



<b>Semester and Year</b> – Summer 2 2013
<b>CRN (Course Reference Number), Course Prefix, Number and Title</b> – CRN 40107 - HIST 1302-161
<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(s)</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> - <i>Checked once a day as early as possible.</i>
<b>Instructor’s Office Hours and Office Location</b> – Online Office Hours: 4:00 pm - 4:30 pm (MWF) - Or by appointment at Sugar Land.
<b>Course Catalog Description</b> – Continuation of HIST 1301, covering the period from the close of Reconstruction to the present, with emphasis upon the United States in the contemporary world.
<b>Instructor’s Grading System</b> – 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, quizzes, a Practice Essay, and asking or answering questions about the Unit work in the Discussion Board. 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, and points required for the final letter grade.
<b>Instructor’s Attendance Policy</b> – 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.
<b>Last day to “Drop” course with grade of “W”</b> – 8/06/2013

*\* 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 1302**  
Syllabus – Summer 2 2013

Instructor: C.J. Bibus, Ed.D.	U.S. History from 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 – <i>Not in Summer 2</i>	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: 4:00 pm - 4:30 pm (MWF) - Or by appointment.	

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## Course Overview and Goals

**Prerequisite:** THEA reading and writing requirements met. HIST 1301 recommended, but not required.

**Course Description:** Continuation of HIST 1301, covering the period from the close of Reconstruction to the present, with emphasis upon the United States in the contemporary world.

### Course Objectives:

- 1) to develop critical thinking skills which would include the knowledge, comprehension, analysis, synthesis, and evaluation of the significant events of United States history
- 2) to enable the student to understand the primary elements of cultural heritage and the cultural diversity of the United States
- 3) to foster in the student an understanding of the uses of historical knowledge, to show how the past helps to explain the present, and to assist the student in developing an historical perspective in and for one's personal life
- 4) to provide students with a base of historical knowledge and the tools to further their studies in other disciplines and as transfer students to other colleges

**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.

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## 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 my office and office phone are on the Richmond campus
- Because my two on-campus classes are at the Sugar Land campus and the phone in the faculty area is unreliable
- Because those two classes last approximately from 9:30 am to 4:00 pm, leaving few hours that are flexible

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, then use Blackboard email to tell me *your* phone number and ask me to call you.
- If you are at Sugar Land campus and can come to the open faculty area (234) during those online office hours, I will arrange to stay at Sugar Land at that location if you email me ahead.
- 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 *might* need if you had to ask for me by name  
**Best Email:** Through Blackboard Messages – I can check it much more frequently than WCJC email.  
**Location:** Sugar Land campus by appointment or Blackboard Learn - Access at: <https://wcjc.blackboard.com/>  
**Online Office Hours:** 4:00 pm – 4:30 pm MTW

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## Communication with Your Instructor

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: In Summer 2, 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.

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## 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 uses two tools to help you know what is covered on tests, what you need to 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. The course also brings together required work and extra credit methods to help you (covered below).

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## Organization of the Course

History II covers from the 1860s to the current time. I have split that time period into three Units, or major time periods, that reveal shifts in our history.

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.

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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
- 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 any of these assignments (including tips) or about essays and evidence in this course or about passwords, click on the link to FAQs (Frequently Asked Questions) in this module.

### 9 Quizzes Over Facts in the Units

There is one quiz for each of the three Parts within a Unit. There are three versions of each of those quizzes:

- A Check Your Knowledge quiz (at .01 points extra credit per question) that you can take one time only (and therefore requires the password onetimeonly so you cannot make a mistake) and that shows **all** of the possible questions.  
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 C16-17 - PRACTICE ONLY
  - The other version is available to take one time only and is worth 10 points  
Example: Quiz A C16-17

### Practice Essay (History Changes Essay)

The Practice Essay introduces you to essential content for your understanding of United States History. With this essay, I provide a table to help you see how events changed and I list the specific pages for you to read for each possible question. I provide an overview and I encourage you to ask questions in the Discussion topic for Unit 1.

I provide a link in the top section of the Unit 1 webpage that lists all possible questions and how to find what to read for each one. As with the quizzes over facts, I place the possible questions in a set so you know all the questions but not which one Blackboard will give you.

### 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 tell you how to find the videos you want, how to click on videos to open them, and the brief questions that you answer in a file you download from an assignment (and later return there to upload your

answers. If you want to learn how to use this Blackboard tool or any others, click on the link to FAQs (Frequently Asked Questions) 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.

### 3 Unit Essay Exams and an Incentive to Encourage You to Focus on Evidence Early in the Course

The 2 questions, at 25 points each, in the versions of the Unit Essay Exam are pulled from all of the essay topics listed in the link in the top section of the Unit webpage. The link shows all possible essay topics for the 1<sup>st</sup> question and all possible essay topics for the 2<sup>nd</sup> question. As with the quizzes over facts, I place the possible essay topics in sets so you know all the questions but not which ones Blackboard will give you.

To encourage you to focus on evidence and on improvement, if you follow the evidence rules (covered in the FAQs in this module) 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.

### 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 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 (The Course Orientation explains how this works.)</li></ul>
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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"><li>• If you did well, you have extra points.</li><li>• 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.</li></ul>
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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 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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## Course Schedule

### Getting Started - Course Documents and Orientation (JUL 15 - JUL 16)

MON 7/15 Course overview module opens

TUES 7/16 Introductory Tasks Due

### Unit 1: Creating a New America - How America Changed from the 1860s to 1900 (JUL 16 - JUL 28)

TUES 7/16 All Unit 1 material opens

SAT 7/20 Practice Essay (History Changes Essay) DUE – Required to see all other essays.

MON 7/22 Score of 9 or 10 on Quiz A DUE to receive 2 points extra credit

TUES 7/23 Score of 9 or 10 on Quiz B DUE to receive 2 points extra credit

WED 7/24 Score of 9 or 10 on Quiz C DUE to receive 2 points extra credit

~~Wed 7/24~~ Complete response to emailed instructions on your Practice Essay DUE – Required to see all other essays.

7/25 But the earlier you do it the faster my response can be to you.

SUN 7/28 All Unit 1 work DUE (All quizzes, the video assignment, the Discussion, the Exam objective ~~and essays~~)

The **only** exception to the due date of 7/28 at 11:59 PM is the Unit 1 essay exam. You can have until 11:59 PM on Wednesday 7/31 for the unit 1 essays **ONLY**.

### Unit 2: Moving to the World Stage - America from 1900 to 1940 (JUL 28 - AUG 04)

SUN 7/28 All Unit 2 material opens

MON 7/29 Score of 9 or 10 on Quiz D DUE to receive 2 points extra credit

TUES 7/30 Score of 9 or 10 on Quiz E DUE to receive 2 points extra credit

WED 7/31 Score of 9 or 10 on Quiz F DUE to receive 2 points extra credit

SUN 8/04 All Unit 2 work DUE (All quizzes, the video assignment, the Discussion, the Exam objective and essays)

### Unit 3: Transformations – America from 1940 to the 21st Century (AUG 04 - AUG 11)

SUN 8/04 All Unit 3 material opens

MON 8/05 Score of 9 or 10 on Quiz G DUE to receive 2 points extra credit

TUES 8/06 Score of 9 or 10 on Quiz H DUE to receive 2 points extra credit

WED 8/07 Score of 9 or 10 on Quiz I DUE to receive 2 points extra credit

SUN 8/11 All Unit 3 work DUE (All quizzes, the video assignment, the Discussion, the Exam objective and essays)

### Review for the Final Exam: 1860s to the 21st Century (AUG 11 - AUG 13)

SUN 8/11 All Review material opens

TUES 8/13 Final Exam opens at 12:00 am and closes at 11:59 pm – Departmental policy: F for the **Course** if not taken

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

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

Unit Exams OPEN 4 days before the Unit ends. Exams (both objective and essays) require Respondus Lockdown Browser.

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

## 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 few points. 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 tel 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 1<sup>st</sup> 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
Quiz A – check your knowledge	0	Less than .4	284.4 or more	254.4 or more	222.4 or more	190.4 or more	Below 190.4
Quiz A – quiz	10	0					
Checked knowledge & made 9 to 10	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	0	2					
Quiz C – check your knowledge	0	Less than .4					
Quiz C – quiz	10	0					
Checked knowledge & made 9 to 10	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					
<b>Possible Points with Unit 1</b>	<b>320</b>	<b>22 + less than 1.2</b>					
Quiz D – check your knowledge	0	Less than .4	545.95 or more	484.95 or more	4423.95 or more	362.95 or more	Below 362.95
Quiz D – quiz	10	0					
Checked knowledge & made 9 to 10	0	2					
Quiz E – check your knowledge	0	Less than .4					
Quiz E – quiz	10	0					
Checked knowledge & made 9 to 10	0	2					
Quiz F – check your knowledge	0	Less than .4					
Quiz F – quiz	10	0					
Checked knowledge & made 9 to 10	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					
<b>Possible Points with Unit 2</b>	<b>290</b>	<b>6</b>					
<b>Possible Points for Unit 1 + Unit 2</b>	<b>610</b>	<b>34 + less than 2.4</b>					
Quiz G – check your knowledge	0	Less than .4	805.5 or more	715.5or more	625.5 or more	535.5 or more	Below 535.5
Quiz G – quiz	10	0					
Checked knowledge & made 9 to 10	0	2					
Quiz H – check your knowledge	0	Less than .4					
Quiz H – quiz	10	0					
Checked knowledge & made 9 to 10	0	2					
Quiz I – check your knowledge	0	Less than .4					
Quiz I – quiz	10	0					
Checked knowledge & made 9 to 10	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					
<b>Possible Points with Unit 3</b>	<b>290</b>	<b>6</b>					
<b>Possible Points for Unit 1 + Unit 2 + Unit 3</b>	<b>900</b>	<b>46+ less than 3.6</b>					
Final Exam – If not taken, an F for COURSE	100	0	895	795	695	595	594
<b>Possible Points for Unit 1 + Unit 2 + Unit 3 + Final</b>	<b>1000</b>	<b>46+ less than 3.6</b>					