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| Semester and Year – Fall 2015 |
| CRN (Course Reference Number), Course Prefix, Number and Title – CRN 10979 - HIST 1301-160 - United States History I |
| Course Meeting Days, Times and Location (Campus, Building, and Room number) – Distance Learning Course in Blackboard |
| Instructor’ Name – C.J. Bibus, Ed.D. |
| Instructor’s Telephone number(s) –281-239-1577 Instructor’s email address – bibusc@wcjc.edu Instructor’s webpage – https://wcjc.blackboard.com/ |
| Instructor’s Office Hours and Office Location – Richmond, 240G: 9:50-11:50 am (MWF); 1:00-2:00 pm (MW). Sugar Land, 234: 12:15-1:15 pm (T); 8:45-9:15 am; 12:15-12:45 pm (Thursday). Online office hours are in the syllabus. |
| Course Catalog Description – A survey of the social, political, economic, cultural, and intellectual history of the United States from the pre-Columbian era to the Civil War/Reconstruction period. United States History I includes the study of pre-Columbian, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that may be addressed in United States History I include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government. |
| Instructor’s Grading System – Objective work (75%) consists of instructor’s quizzes, InQuizitive sessions, 3 Unit Exams, and a Departmental Final Exam. Written work (25%) consists of 1 Forum and 1 Essay for each Unit, a brief practice Comparison, two anonymous peer reviews, and a Major Comparison. 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 – Students should log in to work at least 3 times a week. Blackboard stores data on time spent and where. |
| Last day to “Drop” course with grade of “W” – Oct. 9, 2015 |

* 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 1301
Syllabus – Fall 2015 – 1st 8-week course

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| Instructor: C.J. Bibus, Ed.D. | U.S. History to 1877 |
| Wharton County Junior College | Email: bibusc@wcjc.edu - Use only when Blackboard is not yet open. |
| Office: Fort Bend Tech Center (FBTC) 240-G | Office Phone: 281.239.1577 – On TTR, checked once a day after my last class. |
| Location at Sugar Land: SUGUH 234, faculty area | Email in Blackboard: Messages – Checked during Online Office hours. |
| Campus Office Hours: Richmond, 240G: 9:50-11:50 am (MWF); 1:00-2:00 pm (MW). Sugar Land, 234: 12:15-1:15 pm (T); 8:45-9:15 am; 12:15-12:45 pm (Thursday). Or by appointment. (Online Office hours are covered below.) | |

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: 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. Also see the Academic Honesty Statement for Online Classes in Getting Started. 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, resources, and student forums. 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. The earlier we communicate, the better are our chances for success.

With due dates for any assignment, including Unit Exams or Comparisons, 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 these assignments, 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, tell me immediately and provide a valid, written excuse.

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

- If you miss any part of any 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.

Dropping a Course with a Grade of “W”: In the History Departments, students must drop a course. Instructors do not drop students. WCJC sets the last date for a student to drop a course. That date is on the first page of this syllabus and also on the Course Schedule at the end.

Contact Information: Online Office Hours, Hours On-Campus, or Help by Phone

I am glad to help you online, to meet you on campus, or to work with you by phone. If we both have Blackboard open, working together by phone brings the fastest solution. I teach on two campuses: Fort Bend Tech Center (FBTC) in Richmond on Monday, Wednesday, and Friday (MWF) and Sugar Land (SUGUH) on Tuesday and Thursday (TTR). My Campus Office Hours are listed at the top of the prior page. At FBTC, I have a private office and a reliable phone; on the other hand, at Sugar Land, I work in a public area (no privacy) with an unreliable phone so emailing for an appointment is best. During Online Office Hours, I respond to Blackboard Messages and Forum postings.

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| Instructor's Name: | Dr. C.J. Bibus |
| Office Voicemail: | 281-239-1577 – On MWF, checked throughout the day. On TTR, checked once after my last class. |
| Required Email: | Messages (the Blackboard email available on the left menu in our course) |
| Online Access: | Access to Blackboard Learn (Opens in New Window) <i>Tip:</i> Bookmark this URL. https://wcjc.blackboard.com |
| Online Office Hours: | 10:30-11:00 am (Monday, Wednesday, Friday), 1:30-2:00 pm (Monday, Wednesday). Tuesday and Thursday by appointment. |

Communication with Your Instructor

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

Your Instructor's Way of Working: 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 staying current with InQuizitive sessions and instructor's quizzes on the **day after** the DUE date in the Course Schedule and usually after my **last** class on that day.
- Enter grades for the Students Helping Students with History after each Unit ends.
- Use announcements to tell you how to find feedback on written assignments and how to respond to that feedback so I can then enter your points. (I am glad to talk by phone or meet you on campus.)
- Use announcements at the end of Units to show your current letter grade so you know if you need to ask for help.

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, and decision maker about your own life and about your own vote. 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 can 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:

David E. Shi and George Brown Tindall, *America, The Essential Learning Edition*. It is the one-volume edition containing 30 chapters. The ISBN is 978-0-393-93587-5.

You must also have InQuizitive (an interactive aid to reading well and figuring out history). For this term, however, WCJC students may use the 180-day free trial.

Organization of the Course

United States History I covers from the 1500s to 1877. The course is split into three Units, or major time periods, that reveal shifts in our history. The three time periods are:

- Unit 1: From New World to New Empires - the 16th Century to 1776
- Unit 2: From Making a Revolution to Making a Nation - 1776 to 1830s
- Unit 3: Transforming the Nation - 1830s to 1877

Each Unit is divided into chapters. The Unit Roadmap at the top of each 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. Announcements let you determine your current letter grade at the end of each Unit. If the grade is lower than you want, ask for help. The Final Letter Grade is determined by this scale:

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| 895 – 1000 | A (exceptional) |
| 795 – 894 | B (above average) |
| 695 – 794 | C (average) |
| 595 – 694 | D (below average) |
| Below 594 | F (failing) |

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

The 1000-point course consists of 73% objective work, primarily multiple choice and Getting Started activities. It consists of 27% written work. **Caution:** At 27%, doing written assignments is essential to pass. Please ask if you do not know why.

Objective Work: The 730 points of objective work consists of:

- 5 Introductory tasks for Getting Started - 25 points, with 30 points as extra credit with Good Habits for Evidence
- 15 InQuizitive sessions to help you read and figure out each chapter @ a maximum of 15 points each (For example, if you score 100% on InQuizitive for Chapter 1 by the end of the Unit, you earn 15 points; if 80%, 12.)
- 16 instructor's quizzes, one for each chapter and its primary sources and one on basic facts about history, @ 5 points each
- 3 Unit Objective Exams @ 100 points each
- Departmental Final Exam @ 100 points – Departmental policy is an F for the **course** if you do not take the Final.

Written Work: All written assignments help students learn history accurately and focus on evidence. Grades for written assignments are split in two parts:

- One part of the grade for the written assignment itself
- One part for following the 5 Good Habits for Evidence that are introduced in Getting Started – You must complete the 5 Good Habits for Evidence form and your instructor must enter the 5 points for it for you to see written assignments.

Some written work is within the Unit. Each Unit has 1 forum @ 10 points and 1 written question @ 40 points:

- With the forum Students Helping Students with History, half of the points are from the 5 Good Habits for Evidence.
- With the written question, you know all possible content, but not which question you will have to answer. Each question is worth 20 points for the content and 20 points for following all 5 Good Habits for Evidence.

Some written questions help students see how things changed from the beginning of a period to its end. With comparisons of history, the points are:

- Introductory Comparison @ 10 points and 10 points for following all 5 Good Habits for Evidence – This low-point comparison is a chance to practice skills. It is also required to see other comparisons.
- 2 Anonymous¹ Peer Reviews @ 20 points and 20 points for following all 5 Good Habits for Evidence - You must submit the Introductory Comparison to be able to do these Peer Reviews. You analyze the students' work compared to requirements and pages used as a source and complete 2 online forms
- Proposal for the Major Comparison covering Unit 1 and Unit 2 @ 10 points and 10 for following all 5 Good Habits for Evidence (You must submit the proposal to be able to do the comparison itself.)
- Major Comparison @ 20 points and 20 points for following all 5 Good Habits for Evidence

¹ The word *anonymous* means that students cannot tell who wrote the comparison or who did the peer review unless you tell them.

Use of Rubrics: A rubric is a tool to both determine grades and provide detailed feedback. There are specific rubrics, each including criteria on your following the 5 Good Habits for Evidence, for Students Helping Students with History, for written questions, and for written comparisons.

Overview of Objective Work

15 InQuizitive Sessions to Help You Read and Figure Out Each Chapter: There is one InQuizitive session for each chapter. The folder for Registration of InQuizitive includes a demo of how InQuizitive works.

With InQuizitive:

- You can stop and later return to your session.
- If you miss a question, InQuizitive tells you where to read in the textbook.
- If you guess or over-estimate your knowledge, InQuizitive increases the number of questions.
- You can use an InQuizitive session until you score 100%--and you should score 100% before Exams.

16 Instructor's Quizzes to Help You Primarily with Basics and with Primary Sources for Each Chapter: With the instructor's quizzes:

- You take the quiz the first time to measure your knowledge and to identify especially those things where you are sure you correct but you are wrong.
- You may take the quiz as many times as you want until the Unit Exam with the highest score counting.

3 Unit Objective Exams: The questions in the Unit Objective Exam are pulled from the content in the InQuizitive sessions and the instructor's quizzes. The words used in the questions are not the same, but the content is.

Departmental Final Exam—F for the Course If Not Taken: The 50 questions, at 2 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 date of the Final Exam, not the instructor. See the Course Schedule for the date.

Overview of Written Work

Written Assignments Examining 1 Thing: Blackboard provides these things:

- Content you need—a study guide that covers not only facts but also what content is appropriate for the written questions.
- Tool you use—Blackboard's exam tool for writing paragraphs and Blackboard displays the question you write about.

Written Assignments Comparing 1 Period of Time with Another: Blackboard provides these things for written assignments comparing events within a unit or between units:

- Content you need—what questions you may choose from, what page numbers you are required to read for those questions, how you cite the evidence for what you write, and a preformatted file for you to use for each assignment
- Tool you use—Turnitin used within Blackboard. You choose your question and submit to Turnitin initially to get feedback about your work about language use and about plagiarism and, before the due date, after you have fixed any problems

Written Work, the 5 Good Habits for Evidence, and What a Temporary Grade of 1.11 Means Including with the Good Habits for Evidence's 30-point Extra Credit

With distance learning, it can be difficult to communicate to students about Good Habits for Evidence, including factual accuracy or “half-copy” plagiarism or “patchwriting.”² These errors can be dangerous to your future, but are preventable by choosing and developing habits that aid decision making and are requirements of most jobs that pay well.

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

1. If you did **not** follow all of the 5 Good Habits for Evidence with a written assignment, I record a **temporary** grade of 1.11—a placeholder, not a permanent grade—for the work.

The feedback tells you exactly what to do so I can enter the actual grade (a low grade but not 1.11). The sooner you take care of this, the better things will be. If you don't understand, ask.

2. If, in the coming week, you have not acted or asked me for help), then I **also temporarily** replace your 5 points for the Good Habits for Evidence Personal Responsibility Form with 1.11 and your 30 points extra credit with 1.11.

That 1.11 automatically causes Blackboard to block all remaining written work. You can still do what the feedback says, but act quickly before the next written assignment expires.

Once you do what the feedback says, I enter the grade for that assignment. I also replace the 5 points for the Good Habits for Evidence Personal Responsibility Form so you can see the next written assignment. If you follow all 5 Good Habits for Evidence on the next written assignment, I also restore the 30 points extra credit.

Objective Work and 31-point Extra Credit to Encourage Your Keeping Up with the Schedule

On the due date in the Course Schedule, I enter 1 point for those who starting to work with InQuizitive and the instructor's quizzes. You can continue to earn more points until the last day and hour of the Unit. On the instructor's quizzes, the highest score counts; on InQuizitive, your final percentage determines the grade. (For example, if you score 100% on InQuizitive for Chapter 1 by the end of the Unit, you earn 15 points; if 80%, 12.)

Note: I will not enter points if you do something like clicking on the instructor's quiz, submitting without answering, and making a score of 0. If you do this accidentally, email me the exact name of the quiz and I will reset it.

Course Schedule – Holidays this semester: 9/07 (Labor Day)

Opening Hours, Closing Hours, and the Password: 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 on the next page 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.
- All work opens at 12:00 AM on the date listed (Exception: Peer Review that opens at 9:00 AM.)
- If at all possible, Unit Exams are open at least 1 day on the weekend.
- Any quiz, exam, or assignment that you can take only one time has this password: onetimeonly

² The quoted terms are explained on page 746 in the ninth edition of *The Bedford Handbook* by Diana Hacker and Nancy Sommers.

Getting Started - Course Documents and Orientation (AUG 31-SEP 2; Good Habits for Evidence SEP 3)

MON 8/31 Course overview module opens.

TUE 9/01 1st 4 Introductory Tasks Due (See the instructions at the end of Course Orientation.)

WED 9/02 5th Introductory Task Due—a form about your responsibility for Good Habits for Evidence

Unit 1: From New World to New Empires – the 16th Century to 1776 (Chapters 1-4) (SEP 2-SEP 19)

TUE 9/01 Unit 1 Objective Work opens (1st Chapter only on 9/01; remaining chapters on 9/02)

WED 9/02 Starting Chapter 1 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.

FRI 9/04 Starting Chapter 2 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.

TUE 9/08 Planning the Introductory Comparison (1620s-1676) opens

WED 9/09 Starting Chapter 3 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.

THU 9/10 Beginning to Submit the Introductory Comparison opens – Revise using Turnitin's feedback.

FRI 9/11 Starting Chapter 4 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.

SAT 9/12 Unit 1 Exam Study Guide visible.

SUN 9/13 Introductory Comparison DUE - Save your digital receipt.

MON 9/14 Beginning to Peer Review 2 Other Students' Introductory Comparisons opens 9 AM

WED 9/16 Peer Reviews DUE - Save your digital receipt.

SUN 9/18 Unit 1 Objective Exam and Essay Exam opens

SAT 9/19 Unit 1 Work DUE (Objective Exam, Essay Exam, Forum, InQuizitive, and instructor's quizzes)

Unit 2: From Making a Revolution to Making a Nation -1776 to 1830s (Chapters 5-10) (SEP 19-OCT 5)

SAT 9/19 Unit 2 Objective Work opens

MON 9/21 Starting Chapter 5 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.

WED 9/23 Starting Chapter 6 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.

FRI 9/25 Starting Chapter 7 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.

SUN 9/27 Unit 2 Exam Study Guide visible.

MON 9/28 Starting Chapter 8 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.

WED 9/30 Starting Chapter 9 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.

FRI 10/02 Starting Chapter 10 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.

SUN 10/04 Unit 2 Objective Exam and Essay Exam opens

MON 10/05 Unit 2 Work DUE (Objective Exam, Essay Exam, Forum, InQuizitive, and instructor's quizzes)

Unit 3: Transforming the Nation - 1830s to 1877 (Chapters 11-16) (OCT 5-OCT 18)

MON 10/05 Unit 3 Objective Work opens

MON 10/05 Planning the Major Comparison (1500s-1830s) opens

TUE 10/06 Starting Chapter 11 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.

THU 10/08 Starting Chapter 12 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.

FRI 10/09 Last day for you to "Drop" the course with grade of "W."

SUN 10/11 Unit 3 Exam Study Guide visible.

MON 10/12 Starting Chapter 13 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.

Major Proposal DUE - Write after you get feedback. Earlier submissions receive feedback earlier.

WED 10/14 Beginning to Submit the Major Comparison opens. - Revise using Turnitin's feedback.

Starting Chapter 14 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.

FRI 10/16 Starting Chapter 15 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.

SUN 10/18 Unit 3 Objective Exam and Essay Exam opens

MON 10/19 Unit 3 Work DUE (Objective Exam, Essay Exam, Forum, InQuizitive, and instructor's quizzes)

TUE 10/20 Major Comparison (1500s-1830s) DUE. - Save your digital receipt.

Review for the Final Exam: 16th Century to 1877 (Chapters 1 to 15) (Early open on OCT 14-OCT 23)

WED 10/14 All Review material opens. Some map quizzes may help you with preparing for Unit 3's objective.

THU 10/22 Review **all** grades. If you think there is an error, email **and** phone me **before** 2:00 PM on 10/22.

FRI 10/23 Final Exam – Departmental policy: F for the **Course** if not taken. This date is set by WCJC.

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

WCJC Department: History – Dr. Bibus
Contact Information: 281.239.1577 or bibusc@wcjc.edu
Last Updated: 2015
WCJC Home: <http://www.wcjc.edu/>