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| Semester and Year – Fall 2014 |
| CRN (Course Reference Number), Course Prefix, Number and Title – CRN 11598 - HIST 1302-161 - United States History II |
| Course Meeting Days, Times and Location (Campus, Building, and Room number) – Distance Learning Course in Blackboard |
| Instructor’s Name - C.J. Bibus, Ed.D. |
| Instructor’s Telephone number(s) – 281-239-1577 (This phone is located in my office at Fort Bend Tech Center, not Sugarland) – <i>When at Sugarland, checked once a day in the afternoon.</i> Instructor’s email address – If Blackboard is not available (very rare), bibusc@wcjc.edu Instructor’s Blackboard Courses – https://wcjc.blackboard.com/ |
| Instructor’s Office Hours and Office Location – Online Office Hours (or call me directly at 281-239-1577 during these hours): 9:30 am – 10:00 am (Monday, Wednesday, Friday), 1:30 pm - 2:00 pm (Monday, Wednesday). Or by appointment (including on Tuesday, Thursday). |
| Course Catalog Description – A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy. |
| Instructor’s Grading System –The course is divided into three Units, or major time periods, that reveal shifts in our history. The student’s grade will be determined by daily work consisting of Check Your Knowledge quizzes on the content to help students determine what they need to read, and 9 quizzes. Students can earn extra credit by 3 Video Assignments and 3 Forums. Students take an objective exam at the end of each Unit and the Departmental Final Exam at the end of the semester. Students write an introductory (practice) Comparison, a Comparison at the end of Unit 1 and at the end of Unit 2, and a Major Comparison on a topic covering Units 1 and 2. See the syllabus for course policies, exam dates, grading policies, points for each type of assignment, and points required for the final letter grade. |
| Instructor’s Attendance Policy – Given the speed of an 8-week course covering 16 weeks’ of work, students should log in at least 3 times a week to work online with quizzes, the Forum, and the resources. Students should also work offline, including reading. Attendance is taken by Blackboard itself: it stores data on time spent and where. |
| Last day to “Drop” course with grade of “W” – 11/26/2014 |

** The college will make reasonable accommodations for students with documented disabilities. Students wishing to receive accommodations must contact the Office of Disability Services at (979) 532-6384; located in the Pioneer Student Center, Room 313, at the Wharton campus. Students must request accommodations from the Office of Disability Services prior to each semester. Please note that accommodations provided are not retroactive. Click [here](#) for WCJC’s Disability Services.*

*** Misconduct for which discipline may be administered at WCJC includes, but is not limited to, cheating, plagiarism, or knowingly furnishing false information to the college (plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test, copying tests, assignments, reports, or term papers).*

American History 1302
Syllabus – Fall 2014

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| Instructor: C.J. Bibus, Ed.D. | U.S. History from 1877 |
| Wharton County Junior College | Email: bibusc@wcjc.edu —Checked once a day in the afternoon. |
| Office: Fort Bend Tech Center 240-G | Location for Office Hours at Sugar Land: SUGUH 234, open faculty area |
| Office Phone in 240-G: 281-239-1577— | When at Sugarland, voicemail checked once a day in the afternoon. |
| Online Office Hours (or call me directly at 281-239-1577 during these hours): 9:30 am – 10:00 am (Monday, Wednesday, Friday), 1:30 pm - 2:00 pm (Monday, Wednesday). Or by appointment (including on Tuesday, Thursday). | |

Course Overview and Goals and State Policies

Prerequisite: TSI satisfied in Reading and Writing, HIST 1301 recommended but not required.

Course Description: A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

Course Objectives: Upon successful completion of this course, students will:

- 1) Create an argument through the use of historical evidence.
- 2) Analyze and interpret primary and secondary sources.
- 3) Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

Academic and Personal Integrity: WCJC's Student Handbook explains student responsibilities and provides examples of misconduct. It states "plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help during a test; copying tests [or] assignments...." The Handbook provides details on college-level consequences. In this course, copying any part of an assignment from the Internet or another source is a zero **(0)** on the assignment.

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

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

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

With due dates for Unit Objective Exams or for any Comparison, there are no extensions unless it is appropriate to make an extension available to all of you. You have these responsibilities:

- 1) If your planning at the beginning of the term shows you cannot do your required Exam or Comparison on time, such as having previously scheduled a trip, tell me immediately and suggest an **earlier** date for you do the assignment.
- 2) If something happens that you cannot plan for, such as suddenly becoming very ill (doctor's note required) or having a death in the family, call and email me immediately and provide a valid, written excuse.

With a **valid, written excuse**, these rules apply.

- If you miss any Objective Exam, your make-up exam is taken on the date of the Final Exam.
- If you miss a Comparison, you receive an extension, set by me, with no penalty.

Six Course Drop Limit: Under section 51.907 of the Texas Education Code, "an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education." This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as a first-time freshman in fall 2007 or later. See WCJC's current catalog for details.

Contact Information

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

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| Instructor's Name: | Dr. C.J. Bibus |
| Office Voicemail | 281-239-1577 – Click the weekly calendar to tell the hours and days when you can call this number. |
| Best Email: | Blackboard Messages – the Blackboard email available in our course and required for course records |
| Location: | FBTC (MWF) or Sugar Land campus (TTR) by appointment or Blackboard Learn - Access at: https://wcjc.blackboard.com/ Tip: Bookmark this URL. |
| Online Office Hours: | 9:30 am – 10:00 am (MWF), 1:30 pm - 2:00 pm (MW). Or by appointment. (Tip: If we both have Blackboard open, a call is often the fastest solution. The number is 281-239-1577.): |

Communication with Your Instructor

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

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

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

At the end of a Unit, announcements let you know the number of points required for each letter grade (an A, B, C, D, or F). With Comparisons, announcements also let you know where to find feedback.

Method of Instruction

History is not only a required course, but it also provides **useful** information that can help you in all of the roles you will have in your life—family member, student, worker who may have to retrain many times in a rapidly changing world, decision maker about your own life and your own vote, and perhaps parent. Learning history not only provides useful **information**, but also useful **skills**. It requires the types of skills in reading and analysis and writing that are necessary for all of those roles. (See Course Orientation for ways you make the course match your needs.)

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*. 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 or on recognizing editions, see FAQs (Frequently Asked Questions).

Caution: You **cannot** use the **BRIEF**, 4th edition which has **2 fewer chapters** than the 32 chapters in the other 4th editions and all prior editions of this book.

Organization of the Course

United States History II covers from the 1860s to the 21st Century. The course is split into three Units, or major time periods, that reveal shifts in our history. The three time periods are:

- Unit 1: Creating a New America - How America Changed from the 1860s to 1900
- Unit 2: Moving to the World Stage - America from 1900 to 1940
- Unit 3: Transformations – America from 1940 to the 21st Century

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

Course Evaluation and the Grading Scale for the Final Letter Grade

This is a 1000-point course, with points **added** as you earn them. The Final Letter Grade is determined by this grading scale:

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

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

Course Evaluation, Points for Types of Assignments, and Rubrics Used

The 1000-point course consists of about 70% objective work, primarily multiple choice and Getting Started activities. It consists of about 30% written work, primarily Comparisons. (All history courses must have a minimum of 25% written work. To pass the course, you must do at least written work.)

The objective work consists of:

- Introductory tasks for Getting Started - 10 points for tasks in the first two days and 20 more by the third class day.
- 9 Quizzes as interactive study guides @ 10 points each
- 3 Unit Objective Exams @ 170 points each
- Departmental Final Exam @ 100 points – Departmental policy is an F for the **course** if you do not take the Final.

All Comparisons help students see how things changed from the beginning of a period to its end. To help students make higher grades and also improve their skills with evidence, the grades for Comparisons are split in two parts:

- One part of the grade for the Comparison itself
- One part for following the 5 Good Habits for Evidence that are introduced in Getting Started – with those points increasing with each Comparison

The 4 Comparisons and their points are:

- Introductory Comparison @ 20 points and 10 points for following the 5 Good Habits for Evidence
- Unit 1 Comparison @ 60 points and 10 points for following 5 Good Habits for Evidence
- Unit 2 Comparison @ 60 points and 20 points for following 5 Good Habits for Evidence
- Major Comparison @ 60 points and 30 points for following 5 Good Habits for Evidence

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

- Comparisons
 - Optional Video Assignments
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Overview of Comparisons and How Everything Except the Textbook Is in the Comparison Folder

The folders for Comparisons are available by clicking on Learning Modules and to the folder or by clicking on Comparison Topics on the Course Menu. The folders contain all you need to do the Comparison except the textbook. Each folder has:

- Specific instructions and possible choices for topics
- The exact page numbers of the textbook to read for each possible topic
- Background on content that frequently cause students problems
- Citation instructions for the *Chicago Manual of Style* (required for history) and examples of a Comparison with a simple version of Chicago citation (and callouts to point things out)
- Examples of Comparisons that earned an C, a B, and an A
- A preformatted file with required headings
- The Turnitin assignment (With Turnitin, you may submit your file many times to test for plagiarism.)

Comparisons, the 5 Good Habits for Evidence, and What a Temporary Grade of 1.11 Means: With distance learning, it can be difficult to communicate to students about Good Habits for Evidence, such as factual accuracy or “half-copy” plagiarism or “patchwriting.” These errors can be dangerous to your future, but are preventable easily by changing habits.

These steps have been the best method to solve the communication problem:

1. If you did **not** follow the Good Habits for Evidence with a Comparison, I record a **temporary** grade of 1.11 for the Comparison itself. The feedback tells you what to do to have the actual grade entered (a low grade but better than 1.11). The sooner you take care of this, the better things will be. If you don’t understand, just ask. I’m glad to help you.

2. If the next Comparison is in the coming week but you have **not yet** acted and have **not** asked me for help if you don't understand), then I **also** temporarily replace your 20 points for the Good Habits for Evidence with 1.11.

Doing that automatically causes Blackboard to block all remaining Comparisons. You can do what the feedback says, but you need to act immediately because you may not have time to act before the next written assignment expires.

Overview of Objective Work and How Everything Except the Textbook Is in the Learning Module

9 Quizzes as Interactive Study Guides Over Facts in the Units and the Three Versions of Each Quiz: There is one quiz for each of the three Parts within a Unit (such as Quiz A, Quiz B, and Quiz C). Each quiz has three versions: a Check Your Knowledge quiz so *you* can tell what *you* need to read, a practice version, and a version worth 10 points. Getting Started FAQs (Frequently Asked Questions) provides details.

3 Unit Objective Exams: The 40 questions, at 4.25 points each, in the Unit Objective Exam are pulled from all of the questions in the 3 quizzes for the Unit. The exams are organized so you know all the possible questions but not which ones Blackboard will give you.

Departmental Final Exam—F for the Course If Not Taken: The 25 questions, at 4 points each, in the Departmental Final Exam were written by the History Department. Departmental policy is an F for the **course** if you do not take the Final. In other words, if you have an A average for all of the prior work in the course and if you do not take the Final Exam, 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.

Departmental Final Exam—How the Final Exam Is Different from Quizzes and How to Use the Review? The Final Exam was written by the History Department before I came to WCJC. We cover the facts from the Final Exam in the nine quizzes, but the language in the Final is very different from the language in our nine quizzes.

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.

Overview of Two Assignments That Also Earn Extra Credit (Small) for Each Unit

3 Students Helping Students with History Forums: Each Unit includes a forum where students can ask questions about history or answer them. Students who are particularly helpful to others can also earn up to 10 points for doing the good deed they would do any way. The first message in the forum lists brief guidelines for that extra credit.

3 Video Assignments on How History Changes During a Unit: The Dallas TeleLearning Videos are excellent. You may want to use them to clarify facts by seeing brief sections of films from the era or by listening to experts on a specific issue.

You can also use them to earn a small extra credit (5 points). You download a form that you complete so that you can focus on learning from the videos. The first link in Videos/Extra Credit on the Course Menu tells you how to do these assignments.

Course Evaluation and Extra Credits for How You Work

In general, students who work in ways required for the extra credit make higher scores on the required work.

You can earn over 40 points with these 4 extra credits and you get additional benefits from *how* you are working: If you cannot see how doing these things will not just earn points, but also be more successful, please ask.

1. 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.)
2. By making 9 points or higher on a 10-point quiz by the date in the Course Schedule, you earn 2 extra credit points.

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

3. By succeeding at developing Good Habits for Evidence on the introductory, small Comparison, you can earn 20 extra credit points.
Something to consider: Any habit that you can successfully practice 3 times is the new *you*.

Course Schedule – Holidays this semester: 9/01 (Labor Day): 11/27-11/28 (Thanksgiving)

Getting Started - Course Documents and Orientation (OCT 20 - OCT 21 – with the 4th task as late as 10/22)

- MON 10/20 Course overview module opens. (The sooner you do the 4 Introductory Tasks, the better.)
 TUE 10/21 Introductory Tasks Due. (You see the Comparison folder **after** you do the 4th task and **after** I enter the 20 points.)

Unit 1: Creating a New America - How America Changed from the 1860s to 1900 (OCT 21 - NOV 04)

- TUE 10/21 All Unit 1 material opens (You need to complete the 4th Introductory Tasks to see the Comparison folder.)
 FRI 10/24 Score of 9 or 10 on Quiz A DUE to receive 2 points extra credit.
 MON 10/27 Introductory Comparison DUE – An opportunity to practice the requirements on a small assignment
 WED 10/29 Score of 9 or 10 on Quiz B DUE to receive 2 points extra credit
 FRI 10/31 Score of 9 or 10 on Quiz C DUE to receive 2 points extra credit.
 SAT 11/01 Objective Exam opens in Unit 1
 MON 11/03 Unit 1's Students Helping Students with History Forum, Video Assignment, Quizzes, and Objective Exam DUE
 TUE ~~11/04~~ Unit 1 Comparison DUE

MON 11/10

Introductory Comparison (1860s-1877) (OCT 21- OCT 27) and Unit 1 Comparison (1860s-1900) (OCT 28 - NOV 04)

The folder contains **all** you need for these Comparisons except the textbook. You can read and plan ahead of the due date. With Turnitin, you may submit your file many times to test for plagiarism. I grade the version in Turnitin on the due date.

| Comparisons Using Related Content | Begin Reading and Planning | Begin to Submit or Test Your File | Due Date |
|-----------------------------------|----------------------------|-----------------------------------|-------------------------------|
| Introductory, Practice Comparison | 10/21 | 10/23 | 10/27 |
| Unit 1 Comparison | 10/28 at 12:00 AM | 10/31 | 11/04 11/10 |

Unit 2: Moving to the World Stage - America from 1900 to 1940 (NOV 03 – NOV 18)

- MON 11/03 All Unit 2 material opens, including the folder for the Unit 2 Comparison and the Major Comparison
 FRI 11/07 Score of 9 or 10 on Quiz D DUE to receive 2 points extra credit.
 TUE 11/11 Score of 9 or 10 on Quiz E DUE to receive 2 points extra credit.
 FRI 11/14 Score of 9 or 10 on Quiz F DUE to receive 2 points extra credit.
 SAT 11/15 Objective Exam opens.
 MON 11/17 Unit 2's Students Helping Students with History Forum, Video Assignment, Quizzes, and Objective Exam DUE
 TUE ~~11/18~~ Unit 2 Comparison DUE

WED 11/24

Unit 2 Comparison (1900-1940) (NOV 05 – NOV 18) and Major Comparison (1860s-1940, covering Unit 1 and 2) (NOV 19 - DEC 01)

The same introductory statements with the first two Comparisons above apply to these Comparisons.

| Comparisons Using Related Content | Begin Reading and Planning | Begin to Submit or Test Your File | Due Date |
|-----------------------------------|----------------------------|-----------------------------------|-------------------------------|
| Unit 2 Comparison | 11/05 at 12:00 AM | 11/14 | 11/18 11/24 |
| Major Comparison | 11/19 at 12:00 AM | 11/21 | 12/01 12/08 |

Unit 3: Transformations – America from 1940 to the 21st Century (NOV 17 - DEC 07)

- MON 11/17 All Unit 3 material opens.
 FRI 11/21 Score of 9 or 10 on Quiz G DUE to receive 2 points extra credit.
 TUE 11/25 Score of 9 or 10 on Quiz H DUE to receive 2 points extra credit.
 WED 11/26 Last day to “Drop” course with grade of “W”
 MON ~~12/04~~ Major Comparison DUE
MON 12/08
 WED 12/03 Score of 9 or 10 on Quiz I DUE to receive 2 points extra credit.
 THU 12/04 Exam objective opens.
 SUN 12/07 Unit 3's Students Helping Students with History Forum, Video Assignment, Quizzes, and Objective Exam DUE

Review for the Final Exam: 1860s to the 21st Century (Early open on NOV 26 – DEC 06)

- WED 11/26 All Review material opens. Some of the review map quizzes may help you with preparing for Unit 3's objective.
 Final Exam – Departmental policy: F for the **Course** if not taken. (The Final Exam date is set by WCJC.)

**SAT
12/06**

- TUE 12/09 Review **all** grades. If you believe there is an error, contact me by email **and** phone **before** noon on 12/09.

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 or a specific action by you. 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:**55** PM on the date listed.
- Units OPEN at 12:00 AM on the date listed.
- The Unit Objective Exams open at 12:00 AM with at least 1 day on the weekend—thus the 12/07 date on Unit 3.
- Any quiz, exam, or comparison that you can take only one time has this password: onetimeonly

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

WCJC Department: History – Dr. Bibus
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Last Updated: 2014
WCJC Home: <http://www.wcjc.edu/>