

<b>Semester and Year</b>	Spring 2017 - See announcement for details.	2/22 Update to Course Schedule in light purple–
<b>CRN</b>	CRN 21606	
<b>Course Prefix, Num. and Title</b>	HIST 1301-160 - United States History I	
<b>Instructor</b>	C.J. Bibus, Ed.D.	
<b>Telephone</b>	281.239.1577	
<b>Email / Webpage</b>	bibusc@wcjc.edu <a href="http://facultyweb.wcjc.edu/cbibus/">Faculty Web Page (opens in same window/tab)</a> http://facultyweb.wcjc.edu/cbibus/	
<b>Office Hours / Location</b>	Richmond, 240G: 10-10:50 AM (Monday, Wednesday, Friday). Sugar Land, 234: 12:50-1:50 PM (Monday, Wednesday), 9:25-10:40 AM (Tuesday, Thursday), 12:15-2:15 PM (Tuesday), and 12:15-1:15 (Thursday). Or by appointment.	
<b>Class Days / Time / Location</b>	<a href="https://wcjc.blackboard.com">WCJC Login Page (opens in same window/tab)</a> at https://wcjc.blackboard.com	
<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 Formula</b>	Objective and daily work includes 8 Evidence Quizzes, 3 Unit collaborations, 3 Unit Concept Exams, 3 Unit Objective Exams, and a Departmental Final Exam. Written work includes an introductory writing with a primary, two peer reviews, Unit 1 and Unit 2 Written Exams, and an Analysis of Primaries, including its plan. See the syllabus for course policies, exam dates, grading policies, and points for types of assignments and for the final letter grade.	
<b>Instructor's Grading Scale</b>	895 – 1000, A (exceptional) 795 – 894, B (above average) 695 – 794, C (average) 595 – 694, D (below average) Below 595, F (failing)	
<b>Instructor's Attendance Policy</b>	Students should log in to work at least 3 times a week, including checking Blackboard announcements and emails.	
<b>ADA Statement</b>	The college will make reasonable accommodations for students with documented disabilities. Students wishing to receive accommodations must contact the Office of Disability Services, located in the Pioneer Student Center, Room 313, at the Wharton campus or by phone at (979) 532-6384. Students must request accommodations from the Office of Disability Services prior to each semester. Please note that accommodations provided are not retroactive. Additional information can be found on the web at the <a href="http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx">Office of Disability Services (opens in same window/tab)</a> . Link Address: http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx.	
<b>Misconduct Statement</b>	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).	
<b>Last Day to Drop with a "W"</b>	2/24/2017	

## **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 discussions. 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 to 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 first-time freshmen in Spring 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**

During Online Office Hours, I respond to Blackboard Messages and postings on the Discussion Board. 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 frequently brings the fastest solution. My Campus Office Hours are listed at the top of the first page. I teach on two campuses: Richmond Campus on Monday, Wednesday, and Friday morning and Sugar Land on Monday afternoon and in the mornings on Tuesday and Thursday.

**Instructor's Name:** Dr. C.J. Bibus

**Office Telephone and Voicemail:** 281-239-1577 – If I do not answer, leave a voice mail. Please slowly spell your last name and say your phone number twice.

**Required Email:** Messages (Class Email) on the Course Menu in our Blackboard course) – Once the course opens, email **only** using Blackboard's Messages.

**Online Access:** Online – Blackboard Learn 9.1 Login at: <https://wcjc.blackboard.com>

**Online Office Hours:** 10-10:50 AM (Monday, Wednesday, Friday). You also can call 281-239-1577 during those hours. Tuesday and Thursday by appointment – and I'm glad to do that.

## 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 and enter the 1-point incentive for doing Evidence Quizzes the day after the recommended date in the Course Schedule.
- Review each day and, if useful, reply or give feedback on Discussion postings, but only enter grades for topics after each Unit ends.
- With written assignments, use announcements to tell you that you have Blackboard email with detailed feedback on written assignments and how to respond to that feedback.  
**Cautions:** I do **not** enter points for writing assignments **until** you respond to feedback. In the first week after feedback is available, you have an opportunity to improve your points if they are low.
- 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 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.
- Develops useful skills in reading, analysis, decision-making, and practical writing that are necessary for **all** of those roles.

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

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

You must use your textbook and required primaries and other resources provided in the course as your only source of facts for your written assignments. For all written assignments, including Unit writing assignments, you must cite a specific page from the textbook for your facts. (See Evidence Requirements at the bottom of Lesson Units and on the Course Menu.)

## 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.

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.

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

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

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

Some students also want this type of organization:

- On Discussion Board, any work that you do with Blackboard's Discussion Tool  
**Caution:** Instructions are in links placed in the description area of the discussion.
- On Assignments & Tests, all tools for your work (whether Turnitin or Blackboard)  
**Caution:** An item above the tool tells you where to find instructions.

### **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

Two resources at the top of each Unit help you know how to work:

- The link Unit Overview shows you what to do in the Unit.
- The Unit Study Guide helps you plan your work so you learn well—and make a good grade.

### **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 and Overview of Types of Assignments

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

- 50 – Getting Started activities (How you start frequently determines your success at the end.)
- 80 – 8 Evidence Quizzes @ 10 points each
- 60 – 3 Unit discussions @ 20 points each so you can collaborate on concepts or ask/answer questions
- 150 – 3 Unit concept exams @ 50 points each
- 300 – 3 Unit objective exams @ 100 points each
- 100 – Comprehensive Final Exam
- 80 – 1<sup>st</sup> Primary Writing @ 40 points and 2 Peer Reviews of Other Students' Papers @ 20 each
- 100 – 2 Unit Written Exams (Unit 1 and Unit 2 only) @ 50 points each
- 80 – Analysis of Primaries—the plan (40) and the paper itself (40)

### Your Course Plan and Extra Credit for How You Work and Opportunities to Improve a Weak Grade

This course does not offer extra credit or other opportunities at the end of the class to help a few people make a higher grade. It does offer both to **all** students. Because these offers require that you do things at a specific time or way, the steps are covered in the Course Plan that you do in Getting Started. This is an overview:

- Small extra credits are available with Evidence Quizzes and with Collaborations.
- Self-tests that earn small extra credits are available in Required Concepts and within Chapters in the Units. With a self-test, you first take a quiz to measure what you know and do not know; then Blackboard displays the test again. You can take it for unlimited times with the highest score counting.
- You have an opportunities to improve a score on an Evidence Quiz or to replace a 0 for the 5 Good Habits for Evidence for a writing assignment.

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

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

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

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

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

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

To try to help students with the issues above, this course does three things. First, it provides information and quizzes on these basic rules of evidence so you can find out what you do not know about evidence **before** you

write. Second, it uses one rubric for all written assignments and your feedback on that rubric tells you which of the 5 Good Habits for Evidence—which way of working—you may need to change. Third, with permission of the History Department to do this experiment to try to help students, it divides written grades in two parts:

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

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

## **Brief Explanation of Assignments**

### **Getting Started Activities**

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

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

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

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

### **3 Unit Concepts Exams and the 3 Unit Discussions So You Can Save Time by Working Collaboratively**

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

The words used in questions are not the same as the dictionary definitions that you post or the words in the textbook, but the content is. The links placed in the description area of these discussions provides instructions so you can save time in this work. With these collaborations, you can also ask or answer questions where all students can see the information.

### **3 Unit Objective Exams**

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

### **Departmental Final Exam—F for the Course If Not Taken**

The 25 questions, at 4 points each, in the Departmental Final Exam were written directly or chosen by the History Department. **Caution:** Departmental policy is an F for the **course** if you do not take the Final. In other

words, if you have an A average for all of the prior work in the course and if you do not take the Final Exam, I am required to enter an F for your final LETTER grade for the course.

### 1<sup>st</sup> Primary Writing and 2 Peer Reviews of Other Students' Papers

The description area of the discussion used for these assignments repeats links that are placed with the primary and other resources for this assignment in Writing with Primaries (at the bottom of Lesson Units and on the Course Menu). **Tip:** Start by clicking on Writing with Primaries. You find **all** you need there, including the 2 rubrics and access to the discussion itself. (See the Course Plan for the term peer review.)

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

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

### Analysis of Primaries—Overview of the Plan for Your Paper and the Paper

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

You submit that plan to the Turnitin Assignment in Blackboard and I give you feedback or—if it is complete—enter a grade so you can see the Turnitin Assignment for the analysis itself. You can always turn in these assignments earlier than the date listed in the Course Schedule.

I encourage students to submit papers multiple times for feedback from Turnitin on plagiarism. In that way, if you made a mistake, you have a chance to fix before it is graded. Because I do set up Turnitin to allow you to submit files multiple times before the due date, I do not grade submissions until the due date.

**Course Schedule - 2/05 Update to Course Schedule in [blue](#)— See announcement.**

### General Information

- Dates** Last day for you to “Drop” the course with grade of “W” – 2/24/2017  
Holidays during the 1st 8 week class – TCCTA (2/24/2017)
- Dates in ( ) in the Course Schedule** All assignments are due on the date in the column Last Day Accepted. Evidence Quizzes, however, have a recommended date with each date in ( ) in the Course Schedule. If you do an Evidence Quiz by the recommended date, you not only earn an extra point, but you also qualify to improve your score if you follow the steps in the class plan.
- Passwords** For Evidence Quizzes and all Exams – onetimeonly (no capitals, no spaces)  
For Self-tests – selftest (no capitals, no spaces, no punctuation)
- Meaning of the \*** An \* after Evidence Quizzes, Collaborations, and each writing assignment indicates that there is an offer available to help students. See the overview on page 6 of the syllabus and the details in the Course Plan.

### Getting Started - Course Documents and Orientation (JAN 17-JAN 18)

Assignment	Available	Last Day Accepted
Complete <b>all</b> tasks listed on the <b>last</b> page of the Course Orientation link.	1/17 – 8:00 AM	<b>1/30</b> – 11:59 PM



**Course Schedule Continued** -2/05 Update to Course Schedule in blue– See announcement.

**Unit 1: From New World to New Empires – the 16th Century to 1776 (JAN 18-FEB 4)**

Assignment	Available	Last Day Accepted
Read Chapters 1-4 (Use the Unit 1 Study Guide)	–	–
Take Evidence Quiz* 1 (1/26), 2 (1/26), 3 (1/26), and 4 (1/31).	1/18 – 12:00 AM	2/02 – 11:59 PM
Post and reply on the Discussion Board in Collaborate!* (Use its Concepts list.)	1/18 – 12:00 AM	2/02 – 11:59 PM
Post your 1 <sup>st</sup> Primary Writing* in its discussion on the Discussion Board.	1/19 – 12:00 AM	2/02 – 11:59 PM
In the 1 <sup>st</sup> Primary Writing discussion, reply to 2 other students' Primary Writings with a careful Peer Review on content and evidence.	1/19 – 12:00 AM	2/02 – 11:59 PM
Take Unit 1 Objective Exam, Concepts Exam, and Written* Exam - To see the Written Exam requires a grade of 1 for Evidence Acknowledgement Quiz.	2/03 – 12:00 AM	2/07 – 1:00 PM – <b>Caution:</b> lunchtime

**Unit 2: From Making a Revolution to Making a Nation – 1776 to 1830s (FEB 4-FEB 18)**

Assignment	Available	Last Day Accepted
Read Chapters 5-10 (Use the Unit 2 Study Guide.)	–	–
Take Evidence Quiz* 5 (2/07), 6 (2/09), 7 (2/14), and 8 (2/16).	2/04 – 12:00 AM	2/16 – 11:59 PM
Post and reply on the Discussion Board in Collaborate!* (Use its Concepts list.)	2/04 – 12:00 AM	2/16 – 11:59 PM
Take Unit 2 Objective Exam, Concepts Exam, and Written* Exam	2/17 – 12:00 AM	2/20 – 11:59 PM

**Unit 3: Transforming the Nation–1830s to 1877 (FEB 18-MAR 04)**

Assignment	Available	Last Day Accepted
Read and prepare carefully; submit your plan in Turnitin for your Analysis of Primaries*	2/18 – 12:00 AM	2/27 – 11:59 PM
Read Chapters 11-15 (Use the Unit 3 Study Guide.)	–	–
Post and reply on the Discussion Board in Collaborate!* (Use its Concepts list.)	2/18 – 12:00 AM	3/02 – 11:59 PM
Take Unit 3 Objective Exam and Concepts Exam (No Written Exam.)	3/03 – 12:00 AM	3/06 – 11:59 PM
Write your Analysis of Primaries* and submit your paper to Turnitin for feedback. You may correct and resubmit until the last date accepted.	When plan is approved	3/06 – 11:59 PM Grading begins 3/07.

## Course Schedule Completed

### Final Exam: 16th Century to 1877—Includes a Review (Early open, FEB 26 –MAR 8)

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

Assignment	Available	Last Day Accepted
Check <b>all</b> existing grades. If you think there is an error, email me.	--	3/05 – 11:59 PM
Use the Review Quizzes to test and grade yourself.	2/26 – 12:00 AM	–
Take the Final Exam on <b>either</b> date. <b>Caution:</b> If students do not take the Final Exam, History instructors are required to fail them for the entire <b>course</b> , not just the test.	3/04 – 7:00 PM	3/05 – 11:59 PM
	3/07 – 7:00 PM	3/08 – 11:59 PM
Check <b>all new</b> grades. If you think there is an error, email the name of the grade, the issue, and your phone # <b>before</b> 2:00 PM	3/09 – 11:59 AM	3/09 – <b>2:00 PM</b>

*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:** 2017

**WCJC Home:** <http://www.wcjc.edu/>