



Semester and Year – Fall 2016	Changes to Course Schedule 11/09
CRN (Course Reference Number), Course Prefix, Number and Title – CRN 10940 - HIST 1301-910 - United States History I	
Course Meeting Days, Times and Location (Campus, Building, and Room number) – Tuesday and Thursday, 8:00-9:15 AM, SUGUH 166	
Instructor’s Name – C.J. Bibus, Ed.D.	
Instructor’s Telephone number(s) –281-239-1577 Instructor’s email address – bibusc@wcjc.edu Instructor’s webpage – http://facultyweb.wcjc.edu/cbibus/ - Click on US History I Resources (on the left) - Provides documents such as your Syllabus & Schedule.	
Instructor’s Office Hours and Office Location – Richmond, 240G: 10-10:50 AM (MWF), 12-1:30 PM (MW), 8:00-8:50 (F); Sugar Land, 234: 9:25-10:40 AM (TT), 12:15-2:15 PM (Tuesday). Or by appointment.	
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 includes 8 Evidence Quizzes, 3 Unit Concept Exams, 3 Unit Objective Exams, and a Departmental Final Exam. Written work includes in-class Introductory tasks, Written Exams for Units 1 and 2, and an Analysis of Primaries, including its proposal. See the syllabus for course policies, exam dates, grading policies, and points for types of assignments and for the final letter grade.	
Instructor’s Attendance Policy – Attendance will be taken daily at the beginning of the class using a seating chart.	
Last day to “Drop” course with grade of “W” – 11/18/2016	

* 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.

** 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 2016

Instructor: C.J. Bibus, Ed.D.	U.S. History to 1877
Wharton County Junior College	Course Website: http://facultyweb.wcjc.edu/cbibus/ ; US History I Resources
Office at 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: bibusc@wcjc.edu - Checked once a day after my last class.
Campus Office Hours: Richmond, 240G: 10-10:50 AM (MWF), 12-1:30 PM (MW), 8:00-8:50 (F); Sugar Land, 234: 9:25-10:40 AM (TT), 12:15-2:15 PM (Tuesday). Or by appointment.	

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 policies. In this course, copying any part of an assignment from the Internet or another source is a zero (0) on the assignment.

Classroom Civility: Disruptive behavior that is a consistent problem will result in the student's dismissal from this course. 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. Examples include resorting to physical threats or personal insults, coming to class under the influence of alcohol or a controlled substance other than prescriptions, or abusing students or instructors with offensive remarks. They also include repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized. (See WCJC's Student Handbook.)

Attendance Policy: WCJC's Student Handbook explains responsibilities for attendance and when a student should withdraw from the course. I will consider **active** attendance throughout the course favorably when computing final grades that are borderline. (Details provided in class.) Active attendance means 4 things: 1) reading carefully and determining what you need help on *before* class, 2) using that preparation *before* class to participate positively in problem solving *in* class, 3) taking notes, and 4) removing all distractions. Using a cell phone, smartwatch, computer, or other device during class makes **active** attendance improbable. **Put up all** of these devices **before** class starts. Your self-management in this class during each of the 3 Units is measured for a grade. (Details are provided below.) If you cannot resist using your cell phone—for example—during class, then you will not only lose the points for the Unit, but also before the beginning of the next class you will need to place the device in a safe location provided by the instructor and then pick up your device at the end of class.

Exceptions: If you have a family emergency or equivalent event that requires your being able to respond to cell phone messages during a class, then see me **before** class. If counseling has confirmed that you need to use a computer during class and if you use it only for work going on in **this** class, then provide their form to me and talk with me privately.

Attendance Policy and the Seating Chart and the Beginning of Class: Attendance will be taken **once** daily at the beginning of the class. If you come into class after it has begun (after the seating chart is complete), you are not marked as attending for the day. Students who frequently come to class after the class has begun tend to make very low grades for the course. For example, they miss announcements about topics for the day and they do not hear other students' questions about upcoming assignments. With out-of-class assignments, work is due at the beginning of class. For example, if you arrive after the seating chart is complete, you **cannot** hand in your paper copy of a Turnitin Assignment. If you cannot come to class, have the printed copy timestamped at the reception area **before** the class starts.

On the date in the Course Schedule (at the end of this syllabus), you choose your preferred seat; however, students who chat after class starts will be moved to another seat on the next class day.

Due Dates, the Course Schedule (at the end of this syllabus), and Your Responsibilities: It is your responsibility:

1. To talk to me if you do not know what to do or need help. The earlier we talk, the better your chances of success.
2. To use the Course Schedule to determine what chapters we are covering in the coming week and what is due—including preparation and what you print and bring to class before the seating chart is completed.
3. To recognize your responsibility for due dates.

With due dates for any assignment, including high-point assignments such as Unit Exams (whether objective or the written part) or the out-of-class Analysis of Primaries, there are no extensions unless it is appropriate to make an extension available to all of you. You have these responsibilities:

- If your planning at the beginning of the term shows you cannot do your required Exam or writing assignment on time, such as having previously scheduled a trip, tell me immediately and suggest an **earlier** date for you do the assignment. If you have a schedule change outside of your control **and** verifiable in writing, call **and** email me immediately to see **if** an alternative hour is available. (Example: a wreck on the way to class.)
- 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 a Unit Exam, your make-up exam is all essay and is taken during my office hours.
- If you miss the out-of-class writing assignment, 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 Department, instructors may not drop students. Students must drop their course. 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.

Method of Instruction

History is not only a required course, but it also helps you succeed in your future. Understanding history 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 your own vote.
- Useful skills in reading and analysis and writing that are necessary for all of those roles.

Required Textbook – Required When You Write about History and Used When I Grade

This textbook is required: 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 use your textbook and required primaries and other resources provided in the course as your only source of facts for your written assignments. For all written assignments, including Unit writing assignments, you must cite a specific page from the textbook for your facts.

Blackboard and Its Use in This Class

In this course, you need to use Blackboard for four things:

- 1) Using resources including links, maps, and primary sources (sources created during the period we are examining).
- 2) Taking Evidence Quizzes.
- 3) Submitting written assignments to Turnitin within Blackboard. **Caution:** You must be in Blackboard to submit.
- 4) Using Blackboard's My Grades (covered in class) to see your grades throughout the course and, if needed, your instructor's Comment to you about that grade as guidance on what *you* need to do.

If you have limited Internet or computer access, see me for ways to work with less time online.

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

The link Unit Overview at the top of each unit shows you what to do in the Unit. The Study Guide helps you plan your work so you learn well. On the course menu on the left, you have direct access to primaries and concepts for these units.

Course Evaluation and the Grading Scale for the Final Letter Grade

This is a 1000-point course, with points added as you earn them. You can see your current total in Blackboard. At the end of each Unit, I post an Announcement in Blackboard to help you determine your current letter grade. If the grade is lower than you want, please ask for help. The Final Letter Grade is determined by this scale:

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

Course Evaluation and Overview of Types of Assignments

The 1000-point course consists of these points, with the last 3 being written work:

- 40 – Getting Started activities (How you start frequently determines your success at the end)
- 80 – 8 Evidence Quizzes @ 10 points each
- 150 – 3 Unit Concept Exams @ 50 points each
- 300 – 3 Unit Objective Exams @ 100 points each
- 100 – Comprehensive Final Exam— Departmental policy is an F for the **course** if you do not take the Final.
- 20 – Paper on the required primary as an introduction to skills needed in reading and writing about reality
- 100 – 2 Unit Written Exams (Unit 1 and Unit 2 only) @ 50 points each
- 120 – Analysis of Primaries—the proposal and the paper itself
- 90 – Participation and Self-Management to Help Both Objective and Written Work:

Your Course Plan and Extra Credit for How You Work

This course does not offer extra credit at the end of the class to help a few people make a higher grade. It does offer extra credit to **all** students for doing things that have in the past resulted in students learning history and developing skills. The Course Plan that you submit during Getting Started explains these extra credits and why they exist and how you can use them to your benefit. The orientation to the class explains how these extra credits can also help your skills.

Caution about the History Department's Course Objectives and Its 25% Writing Requirement

The History Department has course objectives (listed on page 2) that require writing based on evidence and that require that you use primaries as well as secondaries. The Course Plan that you submit during Getting Started provides a link to explain those objectives, including the meaning of the terms primary and secondary. Do use that link.

The written work must be over 25 percent of your final grade, a requirement for all history instructors. That minimum means formal writing assignments are essential to pass. The Course Plan that you submit during Getting Started provides a link to show you math examples so you can see how that 25% writing requirements makes writing essential. Use that link.

How This Course Tries to Help Different Types of Students Succeed with History

For many students, a United States history course is the first time they have had to write about something that is **real**—not just opinion—and that therefore requires **verifiable** evidence from a **reliable source**. Other students have never had United States history before so most things are new to them. Other students are very uncomfortable and inexperienced with writing.

Also, history is cognitively like biology: both disciplines are real and both are also detailed, complex, and interconnected. That means you have plenty of ways to be wrong. Many students seem to have problems with both of these disciplines.

To try to help students with the issues above, this course does three things. First, it provides information and quizzes on these basic rules of evidence so you can find out what you do not know about evidence before you write. Second, it uses one rubric for all written assignments and your feedback on that rubric tells you which of the 5 Good Habits for Evidence—which way of working—you may need to change. Third, with permission of the History Department to do this experiment to try to help students, it divides written grades in two parts:

- One part of the grade for the content of the written assignment itself
- One part for following the 5 Good Habits for Evidence that are introduced in Getting Started

The Course Plan that you submit during Getting Started provides a link to show you how dividing written grades in those two parts can help your grade—and your skills. Use that link.

How This Course Tries to Help Different Types of Students Succeed with Self-Management and Participation

This course uses these methods to encourage self-management and participation that helps the class as a whole:

- Providing extra credits for staying current with work and for learning skills on the 1st assignment.
- Giving pop quizzes for extra credit. – This method rewards the prepared and measures the unprepared.
- Measuring on Participation and Self-Management. – The grade is explained below.

Brief Explanation of Assignments

Getting Started Activities

The Getting Started activities are listed on the last page of the Course Orientation link. If you come in past the due date, you must still do these activities but I will record—temporarily—a 1.11 for the grade. At the end of the term, you email me that you have not been late with other assignments and I will gladly change the grade to match what I have entered in the Comment for that grade.

8 Evidence Quizzes and How You Must Apply These Basics When You Write

These quizzes occur in Unit 1 and Unit 2. The content of the Evidence Quizzes comes primarily from a tutorial on the 5 Good Habits for Evidence, with some additional content provided with it. To try to help you think about the evidence requirements, not just memorize the answers to some questions:

- These quizzes ask questions in sets (so questions vary from person to person) and pull from earlier quizzes (so you have to keep remembering the old as you learn something new)
- The grading of the writing assignment is on how you apply these basics

3 Unit Concepts Exams

The questions in the Unit Concepts Exam are pulled from the list of possible concepts that are used in a Unit. The number of questions varies because this type of test includes varied forms of questions from multiple choice to fill-in-the-blank to matching to short essays. The questions are in sets (so questions vary from person to person).

The words used in questions are not the same as the dictionary definitions or the words in the textbook, but the content is.

3 Unit Objective Exams

The questions in the Unit Objective Exam are pulled from the textbook chapters and the instructor's links. There are 25 questions in sets (so questions vary from person to person). The words used in questions are not the same as the textbook, but the content is.

Departmental Final Exam—F for the Course If Not Taken

The 25 questions, at 4 points each, in the Departmental Final Exam were written directly or chosen by the History Department. **Caution:** 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.

Paper on the Required Primary – an Introduction to All Skills Required in Writing in History

All students write a paper on the same required primary. This is an introduction to all skills required for writing in history, including the Good Habits for Evidence and primaries and concepts. It includes a class session.

2 Unit Written Exams (Unit 1 and Unit 2 only)

The questions in the Unit Written Exam are pulled from the textbook chapters and concepts listed for the Units. You know possible questions before the exam, but not which one you will get on the test.

Analysis of Primaries—Overview of the Proposal and the Paper

The course provides an issue and primaries that you may write about. The issue and the names of the primaries are provided in a file that you complete. You also may email that you want to choose your own issue and I will provide the file for that. Whether you do an issue that is provided in the course or choose your own, the proposal requires careful reading of the primaries and selection of pages from the textbook that are appropriate for your planned analysis.

You submit that proposal to the Turnitin Assignment in Blackboard and I give you feedback or—if it is complete—enter a grade so you can see the folder with the Turnitin Assignment for the analysis itself. **Tips:**

- You can always turn in these assignments earlier than the date listed in the Course Schedule.
- I encourage students to submit papers multiple times for feedback from Turnitin on **grammar and on plagiarism**. In that way, if you made a mistake, you have a chance to fix before it is graded.
- Because I do set up Turnitin to allow you to submit files multiple times before the due date, I do not grade submissions until the due date.

On the other hand, if you know you are **absolutely** complete on your proposal—for example—and you would like feedback earlier so you can start work on the paper, provide a print of your proposal to me and write on it that you would like for me to grade it early. If I can, I certainly will.

Participation and Self-Management to Help Both Objective and Written Work

Factual accuracy is a key to success with any written assignment that is based on evidence, not opinion. Being able to focus on factual accuracy in class requires practicing self-management by the class. To encourage self-management, I will use the seating chart as a way to record distracted or distracting behavior and—the ideal—focused behavior. For examples of distracted and distracting behaviors, see Classroom Civility and Attendance Policy on page 2.

If you read carefully before class, your focused participation can help the class dialog as part of the lecture. Good participation is useful to others and means such behaviors as:

- 1) No guessing and no use of information other than from the textbook or sources within the course
- 2) No answers that are off topic
- 3) Asking questions that are on topic (You can always ask general questions at the beginning of class.)
- 4) No hogging or bullying (examples available)
- 5) No use of electronics, including no attempts to hide them while using them

Each Unit has a Self-Management grade @ 30 points for a total of 90 points (9%) of your final grade. A mark on the seating chart in orange means no points for the Unit; no marks at all, 23.9; and one or more marks in blue, the grades below.

Points	Letter Grade	What Do You Do to Earn It?	Quantity Required	How Is It Measured?
23.9	C++ averaging as a B-	In class, no distracted or distracting behaviors	0 (Absolutely not 1 time during the Unit)	No orange dots in your seating chart for the Unit.
25.5	Averages as a mid-B	Does the above and also does focused participation in class dialog within lecture	At least 1 time	1 Blue dot in your seating chart for the Unit
27.0	Averages as an A-	Does both things above	At least 2 times	2 Blue dots
30	100%	Does both things above	At least 3 times	3 or more Blue dots

Location of Work in the Course – Providing Access to Try to Match You

People are different and people also may use different approaches when they are doing different things. This course is set up to try to provide access to match you.

The safest approach is to click on Lesson Units. It provides everything you need in one place. If you click on Lesson Units, you will find materials and assignments in Units and, within Units, in Chapters named the same as your textbook chapters. In Lesson Units, you will also find the same general resources for Evidence, Concepts, and Primaries that are provided on the course menu on the left.

If you are already sure of the instructions, you can also click on Assignments & Tests to go directly to all currently available:

- Turnitin assignments
- Evidence Quizzes

Course Schedule

General Information about Dates

- Holidays – Labor Day (9/05), Fall Break (10/28), and Thanksgiving (11/23-11/25)
- Last day for you to “Drop” the course with grade of “W” – 11/18/2016

General Information about Evidence Quizzes

With Evidence Quizzes, you use this password because you can take them only 1 time: onetimeonly (Notice there are no capitals and no spaces.)

Tip: Although you can only take an Evidence Quiz one time, your plan tells you how you can earn full points for an Evidence Quiz even if you miss question(s).

General Information about Assignments in Turnitin in Blackboard

With Turnitin assignments in this class, you:

- Submit your file to Turnitin **in** Blackboard. (We do not use Turnitin at a separate website.)
- May resubmit your file many times until the Due Date. For example, you may submit to Turnitin for feedback on grammar and plagiarism, then correct the file, and resubmit it.

With these Turnitin assignments, you must do these two things for your work to be graded.

- 1) Submit your file **before** 11:59 PM on the Due Date. **Cautions:** Do not wait to the last minute. Be sure you see the digital receipt before you exit. If it seems to be taking an unusually long time to submit your file, you may need to resubmit.
- 2) Bring a print of the paper to your instructor at the beginning of class on your **next** class day **after** the Due Date.

Course Schedule (Continued)

- Be sure to check the prior page for dates and the information about Turnitin Assignments and Evidence Quizzes.
- Use the chapter number(s) in the "Chapter #" column with the topics link for that chapter in Blackboard to guide your reading. Note: I use content in the textbook and additional content to try to reveal history: I do **not** repeat the textbook order.

Getting Started - Course Documents and Orientation

Lecture Title/Your Assignment or Preparation	Chapter #	Exam/Paper	Due Date
Course Orientation and how to plan for your success and do your plan	–	–	8/30
Your Preparation: Bring a Scan-Tron and # 2 pencil. Sit where you plan to sit for this semester.	–	Pre-test	9/01
Q&A session. New Nations and Natives Meet (Key Concepts)	1	–	9/06
Your Preparation: Type your 1-page plan. Bring to the lab the print for your instructor and the file (or email it to yourself). Instructor's Tour of Blackboard and of the lab form you complete	–	Your Course Plan Your completed lab form	9/08

Unit 1: From New World to New Empires – the 16th Century to 1776

Lecture Title/Your Assignment or Preparation	Chapter #	Exam/Paper	Due Date
New Nations and Natives Meet (Key Concepts) – continued	1	–	–
Transforming the English Colonies: 1607-1730s	2	–	–
Money, Minds, and Beliefs: Shifts from 1650s to 1750s	3	–	–
Colonies to States: the Steps to 1776	4	–	–
Your Assignment: Read the required primary in Blackboard.	–	–	9/13
Your Assignment: Submit to Turnitin in Blackboard; bring print.	–	Primary paper	9/18
Your Preparation: Bring your textbook and a print of the reading.	–	Class session	10/13
Your Assignment: Take Evidence Quiz 1, 2, 3, and 4 in Blackboard. ¹	–	Evidence Quizzes	10/18
Your Preparation: Bring a Scan-Tron and # 2 pencil for the Objective Exam and bring a pen for Concepts and Written exams.	–	Unit 1 Objective, Concepts, and Written Exams	10/18

Unit 2: From Making a Revolution to Making a Nation – 1776 to 1830s - Introduction to Your Analysis Proposal -10/25

Lecture Title/Your Assignment or Preparation	Chapter #	Exam/Paper	Due Date
1763 through the American Revolution (brief)	5	–	–
Basics of the Constitution	6	–	–
Basics of small r republican government (brief)	6	–	–
Transformations to Different Americas: 1800 to the 1840s	7-10	–	–
Your Assignment: Submit to Turnitin in Blackboard; bring print.	–	Analysis Proposal	11/06
Your Assignment: Take Evidence Quiz 5, 6, 7, and 8 in Blackboard. ²	–	Evidence Quizzes	11/17
Your Preparation: Bring a Scan-Tron and # 2 pencil for the Objective Exam and bring a pen for Concepts and Written exams.	–	Unit 2 Objective, Concepts, and Written Exams	11/17

Unit 3: Transforming the Nation–1830s to 1877

Lecture Title/Your Assignment or Preparation	Chapter #	Exam/Paper	Due Date
The Big Shift and Where It Is Not: 1830s to 1860	11-12	–	–
Perceptions and Realities on the Road to War	13	–	–
War and Reconstruction: Major Issues	14-15	–	–
Your Assignment: Submit to Turnitin in Blackboard; bring print.	–	Analysis paper	11/27
Your Preparation: Bring a Scan-Tron and # 2 pencil for the Objective Exam and a pen for the Concepts Exam. (There is no Written Exam for Unit 3.)	–	Unit 3 Objective and Concepts Exams	12/08

Final Exam: 16th Century to 1877–Includes a Review

Review material opens early because some map quizzes may help you prepare for Unit 3's Objective Exam.

Lecture Title/Your Assignment or Preparation	Chapter #	Exam/Paper	Due Date
Your Preparation: Check all grades. If you think there is an error, email me before the Final Exam. Specify the exact grade name and the issue.	–	–	12/13
Your Preparation: Bring a Scan-Tron and # 2 pencil.	–	Final Exam ³ ; quiz	12/13, 8-10 AM

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

¹ Recommended dates: You gain 2 points extra credit if you take Quiz 1 by 9/11; Quiz 2 by 9/18; Quiz 3, by 9/25; and Quiz 4, by 10/02.

² Recommended dates: You gain 2 points extra credit if you take Quiz 5 by **10/25**; Quiz 6 by **10/30**; Quiz 7, by **11/06**; and Quiz 8, by **11/13**.

³ **Caution:** If students do not take the Final Exam, History instructors are required to fail them for the entire **course**, not just the test.