



<b>Semester and Year</b> – Spring 2014
<b>CRN (Course Reference Number), Course Prefix, Number and Title</b> – CRN 21606 - HIST 1301-160 - United States History I
<b>Course Meeting Days, Times and Location (Campus, Building, and Room number)</b> – Distance Learning Course in Blackboard
<b>Instructor’s Name</b> - C.J. Bibus, Ed.D.
<b>Instructor’s Telephone number</b> – 281.239.1577 (This phone is located in my office at Fort Bend Tech Center, <b>not</b> Sugarland) – <i>Checked once a day as early as possible.</i> <b>Instructor’s email address</b> – If Blackboard is not available, <a href="mailto:bibusc@wcjc.edu">bibusc@wcjc.edu</a> <b>Instructor’s Blackboard Courses</b> – <a href="https://wcjc.blackboard.com/">https://wcjc.blackboard.com/</a>
<b>Instructor’s Office Hours and Office Location</b> – Online Office Hours: 12:30 pm - 1:00 pm (Monday, Wednesday), 2:00 pm - 2:30 pm (Tuesday, Thursday), 8:00 am – 8:30 am (Friday). Or by appointment. Click <a href="#">here</a> for a schedule of on-campus office hours.
<b>Course Catalog Description</b> – 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.
<b>Instructor’s Grading System</b> – 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, ten quizzes, and three Video Assignments. Students can earn extra credit by asking or answering content questions in a Discussion topic for each Unit. 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.
<b>Instructor’s Attendance Policy</b> – Blackboard stores 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.
<b>Last day to “Drop” course with grade of “W”</b> – 03/17/2014

*\* 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. 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 – Spring 2014

Instructor: C.J. Bibus, Ed.D.	U.S. History to 1877
Wharton County Junior College	Email: <a href="mailto:bibusc@wcjc.edu">bibusc@wcjc.edu</a> —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: <a href="mailto:bibusc@wcjc.edu">bibusc@wcjc.edu</a> —Checked once a day as early as possible.
Online Office Hours: Online Office Hours: 12:30 pm - 1:00 pm (Monday, Wednesday), 2:00 pm - 2:30 pm (Tuesday, Thursday), 8:00 am – 8:30 am (Friday). Or by appointment. Click <a href="#">here</a> for a schedule of on-campus office hours.	

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## 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:** 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 ask early in the term if you had questions?
- 4) Did you earn a C or better for each of the Good Habits for Evidence grades?

**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 Major 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 a Unit Essay Exam or the Major Essay, you receive an extension, set by me, with no penalty.

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## Contact Information

Because I teach in both Sugar Land and Richmond, it is clearer to show where I am during the week than write about it. This link shows you information about how to reach me in a [weekly calendar format](#)—including when you can reach me at 281-239-1577.

<b>Instructor's Name:</b>	Dr. C.J. Bibus
<b>Office Voicemail</b>	281-239-1577 – Click the <a href="#">weekly calendar format</a> to tell the hours and days when you can call.
<b>Best Email:</b>	Through Blackboard Messages, the Blackboard email available in our course
<b>Location:</b>	FBTC (MWF) or Sugar Land campus (TTR) by appointment or Blackboard Learn - Access at: <a href="https://wcjc.blackboard.com/">https://wcjc.blackboard.com/</a>
<b>Online Office Hours:</b>	12:30 pm - 1:00 pm (Monday, Wednesday), 2:00 pm - 2:30 pm (Tuesday, Thursday), 8:00 am – 8:30 am (Friday). Or by appointment.

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## 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) after my last class on the day after the DUE date in the Course Schedule.
- Responses to postings in the Ask and Answer topics within 24 hours, with the grades entered at the end of the Unit.
- Grades for submitted Video Assignments and essays once a week (Mondays).  
FYI: Frequently, I can only *begin* to read submitted Video assignments and essays on Fridays.

I admit I am slow at grading essays, but Announcements will tell you when I finish grading essays and how you can find the feedback (not just the grade). 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.

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## 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.)

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## Method of Instruction

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.

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).

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## 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*. 4<sup>th</sup> 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**, 4<sup>th</sup> edition which has **2 fewer chapters** than the 32 chapters in the other 4<sup>th</sup> editions and all prior editions of this book.

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## 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 16<sup>th</sup> 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.

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## 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.

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## Course Evaluation and the Points for Assignments

The 1000 points in the course consists of:

- Introductory tasks listed for Getting Started - 20 points in the first two days and another 20 points for work done later
- 10 Quizzes done in class over facts in the Units @ 10 points each, with one of those being on how History Changes
- 3 Video Assignments @ 10 points each
- 3 Unit Objective Exams @ 170 points each
- 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)
- 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 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

### 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, the History Changes Quiz is available in the same three versions.

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 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. You can also use the recommended videos for each of the Units.

The resource at the top of Videos & Assignments provides links to information, including on how to use the Blackboard Assignment Tool and to the Rubric used in grading these assignments.

### 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. 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.

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

You receive 20 points for the tasks in the Good Habits for Evidence folder, including a Check Your Knowledge quiz. If you follow the instructions in the folder and if you complete a brief True-False quiz (similar to the Syllabus Acknowledgement Quiz), 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 show in on-campus classes](#) may be 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 be good skills with evidence, analysis, or presentation.

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, until you do talk to me, the temporary grade of 1.11 stays in place and you will not be able to see any of the remaining essay work.

### 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 1<sup>st</sup> question and all of them for the 2<sup>nd</sup> 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 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 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. If you prefer you can email by the date in the Course Schedule and I will respond as it says in the Course Schedule.

### 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 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.

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## 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:

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By taking the Check Your Knowledge quiz in Blackboard, you earn a <b>few</b> 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"><li>• What <i>you</i> missed and <i>your</i> answer so you know what you must read</li><li>• All of the possible facts in the quiz questions covered in that Part of the Unit and the correct answers for those quiz questions</li></ul>
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By taking the Check Your Knowledge quiz by the date in the Course Schedule <b>and</b> 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"><li>• Are staying current with your work and are more likely to pass</li><li>• 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)</li></ul>
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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"><li>• Are staying current with your work and are more likely to pass</li><li>• Can give and get help about the content in the Unit (The Course Orientation explains how this works.)</li></ul>
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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"><li>• If you do well at the essays, you have extra points.</li><li>• 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</li></ul>
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## Course Schedule

### Getting Started - Course Documents and Orientation (JAN 21 - JAN 22; Good Habits for Evidence FEB 09)

TUE 1/21 Course overview module opens.

WED 1/22 Introductory Tasks Due. (See the link Orientation to the Course for a list of all tasks that are due. One task, the Good Habits for Evidence Check Your Knowledge Quiz and activities, is not due until ~~2/03~~ 2/09.

### Unit 1: From New World to New Empires - the 16th Century to 1763 (Chapters 1, 2, 3, 4) (JAN 22 - FEB 08-09)

WED 1/22 All Unit 1 material opens with the exception of the History Changes Quiz.

FRI 1/24 Score of 9 or 10 on Quiz A DUE to receive 2 points extra credit.

TUE 1/28 Score of 9 or 10 on Quiz B DUE to receive 2 points extra credit.

FRI 1/31 Score of 9 or 10 on Quiz C DUE to receive 2 points extra credit.

MON 2/03 Video Assignment DUE.

~~WED 2/05~~ Score of 9 or 10 on History Changes Quiz DUE to receive 2 points extra credit.

**MON 2/10**

THU 2/06 Exam objective and essays open.

~~SAT 2/08~~ All remaining Unit 1 work DUE (All quizzes, the Discussion, the Exam objective ~~and the two essays~~).

**SUN 2/09** Exam Essays are now split into two 12 minute/20 point essay for the possible topics for Question 1 and 2<sup>nd</sup> one for Question 2—something that students asked for in the survey last fall.

with one MON 2/10 – Due date for **Question 1** on the History Changes quiz and readings

later

**SUN 2/09** - Due date for **Question 2**

### Unit 2: From Making a Revolution to Making a Nation -1763 to 1830s (Chapters 5, 6, 7, 8, 9, 10)\* (FEB 08 - FEB 22)

SAT 2/08 All Unit 2 material opens.

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

FRI 2/14 Score of 9 or 10 on Quiz E DUE to receive 2 points extra credit.

MON 2/17 Video Assignment DUE.

WED 2/19 Score of 9 or 10 on Quiz F DUE to receive 2 points extra credit.

THU 2/20 Exam objective and essays open (**One essay exam covers topics for Question 1; the other, for Question 2.**)

SAT 2/22 All remaining Unit 2 work DUE (All quizzes, the Discussion, the Exam **objective** ~~and the two essays~~).

**MON 2/24** – Extended due date for the two **essays**. You must follow the directions in the comments and rubric for Unit 1 Essays to see Unit 2 Essays. Do notice that Unit 3 still opens on SAT 2/22.

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

**Major Essay on Content Covered in Both Unit 1 and Unit 2 – the 16<sup>th</sup> Century to 1830s (FEB 22 24– MAR 07)**

**SAT 2/22** All material for the Major Essay opens (Essay instructions, possible questions, primaries to use in your essay along with your textbook, and Turnitin's instructions for submitting your essay using **their tool in Blackboard**.)  
**MON 2/24** If you want to propose your own question and/or to propose using primaries other than those provided in the Major Essays folder, email your proposed question and/or the links to your proposed primaries. I will reply by 2/28 saying *Yes, No, or Yes, if you make these changes*. Alternatively, we could talk by phone on or before 2/26. (You do **not** need to email if you are using a listed question and the primaries provided.)  
**WED 2/26**  
**FRI 2/28** Turnitin Assignment tool opens in the Major Essay folder in Blackboard. Be sure you can successfully submit and, If you want, see feedback from Turnitin about possible plagiarism issues, correct your work, and resubmit.  
**FRI 2/28** Turnitin Assignment tool closes. Be sure you have successfully submitted *before* the tool closes.  
**FRI 3/07**  
**FRI 3/14 at 8:00 AM** **8:00 AM means I will start work Friday in the morning.**

**Unit 3: Transforming the Nation - 1830s to 1877 (Chapters 10, 11, 12, 13, 14, 15, 16)\* (FEB 22 - MAR 18)**

**SAT 2/22** All Unit 3 material opens.  
**WED 2/26** Score of 9 or 10 on Quiz G DUE to receive 2 points extra credit.  
**MON 3/03** Score of 9 or 10 on Quiz H DUE to receive 2 points extra credit.  
**SAT 3/15** Score of 9 or 10 on Quiz I DUE to receive 2 points extra credit.  
**SUN 3/16** Video Assignment DUE.  
**SUN 3/16** Exam objective opens.  
**TUE 3/18** All remaining Unit 3 work DUE (All quizzes, the Discussion, the Exam objective).  
Review your grades. If you believe there is an error, contact me by email **and** phone on 3/19 **before** 1:00 pm.

\* 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) (Early open on MAR 07 - MAR 20)**

**FRI 3/07** All Review material opens.  
**WED 3/19-** Final Exam opens at 12:00 noon on 3/19 and closes at 12:00 noon on 3/20 – Departmental policy: F for the **Course** if not taken. (After noon on 3/20, your grade for the course will be posted in Blackboard and Banner).  
**THU 3/20**

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. Please use the Course Schedule as your guide as to when material opens and closes. Some of the dates for the units overlap in order to give students maximum flexibility.

- All work is DUE by 11:59 PM on the date listed—with the exception of the Final Exam opening and closing at noon.
- Units OPEN at 12:00 AM on the date listed, including their Quizzes, Video Assignment, and Discussion.
- The Unit Exam objective and essays 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.
- 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.*

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