



<b>Semester and Year</b> – Fall 2015      Updated 12/05 alternative access in Announcements
<b>CRN (Course Reference Number), Course Prefix, Number and Title</b> – CRN 11598 - HIST 1302-161 - United States History II
<b>Course Meeting Days, Times and Location (Campus, Building, and Room number)</b> – Distance Learning Course in Blackboard
<b>Instructor’s 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="https://wcjc.blackboard.com/">https://wcjc.blackboard.com/</a>
<b>Instructor’s Office Hours and Office Location</b> – Richmond, 240G: 9:50-11:50 am (MWF); 1:00-2:00 pm (MW). Sugar Land, 234: 12:15-1:15 pm (T); 8:45-9:15 am; 12:15-12:45 pm (Thursday). Online office hours are in the syllabus.
<b>Course Catalog Description</b> – A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.
<b>Instructor’s Grading System</b> – Objective work consists of InQuizitive sessions, 3 Unit Exams, and a Departmental Final Exam. Written work consists of 1 Forum and 1 Writing Assignment for each Unit, a brief practice Analysis of Primaries, two anonymous peer reviews, and a Major 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.
<b>Instructor’s Attendance Policy</b> – Students should log in to work at least 3 times a week. Blackboard stores data on time spent and where.
<b>Last day to “Drop” course with grade of “W”</b> – December 4, 2015

\* The college will make reasonable accommodations for students with documented disabilities. Students wishing to receive accommodations must contact the Office of Disability Services at (979) 532-6384; located in the Pioneer Student Center, Room 313, at the Wharton campus. Students must request accommodations from the Office of Disability Services prior to each semester. Please note that accommodations provided are not retroactive. Click [here](#) for WCJC’s Disability Services.

\*\* Misconduct for which discipline may be administered at WCJC includes, but is not limited to, cheating, plagiarism, or knowingly furnishing false information to the college (plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test, copying tests, assignments, reports, or term papers).

## American History 1302

Syllabus – Fall 2015 – 2<sup>nd</sup> 8-week course

Instructor: C.J. Bibus, Ed.D.	U.S. History from 1877
Wharton County Junior College	Email: <a href="mailto:bibusc@wcjc.edu">bibusc@wcjc.edu</a> - Use only when Blackboard is not yet open.
Office: Fort Bend Tech Center (FBTC) 240-G	Office Phone: 281.239.1577 – On TTR, checked once a day after my last class.
Location at Sugar Land: SUGUH 234, faculty area	Email in Blackboard: Messages – Checked during Online Office hours.
Campus Office Hours: Richmond, 240G: 9:50-11:50 am (MWF); 1:00-2:00 pm (MW). Sugar Land, 234: 12:15-1:15 pm (Tuesday). 8:45-9:15 am and 12:15-12:45 pm (Thursday). Or by appointment. (Online Office hours are covered below.)	

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### Course Overview and Goals

**Prerequisite:** TSI satisfied in Reading and Writing, HIST 1301 recommended but not required.

**Course Description:** A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

**Course Objectives:** Upon successful completion of this course, students will:

- 1) Create an argument through the use of historical evidence.
- 2) Analyze and interpret primary and secondary sources.
- 3) Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

**Academic and Personal Integrity:** WCJC's Student Handbook explains student responsibilities and provides examples of misconduct. It states "plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help during a test; copying tests [or] assignments...." The Handbook provides details on college-level consequences. Also see the Academic Honesty Statement for Online Classes in Getting Started. In this course, copying any part of an assignment from the Internet or another source is a zero (**0**) on the assignment.

**Classroom Civility:** WCJC's Student Handbook explains student responsibilities for civility. As with on-campus classrooms, each student is expected not to disrupt the class or abuse any person. Blackboard stores what you do (including messages you create with any tool), when you do it, and where you go. Some Blackboard tools—such as the Discussion Board—not only store messages permanently, but also make what you write visible to everyone in the class. When communicating publicly with the whole class and with individuals, you need to be both kind and collaborative. (See Course Orientation for specifics.)

**Attendance Policy:** WCJC's Student Handbook explains responsibilities for attendance and when a student should withdraw from the course. With distance learning, Blackboard stores extensive data on time spent and where. Given the speed of an 8-week course covering 16 weeks' of work, students should log in at least 3 times a week to work online with quizzes, resources, and student forums. Students should also work offline, including careful reading of the required sources.

**Attendance Policy and Due Dates and *Your* Responsibilities:** It is your responsibility to email or talk to me if you do not know what to do. The earlier we communicate, the better are our chances for success.

With due dates for any assignment, including Unit Exams or Analyses, 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.

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### **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.

<b>Instructor's Name:</b>	Dr. C.J. Bibus
<b>Office Voicemail:</b>	281-239-1577 – On MWF, checked throughout the day. On TTR, checked once after my last class.
<b>Required Email:</b>	Messages (the Blackboard email available on the left menu in our course)
<b>Online Access:</b>	<a href="#">Access to Blackboard Learn</a> (Opens in New Window) <i>Tip:</i> Bookmark this URL. <a href="https://wcjc.blackboard.com">https://wcjc.blackboard.com</a>
<b>Online Office Hours:</b>	10:30-11:00 am (Monday, Wednesday, Friday), 1:30-2:00 pm (Monday, Wednesday). Tuesday and Thursday by appointment.

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### **Communication with Your Instructor**

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

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

- Enter Getting Started grades on the weekend at the end of the first week.
- Enter extra credit grades for students staying current with InQuizitive sessions at the end of the day **after** the DUE date in the Course Schedule.
- Review each day and, if useful, reply or give feedback on Discussion postings, but only enter grades for the Students Helping Students with History after each Unit ends.
- With written assignments, use announcements to tell you how to find feedback on written assignments and how to respond to that feedback so I can then enter your points. (I am also glad to talk by phone or meet you on campus.)
- Use announcements at the end of Units to let you determine your current letter grade so you know if you need to ask for help to improve.

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### Method of Instruction

History is not only a required course, but it also provides **useful** information that can help you in all of the roles you will have in your life—family member, student, worker who may have to retrain many times in a rapidly changing world, and decision maker about your own life and about your own vote. Learning history not only provides useful **information**, but also useful **skills**. It requires the types of skills in reading and analysis and writing that are necessary for all of those roles. (See Course Orientation for ways you can make the course match your needs and email or talk to me if you need help.)

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

This textbook is required. You use it as your source of facts when you write; I use it when I grade your evidence: David E. Shi and George Brown Tindall, *America, The Essential Learning Edition*. It is the one-volume edition containing 30 chapters. The ISBN is 978-0-393-93587-5.

You must also have InQuizitive (an interactive aid to reading well and figuring out history). For this term, however, WCJC students may use the 180-day free trial.

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### Organization of the Course

United States History I covers from 1877 to the 21st Century. The course is split into three Units, or major time periods, that reveal shifts in our history. The three time periods are:

- Unit 1: Creating a New America - How America Changed from 1860 to 1913
- Unit 2: Moving to the World Stage - America from 1890 to 1945
- Unit 3: Transformations – America from 1945 to the Present

Each Unit is divided into chapters. The link What's Required and What's Not at the top of each unit shows you what to do.

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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. 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)

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## Course Evaluation, Points for Types of Assignments, and Rubrics Used

The 1000-point course consists of objective work (such as multiple choice or matching) and Getting Started activities. It consists of written work, including 9% of your grade for work in Students Helping Students with History—a way of working that improves all skills especially writing with evidence.

**Caution:** The History Department's requirement for a minimum of 25 percent of the grade for writing means writing is essential to pass. Please ask if you do not know why.

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

- 7 Introductory tasks for Getting Started - 40 points, with an additional 30 points as extra credit with Good Habits for Evidence
- 15 InQuizitive sessions to help you read and figure out each chapter each @ a maximum of 15 points (For example, if you score 100% on InQuizitive for Chapter 1 by the end of the Unit, you earn 15 points; if 80%, 12.)
- 1 instructor's quiz on discipline-specific basics @ 5 points
- 3 Unit Objective Exams each @ 100 points
- Departmental Final Exam @ 100 points – Departmental policy is an F for the **course** if you do not take the Final.

The Overview of Objective work (on page 6) provides details about each assignment.

**Written Work:** Formal writing is 24% of your grade and informal writing is 9% of your grade. The 330 points consist of 3 types of assignments:

1. Formal writing with the 3 Unit Written Exams each @ 20 points for the content and @ 20 points for following all 5 Good Habits for Evidence

These written assignments are done with Blackboard's tool for answering a question that requires a written answer. The Unit Study Guide tells you the types of content, but you do not know which question you answer until you click on the test.

2. Formal writing with an Introductory Analysis of Primaries done about mid-term @ 10 points for the content and @ 10 points for following all 5 Good Habits for Evidence, a proposal for the Major Analysis of Primaries @ 10 points for the careful planning of the proposal and @ 10 points for following all 5 Good Habits for Evidence, and the Major Analysis itself @ 20 points for the content and @ 20 points for following all 5 Good Habits for Evidence

These written assignments are done within Blackboard with its access to Turnitin. The instructions for these assignments tell you what to do and Blackboard provide all content you need other than your required textbook.

3. Informal writing with the Students Helping Students with History for each of the 3 Units @ 30 points each

These informal written assignments are done within Blackboard in a specific Discussion topic provided with each Unit. The information in the syllabus and the Discussion topic tell you what to do. Half of the grade is for your postings and half for following all 5 Good Habits for Evidence. and provide all content you need other than your required textbook.

The Overview of All Formal Written Work (on page 7) provides general information about all written assignments. After that you find Details on each to the 3 types of written assignments.

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## Overview of Objective Work

**15 InQuizitive Sessions to Help You Read and Figure Out Each Chapter:** There is one InQuizitive session for each chapter.

With InQuizitive:

- You can stop and later return to your session.
- If you miss a question, InQuizitive tells you where to read in the textbook.
- If you guess or over-estimate your knowledge, InQuizitive increases the number of questions.
- You can use an InQuizitive session until you score 100%--and you should score 100% before Exams.

**1 Instructor's Quiz to Help You with Discipline-Specific Basics:** Each discipline (whether biology or business or history) has its own specific terminology that you must learn to use correctly and has its own requirements.

- With terminology, what makes history difficult is that many of its words are terms used regularly; however, you must use these words as the discipline (and a competent dictionary) use them. For example, with US History I (and with a competent dictionary), the words *slave* and *servant* mean something different.
- With requirements, history courses:
  - In general, require you to refer to time and to historical figures correctly.
  - At WCJC (as the Course Objectives on page 2 state), require the use of primaries (documents written or created in the period of time we are studying) as well as the use of the required textbook.

The questions on the instructor's quiz are also on the Unit 1 Objective Exam. More importantly, you are expected to follow these basics when you write. This quiz is meant to help you figure out these basics, not just memorize the answer to the question. With this quiz, you:

1. Take the quiz the first time to measure your knowledge and to identify what you do not know
2. Use resources in Good Habits for Evidence or, if you cannot find the information, email your instructor for help.
3. When you think you are ready, take the quiz again and—if you miss a new question—repeat steps 1 through 3.

**Tip:** On the quiz, the highest score counts.

**3 Unit Objective Exams:** The questions in the Unit Objective Exam are pulled from the content in the InQuizitive sessions and the textbook itself. The words used in the questions are not the same, but the content is.

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



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## Objective Work and 32-point Extra Credit to Encourage Your Keeping Up with the Schedule

On the DUE date in the Course Schedule for each Chapter, I enter 2 extra credit points if you have started to work with InQuizitive. I also enter 2 points for the instructor's quiz. The reason for the extra credit is that your practicing self-management increases the odds on your being successful.

### Tips:

- To have your score in InQuizitive show up in Blackboard's gradebook (and where your instructor can tell you have started the work on the chapter and therefore merit the extra credit), you must answer approximately 33% of the questions.
- You can—and should—continue to earn points until the last day and hour of the Unit. With InQuizitive, your percentage when the Unit ends determines the grade. For example, if you score 100% on InQuizitive for Chapter 1 by the end of the Unit, you earn 15 points; if 80%, 12; if 60%, 9; if 40%, 6; and if 20%, 3.
- With the instructor's quiz, the highest score counts.

**Caution with the Instructor's Quiz on Discipline-Specific Basics:** I will not enter extra credit points if you do something like clicking on the instructor's quiz, submitting without answering, and making a score of 0 just to see the answers. If you do this accidentally, email me and I will reset it for you.

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## Overview of All Formal Written Work

All formal written work:

1. Requires citing a specific page of the required textbook or primary in the course for any fact in your own words or any quotation you use.
2. Uses a rubric as a tool to 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, a written question at the end of a Unit, or a written analysis of primaries. With written questions done at the end of a Unit, the feedback is a section from the rubric.
3. Has grades split in two parts—one for content and one for following **all** 5 Good Habits for Evidence. **Tip:** Getting Started covers the 5 Good Habits for Evidence and why we use them—and provides points for your figuring this out. It even provides Proving the 5 Good Habits for Evidence to Yourself: you can see essential pages from *The Bedford Handbook*.  
**Caution:** You must complete the 5 Good Habits for Evidence tutorial, quiz, and upload the required form and your instructor must enter the 30 points extra credit for it for you to see any formal written assignments, whether the short writing assignment you do at the end of each Unit or one of the Analyses of Primaries.
4. Requires that you reply to feedback on your writing before I enter your grade. Details are in the form you co

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## Details about Formal Written Work at the End of Each Unit and Done in Blackboard's Exam Tool

1. Content: an event, movement, person, or major traits of something such as a region.
2. Citation within the Blackboard exam tool for written answers: The technology determines the way to cite. You place immediately **after** a fact in your own words or a fact in the author's words (a quotation) the word PAGE and then a specific page number. Example: (PAGE: 350)

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## Details about Formal Written Work Analyzing Primaries and Done in Blackboard's Turnitin

1. Content: Primaries provided in the course and the textbook as the only source of context about those primaries.
2. Citation: Use endnotes—a common method with history. The instructions show you how to use endnotes and provide a simple way to cite in this course. (If you were trained in using the *Chicago Manual of Style*, you may use that as well.)

These are the analyses of primaries and their points:

- Introductory Analysis covering about half of the term @ 10 points and 10 points for following all 5 Good Habits for Evidence – You choose from a list of possible questions and primaries.

**Tip:** It lets you practice skills with a small consequence on your grade.

**Caution:** You must do **this** analysis to do the Peer Reviews or the Major Analysis.

- 2 Anonymous Peer Reviews @ 20 points and 20 points for following all 5 Good Habits for Evidence - You analyze the students' work compared to requirements and pages used as a source and complete 2 online forms.

- Proposal for the Major Analysis covering most of the term @ 10 points and 10 for following all 5 Good Habits for Evidence – You carefully plan your work and propose your own question and a minimum of 5 primaries spread over the entire term.

**Tips:** Do not write until you receive feedback. For earlier feedback, submit earlier.

**Caution:** You must have a thought-out plan and submit the proposal to see this assignment.

- Major Analysis @ 20 points and 20 points for following all 5 Good Habits for Evidence

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### Details about Informal Written Work and Done in Blackboard's Discussion Tool

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.

Participations focused on factual accuracy mean you have these basic habits.

Habit 1: You read carefully, whether InQuizitive, the textbook, the course sources, or your colleague's posts.

Habit 2: You do not guess or use information other than from the textbook or sources within the course.

Habit 3: Your questions and your answers to another student's question are on topic.

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

You also have an alternative way to show focused participation because both InQuizitive and the textbook are new. New software, new textbooks, new products, and even a new set of instructions from an organization or company that you may go to work for will probably have problems like those I have found in InQuizitive and our textbook. These are examples 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 9<sup>th</sup> 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 and try to include the date (frequently at the bottom of the screen).
2. Post it in Students Helping Students with History so others learn without the frustration you had.
3. Be sure to place in your Subject line the Chapter # and the first words of the screen and to attach a screen print. You may add more details in the body of the messages if needed. Instructions are in the forum.

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

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

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## Course Schedule – Holidays this semester: Thanksgiving (11/26-11/27)

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

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

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

1. To do anything listed in the Course, first click on Learning Units & All Assignments:
2. On Learning Units & All Assignments, look for the heading listed on the Course Schedule. At the top, for example, you see Getting Started – Course Documents and Orientation and that is where you work first.
3. When you click on Getting Started, you'll find everything you need, including tools.

Because the assignments for Analysis of Primaries use content in more than 1 Unit, they are not within a Unit. Instead, on the date listed in the Course Schedule, you see a folder named Current Analysis of Primaries. Whatever Analysis is on the Course Schedule will be visible in that folder.

**Getting Started - Course Documents and Orientation (OCT 26-OCT 28)–Updated** 11/10 11/21 11/30

12/01 12/09

MON 10/26 Getting Started opens.

WED 10/28 7 tasks DUE (See the instructions at the end of Course Orientation.)

**Unit 1: Creating a New America from 1860 to 1913 (Chapters 16-19) (OCT 28-NOV 9)**

WED 10/28 Unit 1 Work opens (1st two Chapter modules only on 10/28; remaining chapters on 10/31)

Starting Chapter 16 InQuizitive and instructor's quiz DUE to receive 2 points extra credit. #

FRI 10/30 Starting Chapter 17 InQuizitive DUE to receive 2 points extra credit. #

TUE 11/03 Starting Chapter 18 InQuizitive to receive 2 points extra credit. #

WED 11/04 Unit 1 Exam Study Guide visible.

THU 11/05 Starting Chapter 19 InQuizitive DUE to receive 2 points extra credit. #

SUN 11/08 Unit 1 Objective Exam and Written Exam open

TUE 11/10 Unit 1 Work DUE (Objective Exam, Written Exam, Forum, InQuizitive, instructor's quiz)

# Incentive: 12 points extra credit (not 2) for InQuizitive chapters 16, 17, 18, and 19 before Monday at 11:59 AM (noon)

**Unit 2: Moving to the World Stage-America from 1890 to 1945 (Chapters 20-24) (NOV 9-NOV 30)**

MON 11/09 Unit 2 Work opens

MON 11/09 Planning the Introductory Analysis opens in so you can see the content

TUE 11/10 Starting Chapter InQuizitive 20 DUE to receive 2 points extra credit.

THU 11/12 Starting Chapter InQuizitive 21 DUE to receive 2 points extra credit.

MON 11/16 Starting Chapter InQuizitive 22 DUE to receive 2 points extra credit.

Beginning to Submit the Introductory Analysis opens – Revise using Turnitin's feedback.

WED 11/18 Unit 2 Exam Study Guide visible.

Starting Chapter 23 InQuizitive DUE to receive 2 points extra credit.

FRI 11/20 Starting Chapter 24 InQuizitive DUE to receive 2 points extra credit.

SUN 11/22 Unit 2 Objective Exam and Written Exam open

MON 11/30 Unit 2 Work DUE (Objective Exam, Written Exam, Forum, InQuizitive)

**Unit 3: Transformations–America from 1945 to the Present (Chapters 25-30) (NOV 23-DEC 13)**

MON 11/23 Unit 3 Work opens

Introductory Analysis\* DUE - Save your digital receipt.

TUE 11/24 Beginning to Peer Review 2 Other Students' Introductory Analysis opens 9 AM

Starting Chapter 25 InQuizitive DUE to receive 2 points extra credit.

MON 11/30 Starting Chapter 26 InQuizitive DUE to receive 2 points extra credit.

TUE 12/01 Peer Reviews DUE.

WED 12/02 Planning the Major Analysis opens for planning your Proposal@

WED 12/02 Unit 3 Exam Study Guide visible.

THU 12/03 Starting Chapter 27 InQuizitive DUE to receive 2 points extra credit.

FRI 12/04 Last day for you to "Drop" the course with grade of "W."

TUE 12/08 Major Proposal DUE - Write after you get feedback. Earlier submissions receive feedback earlier.

SAT 12/05 Beginning to Submit the Major Analysis opens. - Revise using Turnitin's feedback.

MON 12/07 Starting Chapter 28 InQuizitive DUE to receive 2 points extra credit.

WED 12/09 Starting Chapter 29 InQuizitive DUE to receive 2 points extra credit.

FRI 12/11 Starting Chapter 30 InQuizitive DUE to receive 2 points extra credit.

SAT 12/12 Alternative and **First Date**: Final Exam opens at 12:00 AM and closes at 11:59 PM

You *may* take the Final on either of the alternative dates, but you **must** complete and have saved and submitted it before 11:59 PM on 12/17.

Unit 3 Objective Exam and Written Exam open

MON 12/14 Unit 3 Work DUE (Objective Exam, Written Exam, Forum, InQuizitive)

**Review for the Final Exam: 1860 to the Present (Chapters 16 to 30) (Early open, DEC 9–DEC 17)**

TUE 12/08 All Review material opens. Some map quizzes may help you with preparing for Unit 3's objective.

MON 12/14 Major Analysis DUE. - Save your digital receipt.

WED 12/16 Review all grades. If you think there is an error, email and phone me before 2:00 PM on 12/16.

THU 12/17 **Alternative And Last Date:** Final Exam opens at 12:00 AM and is DUE at 11:59 PM –  
Departmental policy: F for the Course if not taken.

You *may* take the Final on either of the alternative dates, but you **must** complete and have saved and submitted it before 11:59 PM on 12/17.

\* You must do the Introductory Analysis to do the Peer Reviews **or the Major Analysis.**

@ Your Major Proposal must be approved before you can see the Turnitin Assignment for the Major Analysis.

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

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