



<b>Semester and Year</b> – Spring 2016
<b>CRN (Course Reference Number), Course Prefix, Number and Title</b> – CRN 21201 - HIST 1301-401 - United States History I
<b>Course Meeting Days, Times and Location (Campus, Building, and Room number)</b> – Monday, Wednesday, and Friday, 11:00-11:50 AM, FBTC211
<b>Instructor’ Name</b> – C.J. Bibus, Ed.D.
<b>Instructor’s Telephone number(s)</b> –281-239-1577 <b>Instructor’s email address</b> – <a href="mailto:bibusc@wcjc.edu">bibusc@wcjc.edu</a> <b>Instructor’s webpage</b> – <a href="http://facultyweb.wcjc.edu/cbibus/">http://facultyweb.wcjc.edu/cbibus/</a> - Click on US History I Resources (on the left) - Provides documents such as your Syllabus & Schedule.
<b>Instructor’s Office Hours and Office Location</b> – Richmond, 240G: 8:00-8:50 (MW), 10:00-10:50 AM (MWF), 12:00-1:00 PM (M); Sugar Land, 234: 9:25-10:40 AM (TT),12:15-1:15 PM (Tuesday). Or by appointment.
<b>Course Catalog Description</b> – 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.
<b>Instructor’s Grading System</b> – Objective work consists of 3 instructor’s quizzes, 15 InQuizitive sessions, 3 Unit Exams, and a Departmental Final Exam. Written work consists of 1 Writing Assignment for Units 1 and 2 and an Analysis of Primaries. See the syllabus for course policies, exam dates, grading policies, points for each type of assignment, and points required for the final letter grade.
<b>Instructor’s Attendance Policy</b> – Attendance will be taken daily at the beginning of the class using a seating chart.
<b>Last day to “Drop” course with grade of “W”</b> – 4/15/2016

\* 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 – Spring 2016

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

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## 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.

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:

- 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.
- To use the Course Schedule to determine:
  - What chapters we are covering in the coming week and therefore what InQuizitive chapter you should start
  - What is DUE—including preparation and what you print and bring to class before the seating chart is completed.
- 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.

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### 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.

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### 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 in-class Unit writing assignments, you must cite a specific page from the textbook for your fact. Evidence Matters in Blackboard provides an example of how you do this.

You use InQuizitive (an interactive aid to determining what you know and don't know and—if you don't know a fact—where to read those facts in this textbook). For this term, WCJC students may use InQuizitive for the 180-day free trial. **Caution:** InQuizitive is free, **not** the eBook. If you do not purchase the eBook, it may be displayed temporarily with InQuizitive but you will not continue to see it.

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### 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 required primary sources that are used as questions on exams and for your major writing assignment, the Analysis of Primary Sources.

**Tip:** Primary sources are sources written or created during the period we are examining.

- 2) Using InQuizitive (covered in class) and some quizzes on background information provided by the instructor.
- 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.

The schedule includes an overview of what is available to you in Blackboard and help in using it. **If you have limited Internet or computer access, see me** for ways to work with less time online.

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## 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 16<sup>th</sup> 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 specific chapters in each Unit are in the Course Schedule at the end of the syllabus.

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## 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)

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## Course Evaluation, Overview of 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 self-management/participation—a way of working that improves reading for and writing with evidence. - **Caution:** The History Department's requirement for a minimum of 25 percent of the grade for writing means formal writing assignments are essential to pass. Please ask if you do not know why.

**Types of Objective Work:** The 670 points of objective work consist of:

- 2 Introductory tasks in Getting Started - 10 points with an additional 10 if **all** introductory tasks are completed by the date in the Course Schedule
- 1 introductory task in the first chapter of Unit 1 to register InQuizitive – 10 points
- 15 InQuizitive sessions to help you read and figure out each chapter @ a maximum of 15 points each (For example, if you score 90 to 100% on InQuizitive for Chapter 1 by the end of the Unit, you earn 15 points; if 80%, 12.)
- 3 required instructor's quizzes on background that students frequently don't know @ at 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.

**Introductory Tasks in Evidence Matters to Help Both Objective and Written Work:** This module on Learning Units & All Assignments is based on student requests. Some students are accustomed to the basics of using evidence, but others are not. This module tries to match students' different needs and help them develop or strengthen Good Habits for Evidence—but without damaging their grades.

- It includes quizzes so you can measure what you know and don't know about evidence without having the score count against you, a tutorial and examples of work and citation, a class session so you can ask questions and hear the answers to others' questions, those same quizzes again for a score, and a form on your personal responsibilities on evidence that you submit so you can see written assignments. **Tip:** These quizzes are also on the Unit 1 Objective Exam.
- By preparing for the session and participating, you can not only earn up to 40 points for these activities, but also earn an additional 30 points as extra credit if you **continue** to follow those Good Habits for Evidence with **each** written assignment.

**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. A mark on the seating chart in orange will mean a loss of the 30 points for the Unit; a mark in blue, a grade of 24 or above. (Details on points covered below.) For examples of distracted and distracting behaviors, see Classroom Civility and Attendance Policy on page 2. For examples of focused behaviors, see below. Each Unit has a Self-Management grade @ 30 points for a total of 90 points (9%) of your final grade.

**Types of Written Work:** The 200 points for formal written assignments 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 Evidence Matters

Some formal written assignments help students observe evidence accurately about something such as an event, movement, or person. Units 1 and 2 have a written question. You know all possible questions, but not the 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. **Tip:** Unit 1's written question serves as a way that you and your instructor can determine if you understand the 5 Good Habits for Evidence. If not, your feedback will give you an opportunity to get this straight with no major loss in your grades.

Some formal written assignments help students examine primaries provided in the course and see how things changed over time. With these analyses of history, the points are:

- 1) Proposal and Plan for the Analysis covering Unit 1 and Unit 2 @ 30 points and 30 for following all 5 Good Habits for Evidence. You must complete this form and make changes as requested to be able to do the analysis itself. **Tip:** Do not write the paper itself until you receive feedback. For earlier feedback and to allow time to make changes if needed, submit as early as possible.
- 2) Analysis of Primaries @ 30 points and 30 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. Both rubrics focus on your following the 5 Good Habits for Evidence whether the rubric is for a written question or for a written analysis. You can see the rubric for each type of assignment with the assignments.

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### Details about Objective Work

**15 InQuizitive Sessions to Help You Determine What You Need to Read in Each Chapter:** With InQuizitive:

- You can stop and later return to your session.
- If you miss a question, InQuizitive tells you the specific pages to read in the textbook. (Go read!)
- If you guess or over-estimate your knowledge, InQuizitive increases the number of questions.
- You can use an InQuizitive session throughout the Unit with your percentage at the end of the Unit determining the For Points grade for the chapter. For example, if you score 90 to 100% on InQuizitive for Chapter 1 by the end of the Unit, you earn 15 points and, if 80%, 12. (An Excel chart is used to determine the points for different percentages.)

**3 Required Instructor's Quizzes to Help You with Basics:** You will be most efficient:

- 1) If you take the quiz the first time to measure your knowledge and to identify what you do 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, ask.
- 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 textbook chapters and the instructor's quizzes. The words used in questions are not the same as the textbook, but the content is. **Tip:** With the exam for Unit 1, the questions also include those from Evidence Matters.

**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.

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### Details about the 2 Types of Formal Writing

**Formal 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 helps to guide preparation for the exam and you know the possible questions in class
- How you cite—See the example for *this* assignment in Evidence Matters for a simple way to use the equivalent of endnotes with an in-class writing assignment.



**Formal Written Assignments That Analyze Primaries in More Than 1 Period of Time:** Blackboard provides these things for written assignments analyzing primaries across two units:

- Content you need—the required primaries are in a folder with each chapter.
- Files you need—a preformatted file for you to use for the proposal and plan and another preformatted file for the formal paper itself. (You must use the preformatted files.) **Tip:** You may choose to use the file that already has the primaries and possible topic chosen. You still need to read the primaries to develop a plan for what you will write.
- Tool you use—Turnitin used **within** Blackboard. You may submit to Turnitin to get feedback, including on possible problems with originality (possible plagiarism), and then revise and resubmit. **Do revise.** If you don't understand Turnitin's feedback, ask me for help.
- How you cite—See the example for *this* assignment in Evidence Matters. **Tip:** If you already know how to use the exact citation formats in *The Chicago Manual of Style*, you may do that instead of the simple format used in this course.

**Details about Self-Management as a Prerequisite for Success in Participation and Written Work:** 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)

You 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 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, this may indicate you are just clicking instead of reading and, to be practical, you 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 email your instructor the file of the screen print and bring a print of it to me so we can briefly talk about it. If what you have seen is accurate and therefore will help others in the class, I will:

1. Place the file of screen print in a section where all can see it (Your privacy will be protected.)
2. Mark the seating chart to record your focused participation.

Also, if you find something in InQuizitive that is different from what I cover in class, please make a screen print and email or show me. That can also count for points and will also help me help you all.

Examples of how the 30 points work for each Unit:

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 <b>and</b> also does focused participation either in class dialog within lecture or by the alternative of providing information as explained above this table	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

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## Course Schedule – Holidays: TCCTA (2/26), Spring Break (3/14-18), Easter (3/24-25). UIL (4/01)

1) Use the Course Schedule to determine:

- What chapters we are covering in the coming week and therefore what InQuizitive chapter you should start
- What is DUE—including required preparation and what you print and bring to class before the seating chart is completed.

2) The Course Schedule lets you plan. For example, begin work on the Turnitin Assignments as soon as it opens so you can ask questions at the beginning of classes and understand the questions other students ask. If you start the proposal as soon as you can, you can then write the paper at a more flexible pace.

3) To get credit for a Turnitin Assignment, you must **both** bring the printed paper **before** the seating chart is completed and successfully submit the file **before** the class starts. (Save your digital receipt.) Both the printed paper and Turnitin's data about the file are used in determining your grade.

4) With both the instructor's quizzes and InQuizitive sessions, the highest score at the end of the Unit counts.

5) With all work, check My Grades for feedback. If you have a 1.11 (a temporary place holder), read the comments for that grade at My Grades for what you need to do to complete the work. Ask if you need help. The sooner you ask, the sooner you can succeed.

6) The dates in the left column are the **Sunday beginning the week**. The word **DUE** in bold is meant to emphasize due dates that occur during a Unit.

### Getting Started - Course Documents and Orientation Plus Content from Unit 1 Before Blackboard Is Open

1/17 **1/20** Introduction to the Course and your required Course Plan. **DUE 1/22** your completed plan and any questions.

**1/22** Departmental Pre-Test. **DUE:** Bring a Scan-Tron and # 2 pencil. Sit where you plan to sit for this semester.

1/24 **1/25** Introduction to European background information for Chapter 1. **1/27** Overview of Blackboard. Lab if available.

**DUE:** You log in and register InQuizitive and begin doing Chapter 1 InQuizitive. You start the 2 instructor's quizzes in Chapter 1. **1/29** Continue content.

### Unit 1: From New World to New Empires – the 16<sup>th</sup> Century to 1776 (Chapters 1-4)

1/31 Chapter 1: The Collision of Cultures in the 16th Century. **2/01** Introduction to how the Course Schedule matches Blackboard. Introduction to the steps you do in Evidence Matters (out-of-class work).

2/07 Chapter 2: England and Its American Colonies, 1607–1732. You start the map quiz in Chapter 2. **DUE 2/08:** Provide your instructor any questions you want covered in the Evidence session. **DUE 2/12:** Graded session on Evidence Matters and you complete your Good Habits for Evidence Personal Responsibility Form. (Resume content.)

2/14 Chapter 3: Colonial Ways of Life, 1607–1750

2/21 Chapter 4: From Colonies to States, 1607–1776

2/28 **3/04** Unit 1 Objective Exam and Written Exam

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

3/06 & **3/07** Introduction to how the folder **Current Analysis of Primaries** works. Introduction to the Proposal and Plan you do for your Analysis of Primaries. **Tip:** You may email your completed file with your proposal to me for feedback and revise the file as needed. Once approved, you submit it to Turnitin and bring a print to class. You can then begin on the paper itself.

Chapter 5: The American Revolution, 1776–1783 (brief)

3/27 Chapter 6: Creating a "More Perfect Union," 1783–1800. Chapter 7: The Early Republic, 1800–1815 (brief)

**If you have not already done this, this is the last opportunity: 3/30** In **Current Analysis of Primaries**, Proposal and Plan **DUE** in Turnitin and **DUE** with a print turned in at the beginning of class.

4/03 Chapters 8, 9, and 10 have overlapping content with some specifics. Chapter 8: The Emergence of a Market Economy, 1815–1850, Chapter 9: Nationalism and Sectionalism, 1815–1820, and Chapter 10: The Jacksonian Era, 1828–1840

4/10 Complete these overlapping chapters. **4/15** Unit 2 Objective Exam and Written Exam.

**4/15** Last day for you to "Drop" the course with grade of "W."

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

4/17 Cover the overlapping content with some specifics from Chapter 11: The South and Slavery, 1800–1860 and Chapter 12: Religion, Romanticism, and Reform, 1800–1860. Introduce issues in Chapter 13.

Chapter 13: Western Expansion and Secession, 1830–1861. Chapter 14: The War of the Union, 1861–1865 (brief).

4/24 Chapter 15: Reconstruction: North and South, 1865–1877

**4/25** in the folder **Current Analysis of Primaries**, Analysis of Primaries **DUE** in Turnitin and **DUE** with a print provided in class. (Reminder: You must have a grade for the proposal to see this Turnitin Assignment.)

5/01 Complete Chapter 15. **5/06** Unit 3 Objective Exam (no Written Exam).

**Chapters 11 and 12 are optional 15 points extra credit. Chapters 13-15 are required at 25 points or equivalent.**

### Final Exam: 16th Century to 1877 – Includes a Review (Chapters 1 to 15) (Early opening on 5/01.)

5/08 **5/10** Review all grades. If you believe there is an error, contact me by email and phone **DUE** before 2:00 PM.

**5/11** Wednesday 10:15-12:15 PM - Final Exam. Departmental policy: F for the **Course** if not taken.

*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](mailto:bibusc@wcjc.edu)  
**Last Updated:** 2016  
**WCJC Home:** <http://www.wcjc.edu/>