



Semester and Year – Spring 2015
CRN (Course Reference Number), Course Prefix, Number and Title – CRN 21606 - HIST 1301-160 - United States History I
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 at my office in FBTC 240G Instructor’s email address if Blackboard is not available – bibusc@wcjc.edu Instructor’s Blackboard Courses – https://wcjc.blackboard.com/
Instructor’s Office Hours and Office Location – Online Office Hours: 12:00-1:00 pm (Monday, Wednesday), 12:15-1:15 pm (Tuesday, Thursday); 8:10-8:40 am, 12:00-12:30 pm (Friday).
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 –The course is divided into three Units, or major time periods, that reveal shifts in our history. The student’s grade will be determined by daily work consisting of Check Your Knowledge quizzes on the content to help students determine what they need to read and 9 quizzes. Students can earn extra credit by 3 Video Assignments and 3 Forums. Students take an objective exam at the end of each Unit and the Departmental Final Exam at the end of the semester. Students write an Introductory Comparison, a Comparison at the end of Unit 1, and a Major Comparison on a topic covering Units 1 and 2. They do two anonymous peer reviews of other students’ Unit 1 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 – Given the speed of an 8-week course covering 16 weeks’ of work, students should log in at least 3 times a week to work online with quizzes, the Forums, and the resources. Students should also work offline, including reading. Attendance is taken by Blackboard itself: it stores data on time spent and where.
Last day to “Drop” course with grade of “W” – 2/27/2015

* 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 – Spring 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: At FBTC 240G: 10:00-10:50 am (Monday, Wednesday, Friday); 1:00 -2:00 pm (Monday, Wednesday); 8:10-8:40 am, 12:00-12:30 pm (Friday). At SUGUH 234: 12:15-1:30 pm (Tuesday); 12:15-1:15 pm (Thursday). Or by appointment. (Online Office hours are covered on the prior page and 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. 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 or need help. The earlier we communicate, the better are our chances for success.

With due dates for any assignment, including high-point assignments such as Unit Objective 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 your required Exam or Comparison on time, such as having previously scheduled a trip, tell me immediately and suggest an **earlier** date for you do the assignment.
- 2) If something happens that you cannot plan for, such as suddenly becoming very ill (doctor's note required) or having a death in the family, call and email me immediately and provide a valid, written excuse.

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

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

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

Contact Information: 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:	12:00-1:00 pm (Monday, Wednesday), 12:15-1:15 pm (Tuesday, Thursday); 8:10-8:40 am, 12:00-12:30 pm (Friday).

Communication with Your Instructor

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

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

- Review and, if useful to students, reply to Discussion postings visible to all students.
- Enter Getting Started grades on the weekend at the end of the first week.
- Enter extra credit grades for students making 9 or 10 on quizzes before the date in the Course Schedule on the **day after** the DUE date in the Course Schedule. Frequently, I can't do that until after my **last** class on that day.
- Enter grades for the two optional extra credit assignments after each Unit ends.
- Use announcements to tell you how to find feedback on your Comparisons and exactly 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 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. Edward Ayers, Lewis Gould, David Oshinsky, and Jean Soderlund. *American Passages: A History of the United States*. 4th edition. The ISBN for the current 4th edition in paperback is ISBN: 9780547166469. If you need tips on buying or borrowing the required textbook or recognizing earlier editions that you can also use, see FAQs (Frequently Asked Questions).

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

Organization of the Course

United States History 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 1763
- Unit 2: From Making a Revolution to Making a Nation - 1763 to 1830s
- Unit 3: Transforming the Nation - 1830s to 1877

Each Unit is divided into 3 smaller time periods, or Parts. For example, Unit 1 is divided into Part A, Part B, and Part C. Each Part covers a major theme, has an interactive study guide as a Check Your Knowledge quiz, and additional resources (called Digging Deeper). Units 1 and 2 also include Comparisons. The Unit Roadmap at the top of the unit shows you what to do.

Course Evaluation and the Grading Scale for the Final Letter Grade

This is a 1000-point course, with points added as you earn them. 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
795 – 894	B
695 – 794	C
595 – 694	D
Below 594	F

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, primarily Comparisons. Caution: Doing written work is essential to pass. Please ask if you do not know why.

The objective work consists of:

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

All Comparisons help students see how things changed from the beginning of a period to its end. To help students learn history accurately and focus on evidence, the grades for Comparisons are split in two parts:

- One part of the grade for the Comparison itself
- One part for following the 5 Good Habits for Evidence that are introduced in Getting Started – with those points increasing with each Comparison and with your earning the points only if you follow all 5 Good Habits for Evidence

The Comparisons and their points are:

- Introductory Comparison @ 20 points and 10 points for following all 5 Good Habits for Evidence¹
- Unit 1 Comparison @ 60 points and 10 points² for following all 5 Good Habits for Evidence
- 2 Anonymous³ Peer Reviews⁴ @ 60 points and 20 points for following all 5 Good Habits for Evidence (You must submit Unit 1 Comparison to be able to do these Peer Reviews.)
- Major Comparison covering Unit 1 and Unit 2 @ 60 points and 30 points for following all 5 Good Habits for Evidence

Rubrics are a tool to both determine grades and provide detailed feedback. There are specific rubrics, each including the criteria of following the 5 Good Habits for Evidence, for these assignments:

- Comparisons – required assignments
- Helping Students with History forums– optional extra credit assignment with each Unit
- Video Assignments Students – optional extra credit assignment with each Unit

Overview of Comparisons and How Blackboard Provides Everything but the Required Textbook

The Good Habits for Evidence section of Getting Started provides:

- An introduction to each of the 5 Good Habits for Evidence and to the rubric used to grade Comparisons
- Examples of good student Comparisons that earned an C, a B, and an A and examples of papers that did not follow one or more of the 5 Good Habits for Evidence
- Instructions and examples of the basics of the citation instructions for the *Chicago Manual of Style* (required for history) and examples of a Comparison with a simple version of Chicago citation (and callouts to point things out)

The Blackboard course provides all you need to do each of the Comparison except the required textbook. You have:

- When you plan, instructions and possible choices for topics, exact page numbers of the textbook to read for each possible topic, background on content that frequently cause students problems, primaries (if documents written during the period are required for the specific Comparison), and a preformatted file with required headings
- After you write your draft, Turnitin, a tool that lets you submit your file, see your problems in word use and originality in language (such as plagiarism), fix and resubmit as needed, and submit your final version before the due date.

¹ **Opportunity:** You practice the 5 Good Habits for Evidence with a small comparison that helps you learn content that is part of the Unit 1 Comparison. If you successfully follow all 5 Good Habits for Evidence with this first assignment, you even earn 20 points extra credit.

² **Opportunity:** First, you do 2 Peer Reviews of other students' Unit 1 Comparisons. Second, if those peer reviews made you realize you made errors with the 5 Good Habits for Evidence on your own Unit 1 Comparison, you may do the optional Turnitin Assignment to peer review your own work. If you correctly identify your own error(s) with the 5 Good Habits for Evidence, you earn 10 points extra credit.

³ The word *anonymous* means that students cannot tell who wrote the comparison or who did the peer review unless you tell them.

⁴ This is a pilot project to see if this Turnitin feature can help students succeed. Adjustments may be necessary as we work.

Comparisons, the 5 Good Habits for Evidence, and What a Temporary Grade of 1.11 Means

With distance learning, it can be difficult to communicate to students about Good Habits for Evidence, including factual accuracy or “half-copy” plagiarism or “patchwriting.”⁵ 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 Comparison, I record a **temporary** grade of 1.11 for the Comparison itself.

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

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

That 1.11 automatically causes Blackboard to block all remaining Comparisons. You can still do what the feedback says, but you need to act quickly because you may not have time to act before the next written assignment expires.

Overview of Objective Work and How Blackboard Provides Everything but the Required Textbook

9 Quizzes as Interactive Study Guides on Facts in the Units and the Three Versions of Each Quiz: There is one quiz for each of the three Parts within a Unit (such as Quiz A, Quiz B, and Quiz C). Each quiz has three versions: a Check Your Knowledge quiz⁶ so you can determine a reading plan that lets you identify what you don't know and save time on things you already understand, a practice version, and a version worth 10 points⁷. You must take the Check Your Knowledge quiz to see other two versions. Getting Started FAQs (Frequently Asked Questions) provides details on how to use these 3 versions of each quiz to save time in learning and on how the extra credit works.

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

Departmental Final Exam—F for the Course If Not Taken: The 25 questions, at 4 points each, in the Departmental Final Exam were written by the History Department. Departmental policy is an F for the **course** if you do not take the Final. In other words, if you have an A average for all of the prior work in the course and if you do not take the Final Exam, I am required to enter an F for your final LETTER grade for the course. Also WCJC determines the date of the Final Exam, not the instructor. See the Course Schedule for the date.

Departmental Final Exam—How the Final Exam Is Different from Quizzes and How Do You Use the Review? The Final Exam was written by the History Department before I came to WCJC. We cover the facts from the Final Exam in the nine quizzes, but the language in the Final is very different from the language in our nine quizzes. To help you focus on meaning and not exact words, I created a review quiz by reformatting about 100 multiple-choice questions from the nine quizzes to create sets of matching questions, including with maps. You can see all of the questions as a link, write down your answers, and then grade yourself by using the link with the answers. If you miss a question, you know you need to reread that section before the Final.

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

3 Students Helping Students with History Forums: Each Unit includes a forum where students can ask questions about history or answer them. Students who are consistently helpful to others can earn up to 10 points. The forum provides a link to requirements and the first message includes an attached rubric.

3 Video Assignments on How History Changes during a Unit: The Dallas TeleLearning Videos are excellent. You may want to use them to clarify facts by seeing brief sections of films from the era or by listening to experts on a specific issue. A searchable list at the top of the Videos for the Unit lets you locate videos that match what you need. You can also use them to earn a small extra credit (5 points). You download a form that you complete so that you can show that you focused on factual accuracy in those videos.

⁵ The quoted terms are explained on page 746 in the ninth edition of *The Bedford Handbook* by Diana Hacker and Nancy Sommers.

⁶ **Opportunity:** You earn a small extra credit for the facts you already know. You do not lose any points if you miss a question. Instead, you know your weaknesses so you can read efficiently before you take the higher point quiz and exam.

⁷ **Opportunity:** By making 9 points or higher on a 10-point quiz by the date in the Course Schedule, you earn 2 extra credit points. For example, if you made 9 or 10 on Quiz A – For 10 Points by the due date, I enter 2 extra points in the grade Quiz A Extra Credit.

Course Schedule – Holidays this semester: 2/20 (TCCTA): 3/09-3/13 (Spring Break)

Getting Started - Course Documents and Orientation (JAN 20 - JAN 21; Good Habits for Evidence JAN 27)

TUE 1/20 Course overview module opens.

WED 1/21 1st 3 Introductory Tasks Due. (The 4th task—the submission of the Good Habits for Evidence Responsibility file—opens 1/23; once you do it and I enter the 20 points, you can see the current Comparison.)

Unit 1: From New World to New Empires – the 16th Century to 1763 (Chapters 1, 2, 3, 4) (JAN 21 – FEB 08)

WED 1/21 Unit 1 Objective Work opens (Quizzes) + extra credit (Students Helping Students forum, Video Assignment)

FRI 1/23 Score of 9 or 10 on Quiz A DUE to receive 2 points extra credit.

MON 1/26 Comparison: Planning the Introductory Comparison (1620s-1676) opens – Visible once you complete the 5 Good Habits for Evidence and your instructor enters the 20 points.

TUE 1/27 Score of 9 or 10 on Quiz B DUE to receive 2 points extra credit

FRI 1/30 Comparison: Beginning to Submit the Introductory Comparison (1620s-1676) – Turnitin opens on 1/30.

MON 2/02 Comparison: Introductory Comparison (1620s-1676) DUE (Save your digital receipt.);

Comparison: Planning Unit 1 Comparison (1620s-1763) opens

THU 2/05 Score of 9 or 10 on Quiz C DUE to receive 2 points extra credit.

FRI 2/06 Unit 1 Objective Exam opens;

Comparison: Beginning to Submit the Unit 1 Comparison (1620s-1763) opens – Turnitin opens on 2/06.

SUN 2/08 Unit 1 Objective Work DUE (Exam, Quizzes) + extra credit DUE (students' forum, Video Assignment)

~~MON 2/09~~ Unit 1 Comparison (1620s-1763) DUE (Save your digital receipt.) -- Do not put your name in the file or in the Title

WED 2/11 when you submit to Turnitin. It automatically uses this assignment for peer review other students in the class see. Your instructor's feedback on Unit 1 Comparison is available the day after the peer reviews are DUE.

Unit 2: From Making a Revolution to Making a Nation -1763 to 1830s (Chapters 5, 6, 7, 8, 9, 10)* (FEB 08 – FEB 24)

SUN 2/08 Unit 2 Objective Work opens (Quizzes) + extra credit (Students Helping Students forum, Video Assignment)

WED 2/14 Comparison: Beginning to Peer Review 2 Other Students' Unit 1 Comparisons opens (Requires you analyze the students' work compared to requirements and to pages used as a source and then complete 2 online forms.)

THU 2/12

3:00 pm Score of 9 or 10 on Quiz D DUE to receive 2 points extra credit.

TUE 2/17 Score of 9 or 10 on Quiz E DUE to receive 2 points extra credit.

WED 2/18 Comparison: Peer Reviews DUE (Save your digital receipt.)

THU 2/19 Comparison: Planning the Major Comparison (1620s-1830s) opens

SAT 2/21 Score of 9 or 10 on Quiz F DUE to receive 2 points extra credit.

SUN 2/22 Unit 2 Objective Exam opens

Comparison: Beginning to Submit the Major Comparison (1620s-1830s) opens– Turnitin opens on 2/22.

TUE 2/24 Unit 2 Objective Work DUE (Exam, Quizzes) + extra credit DUE (students' forum, Video Assignment)

WED 2/25 Comparison: Major Comparison (1620s-1830s) DUE. (Save your digital receipt.)

MON 3/02

WED 3/04

* The Unit 2 Roadmap specifies where to stop in Chapter 10. You also read portions of the Declaration of Independence and the Constitution.

Unit 3: Transforming the Nation - 1830s to 1877 (Chapters 10, 11, 12, 13, 14, 15, 16)* (FEB 24 - MAR 18)

TUE 2/24 Unit 3 Objective Work opens (Quizzes) + extra credit (Students Helping Students forum, Video Assignment)

FRI 2/27 Last day for you to "Drop" the course with grade of "W."

MON 3/02 Score of 9 or 10 on Quiz G DUE to receive 2 points extra credit.

THU 3/05 Score of 9 or 10 on Quiz H DUE to receive 2 points extra credit.

SUN 3/15 Score of 9 or 10 on Quiz I DUE to receive 2 points extra credit.

SUN 3/15 Unit 3 Objective Exam opens

TUE 3/17 Unit 3 Objective Work DUE (Exam, Quizzes) + extra credit DUE (students' forum, Video Assignment)

* The Unit 3 Roadmap specifies where to begin in Chapter 10. You also read portions of the Constitution.

Review for the Final Exam: 16th Century to 1877 (Chapters 1 to 16) (Early open on MAR 09 - MAR 20)

MON 3/09 All Review material opens. Some of the review map quizzes may help you with preparing for Unit 3's objective.

THU 3/19 Review all your grades. If you believe there is an error, contact me by email and phone before 2:00 PM on 3/19.

FRI 3/20 Final Exam – Departmental policy: F for the Course if not taken. (The Final Exam date is set by WCJC.)

This is NOT a self-paced course. Materials open and close on a schedule and may not become visible until a specified point in the course or a specific action by you. Please use the Course Schedule as your guide as to when material opens and closes. Some of the dates for the units overlap in order to give students maximum flexibility.

- All work is DUE by 11:55 PM on the date listed.

- Units OPEN at 12:00 AM on the date listed.
- The Unit Objective Exams open at 12:00 AM with at least 1 day on the weekend—thus the 3/15 date on Unit 2.
- Any quiz, exam, or assignment that you can take only one time has this password: onetimeonly

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

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