San José State University

Fall 2019
College of Social Sciences/History Department
History 100W/Writers’ Workshop/Sec. 1/43313

Course and Contact Information

Instructor: Dr. Mary Lynn Wilson

Office Location: Dudley Moorhead Hall 237B

Telephone: 408-924-5509

Email: mary.wilson@sjsu.edu

Office Hours: Mondays, Tuesdays, Wednesdays, Thursdays 9:15-10:00, and by appointment

Class Days/Time: Mondays and Wednesdays 12:00-1:15

Classroom: Dudley Moorhead Hall 354

Prerequisites: Must complete History 99 with a passing grade. Must pass the WST. Proof of both must be presented to the instructor within the first two weeks of class.

GE/SJSU Studies Category: GE Area Z – Written Communication II

Classes This Semester:

- History 20A–TTh 12:00-1:15--DMH 354
- History 10A–TTh 10:30-11:45–DMH 354
- History 100W–MW 12:00-1:15–DMH 354
- History 1B–MW 10:30-11:45–DMH 354

Canvas and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, and other course materials can be accessed on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.
Course-Embedded Tutor: Dedicated Writing Support
A course-embedded tutor is a student trained by the SJSU Writing Center to work with students and instructors as part of the learning community of the classroom. Our embedded tutor this semester is Ms. McKenna Miller. They will be familiar with the work you are engaged in and will grow to know your needs as a writer. This type of writing support offers you the opportunity to work with an advanced writer who knows the assignments and materials you are working on; you will want to take advantage of the great opportunity that the program affords you as you develop your writing skills.

Ms. McKenna Miller will be available to meet with you for tutoring outside of class. Look for announcements about upcoming meeting times and places. Sign up immediately when these appointments open.

Course Description
Development of skills required for the art and practice of historical research and writing including library research, oral reports, and written exercises dealing with a variety of historical problems.

Course Goals (CG)
CG 1: write complete essays that demonstrate college-level proficiency.
CG 2: write at least 8000 words including in-class and out-of-class writing

GE Learning Outcomes (GELO):

GELO 1: produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

GELO 2: explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

GELO 3: organize and develop essays and documents for both professional and general audiences

GELO 4: organize and develop essays and documents according to appropriate editorial and citation standards

GELO 5: locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

Course Learning Outcomes (CLO):
Upon successful completion of this course, students will be able to:

CLO 1: understand social, economic, political, religious, and/or philosophical tenets of at least two cultures that existed before 1750.

CLO 2: understand how to use the University library and library resources.

CLO 3: organize and develop all parts of an essay including thesis statements, outlines, drafts, and bibliographies.
CLO 4: write a clear, concise, argumentative, and academic history paper.

CLO 5: effectively and considerately peer review other students’ writing.

CLO 6: present a formal academic paper.

CLO 7: use correctly Turabian (CMS) format for citing, notes, and bibliography.

CLO 8: understand the basic principles of quoting, paraphrasing, and summarizing without plagiarizing.

Required Texts/Readings

Textbook

Texts


All books can be purchased at the SJSU Bookstore or on line at Amazon or Barnes & Noble.

Other Readings

All required and recommended readings other than the textbooks listed above are available on the course Canvas learning management system.

You will need a good dictionary and thesaurus that you can use at home and bring to class on days that we are peer reviewing. These resources can be hard copies or soft copies accessible on line.
Other technology requirements / equipment / material

To receive full credit for the peer revision/editing assignments, you must bring multiple copies of your work to class. Please set aside at least $20 for photo copying your assignments. Each peer-revision/editing assignment notes how many copies of your assignment you should bring to class. If you do not bring the noted number of copies to class, you will be docked half the points available for the assignment.

Library Liaison

Our Library Contact is Nyle Monday, Phone (408)808-2041, email Nyle.Monday@sjsu.edu

Course Requirements and Assignments

Cabeza de Vaca – General Information

Write a paper on an aspect of *The South American Expeditions*. Your paper should use the primary source of *The South American Expeditions* to illuminate some aspect of Spanish or Native American civilization and culture in the mid-sixteenth century. Elements of this assignment include a Topic/Thesis paper, the extensive outline of the paper (5-6 pages), a draft of the paper (8-10 pages), and the final paper (8-12 pages). The paper and all elements of the paper should be in CMS format.

Cabeza de Vaca – Thesis/Topic (Sept 16)
Format: This assignment must have one-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should be approximately one to two pages long.

Content: Write in sentence form the tentative topic for your Cabeza de Vaca paper. Write your tentative thesis statement in bold. In one or two paragraphs, briefly summarize what you think you will write about in your paper. You should write in complete sentences and use university-level spelling, grammar, and punctuation. This should be at least half a page in length.

Purpose: The purpose of this assignment is to provide the class an understanding of your topic and thesis for discussion. This assignment will also check that you are planning an analytical paper and help you to refocus your paper if needed.

Grading: This assignment is graded on the appropriateness of the thesis statement and summary. The criteria for graded papers states the standards by which this assignment will be graded.

Fulfills Goals/Outcomes: CG 2, GELO 1, CLO 3 & 4.  

Cabeza de Vaca Paper -- Extensive Outline (Sept 23)

Format: Bring 5 copies of this assignment to class. This assignment must have one-inch to one and ½-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should be approximately five to six pages long.

Content: Write the extensive outline of your Cabeza de Vaca paper. You should include your thesis statement at the beginning. Each paragraph should be outlined with a topic sentence and the evidence you will use to support the topic sentence. You also need to include your interpretation/analysis of the evidence. You should have proofread this material at least once before you submit it. While this paper does not need footnotes, it should have some indication of what you are citing.

Purpose: The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.

Grading: This assignment is graded on the completeness of your outline.

Fulfills Goals/Outcomes: GELO 1, 2, 3, 4, & 5 and CLO 1, 3, 4, & 5.

Cabeza de Vaca Paper – Complete Draft (Oct 2)

Format: Bring 3 copies of this assignment to class. This assignment must have one-inch to one and ½-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should be at least eight pages long.

Content: Write the complete draft of your Cabeza de Vaca paper. Each paragraph should have an identifiable topic sentence. You need to argue your thesis throughout the paper and analyze and interpret the evidence you present. You should have proofread this material at least once before you submit it. You should not print out your outline again–this will not be worth any points. You need a complete paper.

Purpose: The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.

Grading: This assignment is graded on the number of pages you complete and the completeness of the draft.

Fulfills Goals/Outcomes: GELO 1, 2, 3, 4, & 5 and CLO 1, 3, 4, & 5.

Cabeza de Vaca – Final Paper (Oct 9)

Format: This assignment should follow the suggested guidelines in Appendix A of Turabian.

Content: This is your final of your Cabeza de Vaca paper.

Purpose: The purpose of this assignment is to show that the student can write an 8-10 page argumentative paper at the university level.

Grading: The criteria for graded papers states the standards by which this assignment will be graded.

Fulfills Goals/Outcomes: CG 1 & 2; GELO 1, 2, 3, 4, & 5; CLO 1, 3, 4, 7, & 8.
Digby Play – General Information
Write a paper on an aspect of *The Digby Play of Mary Magdalene*. Your paper should use the primary source of *The Digby Play of Mary Magdalene* to illuminate some aspect of English civilization and culture in the early fifteenth century CE. You should use at least 5 peer-reviewed books or articles to support your thesis or to refute in your paper. Elements of this assignment include a Topic/The Thesis paper, the extensive outline of the paper (5-6 pages), an annotated bibliography, the complete draft of the paper (8-10 pages), and the final paper of 8-12 pages. The paper and all elements of the paper should be in CMS format.

Format: This assignment must have one-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should all be approximately one to two pages long.

Content: Write in sentence form the tentative topic for your Digby Play paper. Write your tentative thesis statement in bold. In one or two paragraphs, briefly summarize what you think you will write about in your paper. You should write in complete sentences and use university-level spelling, grammar, and punctuation. This should be at least half a page long.

Purpose: The purpose of this assignment is to provide the class an understanding of your topic and thesis for discussion. This assignment will also insure that you are planning an analytical paper and help you to refocus your paper if needed.

Grading: This assignment is graded on the appropriateness of the thesis statement and summary. The criteria for graded papers state the standards by which this assignment will be graded.

Fulfills Goals/Outcomes: CG 2, GELO 1, CLO 3 & 4.

Digby Play – Annotated Bibliography (Oct 21)
Format: This assignment must have one-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should all be approximately one to two pages long.

Content: Using CMS format, write bibliographic notes for 5 sources related to late medieval English civilization. These sources should be academic, peer-reviewed sources. You should include at least one book and at least two 10-30 page scholarly articles. The annotated bibliography should include a full bibliographic note, the credentials of the authors, and a sentence stating how you will use the source in your paper.

Purpose: The purpose of this assignment is to allow the students to use library research skills to find appropriate sources for their papers, to practice using CMS to format bibliographic notes, and to help the student analyze what sources are academic.

Grading: This assignment is graded on the appropriateness of the source and CMS format.
Fulfills Goals/Outcomes: GELO 4; CLO 2 & 7.

Digby Play – Extensive Outline (Oct 21)
Format: Bring 5 copies of this assignment to class. This assignment must have one-inch to one and ½-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should all be approximately five to six pages long.

Content: Write the extensive outline of your Digby Play paper. You should include your thesis statement. Each paragraph should be outlined with a topic sentence and the evidence you will use to support the topic sentence. You also need to include your interpretation/analysis of the evidence. You should have proofread this material at least once before you submit it.
Purpose: The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.

Grading: This assignment is graded on the completeness of your outline.

Fulfills Goals/Outcomes: GELO 1, 2, 3, 4, & 5 and CLO 1, 3, 4, & 5.

Digby Play – Complete Draft (Oct 28)

Format: Bring 3 copies of this assignment to class. This assignment must have one-inch to one and 1/2-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should be approximately eight to ten pages long.

Content: Write the complete draft of your Digby Play paper. Each paragraph should have an identifiable topic sentence. You need to argue your thesis throughout the paper and analyze and interpret the evidence you present. You should have proofread this material at least once before you submit it. You should not print out your outline again—this will not be worth any points. You need a complete paper.

Purpose: The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.

Grading: This assignment is graded on the number of pages you complete and the completeness of the draft.

Fulfills Goals/Outcomes: GELO 1, 2, 3, 4, & 5 and CLO 1, 3, 4, & 5.

Digby Play – Final Paper (Nov 4)

Format: This assignment should follow the suggested guidelines in Appendix A of Turabian.

Content: This is your final draft of your Digby Play paper.

Purpose: The purpose of this assignment is to show that the student can write an 8-12 page argumentative paper at the university level.

Grading: The criteria for graded papers states the standards by which this assignment will be graded.

Fulfills Goals/Outcomes: CG 1 & 2; GELO 1, 2, 3, 4, & 5; CLO 1, 3, 4, 7, & 8.

Research Paper General Information

Write a historical research paper based on primary sources of your selection. The instructor must approve your primary sources and your topic. The paper should illuminate some aspect of civilization and culture. You should use at least 3 primary sources, not including newspapers, and at least 5 peer-reviewed articles or books to support your thesis or to refute in your paper. Elements of this assignment include a Topic/Thesis paper, the extensive outline of the paper (5-6 pages), an annotated bibliography, the complete draft of the paper (7-9 pages), and the final paper of 10-15 pages. The paper and all elements of the paper should be based on CMS format. You will also present a 5-minute oral presentation on this paper based on the criteria that will be presented in class.


Format: This assignment must have one-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should be approximately one to two pages long.

Content: Write in sentence form the tentative topic for your Research paper. Write your tentative thesis statement in bold. In one or two paragraphs, briefly summarize what you think you will write about in your paper. You should write in complete sentences and use university-level spelling, grammar, and punctuation. This needs to be at least a half page long.

Purpose: The purpose of this assignment is to provide the class an understanding of your topic and thesis for discussion. This assignment will also check that you are planning an analytical paper and help you to refocus your paper if needed.

Grading: This assignment is graded on the appropriateness of the thesis statement and summary. The criteria for graded papers states the standards by which this assignment will be graded.
Fulfills Goals/Outcomes: CG 2, GELO 1, CLO 3 & 4.

**Research Paper – Annotated Bibliography** (Nov 18)

**Format:** This assignment must have one-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should be approximately one page long.

**Content:** Using CMS format, write bibliographic notes for 5 sources related to your topic. These sources should be academic, peer-reviewed sources. You should include at least one book and at least two 10-30 page scholarly articles. The annotated bibliography should include a full bibliographic note, the credentials of the authors, and a sentence stating how you will use the source in your paper.

**Purpose:** The purpose of this assignment is to allow the students to use library research skills to find appropriate sources for their papers and to practice using Turabian to format bibliographic notes.

**Grading:** This assignment is graded on the appropriateness of the source. The criteria for graded papers states the standards by which this assignment will be graded.

Fulfills Goals/Outcomes: GELO 4; CLO 2 & 7.

**Research Paper – Extensive Outline** (Nov 25)

**Format:** Bring 5 copies of this assignment to class. This assignment must have one-inch to one and ½-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should all be approximately five to six pages long.

**Content:** Write the extensive outline of your Research paper. You should include your thesis statement. Each paragraph should be outlined with a topic sentence and the evidence you will use to support the topic sentence. You also need to include your interpretation/analysis of the evidence. You should have proofread this material at least once before you submit it.

**Purpose:** The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.

**Grading:** This assignment is graded on the completeness of your outline.

Fulfills Goals/Outcomes: GELO 1, 2, 3, 4, & 5 and CLO 1, 3, 4, & 5.

**Research Paper – Complete Draft** (Dec 9)

**Format:** Bring 3 copies of this assignment to class. This assignment must have one-inch to one and ½-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should all be approximately ten to fifteen pages long.

**Content:** Write the complete draft of your Research paper. You should include your thesis statement even if you do not have an introductory paragraph, yet. Each paragraph should have an identifiable topic sentence. You also need to include your interpretation/analysis of the evidence. You should have proofread this material at least once before you submit it.

**Purpose:** The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.

**Grading:** This assignment is graded on the number of pages and the completeness of the outline.

Fulfills Goals/Outcomes: GELO 1, 2, 3, 4, & 5 and CLO 1, 3, 4, & 5.

**Oral Presentation of Final Research Paper** (Dec 16)

**Format:** Each student will have approximately 5 minutes to present his/her basic research to the class. This will be timed.

**Content:** Student should state thesis statement clearly and present evidence to support the thesis statement while acknowledging sources.

**Purpose:** The purpose of this assignment is the give students experience in public speaking in an academic setting to prepare them for any conferences they might want to attend.

**Grading:** This assignment is graded on presentation skills (eye contact, avoidance of distracting mannerisms, enthusiasm) and the content mentioned above. The presentation should also include
a visual aid that helps in the understanding of the topic. Being under or over time will lower the
student’s grade.


**Research Paper – Final Paper** (Dec 16)

**Format:** This assignment should follow the suggested guidelines in Appendix A of Turabian.

**Content:** This is your final draft of your Research paper.

**Purpose:** The purpose of this assignment is to show that the student can write an 10-15 page argumentative
paper at the university level.

**Grading:** The criteria for graded papers states the standards by which this assignment will be graded.

Fulfills Goals/Outcomes: CG 1 & 2; GELO 1, 2, 3, 4, & 5; CLO 1, 3, 4, 7, & 8.

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Study Hours Guidelines: “Success in this course is based on the expectation that students will spend, for each
unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for
instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and
clinical practica. Other course structures will have equivalent workload expectations as described in the
syllabus.”

**Final Examination or Evaluation**

The Research paper due on Finals day and the Oral Presentation of the Research Paper are the final evaluation.
Grading Information (Required)

Assignments:

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<th>Assignment</th>
<th>Weight</th>
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<td>In Class Writing Assignment</td>
<td>5%</td>
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<td>Citation Assignment</td>
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<td>Cabeza de Vaca Paper</td>
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<td>Peer Revision of Topic/Thesis</td>
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<td>Peer Revision of Outline</td>
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<td>Complete Draft of Paper (8-10 Pages)</td>
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<td>Complete Draft of Paper (8-10 Pages)</td>
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Peer Revision of Complete Draft   1%    10 points
Final Paper                     10% 100 points
Oral Presentation               12.5% 125 points

Grading Policy

This course must be passed with a C or better as a CSU graduation requirement.

A+ = 1000-981 points
A  = 980-921 points
A- = 920-901 points
B+ = 900-881 points
B  = 880-821 points
B- = 820-801 points
C+ = 800-781 points
C  = 780-721 points
C- = 720-701 points
D+ = 700-681 points
D  = 680-621 points
D- = 620-601 points
F  = 600 and below

Grading Criteria for Written Assignments in History 99, 100W and 102

An essay meriting an A demonstrates excellence in all areas.

- **Thesis**: The essay possesses a clear, insightful, analytical thesis that takes a position, advances an argument, and interprets events or experiences in history. It is a relatively new theme or variation which is different than previous offerings in the field.

- **Argumentation and Organization**: The argument is not only unified and coherent, but also complex and nuanced. The arguments/interpretations set forth by the author are supported by the evidence (cited
sources). The argument/interpretation supports the thesis logically from paragraph to paragraph throughout the written assignment.

- **Evidence:** The writer uses a wide selection of primary and secondary source materials that are appropriate to the thesis and topic. Primary sources meet the standards of internal criticism in their use. Secondary sources are well recognized, recent, varied across a range of literature and interpretations in the field. Secondary sources demonstrate collection of evidence through library referencing (as opposed to the internet solely).

- **Style:** The paragraphs and parts of the paper are well-organized and the paper contains an appropriate introduction and conclusion, both of which frame the argument/interpretation in the body of the paper. The sentences within the paragraphs are syntactically correct and clear, contain a variety of constructions and assist the reader’s ability to comprehend the major points of the paper.

- **Mechanics:** The paper contains no serious errors of diction, grammar or punctuation, nor any errors in the requirements of Turabian/University of Chicago style guides for citation of sources. There is a good variety of quotations and paraphrasing, properly cited. The paper shows evidence of careful editing.

An essay meriting a B is an example of very good work.

- **Thesis:** The essay possesses a clear, analytical thesis that takes a position, advances an argument, or interprets events or experiences in history; however, it is less ambitious than that of an excellent essay.

- **Argumentation and Organization:** The argument, while unified and coherent, does not have the complexity or insight or the integrated structure of an excellent paper.

- **Evidence:** The writer includes good selections from primary or secondary source materials that are appropriate to the thesis and topic. The presented evidence, however, is drawn from a narrower range of available sources and demonstrates less mastery of the material and topic, especially with regard to secondary sources. Secondary sources are recent and demonstrate collection of evidence through library referencing (as opposed to solely internet research).

- **Style:** The paragraphs and parts of the paper are well-organized and the paper contains an appropriate introduction and conclusion, which frame the argument/interpretation in the body of the paper. The
sentences within the paragraphs, for the most part, are syntactically correct and clear, contain some
variety of constructions and are reasonably readable.

- **Mechanics:** The paper has very few errors of diction, grammar or punctuation, or very few errors in the
  requirements of Turabian/University of Chicago style guides for citation of sources. The errors do not
detract from the paper’s content. The essay is well-edited.

An essay meriting a C is an example of average work and would be considered substandard for beginning
historians.

- **Thesis:** The essay possesses a thesis, but it might not be completely clear or rigorously analytical.
- **Argumentation and Organization:** Essays at this level tend to lack a sound argument while presenting a
great number of sources.
- **Evidence:** The writer includes many good selections of primary or secondary source materials, but many
  are also not chosen wisely or are inappropriately used, by history standards. The author may be depending
too heavily on one or a handful of sources, especially secondary sources, when many are available.
- **Style:** The paragraphs and parts of the paper are organized and possess an introduction and conclusion.
The sentences may not have much variety in construction, though they are syntactically correct and clear
for the most part. The paper may be somewhat tedious to read.
- **Mechanics:** The paper has a few errors in diction, grammar or punctuation or a few errors in the
  requirements of Turabian/University of Chicago style guides for citation of sources. The errors
occasionally prevent comprehension. The editing is a little sloppy.

A failing essay does not meet the basic requirements of university-level writing.

- **Thesis:** The essay is unfocused and/or lacking an analytical thesis.
- **Argumentation and Organization:** The analysis is wholly unsound, or even inaccurate. There is little
evidentiary support for the argument/interpretation, or the argument may stray from the thesis.
- **Evidence:** The writer uses poor or few primary or secondary source materials; mastery of the materials is
  not evident
- **Style:** The paper is not well-organized and may not conform to the expectations of the assignment in terms
  of quantity of written product or sources. The sentences tend to be tedious and lacking in variety and
  quality of construction.
- **Mechanics:** The paper has many errors in diction, grammar or punctuation or in the requirements of
  Turabian/University of Chicago style guides for citation of sources. The errors make the paper difficult to
  read. The presentation is sloppy and reflects a lack of attention to detail.
Format of Submitted Papers: All papers are to be typed in Times Roman 12 point font and follow the suggested guidelines in Turabian Appendix A.

Submission of Papers: All final drafts must be submitted in a hard copy to the professor and an electronic copy on Canvas. Failure to submit both a hard and electronic copy will result in a zero for the paper.

Late or Make-Up Assignments: Assignments should be submitted in class in person. Assignments are due when class starts. Any assignments submitted later than fifteen minutes after class starts will be considered late. Writing assignments may be submitted late for a reduction of 50% of the grade. After seven days from the original due date, the paper will not be accepted. If, for some reason, you cannot attend class, you may email the assignment to a fellow classmate to print and submit in class for you.

Email: Assignments that are emailed to the professor will not be read. Students must submit assignments in a hard-copy form during class.

Grades on Assignments: Since all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades, I will make every attempt to get your papers back to you within two to three weeks. If the grading will take any longer than that, I will let you know in class why the grading is taking longer than anticipated and when I anticipate the work to be graded.

Make up Work: A student can make up one assignment that is not a paper for up to 50 points. This is not extra credit. This is for students that miss an assignment.

10 Points – Complete Library Tutorial on Plagiarism

20 Points – Complete Library Tutorials on Plagiarism and Paraphrasing

25 Points – Complete Library Tutorials on Plagiarism, Paraphrasing, and Assignment Calendar

50 Points – Complete Library Tutorials on Plagiarism, Paraphrasing, Assignment Calendar, and Primary Sources

Please discuss this option with your instructor if you miss an assignment.

Grading Information for GE/100W:
“This course must be passed with a C or better as an SJSU graduation requirement.”
Classroom Protocol

**Academic Success:** The following are hints to help you succeed at the university level.

1. **Attend Every Class** – Making school your priority will help ensure your success. Every time that you miss class you not only miss important information, but also you waste your money.

2. **Learn from Your Mistakes and the Mistakes of Others** – If your papers are being marked with the same continual mistake, take the initiative and find out what you are doing wrong and how to fix it. Your instructor is always happy to help students who want to learn and improve. On days when the class has student presentations, pay attention and learn from their strong points and mistakes. This way you will know what works and what doesn’t work in different communication environments.

3. **Be Courteous to Other Students During Their Presentations** – You want people to listen when you speak. You need to listen when others speak. Do not read the newspaper, our textbook, other textbooks, or any at all during presentation. Do not play with your phone, tablet, or laptop. You should sit still and look interested and focused. Pretend that you are at work and your boss is speaking. How would you act in that situation?

4. **Come to Class Prepared** – Do the reading assignments listed in the syllabus for the day they are assigned. If you have read the chapter before class, the lecture will make more sense and you will be able to ask informed questions. Most people learn best if they read and then hear the same basic information. Do yourself a favor and do the assigned reading.

5. **Submit Your Assignments on Time** – A good way to get fired from a job is to not have important reports done well by the deadline. Think of this class as a work situation. The more work you submit late or not at all, the more likely you will not pass the class.

6. **Don’t Suffer Silently** – If you are having problems with an assignment, a reading assignment, a presentation, or another student, discuss this with the instructor. Don’t wait until the last few weeks of class to voice a concern. Problems that are solved early in the semester will alleviate stress later in the semester.

7. **Be in the Moment** – Please turn off your phones, tablets, laptops, and any other technology that might distract you from learning. These devices should only be used for academic purposes in class such as note taking, checking course materials when needed and checking your electronic textbooks. You should not talk, listen, email, text, or browse on your technology in class. Be present, so you can learn.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at "http://www.sjsu.edu/gup/syllabusinfo/’\\"
**History 100W / Writers Workshop, Fall 2019, Course Schedule**

The below schedule is subject to change. Students will be notified of any changes as soon as possible in class, by SJSU email, and on Canvas announcements.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
</table>
| 1    | Wed Aug 21 | **Introduction to Class:**  
                      **In-Class Writing Assignment**  
                      Reading: Turabian, 1.1, 1.2  
                      Reading: *The South American Expeditions*  |
| 2    | Monday Aug 26 | **Lecture and Discussion: Review of History Writing Basics, Thesis**  
                      **Statements/Paragraphs/Topic Sentences**  
                      **Lecture:** Chicago Manual of Style/Turabian (CMS) –Citation, Paraphrasing, Quoting, and Summarizing  
                      Reading: Turabian, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3, 4.4, and 4.6  
                      Reading: *The South American Expeditions*  |
|      | Wed Aug 28 | **Private Appointments in my Office**  
                      Private Appointments–Bring Thesis and Draft of Citation Assignment if no appointment work with tutor in classroom  
                      Reading: Turabian, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 25.1, 25.2, and 25.3.  
                      Reading: *The South American Expeditions*  |
| 3    | Monday Sept 2 | **No Class – Labor Day**  |
|      | Wed Sept 4 | **Private Appointments in my Office**  
                      Private Appointments–Bring Thesis and Draft of Citation Assignment if no appointment work with tutor in classroom  
                      Reading: Turabian, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, and 6.3  
                      Reading: *The South American Expeditions*  |
| 4    | Mon Sept 9 | **Private Appointments in my Office**  
                      Private Appointments–Bring Thesis and Draft of Citation Assignment if no appointment work with tutor in classroom  
                      **Lecture and Discussion on Outlining**  
                      **Citation Assignment Due**  
                      Reading: Turabian, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, and 6.3  
                      Reading: *The South American Expeditions*  |
<p>| 5    | Monday | <strong>Thesis Statements Due for Paper 1</strong>  |</p>
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<thead>
<tr>
<th>Week</th>
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<tbody>
<tr>
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<td></td>
<td>Peer Review Thesis Statements in Class</td>
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<td>Peer Review Thesis Statements in Class</td>
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<td>Sept 16</td>
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<td>Reading: Turabian, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11, 9.1, 9.2, 9.3, 9.4, and 9.5</td>
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<td>Wed</td>
<td>Sept 18</td>
<td>Reading: <em>The Digby Play</em></td>
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<td>6</td>
<td>Mon Sept 23</td>
<td>Outlines Due for Paper 1 – Bring 5 copies of your outline to class</td>
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<td>Peer Review Outlines in Class</td>
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<td></td>
<td>Reading: Turabian, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 11.4, and 11.5</td>
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<td>Reading: <em>The Digby Play</em></td>
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<td>Private Appointments—Bring Outline of Paper 1 and Thesis Ideas for Paper 2, if no appointment work with tutor in classroom</td>
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<td>Private Appointments—Bring Outline of Paper 1 and Thesis Ideas for Paper 2, if no appointment work with tutor in classroom</td>
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<td>Reading: <em>The Digby Play</em></td>
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<td>Draft Due for Paper 1– Bring 3 copies of your draft to class</td>
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<td>Peer Review of Drafts in Class</td>
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<td>7</td>
<td>Mon Sept 30</td>
<td>Thesis Statements Due for Paper 2</td>
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<td>Peer Review of Thesis Statements in Class</td>
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<td>Paper 1 Due</td>
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<td>Peer Review of Thesis Statements in Class</td>
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<td>8</td>
<td>Mon Oct 7</td>
<td>Private Appointments–Bring Outline of Paper 2 and Thesis Ideas for Paper 3 if no appointment work with tutor in classroom</td>
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<td>Private Appointments–Bring Outline of Paper 2 and Thesis Ideas for Paper 3 if no appointment work with tutor in classroom</td>
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<td>10</td>
<td>Mon Oct 21</td>
<td><strong>Outline for Paper 2 Due</strong> – Bring 5 copies of your outline to class</td>
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<td><strong>Annotated Bibliography for Paper 2 Due</strong></td>
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<td>Peer Revision of Outlines in Class</td>
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<td>Wed Oct 23</td>
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<td>11</td>
<td>Mon Oct 28</td>
<td><strong>Draft for Paper 2 Due</strong> – Bring 3 copies of your draft to class</td>
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<td>Peer Revision of Outlines in Class</td>
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<td>Wed Oct 30</td>
<td>Discussion of Topics for Paper 3</td>
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<td>12</td>
<td>Mon Nov 4</td>
<td><strong>Final Paper Due for Paper 2</strong></td>
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<td>Peer Revision of Thesis Statements in Class</td>
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<td>Wed Nov 6</td>
<td>Peer Revision of Thesis Statements in Class</td>
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<tr>
<td>13</td>
<td>Mon Nov 11</td>
<td>No Class—Veterans Day</td>
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<td>Wed Nov 13</td>
<td><strong>Private Appointments in my office bring Outline for Paper 3</strong></td>
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<td>if no appointment work with tutor in classroom</td>
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<td>14</td>
<td>Mon Nov 18</td>
<td><strong>Annotated Bibliography Due for Paper 3</strong></td>
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<td><strong>Private Appointments in my office bring Outline for Paper 3</strong></td>
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<td>if no appointment work with tutor in classroom</td>
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<td>Wed Nov 20</td>
<td><strong>Discussion of Oral Presentations</strong></td>
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<td>15</td>
<td>Mon Nov 25</td>
<td><strong>Outline for Paper 3 Due</strong> – Bring 5 copies of your outline to class</td>
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<td>Peer Review of Outlines in Class</td>
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<tr>
<td></td>
<td>Wed Nov 27</td>
<td>No Class –Thanksgiving Holiday</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<td>16</td>
<td>Mon Dec 2</td>
<td>Private Appointments in my office bring outline/draft of Paper 3 if no appointment work with tutor in classroom</td>
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<td>Wed Dec 4</td>
<td>Private Appointments in my office bring outline/draft of Paper 3 if no appointment work with tutor in classroom</td>
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<tr>
<td>17</td>
<td>Mon Dec 9</td>
<td><strong>Draft for Paper 3 Due</strong> – Bring 3 copies of your draft to class</td>
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<td></td>
<td>Peer Review of Drafts in Class</td>
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</table>
| Final Exam | Monday Dec 16 | **Venue and Time**  
Final is Monday, December 16, 9:45-Noon, in our classroom                                      |