



<b>Semester and Year</b> – Fall 2016	<b>Change to Course Schedule in pink</b>
<b>CRN (Course Reference Number), Course Prefix, Number and Title</b> – CRN 11598 - 1302 - United States History II	
<b>Course Meeting Days, Times and Location (Campus, Building, and Room number)</b> – Distance Learning Course in Blackboard	
<b>Instructor' Name</b> – C.J. Bibus, Ed.D.	
<b>Instructor's Telephone number(s)</b> –281-239-1577 <b>Instructor's email address</b> – <a href="mailto:bibusc@wcjc.edu">bibusc@wcjc.edu</a> <b>Instructor's webpage</b> – <a href="https://wcjc.blackboard.com/">https://wcjc.blackboard.com/</a>	
<b>Instructor's Office Hours and Office Location</b> – Richmond, 240G: 10-10:50 AM (MWF), 12-1:30 PM (MW), 8:00-8:50 (F); Sugar Land, 234: 9:25-10:40 AM (TT), 12:15-2:15 PM (Tuesday). 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 includes 8 Evidence Quizzes, 3 discussions to collaborate on concepts, 3 Unit concept exams, 3 Unit objective exams, and a Departmental Final Exam. Written work includes 1 introductory written discussion, written exams for Units 1 and 2, and an Analysis of Primaries, including its proposal. 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 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 2, 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 1302**  
Syllabus – Fall 2016 – 2nd 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: 10-10:50 AM (MWF), 12-1:30 PM (MW), 8:00-8:50 (F); Sugar Land, 234: 9:25-10:40 AM (TT), 12:15-2:15 PM (Tuesday). Or by appointment. (Online Office hours are covered below.)	

## 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 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 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 Fall 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen 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**

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 prior page. I teach on two campuses:

- Fort Bend Tech Center (FBTC) in Richmond on Monday, Wednesday, and Friday (MWF) – usually a private office and a reliable phone
- Sugar Land (SUGUH) on Tuesday and Thursday (TTR) – public area and unreliable phone but I am glad to call you so emailing for an appointment is best.

**Instructor's Name:** Dr. C.J. Bibus  
**Office Telephone and Voicemail:** 281-239-1577 – MW 12:30-1:30 PM, F 8:00-8:50 AM. If I do not answer, leave a voice mail. Please slowly spell your last name and say your phone number twice.  
**Required Email:** Messages (the Blackboard email available on the left menu in our course) – Once the course opens, email **only** using Blackboard's Messages.  
**Online Access:** Online – Blackboard Learn 9.1 Login at: <https://wcjc.blackboard.com>  
**Tip:** Bookmark this URL.  
**Online Office Hours:** MW 12:30-1:30 PM, F 8:00-8:50 AM. You also can call 281-239-1577 during those hours. Tuesday and Thursday 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 Evidence Quizzes at the end of the day **after** the DUE date in the Course Schedule and at My Grades.
- Review each day and, if useful, reply or give feedback on Discussion postings, but only enter grades for the introductory topic after it closes and Collaboration topics after each Unit ends.
- Post an announcement for you to check your email for feedback on a writing assignment. I do **not** enter points for writing until you follow the feedback instructions. **Caution:** If you do not **reply within 48 hours before** the next written assignment, I **block you from seeing it** until you reply. (Why? To keep students from failing this and other courses because they do not know—for example—they are plagiarizing.) **Tip:** I am glad to explain feedback by phone or face to face.)
- 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 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 Unit writing assignments, you must cite a specific page from the textbook for your facts.

## 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 II 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 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

The link Unit Overview at the top of each unit shows you what to do in the Unit. The Study Guide helps you plan your work so you learn well. On the course menu on the left, you have direct access to primaries and concepts for these units.

## 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)
- 40 – 8 Evidence Quizzes @ 5 points each
- 60 – 3 Unit Topics to Collaborate on Concepts for History @ 20 points each
- 150 – 3 Unit concept exams @ 50 points each
- 300 – 3 Unit objective exams @ 100 points each
- 100 – Comprehensive Final Exam
- 80 – Introduction to Primaries, to the 5 Good Habits for Evidence, and to key concepts for Unit 1
- 100 – 2 Unit Written Exams (Unit 1 and Unit 2 only) @ 50 points each
- 120 – Analysis of Primaries—the proposal and the paper itself

## *Your Course Plan and Extra Credit for How You Work*

This course does not offer extra credit at the end of the class to help a few people make a higher grade. It does offer extra credit to **all** students for doing things that have in the past resulted in students learning history and developing skills. The Course Plan that you submit during Getting Started explains these extra credits and why they exist and how you can use them to your benefit.

## **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 that you submit during Getting Started provides a link to explain those objectives, including the meaning of the terms primary and secondary. Do 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.

1. Provides information and quizzes on basic rules of evidence so you can find out what you do not know about evidence *before* you write. Missing questions means you must figure out why or you will make a low score, but you can earn full points by asking for help or just figuring it out on your own and emailing your instructor accordingly. (If you need help, your instructor is glad to help you.)
2. 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 covered in the tutorial—you may need to change.
3. With permission of the History Department to do this experiment to try to help students, 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 Topics 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 essays. 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 Discussion Topics link on the left menu 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. The Unit Study Guide lists key terms for this exam. 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.

### **Introduction to Primaries, to the 5 Good Habits for Evidence, and to Key Concepts for Unit 1**

The Discussion Topics link on the left menu provides instructions. You will follow the 5 Good Habits for Evidence when you post about the required primary for this Unit work. You will also examine two other students' posting for the 5 Good Habits for Evidence.

### **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.

### **Analysis of Primaries—Overview of the Proposal and the Paper**

The course provide an issue and primaries that you may write about. The issue and the names of the primaries 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 proposal requires careful reading of the primaries and selection of pages from the textbook that are appropriate for your planned analysis.

You submit that proposal to the Turnitin Assignment in Blackboard and I give you feedback or—if it is complete—enter a grade so you can see the folder with 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 grammar and 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. On the other hand, if you know you are complete on your proposal—for example—and you would like feedback earlier so you can start work on the paper, email me. I will reply back with an estimated time that I can do it.

### **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 general 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 Assignments & Tests, all Turnitin assignments and all Blackboard quizzes and exams
- On Discussion Board, any work that you do with Blackboard's Discussion Tool

# Course Schedule

## General Information

- onetimeonly (no capitals, no spaces) – the password if you can take an assignment 1 time only
- Holidays during the 2nd 8 week class – Fall Break (10/28), Thanksgiving (11/23-25)
- Last day for you to “Drop” the course with grade of “W” – 12/02

## Getting Started - Course Documents and Orientation (OCT 24-OCT 26)

Assignment	Available	Last Day Accepted
Complete all tasks listed on the last page of Course Orientation	10/24–8:00 AM	10/26–11:59 PM

## Unit 1: Creating a New America from 1860 to 1913 (OCT 26-NOV 10)

Assignment	Available	Last Day Accepted
Read Chapters 16-19 (See the Unit 1 Study Guide)	–	–
Take Evidence Quiz 1, 2, 3, and 4. <sup>1</sup>	10/26–12:00 AM	11/10–11:59 PM
Post or reply in Topic 1-1: Concept Collaboration for Unit 1 (In the 1st week, focus on concepts needed for Topic 1-2.)	10/26–12:00 AM	11/10–11:59 PM
In Topic 1-2: Introduction to Primaries, Evidence, and Concepts for History		
• Post your paper using the 2 required primaries and textbook pages	10/27–12:00 AM	11/02–11:59 PM
• Reply to 2 students’ papers with a careful review of their accuracy	10/27–12:00 AM	11/04–11:59 PM
Take Unit 1 Objective Exam, Concepts Exam, and Written Exam – Offer <sup>2</sup>	11/09–12:00 AM	11/10–11:59 PM
	Reopens 11/12–12:00 AM	11/13–11:59 PM

## Unit 2: Moving to the World Stage-America from 1890 to 1945 (NOV 10-NOV 28)

Assignment	Available	Last Day Accepted
Read Chapters 20-24 (See the Unit 2 Study Guide.)	–	–
Take Evidence Quiz 5, 6, 7, and 8. <sup>3</sup>	11/10–12:00 AM	11/28–11:59 PM
Post and reply in Topic 2: Concept Collaboration for Unit 2	11/10–12:00 AM	11/28–11:59 PM
Take Unit 2 Objective Exam, Concepts Exam, and Written Exam – Offer <sup>4</sup>	11/27–12:00 AM	11/28–11:59 PM

## Unit 3: Transformations–America from 1945 to the Present (NOV 28-DEC 10)

Assignment	Available	Last Day Accepted
Read and prepare carefully; submit your proposal for your Analysis of Primaries	11/28–12:00 AM	12/05–11:59 PM
Read Chapters 25-30 (See the Unit 3 Study Guide.)	–	–
Post and reply in Topic 3: Concept Collaboration for Unit 3	11/28–12:00 AM	12/10–11:59 PM
Take Unit 3 Objective Exam and Concepts Exam (No Written Exam)	12/09–12:00 AM	12/10–11:59 PM
Write your Analysis of Primaries, submit to Turnitin for feedback, correct, and resubmit.	When proposal is approved	12/12–11:59 PM

## Final Exam: 1860 to the Present–Includes a Review (Early open, DEC 6-DEC 14)

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> grades for accuracy. (This is the last time to report an issue.)	–	12/11–11:59 PM
Use the Review Quizzes to test and grade yourself.	–	–
Take the Final Exam on either date. <sup>5</sup>	12/10–7:00 PM	12/11–11:59 PM
	12/13–7:00 PM	12/14–11:59 PM
Check all <b>new</b> grades. If you think there is an error, email the name of the	12/15–12:00 PM	12/15–2:00 PM

<sup>1</sup> Recommended dates: You gain 2 points extra credit if you take Quiz 1 by 10/26; Quiz 2 by 10/31; Quiz 3, by 11/07; and Quiz 4, by 11/13.

<sup>2</sup> Offer to increase flexibility for students: If requested in Course Questions, will reopen during the weekend of 11/12-11/13.

<sup>3</sup> Recommended dates: You gain 2 points extra credit if you take Quiz 5 by 11/15; Quiz 6 by 11/18; Quiz 7, by 11/22; and Quiz 8, by 11/30.

<sup>4</sup> Offer to increase flexibility for students: If requested in Course Questions, will open early during the weekend of 11/19-11/20.

<sup>5</sup> **Caution:** If students do not take the Final Exam, History instructors are required to fail them for the entire **course**, not just the test.

grade, the issue, and your phone # <b>before</b> 2:00 PM		
--	--	--

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

**WCJC Department:** History – Dr. Bibus  
**Contact Information:** 281.239.1577 or [bibusc@wcjc.edu](mailto:bibusc@wcjc.edu)  
**Last Updated:** 2016  
**WCJC Home:** <http://www.wcjc.edu/>