



Semester and Year – Fall 2015 - Yellow entries on 9/07; blue dates and grading revised 9/14.
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 (73%) consists of instructor's quizzes, InQuizitive sessions, 3 Unit Exams, and a Departmental Final Exam. Written work (27%) 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

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 (Tuesday). 8:45-9:15 am and 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 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.

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.

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 to Communicate: You must log in at least 3 times a week and check Blackboard Messages and Announcements. If I email you in Blackboard Messages, you must read and reply or call me if you do not understand. You must be sure you have read all announcements since your last login.

Your Instructor's Communication: I make every effort to return messages (course email, phone, discussion postings) within 36 hours (weekends and holidays excepted) and to provide feedback for written assignments by one week after the DUE date. If I cannot, I post an announcement. I generally:

- 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 at the end of the day **after** the DUE date in the Course Schedule.
- Review each day and, if useful, reply or give feedback on Discussion postings, but only enter grades for the Students Helping Students with History after each Unit ends.
- With written assignments, 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 also glad to talk by phone or meet you on campus.)
- Use announcements at the end of Units to let you determine your current letter grade so you know if you need to ask for help to improve.

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 and email or talk to me if you need help.)

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:

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 objective work (such as multiple choice or matching) and Getting Started activities. It consists of written work, including 9% of your grade for self-management and participation—a way of working that improves all skills especially writing with evidence. - **Caution:** Math shows that doing written assignments is essential to pass. Please ask if you do not know why.

Objective Work: The 695 points of objective work consist 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.)
- 4 instructor's quizzes on basics that students frequently don't know @ 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: The 240 points of specific written assignments and 90 points for self-management/participation are meant to 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 these written assignments.

Some written assignments help students observe evidence accurately about something such as an event, movement, or person. Each Unit has 1 written question @ 40 points: With the written question, you know all possible content, but not which question you will have to answer. The question is worth 20 points for the content and 20 points for following all 5 Good Habits for Evidence.

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

- Introductory Comparison @ 10 points and 10 points for following all 5 Good Habits for Evidence – You must do this comparison to do the Peer Reviews or the Major Comparison. It also lets you practice skills with a small consequence on your grade.
- 2 Anonymous Peer Reviews @ 20 points and 20 points for following all 5 Good Habits for Evidence - 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. **Tips:** Do not write until you receive feedback. For earlier feedback, submit earlier.
- Major Comparison @ 20 points and 20 points for following all 5 Good Habits for Evidence

Use of Rubrics: A rubric is a tool to both determine grades and provide detailed feedback. All rubrics focus on your following the 5 Good Habits for Evidence whether the rubric is for Students Helping Students with History, for written questions, or 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.

4 Instructor's Quizzes to Help You with Basics: With the instructor's quizzes, you will be most efficient with your time and have the highest grade:

1. If you take the quiz the first time to measure your knowledge and to identify what you do not know and what you did not realize you did not know
2. If you go read about the question in the textbook or use resources in Figuring It Out (Learning Is More Than Memorizing)
3. If you can't find the information, post a question in Students Helping Students with History
4. When you understand what you missed, then take the quiz again and—if you miss a new question—repeat steps 1 through 4. **Tip:** the highest score counts.

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 That Answer a Question: Questions can be about such things as an event, movement, or person. Blackboard provides these things:

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

Written Assignments That Compare 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 comparison.
- Tool you use—Turnitin used within Blackboard. You choose your question and submit to Turnitin initially to get feedback about your use of language or use of other's words and then resubmit after you revise your work.

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.”¹ 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 assignments. 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.

Self-Management as a Prerequisite for Success in Participation and Written Work: Factual accuracy is a key to success with any written assignment that is based on evidence, not opinion. Participations focused on factual accuracy mean you have these basic habits: a) You read carefully (whether InQuizitive, the textbook, the course sources, or your colleague's posts). b) You do not guess or use information other than from the textbook or sources within the course. c) Your questions and your answers to another student's question are on topic.

The Students Helping Students with History forums are a way to apply these basic habits online and with a group. Focused participations asking and answering questions can help you—and the group.

You also have an alternative way to show focused participation because both InQuizitive and the textbook are new. New software, new textbooks, new products, and even a new set of instructions from an organization or company that you may go to work for will probably have problems like those I have found in InQuizitive and our textbook. These are examples:

- Errors in facts where InQuizitive makes statements contrary to the *Essentials* edition.
- Errors in coding, such as a question asks you to make 4 matches but the software only allows 3.
- Incorrect page reference, such as the prior page number has that information
- Omissions of information needed to answer an InQuizitive question or find something specifically referred to in the textbook. (The *Essentials* edition is abridged and does not have all content in the current 9th edition.)

In other words, InQuizitive and your textbook will be a lot like the information you will see for the rest of your life (including with information that can hurt your finances for decades or get you fired). If you use

¹ The quoted terms are explained on page 746 in the ninth edition of *The Bedford Handbook* by Diana Hacker and Nancy Sommers.

any source (especially a new one) and just repeat or click passively, you are not reading well—and you need to learn to do this. To use a word frequently in the research about our nations’ reading problems, you need to “engage” the content. Engaging the content means you:

- Not only will learn so that you know the words and can make your own sentences with them
- But also will simultaneously spot the types of problems listed above - **Caution:** If you aren’t seeing the problems listed above, you may just be clicking instead of reading and, to be practical, are not “engaging” enough to learn and to do well on the two parts of the Unit Exam.

Given that InQuizitive and the *Essentials* edition are new, another way to demonstrate your focused participation is to help others. When you find a problem, make a screen print (instructions available) of the problem and try to include the date (frequently at the bottom of the screen). Then post it in Students Helping Students with History so others can learn without the frustration you faced. Be sure to place in your subject line the Chapter # and the first words of the screen and to attach a screen print. You may add more details in the body of the messages if needed. Instructions are in the forum.

Examples of how the 30 points work for throughout each Unit:

Points	Letter Grade	What Do You Do to Earn It?	Quantity Required
23.9	A C++ that averages as a B-	Watches for postings and reads them. Replies to show that you are reading the posts, with a phrase such as “I will use this information” (and do use it)	A least 3 replies showing you are reading the posts
25.5	Averages as a mid-B	Does focused participations either following the instructions for posting a question or answering another student’s question or by the alternative of providing information as explained above this table	At least 1 focused participation
27.0	Averages as an A-	Does focused participations as described above	At least 2
30	100%	Does focused participations as described above	At least 3

Objective Work and 34-point Extra Credit to Encourage Your Keeping Up with the Schedule

On the DUE date in the Course Schedule for each Chapter, I enter 2 extra credit points if who have started to work with InQuizitive. I also enter 1 point for each of the 4 instructor’s quizzes. Self-management helps learning and points. **Tip:** You can continue to earn points until the last day and hour of the Unit. On the instructor’s quizzes, the highest score counts; on InQuizitive, your percentage when the Unit ends 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; if 60%, 9; if 40%, 6; and if 20%, 3.)

Caution: 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)

General Information about Dates in the Course Schedule: 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. 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 to give students maximum flexibility.

- **Hour work is DUE:** All work is DUE by 11:55 PM on the date listed.
- **Hour work opens:** All work opens at 12:00 AM on the date listed except Peer Review (9:00 AM).
- **Weekend access for Unit Exams:** Unit Exams are open at least 1 day on the weekend.
- **Password if you can only take a quiz, exam, or assignment one time:** onetimeonly

Course Schedule Yellow entries on 9/07; blue dates and grading revised 9/14. The 9/14 adjustment gives time for those who want to catch up to do so. Those already current can focus on the Introductory Comparison.

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

MON 8/31 Getting Started 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 21)

WED 9/02 Unit 1 Work opens (1st Chapter module only on 9/02; remaining chapters on 9/03)
WED 9/09 Starting Chapter 1 DUE (InQuizitive and instructor's quizzes) to receive 1 point extra credit each.
WED 9/09 Starting Chapter 2 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.
FRI 9/11 Starting Chapter 3 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.
SAT 9/12 Unit 1 Exam Study Guide visible.
TUE 9/15 Starting Chapter 4 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.
TUE 9/15 Planning the Introductory Comparison (1620s-1676) opens so you can see the content
FRI 9/18 Unit 1 Objective Exam and Written Exam open
SAT 9/19 Beginning to Submit the Introductory Comparison opens – Revise using Turnitin's feedback.
MON 9/21 Unit 1 Work DUE (Objective Exam, Written Exam, Forum, InQuizitive, instructor's quizzes)— You receive feedback on this writing so you can—if needed—ask questions and/or revise the Introductory Comparison before you submit your final version to Turnitin before 11:59 PM on Sunday 9/27.

Unit 2: From Making a Revolution to Making a Nation -1776 to 1830s (Chapters 5-10) (SEP 21-OCT 5)

MON 9/21 Unit 2 Work opens
TUE 9/22 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 Introductory Comparison DUE - Save your digital receipt.
SUN 9/27 Unit 2 Exam Study Guide visible.
MON 9/28 Beginning to Peer Review 2 Other Students' Introductory Comparisons opens 9 AM
MON 9/28 Starting Chapter 8 DUE (InQuizitive and instructor's quiz) to receive 1 point extra credit each.
WED 9/30 Peer Reviews DUE - Save your digital receipt.
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 Written Exam open
MON 10/05 Unit 2 Work DUE (Objective Exam, Written Exam, Forum, InQuizitive, instructor's quizzes)

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

MON 10/05 Unit 3 Work opens
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.
TUE 10/13 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 Written Exam open
MON 10/19 Unit 3 Work DUE (Objective Exam, Written Exam, Forum, InQuizitive, 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
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WCJC Home: <http://www.wcjc.edu/>