



Semester and Year - Fall 2012
CRN (Course Reference Number), Course Prefix, Number and Title – CRN 10982 - HIST 1302-162
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>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>
Instructor’s Office Hours and Office Location – Or by appointment. Office Hours at FBTC 240-G: 9:30-11:00 (MWF), 12:50-1:50 (M), 12:50-2:50 (W). Office Hours at SUGUH 234 (faculty area): 8:55-9:25 (TTR); 12:05-1:05 (T); 12:05-12:35 (TR) Online Hours: 1:20-1:50 (M), 12:30-1:00 (T), 1:00-1:30 (W), 12:05-12:35 (TR), 9:30-10:00 AM (F).
Course Catalog 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.
Instructor’s Grading System – Student grade will be determined by Reading Quizzes (to help you determine what <i>you</i> need to read), Forums, a short essay on content essential to understanding how history changes, and objective exams ending each of the three major time periods, or Units, covered in the course. Students also write the essay exams ending Unit 1, Unit 2, and Unit 3. Alternatively, for their third written assignment, students may choose to write a more challenging writing assignment, a comparison. All written assignments are graded using the Evidence Rubric/Checklist for the course. See syllabus for course policies, exam dates, grading policies, and points for each type of assignment.
Instructor’s Attendance Policy – Blackboard stores an immense amount of data on time spent and where you spend it: this data reveals who is attending—who is actively working in the course. In this class, failure to participate in the Forums and by being current (90% by the date in the Course Schedule) in doing Reading Quizzes as guides to what <i>you</i> need to read in the textbook will prohibit successful completion of the course.
Last day to “Drop” course with grade of “W” – 11/16/2012

** 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 – Fall 2012

Instructor: C.J. Bibus, Ed.D.	U.S. History from 1877
Wharton County Junior College	Email: bibusc@wcjc.edu —Checked once a day as early as possible.
Office Phone: 281.239.1577—Checked once a day as early as possible.	Location During Office Hours: SUGUH 234, faculty area
Office: Fort Bend Tech Center 240-G (MWF)	Location at Sugar Land: SUGUH 234, faculty area (TTR)
Office Hours at FBTC 9:30-11:00 (MWF), 12:50-1:50 (M), 12:50-2:50 (W); at SUGUH 8:55-9:25 (TTR); 12:05-1:05 (T); 12:05-12:35 (TR) Online Hours: 1:20-1:50 (M), 12:30-1:00 (T), 1:00-1:30 (W), 12:05-12:35 (TR), 9:30-10:00 AM (F). – Or by appointment.	

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

Course Policies: Integrity, Attendance, Civility, Communications, Responsibilities, Due Dates

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 points to become the higher grade), I will consider if you did two 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 Forums in the Discussion tool in the course?

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 Forums in the Discussion tool—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.

Classroom Communications and Your Instructor's Responsibilities: Every day the college is in session, I do these things:

1. **At the beginning of the day**, check my office voice mail for phone messages. **Caution:** my phone is in my office at Fort Bend Tech Center, but I am at the Sugar Land campus on Tuesdays and Thursdays in Fall. Click Contact Instructor (on the Course Menu) for a link to a schedule showing contact information by days of the week.
2. **After my last class for the day**, log in and check Blackboard mail and read your postings in the current Forum. Although I read postings, I wait to reply so you can have a chance to help each other. I grade them on the date in the Course Schedule (on the Course Menu and at the end of this link). On that date, the Forum automatically close at 1:00 PM in Fall.
3. **Every day the college is in session**, read and respond to emails within 48 hours or—if that is impossible—post an Announcement. If you do not get a reply or see an announcement, please try emailing again or try to contact me by voice mail. If you leave a message, please a) spell your last name, b) say your class CRN, and c) slowly say your phone number twice.

Classroom Communications and Your Responsibilities: You must log in regularly. Students usually log in **at least 3** times a week during the semester **and** check Blackboard mail (Messages/Course Mail). You *may* read Forums, but you **must** read any emails from me **and all** Announcements. You also **must** look at feedback I provide by email and by **comments** at My Grades. Finally, you **must** respond to Blackboard itself: you must run Browser Check when you begin this course.

Due Dates and Your Responsibilities: The 1-page Course Schedule shows all due dates at the beginning of the term, and there are **no** extensions unless it is appropriate to make an extension available to all of you. With due dates for Unit Exams (essay or objective parts) and the History Changes Essay, you have these responsibilities:

1. If your planning at the beginning of the term shows you cannot submit a major assignment 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.
 - You email a proposed date and a two-hour period during my office hours to take the objective exam or write the essay(s).
 - If I cannot agree, I suggest alternatives. If I can agree, I send instructions on how we do this.

Getting Started With Blackboard and Your Work in History

The Getting Started section of your course lets you use every Blackboard tool that you will need for your work (Assessments, Assignments, and Forums within the Discussion Board). Getting Started also shows you some tools or features of Blackboard that can make your life easier in finding what you need, such as being able to display additional information—if you want it.

In Getting Started you not only use these tools, but you also use a quiz to specify your course plan, both for assignments and for small extra credits for doing things such as keeping up with the work. You **must** mark that you will do assignments that amount to more than 1000 points to be able to see the content for Unit 1. Completing that quiz to record your course plan makes Unit 1, the first content that we do, visible to you. You also have an opportunity for small extra credit activities. If you need help with Getting Started, please ask.

Basic Organization of the Course and How You Can Know All Possible Questions Before Exams

The course consists of three Units or major time periods that reveal shifts in our history:

- 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

Each of the three Units offer the same types of resources in the same order:

1. Each Unit begins with a brief overview of the time period and a list of **all** possible essay questions you might be asked in the essay part of the exam that ends the Unit.
2. Each Unit has three subdivisions, about one-third of the content, to make learning more manageable.

Each of the subdivisions within a Unit is organized in the same way. Each is in a folder and:

- Begins with a link listing all of the approximately 40 questions in the Reading Quiz for the content
- Provides aids, including for self-testing, to help you save time (You can also view, print, or save these aids to your computer.)
- Ends with the online Reading Quiz, displaying 10 of those 40 questions at a time (These online quizzes let *you* measure what *you* know and do not know. You determine what *you* need to read.)

3. Each Unit has an additional folder of Videos of Primaries and Secondaries for the time period. The videos have two purposes: to let you see people as they were in different eras and to find a visual image of something you are reading about. To find a video on a specific person or event, you use the searchable, online list.
Tip: The term *primary* means sources created during the time period—and for this period of United States History that includes films taken during the period. The term *secondary* means research based on primaries. For example, the videos include interviews with noted historians.
4. Each Unit has a section, Bringing It All Together, to help you bring together the content from the beginning to the end of the Unit so you can see where the major shifts are occurring. To help your understanding, use these aids as you work through the Unit.
5. Each Unit ends with a folder for the two parts of the exam that ends the Unit. Because Blackboard does not make tests visible until you can take them, the folder shows where the exams *will* be on the date in the Course Schedule.

There are no surprises in the two parts of the exams at the end of each Unit so you can work and read efficiently:

- For the essay part of the exam, you know **all** possible essay questions from the list that began the Unit (# 1 above).
- For the objective part of the exam, you know **all** possible objective questions (about 120) from the combination of the three Reading Quizzes (# 2 above).

Although there are no surprises to students in the two parts of the exam, each student sees a different essay and objective exam:

- From that list of all essay questions (# 1 above), Blackboard displays a few choices for each student who takes the exam.
- From the 120 objective questions (# 2 above), Blackboard displays 40 questions for each student who takes the exam.

Content and Using Technology

Links and Files of Content: You are welcome to copy to your computer or flash drive any of the content I provide. For tips on how to do this (and other computer and Blackboard basics), click on the *Hi! Welcome to the Course* link in Getting Started & Syllabus. You will find resources for this and other things students sometimes need in the top section of that link. If you need help, just ask.

Content and Reading Quiz and Exams: There are three issues with quizzes and exams:

1. Be sure you save correctly and check the results. Each time you take any quiz, click to see the graded results, especially Reading Quizzes. Record the Reading Quiz questions *you* missed so you know what *you* need to read in the textbook.
2. In this course, most assessments (such as those Reading Quizzes) are used for self-testing and therefore you may take them unlimited times, with the highest score counting. They do **not** require a password. Some assessments, however, you may take only once. Those are the History Changes Essay and the two-part exam (objective part and essay part) that ends each Unit. They **do** require a password. The password is **onetimeonly** (Notice there are **no** spaces between the words.)
3. Beginning with Reading Quiz B, we will use Respondus Lock-down Browser for **all** quizzes and **all** exams. I will send the instructions as a Blackboard mail (Messages/Course Mail). To help you know to check for a mail message sent to all of you, I will send an Announcement saying: *Read your email. Click on Messages/Course Mail (on the Course Menu).*

Points for the Final Letter Grade, Points for Course Assignments, and Planning for Your Success

Blackboard is set up to add points as you earn them. With this method, you can always see your Total of how many points you have earned. If you need help in estimating your average during the course, just ask. Your Total at the end of the course determines your letter grade. An A is 900+ points; a B, 800+ points; a C, 700+ points; a D, 600+ points, and an F, 594 or fewer points. If your final average is .5 or higher, the grade is rounded up. For example, if you have:

- An average of 89.5% (895 points earned ÷ 1000 points possible), you have an **A**
- An average of 89.4% (894 points earned ÷ 1000 points possible), you have a **B**

Consider in your planning for success the small extra credits provided in the course to encourage habits that result your doing better work and therefore your earning a higher grade. You identify the extra credits that you plan to do at the beginning of the course.

The table shows the percentage of the total grade for types of assignments, their points, and a description.

Percent	Points	Description of Each Course Assignment
20%	200	40 points: Participation in Forums – 16 points for Unit 1, 12 for Unit 2, and 12 for Unit 3. 10 points: History Changes Essay. 150 points, 2 essays at 25 points at the end of Units 1, 2, and 3 (each 50 points).
10%	100	10 online objective Quizzes done in Blackboard at 10 points each – There are 9 quizzes (3 for each of 3 Units) to help you determine what <i>you</i> need to read and a 10 th quiz to help you refresh your memory for the Final Exam.
20%	200	Unit 1's Exam Objective (200 points, 40 questions at 5 points each).
20%	200	Unit 2's Exam Objective (200 points, 40 questions at 5 points each).
20%	200	Unit 3's Exam Objective (200 points, 40 questions at 5 points each).
10%	100	Final Exam, objective – If not taken, an F for the Course , not just the exam itself.
100%	1000	Total Points for the Course – This means that I divide your Total by 1000 to determine your average.

Overview of Objective Assignments

Reading Quizzes Within Unit 1, 2, and 3: Use these quizzes **before** you read. They are available anywhere you have Internet access and until the last hour of the last date of the exam that ends the Unit. You can take quizzes unlimited times, with the highest score counting. When you take a quiz, Blackboard randomly asks 10 (1 point each) of the quiz's approximately 40 questions. You can see the answers immediately, but must wait an hour before you can retake the quiz. While waiting, go read the textbook on questions you missed. If you make a 9 or 10 before the date in the Course Schedule, you can earn extra points.

You can also use your copy of the link to all of the questions as you work to be sure you have seen all questions within the quiz. You can use it as a place to record things, such as why you missed the question or where you found the answer in the textbook.

Objective Part of the Exams That End Unit 1, 2, and 3: You can take an exam only one time. The content in an objective exam is covered in the Basic Organization of the Course.

Final Examination That Ends the Course: You can take the Final Exam only one time. The Final Exam was written by the History Department. It is multiple choice and covers the entire course. Students who do **not** take the Final Exam receive an **F** for the **course** (not just the exam itself).

The course provides Quiz J (for 10 points) to help you refresh your memory of approximately 100 questions from Quizzes A through I. You can also see a link to all of the questions in Quiz J.

Overview of Types of Written Assignments and the Evidence Checklist/Rubric

History Changes Essay: A lab for a chemistry or biology class is equivalent to what writing about history is for history. Chemistry or biology instructors may do an introductory lab so students know what to do in a lab and how grading works. For this history course, the History Changes Essay is the introductory lab so everyone must do it. After the date in the Course Schedule, when you click on the History Changes Essay on the menu for the course, you see all possible questions, a table comparing the content, the specific parts of the textbook for that content, and resources to help you.

When you write your History Changes Essay, you may use your textbook and you must have read carefully the specific textbook sections for the questions. You do **not** need to cite page numbers. You should write **no** more than the equivalent of a half-sheet of paper handwritten. Blackboard will display one question from the list of possible questions, and you must answer the question that you receive. You write briefly according to the Evidence Checklist/Rubric and the Goal for Written Assignments (below).

Caution: You **must** do the History Changes Essay to see the essay part of the three Unit exams.

Essay Part of the Exams That End Unit 1, 2, and 3 (Each at 50 Points): You can take an exam only one time. The content in an essay exam is covered in the Basic Organization of the Course. Alternatively, for your third written assignment, you may choose to write a more challenging writing assignment, a comparison. If you want more information on this alternative, contact me.

Grading and the Evidence Checklist/Rubric: The word *checklist* means a list of things necessary for success (such as a pilot's checklist for takeoff) and you either do them and succeed or you do not and failure occurs. The word *rubric* usually means a way to give feedback that is useful but quick for both instructors and students.

The term *checklist/rubric* indicates this is both a checklist for success with evidence and a way to give feedback. The standards in the *checklist*, abbreviated as CL, and numbered 1 through CL 5, are common standards in academics and for jobs that depend on evidence, but they are written very informally and specifically to what you need to do in this course.

CL 1	For your source of facts, you use only the textbook chosen by the History Department and the sources provided in our Blackboard course. Do not use Internet websites, another textbook, or any other source—including your own memory.
CL 2	You may write facts in your own words or you may use exact words from the textbook as long as you use quotation marks according to the specific rules in <i>The Bedford Handbook</i> . For example, you cannot copy an author's phrases without quotation marks or just replace a few words in an author's sentence. This is what <i>The Bedford Handbook</i> calls "half-copy" plagiarism (page 692).
CL 3	If you use another's words, you must be sure either not to change them or—if you change them—to follow the specific rules in <i>The Bedford Handbook</i> to reveal any changes you made to those words.
CL 4	You must use the source to verify what you write. If you cannot verify the fact, do not write it and do not assume that the source agrees with you. If you are certain something is true and you cannot find it clearly in our sources, ask me for help. You also must select facts to reveal the facts accurately. Examples: - If a question is about something specific (such as a time, type of person, or region), verify that the source is about that specific thing. - If the source covers facts about two or more sides or positions, do not include only one side as though the other did not occur.
CL 5	With most writing work, if asked , you must be able to state exactly <i>where</i> (a specific page) in the source that each fact came from—whether you wrote the words or the author did. With the alternative third assignment, you must cite according to the instructions.

Grading and the Goal of Written Assignments: One of the most powerful ways to **learn something** is to **try to teach it**. If you follow the standards in the Evidence Checklist/Rubric and you try to understand what happened so you can *teach* it as simply but as accurately as you can, you will have something worth writing. If you then write in a common sense way (not fancy) as though you were teaching your cousin history that he or she needed to understand, you will succeed in these assignments.

Purpose of Extra Credit and Extra Credits with Written Assignments

This course uses grading, including small extra credits, to encourage habits that increase your odds of learning history.

Extra Credit with the History Changes Essay: The History Changes Essay shows you a) *how you work* and b) how your instructor grades using the Evidence Checklist/Rubric. If you make a low grade and if you do not **change how you work**, you will probably make a low grade on the other essays. You can however figure out *how you work*—and earn 10 extra credit points by following the instructions you receive with your graded History Changes Essay. If you want simple ways to be stronger, I am glad to help you. I enter this extra credit in **History Changes Essay_ec**.

Extra Credit with the Three 50-point Written Assignments You Do: After the History Changes Essay, you do three 50-point assignments, the Exam Essays for Units 1, 2, and 3. Reminder: for your third written assignment, you may choose to write a more challenging writing assignment, a comparison. If you want more information on this alternative, contact me.

Each written assignment is graded using the Evidence Checklist/Rubric. If you follow the five standards in the checklist and practice good habits with evidence in your written work with history (habits also necessary for many jobs), then you can earn 10 extra credit points (recorded in **Habit_ec** after I grade the third written assignment).

Purpose of Daily Work with Reading Quiz and Forums; Extra Credit for Reading Quizzes

Students have different backgrounds. To succeed, *you* need to be able to identify what *you* need and get accurate help quickly. The easy—but useless—way out is to memorize. I cannot stop you from memorizing quiz answers, but I can organize the course where *you* can make *your* daily work where it **easier to read and understand than to memorize**:

- Reading Quizzes let *you* measure what *your* brain thinks is true. You know what *you* do **not** know *before* the exam. *You* can fix *your* weakness by knowing what *you* need to read and by having a place to ask questions so *you* understand.
- The focus of the Forums is helping you **efficiently and accurately** find what *you* need to **read in our textbook or in my resources in the Unit**. You can get **points EITHER for asking OR for answering about where to read**
- **EITHER** about a **Reading Quiz question**
- **OR** about one of the **possible essay questions** that are listed at the top of the Unit when it opens
- The focus of the Forums is helping *you* understand, not just repeat back some words. If *you* think that the information is not in the textbook or in my resources and *you* need more information so *you* understand (so things make common sense to *you*), you can get **points for asking me for more information**. I am glad to provide more if *you* tell me you need it.
- The intent of the Forums is to **reduce your work by sharing** with your colleagues in the class so *you all* can be as fast and as accurate as you can be at the lowest cost in time to each of you.
- The **timing** of the Forums and of the extra credit for Reading Quizzes is intended **to help you stay current** (and not let work pile up). **Keeping up increases odds for success** and provides the necessary time for learning to "soak in."

What is the extra credit for Reading Quizzes? If you score 9 or 10 on a Reading Quiz *by* the date in the Course Schedule, you earn 2 extra credit points. I type in the extra credit next to the Reading Quiz grade. The extra credit has the *letter* of the quiz and *_ec* (such as A_*_ec* or B_*_ec*). For example, if you had a 9 for Quiz A by the due date, the next day you see A_*_ec* with a value of 2.

Required Textbook – What You Can and Cannot Use

Edward Ayers, Lewis Gould, David Oshinsky, and Jean Soderlund. *American Passages: A History of the United States*. You may use either the 2nd or 3rd or 4th edition and either hardback or Compact Edition (paperback). If the book has **32** chapters, it will work.

Caution: You **cannot** use the **BRIEF**, 4th edition which has **2 fewer chapters** than the other 4th editions. If you need details on how to recognize this book (or tips on buying a cheap book), click on the *Hi! Welcome to the Course* link in Getting Started & Syllabus.

Course Schedule - The Course Schedule – 1 page is not include in this PDF. It is available on the Course Menu (on the left of the screen).

WCJC Department: History – Dr. Bibus
Contact Information: 281.239.1577 or bibusc@wcjc.edu
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