San José State University
History Department
History 100W -- History Writers’ Workshop

Fall 2015

Course and Contact Information

Instructor: Dr. Mary Lynn Wilson
Office Location: DMH 237B
Telephone: 408-924-5509
Email: mary.wilson@sjsu.edu
Office Hours: Wednesdays 1330-1430
Tuesdays and Thursdays 1200-1300
Class Days/Time: Tuesdays and Thursdays 1330-1445
Classroom: DMH 167
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
Instructor’s Courses:
Hist 20A–MW 10:30-11:45, IS 215
Hist 15A–MW 12:00-1:15, DMH 150
Hist 99–TTh 10:30-11:45, DMH 167
Hist 100W–TTh 1:30-2:45, DMH 167
Course Expenses Other Than Books: You will need to make copies of your papers for peer revision.
You should expect this to cost no more than $20.

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 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.

Learning Outcomes
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

Textbooks


All books can be purchased at the SJSU Bookstore or online 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 online.

Other equipment / material requirements

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

Assignments:

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Assignments:

**In-Class Writing Assignment** (August 20)
Format: The essay should be at least 3 hand-written pages long.
Content: Four quotes will be supplied in class for students to choose one on which to write an argumentative essay discussing two historical events that illustrate the point of the quote. This should be a complete essay.
Purpose: This assignment will give a baseline of how the student writes and thinks.
Grading: The final draft should be as error free as the student can make it. The criteria for graded papers states the standards by which this assignment will be graded.
Fulfills Goals/Outcomes: CG 1 & 2, GELO 1 & 5, CLO 3 & 4.

**Citation Assignment** (September 10)
Format: 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.
Content: Each student choose two pages from *The History of the Kings of Britain*. The student will state the page numbers at the top of the assignment. The student will summarize the entire two pages, without plagiarizing, into one paragraph. The student will label this section “Summary.” The student will next choose a paragraph, of at least eight sentences, from different pages in the same book. The student will then paraphrase this paragraph without plagiarizing. The student will label this section “Paraphrasing.” Both sections should be appropriately introduced and cited as the student would in a formal paper.
Purpose: The purpose of this assignment is to check that the student understands the principles of quotation, paraphrasing, and summarizing and understands the use of CMS when citing sources.
Grading: This assignment will be graded on the quality of the quotations, paraphrasing, and summarizing and on the quality of the citations.
Fulfills Goals/Outcomes: GELO 1 & 4, CLO 7 & 8.

**Geoffrey of Monmouth Paper – General Information**
Write a paper on an aspect of *The History of the Kings of Britain*. Your paper should use the primary source of *The History of the Kings of Britain* to illuminate some aspect of British civilization and culture. You should use the peer-reviewed articles in the appendices of the Broadview edition to support or refute in your paper. Elements of this assignment include a Topic/Thesis paper, the extensive outline of the paper (3-4 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.

**Geoffrey of –Thesis/Topic** (September 15)
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 Geoffrey of Monmouth 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.

Geoffrey of Monmouth Paper -- Extensive Outline (September 22)

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 three to four pages long.

Content: Write the extensive outline of your Geoffrey of Monmouth 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.

Geoffrey of Monmouth Paper -- Complete Draft (September 29)

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 Geoffrey of Monmouth 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.

Geoffrey of Monmouth Paper -- Final Paper (October 6)

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

Content: This is your final of your Geoffrey of Monmouth 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.
African Origin Paper – General Information
Write a paper on an aspect of *African Myths of Origin*. Your paper should use the primary source of *African Myths of Origin* to illuminate some aspect of African civilization and culture. 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/Thesis paper, the extensive outline of the paper (3-4 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 African Origin 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 states the standards by which this assignment will be graded.

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

African Origin – Annotated Bibliography (October 20)
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 African 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.

African Origin – Extensive Outline (October 20)
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 four pages long.

Content: Write the extensive outline of your African Origin 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.

African Origin – Complete Draft (October 27)

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 African Origin 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.

African Origin – Final Paper (November 3)

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

Content: This is your final draft of your African Origin 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 (3-5 pages), an annotated bibliography, the complete draft of the paper (10-15 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 (November 17)
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 (November 17)
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 four 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 (December 3)
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 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 (December 10)
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 (December 10)
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.

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.

1. 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.

2. 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.

3. **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).

4. **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.

5. **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.**

1. **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.

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

3. **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).

4. **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.

5. **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.**

1. **Thesis**: The essay possesses a thesis, but it might not be completely clear or rigorously analytical.

2. **Argumentation and Organization**: Essays at this level tend to lack a sound argument while presenting a great number of sources.

3. **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.
4. **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.

5. **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.**

1. **Thesis**: The essay is unfocused and/or lacking an analytical thesis.

2. **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.

3. **Evidence**: The writer uses poor or few primary or secondary source materials; mastery of the materials is not evident.

4. **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.

5. **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.

**University Policy on Studying**: SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on.
Classroom Policies

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

1. **Attend Every Class** – Making school your priority will help insure 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

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf](http://www.sjsu.edu/senate/docs/S90-5.pdf). More detailed information on a variety
of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

1. “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. 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; you have not been given any rights to reproduce or distribute the material.”
   1. It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
   2. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

1. “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities
requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services (Optional)

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
**History 100W–Writer’s Workshop–Spring 2015**

All dates and assignments are subject to change with fair notice. You will be notified of changes in person during class and on Canvas.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
<tbody>
<tr>
<td><strong>Thurs Aug 20</strong></td>
<td>Introduction to Class</td>
</tr>
<tr>
<td><strong>Tues Aug 25</strong></td>
<td><strong>In-Class Writing Assignment</strong></td>
</tr>
<tr>
<td></td>
<td>Reading: <em>The History of the Kings of Britain</em>, pp. 7-38</td>
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<tr>
<td></td>
<td>Reading: Turabian, 1.1, 1.2</td>
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<tr>
<td></td>
<td>Review of Primary and Secondary Sources</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>The History of the Kings of Britain</em>, pp. 39-97</td>
</tr>
<tr>
<td></td>
<td>Reading: Turabian, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3, 4.4, and 4.6</td>
</tr>
<tr>
<td><strong>Thurs Aug 27</strong></td>
<td>Review of History Writing Basics</td>
</tr>
<tr>
<td><strong>Tues Sept 1</strong></td>
<td>Thesis Statements/Paragraphs/Topic Sentences</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>The History of the Kings of Britain</em>, pp. 98-181</td>
</tr>
<tr>
<td></td>
<td>Reading: Turabian, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 25.1, 25.2, and 25.3.</td>
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<tr>
<td><strong>Thurs Sept 3</strong></td>
<td>Lecture: Chicago Manual of Style/Turabian (CMS) – Citation, Paraphrasing, Quoting, and Summarizing</td>
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<tr>
<td><strong>Tues Sept 8</strong></td>
<td><strong>Library Day: Meet in MLK 217</strong></td>
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<tr>
<td></td>
<td>Reading: <em>The History of the Kings of Britain</em>, pp. 182-291</td>
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<tr>
<td></td>
<td>Turabian, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, and 6.3</td>
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<tr>
<td><strong>Thurs Sept 10</strong></td>
<td><strong>Citation Assignment Due</strong></td>
</tr>
<tr>
<td><strong>Tues Sept 15</strong></td>
<td><strong>Thesis Statements Due for Paper 1</strong></td>
</tr>
<tr>
<td></td>
<td>Peer Review Thesis Statements in Class</td>
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<tr>
<td></td>
<td>Reading: <em>Myths of African Origin</em>, Introduction to p. 104</td>
</tr>
</tbody>
</table>
|            | Reading: Turabian, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.10, 7.11,
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</table>
| Thurs Sept 17 | 9.1, 9.2, 9.3, 9.4, and 9.5  
Peer Review of Thesis Statements in Class                                                                 |
| Tues Sept 22 | **Outlines Due for Paper 1** – Bring 5 copies of your outline to class  
Peer Review Outlines in Class  
Reading: *Myths of African Origin*, pp. 105-238  
Reading: Turabian, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 11.4, and 11.5 |
| Thurs Sept 24 | **Special Collections Day** – Meet on the 5th Floor of MLK  
**Draft Due for Paper 1** – Bring 3 copies of your draft to class  
Peer Review of Drafts in Class  
Reading: *Myths of African Origin*, pp. 239-332  
Discussion of Possible Topics for Paper 2 |
| Tues Sept 29  | **Final Paper Due for Paper 1**  
Discussion on Bibliography  
Reading: *Myths of African Origin*, pp. 333-456  
Private Appointment Day |
| Thurs Oct 1   | **Thesis Statements Due for Paper 2**  
Peer Review of Thesis Statements in Class  
Peer Review of Thesis Statements in Class |
| Tues Oct 6    | **Outline for Paper 2 Due** – Bring 5 copies of your outline to class  
Annotated Bibliography for Paper 2 Due  
Peer Revision of Outlines in Class |
<p>| Thurs Oct 8   | <strong>Discussion of Problems with Papers and Discussion of Possible Topics for Paper 3</strong> |
| Tues Oct 13   | <strong>Draft for Paper 2 Due</strong> – Bring 3 copies of your draft to class |
| Thurs Oct 15  | <strong>Private Appointment Day</strong> |</p>
<table>
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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>Tues Nov 3</td>
<td><strong>Final Paper Due for Paper 2</strong></td>
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<tr>
<td>Thurs Nov 5</td>
<td>Private Appointment Day</td>
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<tr>
<td>Tues Nov 10</td>
<td><strong>Thesis Statements Due for Paper 3</strong></td>
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<td></td>
<td>Peer Revision of Thesis Statements in Class</td>
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<tr>
<td>Thurs Nov 12</td>
<td>Peer Revision of Thesis Statements in Class</td>
</tr>
<tr>
<td>Tues Nov 17</td>
<td><strong>Outline for Paper 3 Due</strong> – Bring 5 copies of your outline to class</td>
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<tr>
<td></td>
<td><strong>Annotated Bibliography Due for Paper 3</strong></td>
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<td></td>
<td>Peer Review of Outlines in Class</td>
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<tr>
<td>Thurs Nov 19</td>
<td>Private Appointments</td>
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<tr>
<td>Tues Nov 25</td>
<td>Private Appointments</td>
</tr>
<tr>
<td>Thurs Nov 27</td>
<td><strong>No Class</strong></td>
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<tr>
<td></td>
<td><strong>Happy Thanksgiving!</strong></td>
</tr>
<tr>
<td>Tues Dec 1</td>
<td>Private Appointments</td>
</tr>
<tr>
<td>Thurs Dec 3</td>
<td><strong>Draft for Paper 3 Due</strong> – Bring 3 copies of your draft to class</td>
</tr>
<tr>
<td></td>
<td>Peer Review of Drafts in Class</td>
</tr>
<tr>
<td>Tues Dec 8</td>
<td>Discussion of Oral Presentations</td>
</tr>
<tr>
<td>Thurs Dec 10</td>
<td>Meet in our classroom on Thursday, Dec. 10, at 12:15.</td>
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<td></td>
<td>Paper Due no later than 12:30pm</td>
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<tr>
<td></td>
<td>Oral Presentation</td>
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<td>Final of Research Paper Due</td>
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