



Semester and Year – Spring 2016	Revised 2/24 –See Announcement
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’ 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: 8-8:50 AM (MW), 10-10:50 AM (MWF), 12-1:00 PM (M); Sugar Land, 234: 9:25-10:40 AM (TT), 12:15-1:15 PM (Tuesday). 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 consists of 2 instructor’s quizzes, 15 InQuizitive sessions, 3 Unit Exams, and a Departmental Final Exam. Written work includes 1 Forum for each Unit, 1 writing assignment for Units 1 and 2, an Analysis of Primaries, and 2 anonymous peer reviews on that analysis. 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” – Feb. 26, 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. 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 2016 – 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: 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. (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 (whether objective or the written part) or writing done through Turnitin in Blackboard, 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 an Analysis, 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) – Once the course opens, email only with Blackboard’s Messages.
Online Access:	Access to Blackboard Learn (Opens in New Window) <i>Tip:</i> Bookmark this URL. https://wcjc.blackboard.com
Online Office Hours:	8:00-8:45 am, 10:15-10:45 am (Monday, Wednesday, Friday), 12:30-1:00 pm (Monday). Tuesday and Thursday by appointment. Or by appointment.

Communication with Your Instructor

Your Responsibilities to Communicate: You must log in at least 3 times a week and check **both** 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. I do not enter points for writing until you respond to feedback. (I am also glad to explain feedback 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 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 about your own vote.
- Useful skills in reading and analysis and writing that are necessary for all of those roles.

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

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

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

You must also 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 the 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.

Possible Additional Required Materials and 2 Weeks' Notice If the Materials Are Needed

You may need a **computer** with a **webcam and microphone**, a **reliable internet connection**, and access to the WCJC Blackboard site. In the event you must have a webcam, you will have at least 2 weeks' notice as well as instructions posted in the course.

Exams

This course may require the use of Lockdown Browser for taking online exams. The Lockdown Browser software prevents a user from accessing other applications or going to other websites during an exam. The webcam records you during the exam to ensure you're only using resources that are permitted. Together, these tools make it possible for students to take online exams from any location, and at times that are convenient. It also creates a fair testing environment for everyone in the course. Instructions for downloading the Lockdown Browser software will be posted in the course.

Organization of the Course

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

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

The link What's Required and What's Not at the top of each unit shows you what to do in the Unit.

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, 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 for work in Students Helping Students with History—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 660 points of objective work consist of:

- 3 Introductory tasks in Getting Started - 15 points
- 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.)
- 2 required instructor's quizzes on basics 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 forum so you can ask questions of your colleagues in the class and your instructor, 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.
- You not only earn 30 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.

Types of Written Work: The 310 points for formal written assignments and for informal writing in the Students Helping Students with History forums 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 – You must complete the 5 Good Habits for Evidence form and your instructor must enter the 30 points extra credit for it for you to see the formal written assignments.

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. With written questions, you know all possible content, 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.

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. **Tips:** 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.
- 3) 2 Anonymous Peer Reviews @ 10 points and 10 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.

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 or for a written question or for written analysis. You can see the rubric of each type of assignment with the assignments.

Details about Objective Work Including Extra Credit for Keeping Current with Daily Work

Extra Credit for Keeping Current: On the DUE date in the Course Schedule for **starting** work on a Chapter InQuizitive session or required instructor's quiz, I enter 2 extra credit points. **Tips:**

- Until the last day and hour of the Unit, you can continue to increase your percentage with InQuizitive Chapters and your score with the instructor's required quizzes.
- With InQuizitive, you must answer approximately 33 to 37% of the questions for the percentage to be visible where you can see the number at My Grades (and where your instructor can tell you have **started** the 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.
- 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.)

2 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, 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 textbook chapters and the instructor's quizzes. With the exam for Unit 1, the questions also include those from Evidence Matters. The words used in questions are not the same as the textbook, but the content is.

Departmental Final Exam—F for the Course If Not Taken: The 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.

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.
- Tool you use—Blackboard's exam tool for writing paragraphs and Blackboard displays the question that you must write about.
- How you cite—See the example for *this* assignment in Evidence Matters for a simple way to use the equivalent of endnotes within this tool.

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 a preformatted file that has the primaries and possible topic already stated. 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 Informal Written Work Done in Students Helping Students with History

Self-management is 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.

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 of the problems I have seen:

- 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, 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, do this:

1. Make a screen print (instructions available) of the problem being sure to include the heading at the top of the screen and—if possible--the date at bottom right of the screen). You **must** attach the screen print to get credit for this.
2. Post it in Students Helping Students with History so others learn without the frustration you had.
3. Place in your Subject line the **Chapter # and the first words of the heading of the screen**. You must also attach a screen print as described in step 1. You may add more details in the body of the message if needed.

Examples of how the 30 points work 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

Course Schedule – Holidays: TCCTA (2/26)

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).
- **Password if you can only take a quiz, exam, or assignment one time:** onetimeonly

Using the Course Schedule to Find Each Assignment in the Blackboard Course

1. To do anything listed in the Course Schedule, first click on Learning Units & All Assignments.
2. On Learning Units & All Assignments, look for the heading listed on the Course Schedule. For example, you see the words Getting Started – Course Documents and Orientation at **both**:
 - The top of Learning Units & All assignments
 - The top of the Course Schedule
3. When you click on Getting Started, you'll find everything you need for your tasks, including tools such as the Discussion you use and Messages.

The one exception is the folder Current Analysis of Primaries because its content and dates are part of more than 1 Unit. Its items in the Course Schedule begin with the words **In Current Analysis of Primaries**. Whatever is the current analysis on the Course Schedule will be visible on that date.

Cautions about Items on the Course Schedule

- To earn extra credit for an InQuizitive chapter, “starting” means its percentage must be visible at My Grades. Usually the percentage is not visible at Blackboard My Grades until you have done approximately 33 to 37% of the questions for an InQuizitive chapter.
- With Turnitin submissions, save your digital receipt. You do not need to submit it, but it is confirmation that you did successfully submit. If Turnitin does not provide a digital receipt, resubmit.
- With all tasks and steps and other 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.

Getting Started - Course Documents and Orientation (JAN 19-JAN 20)

TUE 1/19 Getting Started opens.

WED 1/20 3 tasks DUE (See the instructions at the end of Course Orientation.)

Evidence Matters – Required to See All Writing Assignments (JAN 25-FEB 01)

MON 1/25 Evidence Matters opens.

FRI 2/05 All steps DUE (See the steps in Evidence Matters.) – **Before you can see Unit 1 Written Exam.**

Unit 1: From New World to New Empires – the 16th Century to 1776 (Chapters 1-4) (JAN 20-FEB 06)

WED 1/20 Unit 1 Work opens (To see Chapters 2-4, complete **all** steps to register InQuizitive.)

MON 1/25 **All** steps in InQuizitive registration DUE; percentage for Chapter 1 InQuizitive visible at My Grades. Starting Chapter 1 InQuizitive DUE and 1 instructor's quiz DUE to receive 2 points extra credit each.

WED 1/27 Starting Chapter 2 InQuizitive DUE and 1 instructor's quiz DUE to receive 2 points extra credit each.

FRI 1/29 Starting Chapter 3 InQuizitive DUE to receive 2 points extra credit.

SAT 1/30 Unit 1 Exam Study Guide visible.

TUE 2/02 Starting Chapter 4 InQuizitive DUE to receive 2 points extra credit.

FRI 2/05 Unit 1 Objective Exam and Written Exam open

MON 2/08 Unit 1 Work DUE (Objective Exam, Written Exam, Forum, InQuizitive, 2 required instructor's quizzes)

Unit 2: From Making a Revolution to Making a Nation -1776 to 1830s (Chapters 5-10) (FEB 06-FEB 22)

- SAT 2/06 Unit 2 Work opens
- TUE 2/09** **In Current Analysis of Primaries**, the Proposal and Plan opens. (Submit early for early feedback.) Submitting the Analysis of Primaries is also open. You must have a grade for your proposal to see it.
- TUE 2/09 Starting Chapter 5 InQuizitive DUE to receive 2 points extra credit.
- WED 2/10 Starting Chapter 6 InQuizitive DUE to receive 2 points extra credit.
- FRI 2/12 Starting Chapter 7 InQuizitive DUE to receive 2 points extra credit.
- SUN 2/14 Unit 2 Exam Study Guide visible.
- MON 2/15 Starting Chapter 8 InQuizitive DUE to receive 2 points extra credit.
- WED 2/17** **In Current Analysis of Primaries**, Proposal and Plan DUE
- WED 2/17 Starting Chapter 9 InQuizitive DUE to receive 2 points extra credit.
- FRI 2/19 Starting Chapter 10 InQuizitive DUE to receive 2 points extra credit.
- SUN 2/21 Unit 2 Objective Exam and Written Exam open
- WED 2/24 Unit 2 Work DUE (Objective Exam, ~~Written Exam~~ Forum, InQuizitive)
- I have extended Unit 2 **Written Exam (ONLY)** through MON 2/29 because I could not talk to all of the students who wanted a phone conference. (I just lost too many hours Monday trying to get my on-campus students able to use InQuizitive again.)
- If you have not yet made an appointment to talk with me about your 1.11 for Unit 1 Written Assignment, I am willing to talk to people on Sunday 2/28 if you email ahead.
- FYI: I will download all answers to Unit 2 Written Exam during the afternoon of 2/25 and grade them first. The others will be graded beginning 3/01.

Unit 3: Transforming the Nation - 1830s to 1877 (Chapters 11-16) (FEB 22-MAR 07)

- MON 2/22 Unit 3 Work opens
- TUE 2/23 Starting Chapter 11 InQuizitive DUE to receive 2 points extra credit.
- THU 2/25 Starting Chapter 12 InQuizitive DUE to receive 2 points extra credit.
- FRI 2/26 Last day for you to "Drop" the course with grade of "W."
2/26-2/27: At TCCTA (a conference). Note: I will not be logging into Blackboard so plan ahead.
- SUN 2/28 Unit 3 Exam Study Guide visible.
- MON 2/29 Starting Chapter 13 InQuizitive DUE to receive 2 points extra credit.
- MON 2/29 **In Current Analysis of Primaries**, Submitting the Analysis of Primaries DUE
- TUE 3/01** **In Current Analysis of Primaries**, Beginning to Peer Review 2 Other Students' Analysis of Primaries opens at 9 AM. FYI: The date is unchanged; I previously had a typo of 2/30.
- WED 3/02 Starting Chapter 14 InQuizitive DUE to receive 2 points extra credit.
- FRI 3/04 Starting Chapter 15 InQuizitive DUE to receive 2 points extra credit.
- SUN 3/06 Unit 3 Objective Exam opens
- MON 3/07** **In Current Analysis of Primaries**, Peer Reviews DUE.
- MON 3/07 Unit 3 Work DUE (Objective Exam, Forum, InQuizitive)

Final Exam: 16th Century to 1877 – Includes a Review (Chapters 1 to 15) (MAR 03-MAR 11)

- WED3/02 All Review material opens early because some map quizzes in the review may help you with preparing for Unit 3's Objective Exam.
- THU 3/10 Review **all** grades. If you think there is an error, email **and** phone me **before** 2:00 PM on 3/10. Final Exam Opens at noon for 36 hours – WCJC sets the date of Finals, but instructors may make the available longer.
- FRI 3/11 Final Exam DUE – Departmental policy: F for the **Course** if not taken.

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

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Last Updated: 2016
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