

**San José State University  
College of Social Sciences/History Department**

**History 100W: History Writer's Workshop**

**Section 2, Spring 2019**

**3 Unit Course**

**Course and Contact Information**

<b>Instructor:</b>	Libra Hilde
<b>Office Location:</b>	DMH 215
<b>Telephone:</b>	(408) 924-5512
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<b>Office Hours:</b>	MW 1:30-3:00 p.m.
<b>Class Days/Time:</b>	MW 10:30-11:45 p.m.
<b>Classroom:</b>	DMH 167
<b>Prerequisites:</b>	A3 or equivalent second semester composition course (with grade of C- or better: Completion of Core GE, Satisfaction of Writing Skills Test and upper division standing.
<b>Pre/Co-requisite</b>	Hist 099 required or Department permission. History Majors only.
<b>GE/SJSU Studies Category:</b>	Area Z, Written Communication II

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, weekly handouts, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <https://sjsu.instructure.com/courses/1311367>.

**Course Description**

The aim of this course is to help students learn to communicate well, a skill of utmost importance to any history major and the defining characteristic of a university graduate. History 100W, a foundation course for the discipline, emphasizes analytical writing skills, trains writing in the history genres, and introduces basic research requirements that you will need in order to take upper division courses in the history major. While research is an important component, the course emphasizes proficient writing and the writing process. Before

you leave this course, you will become an improved analytical writer, a better critical reader of both primary and secondary sources, as well as a more organized and critical researcher. Through the completion of multiple formal and informal writing assignments, students will learn to craft arguments, find, analyze, and integrate evidence, and revise and refine their writing.

### **Course Goals and Learning Outcomes**

Upon successful completion of this course, students will be able to:

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.

GELO 6: Apply historical thinking strategies such as sourcing, close-reading, contextualization, and corroboration in examining historical evidence.

The History Department requires that students have taken and passed History 99 to gain entry into History 100W. If you take History 100W without having taken the prerequisite, History 99, you risk earning no credit for the course and having to take it again. In addition, the department will not allow students to take History 100W in the same semester with History 102 or History 100W after History 102.

The learning objectives of the Department of History are that upon successful completion of this course, students will be able to:

1. Analyze the thesis and argument/interpretation in different genres of history.
2. Collect and appraise the historical significance and uses of evidence of various kinds of primary sources.
3. Write history essays according to the standards of technique, citation, essay composition (writing process), argument/interpretation, and use of evidence, consistent with college-level writing in the discipline.

### **Required Texts/Readings**

Appiah, ed., *Narrative of the Life of Frederick Douglass, An American Slave & Incidents in the Life of a Slave Girl* (Harriet Jacobs), 2000.

Sourcebook (distributed electronically).

### Recommended Texts

Diana Hacker, *A Writer's Reference*.

Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*.

## Other technology requirements / equipment / material

### Library Liaison

Nyle Monday is the library liaison for history students. Contact him at 808-2011 or Nyle.Monday@sjsu.edu.

### Course Requirements and Assignments

Copyediting (25 points each)	75 points
Essay 1 (5 pages, 1200 words)	50 points
Essay 2 (10 pages, 2500 words)	100 points
Research Paper (15 pages, 4000 words)	150 points
In-Class Essay	50 points
Other reading/writing assignments (includes notes, drafts, in-class exercises)	100 points
Participation	50 points
Presentation	25 points
Total	600 points

### Essay Foundations

In the first weeks of this class, you will have instruction in the analysis of different types of primary sources and the history writing process (major thesis-minor thesis, outlining, topic sentence construction, transitioning, gathering and integrating evidence, textual analysis), as well as history citation technique. You will be required to complete a short paper based on the visual sources you most enjoyed working with, and will also write an essay in class based on a prompt. The in-class essay tests your extemporaneous ability to use writing process with facility.

### History and the History Genres

In the first four weeks of the semester you will be introduced to different primary sources and you will focus on textual analysis. You will learn how to analyze sources and construct an argumentative essay. You will write an essay based on the sources you find most compelling. The following five weeks, you will be working with the same types of reading/writing exercises, and writing an essay using primary sources on American Slavery (this essay could be an intellectual, social, or political history). During the last five weeks, you will be researching and completing reading/writing exercises for an individual research essay.

### Copyediting

In this class, you will learn the art of copyediting. On appointed days, you should come to class with two clean and complete copies of the draft of the assigned essay. (Partial drafts will cause your own copy-editing grade to suffer as a consequence.) Your fellow students will copyedit your draft in class, and you will do the same for theirs. You will take the draft home, revise it, and return the next week with the final product ready for grading.

You will have three sessions to copyedit your fellow students' assignments, and you will be graded on the copyediting that you do. Why? The only way to learn how to improve your writing is by learning how to rephrase, reorganize, correct, and critique other writing. When you are able to do this on other papers, you will do this automatically on your paper. You will learn to craft the paper, instead of just dumping off an unfinished piece of writing on your professors' desks. I will grade your copyediting of fellow students' work for completeness, exactness, and helpfulness to a potential point total of 25 per paper.

### Presentations:

At the end of the course, each student will give a 3-5 minute oral presentation on their research paper. You will be expected to stand up in front of the class and deliver a statement that should include a description of your topic, how you discovered the topic, the evolution of your research and sources, your thesis/argument, and findings. You should prepare your remarks but avoid reading from a paper. Visual aids are not required, but encouraged. Expect to answer a couple of questions from the audience.

Turnitin.com:

All written work done outside the classroom must be submitted through turnitin.com. In order to have your paper graded and to receive credit you must submit it through turnitin. In addition, you will submit a hard copy. Only final papers must be submitted to turnitin.com

Course Parameters:

This course will be run as a seminar. Therefore, you will be expected to read the course assignments on time and participate actively in class discussion and small groups. You will also be required to attend the sessions on research and databases. Because participation in such activities will figure heavily in the final grade, poor class attendance will count against you.

**A late paper will be marked down a third of a grade per day.** In order to pass the class, all three essays must be completed. A student who hands a paper in over two weeks late will fail the course.

“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**

There is no final exam for this course. Your research paper (15 pages, 4000 words is due the day the final exam is scheduled for the class, Wednesday May 15). This course complies with University Policy S17-1: “Faculty members are required to have a culminating activity for their courses which can include a final examination...or other appropriate assignment.”

**Grading Information**

**Grading Scale**

A plus = 97% and above	A = 93% to 96%	A minus = 90% to 92%
B plus = 87% to 89%	B = 83% to 86%	B minus = 80% to 82%
C plus = 77% to 79%	C = 73% to 76%	C minus = 70% to 72%
D plus = 67% to 69%	D = 63% to 66%	D minus = 60% to 62%
F is 59% and below		

SJSU mandates that a grade of Incomplete be granted only when a student has satisfactorily completed a substantial portion of the course requirements and is unable to complete the course because of an accident, illness, or some other event beyond the student's control.

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## Determination of Grades

See Course Requirements and Assignments

## Grading Information for GE/100W

This class must be passed with C or better to satisfy the CSU Graduation Writing Assessment Requirement (GWAR).

## Classroom Protocol

My classroom protocol consists of one simple rule: don't be dumb. You would be amazed at what you can see from the front of a classroom. Chances are, if it is rude and disruptive, I can see it even if you think I cannot. I will not call you out, but checking your phone or using your computer for activities other than taking notes will affect your participation grade.

University Policy S12-7: "You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; have not been given any rights to reproduce or distribute the material."

## University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>" Make sure to review these university policies and resources with students.

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### HIST 100W, Spring 2019, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 28	<b>Introduction and Course Overview</b> Introduction to the course, historical genres, types of sources, predatory reading  In-class: reading secondary sources, taking notes, asking questions
1	Jan. 30	Homework: read sources (Bynum, Hammurabi), bring Bynum notes to class  In class: textual analysis, forming a topic and argument (asking questions of sources), thesis (major and minor).  Quick Diagnostic Writing Sample
2	Feb. 4	Due: thesis statement for first paper  In class: discussion of sources, refining a thesis, topic sentences, gathering evidence, essay structure
2	Feb. 6	Due: 2 pages of draft  In class: group work on papers, gathering evidence, writing an introductory paragraph, quoting sources, integrating evidence.
3	Feb. 11	In class: revision, citation, writing a conclusion (worksheet)
3	Feb. 13	Due: Full draft of first paper  In class: Copy-editing
4	Feb. 18	Homework: Read Douglass (bring notes to class)  In class: discussion of Douglass
4	Feb. 20	<b>Due: Final Draft of first paper</b>  In class: paper self-evaluation
5	Feb. 25	Homework: Read Jacobs (bring notes to class)  In class: discussion of Jacobs
5	Feb. 27	Due: thesis statement for second paper  In class: discussion of Douglass and Jacobs, small group work Choosing a topic, defining an argument

Week	Date	Topics, Readings, Assignments, Deadlines
6	Mar. 4	Due: outline for second paper  In Class: Gathering Evidence Group work on papers
6	Mar. 6	In class: topic sentences, integrating evidence, transitions
7	Mar. 11	<b>In-Class Essay</b>
7	Mar. 13	Due: Five pages of draft for second paper
8	Mar. 18	Research workshop, online sources, archives
8	Mar. 20	Due: full draft of second paper  In Class: Copy-editing
9	Mar. 25	<b>Due: Final Draft of Second Paper</b>  In Class: Paper Self-Evaluation
9	Mar. 27	Research workshop, organizing research  April 1-5, Spring Recess
10	Apr. 8	Individual Meetings
10	Apr. 10	Individual Meetings
11	Apr. 15	Due: Thesis Statement and Outline  Discuss Secondary Sources
11	Apr. 17	Research
12	Apr. 22	Scheduled small group appointments with professor. Students need to bring outline, five pages of draft, and at least two primary sources. Be prepared to defend argument in the group.
12	Apr. 24	Small Group Meeting
13	Apr. 29	Small Group Meeting
13	May 1	Small Group Meeting

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
14	May 6	Due: Final draft of research paper In Class: Copy editing
14	May 8	Presentations of final essay topics
15	May 13	Presentations of final essay topics
Final Exam	May 15	There is no Final Exam for this course. Final Research Papers will be due on Wednesday, May 15 <sup>th</sup> by 5:00 p.m.