Video Assignments @ 10 points each
- 3 Unit Objective Exams @ 200 points each
- 3 Unit essays exams @ 50 points each
- Departmental Final Exam @ 100 points – Departmental policy is an F for the **course** if you do not take the Final.

If you want to know more about tips for these assignments or using this course so it matches your background and your goals, click on the link to FAQs in this module on making the course match you.

9 Quizzes Over Facts in the Units

There is one quiz for each of the three Parts within a Unit. Any quiz you can take only one time requires the password onetimeonly. There are three versions of each of those quizzes:

- A Check Your Knowledge quiz (at .01 points extra credit per question) that shows **all** of the possible questions, their answers, and which ones you missed and therefore what *you* need to read.
Example: Quiz A_ec – Check Your Knowledge
- A quiz that displays a random set of **10** from **all** of the questions in the Check Your Knowledge quiz
 - One version includes the words PRACTICE ONLY and is available to take multiple times, but for no points
Example: Quiz A C 1-2 - PRACTICE ONLY
 - The other version is available to take one time only and is worth 10 points
Example: Quiz A C 1-2

Tip: For why you do not want to study the results of Check Your Knowledge quizzes and instead want to use time-saving resources in the course, click on the link to FAQs in this module on making the course match you.

Background on All Essay Topics

You can find information about essays in two places—the Essay Topics (left-hand menu) and within each learning module in the link Everything You Need for This Unit:

- 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

Practice Essay (History Changes Essay)

The Practice Essay introduces you to essential content for your understanding of United States History and to basic principles for using evidence with history. You receive detailed feedback to help you. By following the feedback instructions, you:

- Receive 10 points extra credit for doing this 10-point essay and completing those feedback instructions.
- Can see the essay part of the Unit exams.

Once I provide the feedback, I will also make visible a link that tells you more about the basic requirements for evidence and that provides ways to work differently so that you prevent these problems in the future.

3 Unit Essay Exams and the Alternative Assignment for the Essays for Unit 2

On the essay part of the exam, you do 2 questions, at 25 points each. To encourage you to focus on evidence and on improvement, if you follow **all** of the evidence rules (covered in resources in the course) when writing the Unit 1 and Unit 2 essays, I will average those two grades as the grade for your Unit 3 Essay Exam. It is in your interest for your grade and your time to use the Practice Essay (History Changes Essay) to be sure you understand commonly used requirements for evidence in a practical way.

For those who want a more challenging alternative that is due at the same time as the Unit 2 essays, there is an out-of-class, formal assignment. See me if you would like more information on this alternative.

Original Offer Repeated From Above

To encourage you to focus on evidence and on improvement, if you follow **all** of the evidence rules (covered in resources in the course) when writing the Unit 1 and Unit 2 essays, I will average those two grades as the grade for your Unit 3 Essay Exam. It is in your interest for your grade and your time to use the Practice Essay (History Changes Essay) to be sure you understand commonly used requirements for evidence in a practical way.

How I am modifying the original offer and what you do to qualify for and to get this offer:

Some of you have not followed all of the basic evidence rules, but some of you already knew these issues and got stronger and some of you have made amazing changes. With a rare exception, I can say this about **all** of you: You have made an effort to change in ways that I think will pay off for you in your future. Keep that up.

Given the above, I am modifying the original offer. If you did **both** Unit 1 and Unit 2 essays, you add the numbers at My Grades together and divide by 2 to get an average. **Before 11:59 PM 10/10**, you send that average to me in an email done **exactly** in this way:

- With the **subject line** being: Request to Use Average for Unit 3 Essay Grade.
- With the **message** being: I would like to have you enter for Unit 3's essay grade the average of my Unit 1 and Unit 2 essay grades. I believe that average is ____.

I will confirm your math and then reply back on. I will then enter the grade for Unit 3's essays on or before 10/12.

I also do encourage you to look at the tips in the NEW link at the top of Essay Topics. I hope to finish that as a resource for you before the class ends. I am trying to add to and modify all of my prior materials to try to match what this class needed. My guess is other classes after you will be similar so your feedback on that resource is helpful.

New offer for those who did poorly on Unit 1's essay exam or did not do it at all but did do Unit 2's essays

I will make this offer to encourage you to focus on evidence and on improvement if you are in this situation:

- If you did very poorly on Unit 1's essay exam but did do Unit 2's essay exam
- Or if you did not do Unit 1's essay exam at all but did do Unit 2's essay exam

If you follow **all** of the evidence rules (covered in resources in the course) on Unit 3 essays, I will average your Unit 2 essays grade and your Unit 3 essays grades and I will enter that average as the new or replacement grade for your Unit 1 Essay Exam.

I suggest firmly that if you want to improve, you look at the tips in the NEW link at the top of Essay Topics.

What you do to qualify for and to get this offer:

You have **2 DUE** dates:

1. **Before 11:59 PM 10/10**, you email me that you want to **try** to do Unit 3's essays well enough that you follow **all** of the evidence rules. If you have questions about the requirements, I am glad to talk with you.
2. After you see your grades and your feedback on Unit 3 essays and if you did follow **all** of the evidence rules, you add the numbers at My Grades together for Unit 2 and Unit 3 essays and divide by 2 to get an average.
Before 11:59 on 10/17 (the day before your Final), you send that average to me in an email done **exactly** in this way:
 - With the **subject line** being: Request to Use Average for Unit 1 Essay Grade.
 - With the **message** being: I would like to have you enter for Unit 1's essay grade the average of my Unit 2 and Unit 3 essay grades. I believe that average is ____.

I will confirm your math and then reply back. I will then enter (or replace the grade for Unit 1's essays on or before 10/19.

3 Video Assignments to Help You See How History Changes Over the Time Period Covered by the Unit

You choose three videos, one from each Part of the Unit, to see how history changes on an issue that matters to you.

Examples: what happened to African Americans, big business, factory workers, farmers, immigrants, ranchers, technology, women, and so on.

The links at the top of Videos & Assignments include:

- A FAQ that includes student questions and answers on the video assignment
- How to find the videos you want to see by searching a link (instead of clicking on many folders)
- If you have a problem opening videos, what you should do
- How to answer the brief questions in a file you download from an assignment
(**Tip:** When you complete the file, you must return to the **same** place—to the Assignment—to upload your answers. If you want to learn how to use this Blackboard tool or any others, click on the link to FAQs about Blackboard and Course Links in this module.)

3 Unit Objective Exams

The 40 questions, at 5 points each, in the Unit Objective Exam are pulled from all of the questions in the three quizzes for the Unit. As with the quizzes over facts, I place the possible questions in sets so you know all the questions but not which ones Blackboard will give you.

Departmental Final Exam

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, I am required to enter an F for your final LETTER grade for the course. Also WCJC determines the single day of the Final Exam, not the instructor. See the Course Schedule for the date.

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. 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. At this time the review quiz is online, but not as a quiz. You

can, however, 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.

Course Evaluation and Extra Credits for *How You Work*

In this course, extra credit is for *how* you work, not for additional assignments. In general, students who work in ways required for the extra credit make higher scores on the required work.

You can earn over 48 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. (At .01 per question and with a maximum of 40 questions that is less than .4 for each quiz.)	The additional benefits from <i>how</i> you are working are that you also see: <ul style="list-style-type: none">• What <i>you</i> missed and <i>your</i> answer so you know what you must read• All of the possible facts in the quiz questions covered in that Part of the Unit and the correct answers for those quiz questions
By taking the Check Your Knowledge quiz by the date in the Course Schedule and by making 9 points or higher on the quiz, you earn 2 extra credit points.	The additional benefits are that you also: <ul style="list-style-type: none">• Are staying current with your work and are more likely to pass• Will understand the facts and be better prepared for the essays—if you read what you did not know (not just memorize without trying to understand)
By participating in the Ask and Answer topics in the Discussion Board, for each Unit, you earn up to 6 points for each Unit.	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• Can give and get help about the content in the Unit (The Course Orientation explains how this works.)
By completing the instructions for the 10-point Practice Essay, you can earn 10 points extra credit.	The additional benefits are that: <ul style="list-style-type: none">• If you did well, you have extra points.• If you did not do well, the extra credit protects your grade and you know what you need to change about how you prepare for the Unit essays.

Course Schedule

Getting Started – Course Documents and Orientation (AUG 26 – AUG 27)

MON 8/26 Course overview module opens
TUES 8/27 Introductory Tasks Due

Unit 1: From New World to New Empires – the 16th Century to 1763 (Chapters 1, 2, 3, 4) (AUG 27 – SEP 17)

TUES 8/27 All Unit 1 material opens with the exception of the Practice Essay (opens 8/28).
WED 9/04 Practice Essay (History Changes Essay) DUE – Step 1 required to see all other essays. (Feedback by 9/10. Best estimate is 9/20 late evening – **emailing of files and the link was not complete until the next day.**
9/08 - Practice Essay scores entered
THUR 9/05 Score of 9 or 10 on Quiz A DUE to receive 2 points extra credit - **Extra credit entered**
SUN 9/08 Video assignment DUE - **Grades entered.**
TUES 9/10 Score of 9 or 10 on Quiz B DUE to receive 2 points extra credit - **Extra credit entered**
FRI 9/13 Score of 9 or 10 on Quiz C DUE to receive 2 points extra credit - **Extra credit entered**
TUES 9/17 All remaining This Unit work DUE (All quizzes, the Discussion, the Exam objective) - **Discussions entered**
THUR 9/19 **Reminder: Your Unit 2 work became available on SEP 17.**

SAT 9/20 – **The link to instructions for using the rubric to see what YOU specifically need to do is available by clicking on Essay Topics (on the left menu). I have also called all who asked for a call on Saturday and Sunday.**

In addition to my regular online office hours listed at the beginning of the syllabus (with tips on how to reach me on page 3) I will also make myself available for phone conferences during the weekend of 9/21-9/22. If you want a phone conference, email me two things (read these carefully):

1. your phone number where you can **reliably** answer and have both your textbook and a print of your essay available to you
2. a date and a 2-hour window (such as 9/21 Saturday from 1 to 3pm OR 9/22 Sunday from 9am to 11am)

NOTE: I can only make calls between 8 am and 7:00 pm.

I will log in approximately 3 times during the day (about 8, noon, and 4:00) so make sure you send your email with enough lead time so I can get the message with enough time to act on it. When I get your email, I will then email you back saying I can call during that 2-hour window or, if I can't, I'll suggest an alternative.

NOTE ON THE EXTRA CREDIT VALUE: As part of my attempt to make things right (including the calls on the weekend), you will have more detailed instructions but you will get 20 points extra credit, not 10, for doing those instructions.

MON 9/23 My online office hours on Monday are 1:30-2:30, but I am in that office (281-239-1577) from about 1:00 to 4:00. You are **welcome** to call.

FRI 9/13
TUES 9/24 Assuming feedback emailed by late **9/20** late evening (see above), complete response to emailed instructions on your Practice Essay DUE – Step 2 required to see all other essays. **The earlier you do it the faster my response can be to you.** You may have additional instructions.

In addition to my regular 12:05-1:30 pm office hours at Sugarland (no phone line to me), I will also hold Richmond office hours (281-239-1577) from about 2:30 to 4:30. That will be the last time to resolve your Practice Essay and get the extra credit and be able to do the Unit 1 Essays.

- *Practice Essay extra credit scores entered.*

- *Also emailed (look for Subject of Opportunity) sent to all who did not do the extra credit and to those who did not do the Practice essay.*

TUES 9/24
10/01 Unit 1 Exam essay part (two essays with all questions listed from the beginning of the Unit in Essay Topics) DUE.

Date changed because scheduling phone conferences required making appointments over the weekend of 9/28-9/29 meant that the only just thing to do was to extend the time.

These phone conferences covered what was necessary for the history essays, but also help with those who wanted to understand what they had done with the Practice Essay that might cause them problems in their future work in any class or in most jobs.

Unit 2: From Making a Revolution to Making a Nation -1763 to 1830s (Chapters 5, 6, 7, 8, 9, 10)* (SEP 17 – OCT 01)

TUES 9/17 All Unit 2 material opens

THUR 9/19 Score of 9 or 10 on Quiz D DUE to receive 2 points extra credit

- *Extra credit entered*

TUE 9/24 Score of 9 or 10 on Quiz E DUE to receive 2 points extra credit

- *Extra credit entered*

FRI 9/27 Score of 9 or 10 on Quiz F DUE to receive 2 points extra credit

- *Extra credit entered*

SUN 9/22 Video assignment DUE

-- *Grades entered.*

FRI 10/04 Seemed like the just thing to do.

TUE 10/01 All remaining Unit work DUE (All quizzes, the Discussion, the Exam objective and the two essays)

- *Discussions entered*

FRI 10/4 Unit 2 Exam essay part (two essays with all questions listed from the beginning of the Unit in Essay Topics) DUE. Date for these essays is the same reason in green above with Unit 1 Exam essays. - *Grades being entered AS students send the required email to get the full 25 points for the 2nd essay (no matter what you have written for it). Just state that you understand that the full 25 points is not feedback but just the necessity of catching up with grading.*

* 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)* (OCT 01 – OCT 15)

TUE 10/01 All Unit 3 material opens

FRI 10/04 Score of 9 or 10 on Quiz G DUE to receive 2 points extra credit

- *Extra credit entered*

TUE 10/08 Score of 9 or 10 on Quiz H DUE to receive 2 points extra credit

- *Extra credit entered*

THU 10/10 Email to instructor DUE if you want one of the two offers covered on pages 5-6 of this syllabus.

FRI 10/11 Score of 9 or 10 on Quiz I DUE to receive 2 points extra credit

- *Extra credit entered*

TUE 10/15 All remaining Unit work DUE (All quizzes, the Discussion, the **Videos**, the Exam objective and the two essays)

- *Video Grades, Discussion Grades entered.*

Essay grades entered. Check your comments, especially if you took the 2nd offer (the one to average your Unit 2 essays and your Unit 3 essays to replace your Unit 1 essays) since you have a step to complete that offer.

* 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) (OCT 15 - OCT 18)

TUE 10/15 All Review material opens

FRI 10/18 - Final Exam opens at 12:00 am and closes at noon Saturday 10/19 to compensate for lost time on Friday morning.. – Departmental policy: F for the **Course** if not taken

SAT 10/19
to noon
only

SAT 10/19

TUES
10/21

During by the end of the day, I hope to copy into your course any changes that I hope might help the next U.S. History I class. I will send a short email to everyone in the class some questions that you can answer by just sticking an X in a few blanks.
I would deeply appreciate your help in trying to help other students. If you have time to login to our course on Tuesday evening or Wednesday and give me feedback that would be very kind.

Work is DUE by 11:59 PM on the date listed.

Units OPEN at 12:00 AM on the date listed.

Unit Exams OPEN 3 days before the Unit ends.

Any quiz, essay, or exam that you can take only one time has this password:
onetimeonly

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

A Resource So You Can Estimate Your Grade as You Work

This is based on something I found useful in on-campus classes and I have made one for your distance learning course. The table shows points for required work and for extra credit. What you do about extra credit is your decision, but **my objective is to grade so that I encourage you to do things in your interests throughout the course.** There are 1000 points in the course and a bit more than 46 extra credit points because the Check Your Knowledge quizzes earn less than .4 points each. The points required for the Final letter are:

- an A (895-1000 points) or at least 89.5%
- a B (795-894 points) or at least 79.5%
- a C (695-794 points) or at least 69.5%
- a D (595-694 points) or at least 59.5%
- an F (594 or less) or less than 59.5%

You can determine your own average at the end of Unit 1, Unit 2, Unit 3, and the Final by looking at the row for what you have completed and then the column for required points for an A, B, C, or D. The far right column shows the F resulting from a score lower than a D.

Check my math. Please tell me if I am wrong. The numbers are calculated at the end of each Unit by multiplying the Points for Required Work for the Units by the lowest percentage for the grade. For example, the lowest percentage for the 1st column (the A) is 89.5%. Unit 1 had 320 Possible Point so I multiplied 320 by 89.5% to get 284.4; Unit 1+2 had 610 points so 610 by 89.5% is 545.95; and so on.

Possible Points Available to You in This Course for Work Done by Date in Course Schedule	Points for Required Work	Points As Extra Credit	A	B	C	D	F
Introductory tasks listed for Getting Started	20	0	284.4 or more	254.4 or more	222.4 or more	190.4 or more	Below 190.4
Quiz A – Check Your Knowledge	0	Less than .4					
Quiz A – quiz	10	0					
Checked knowledge & made 9 to 10 (in A_ec)	0	2					
Practice Essay (History Changes Essay)	10	0					
History Changes Essay extra credit	0	10					
Quiz B – Check Your Knowledge	0	Less than .4					
Quiz B – quiz	10	0					
Checked knowledge & made 9 to 10 (in B_ec)	0	2					
Quiz C – Check Your Knowledge	0	Less than .4					
Quiz C – quiz	10	0					
Checked knowledge & made 9 to 10 (in C_ec)	0	2					
Discussion Ask and Answer 1	0	6					
Video Assignment 1	10	0					
Unit 1's Objective Exam	200	0					
Unit 1's Essay Exam (2 essays, 25 each)	50	0					
Possible Points with Unit 1	320	22 + less than 1.2					
Quiz D – Check Your Knowledge	0	Less than .4	545.95 or more	484.95 or more	423.95 or more	362.95 or more	Below 362.95
Quiz D – quiz	10	0					
Checked knowledge & made 9 to 10 (in D_ec)	0	2					
Quiz E – Check Your Knowledge	0	Less than .4					
Quiz E – quiz	10	0					
Checked knowledge & made 9 to 10 (in E_ec)	0	2					
Quiz F – Check Your Knowledge	0	Less than .4					
Quiz F – quiz	10	0					
Checked knowledge & made 9 to 10 (in F_ec)	0	2					
Discussion Ask and Answer 2	0	6					
Video Assignment 2	10	0					
Unit 2's Objective Exam	200	0					
Unit 2's Essay Exam (2 essays, 25 each)	50	0					
Possible Points with Unit 2	290	6					
Possible Points for Unit 1 + Unit 2	610	34 + less than 2.4					
Quiz G – Check Your Knowledge	0	Less than .4	805.5 or more	715.5 or more	625.5 or more	535.5 or more	Below 535.5
Quiz G – quiz	10	0					
Checked knowledge & made 9 to 10 (in G_ec)	0	2					
Quiz H – Check Your Knowledge	0	Less than .4					
Quiz H – quiz	10	0					
Checked knowledge & made 9 to 10 (in H_ec)	0	2					
Quiz I – Check Your Knowledge	0	Less than .4					
Quiz I – quiz	10	0					
Checked knowledge & made 9 to 10 (in I_ec)	0	2					
Discussion Ask and Answer 3	0	6					
Video Assignment 3	10	0					
Unit 3's Objective Exam	200	0					
Unit 3's Essay Exam (2 essays, 25 each)	50	0					
Possible Points with Unit 3	290	6					
Possible Points for Unit 1 + Unit 2 + Unit 3	900	46+ less than 3.6					
Final Exam – If not taken, an F for COURSE	100	0	895	795	695	595	594
Possible Points for Unit 1 + Unit 2 + Unit 3 + Final	1000	46+ less than 3.6					