San José State University  
History Department  
History 50 -- Understanding Historical Reasoning  
Section 1  
Spring 2016  

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 1330-1430  
Mondays and Wednesdays 1030-1145  
Classroom: CLK 243  
Prerequisites: None  
GE/SJSU Studies Category: A3  
Instructor’s Courses:  
Hist 50–MW 10:30-11:45, CLK 243  
Hist 50–TTh 12:00-1:15, DMH 167  
Hist 100W–TTh 10:30-11:45, DMH 167  
Hist 100W–MW 12:00-1:15, CLK 243  

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
Modes and skills of practical logic and reasoning through study of historical method. Historical problems examined to that end. GE Area: A3

Learning Outcomes

Course Goals (CG):
CG 1: write complete essays that demonstrate college-level proficiency.
CG 2: write at least 6000 words including in-class and out-of-class writing.
CG 3: understand logic and its relationship with language including integrated reading, writing, oral, and research assignments that engage in complex issues requiring critical thinking and effective argumentation.
CG 4: develop language that distinguishes fact and judgment; articulates elementary inductive and deductive processes, parses fact, assumption and conclusion; integrates rebuttal and qualification as appropriate.
CG 5: will develop the ability to analyze, criticize, and advocate complex ideas, reason inductively and deductively, research and rebut information and arguments, and reach well-supported factual conclusions and judgments.

GE Learning Outcomes (GELO):
Students will demonstrate, orally, and in writing, proficiency in the A3 Learning Outcomes. Students will be able to:

GELO 1: locate and evaluate sources, through library research, and integrate research through appropriate citation and quotation.
GELO 2: present effective arguments that use a full range of legitimate rhetorical and logical strategies to articulate and explain their positions on complex issues in dialogue with other points of view.
GELO 3: effectively locate, interpret, evaluate, and synthesize evidence in a comprehensive way in support of one’s ideas.
GELO 4: identify and critically evaluate the assumptions in and the context of the argument.
GELO 5: effectively distinguish and convey inductive and deductive patterns as appropriate, sequencing arguments and evidence logically to draw valid conclusions and articulate related outcomes.

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

CLO 1: understand and implement the basic concepts of critical thinking.
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 clear, concise, argumentative, and academic papers.
CLO 5: effectively and considerately peer review other students’ writing.
CLO 6: present and listen to arguments in a collegiate and respectful manner.
CLO 7: use correctly MLA format for citing, notes, and bibliography.
CLO 8: understand the basic principles of quoting, paraphrasing, and summarizing without plagiarizing.
CLO 9: participate and actively listen and comment on in-class debates on controversial topics.
CLO 10: orally present complicated arguments in a understandable and respectful manner.
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:

- Short Writing Assignments – 3 worth 25 points each: 75 points
- Pop Quizzes: 200 points
- Group Work– 8 worth 16 points each: 125 points
- Debates – 2 Debate Cycles: 150 points
  - Debate – worth 40 points each
  - Audience Participation– worth 15 points each
  - Annotated Bibliography– worth 20 points each
- Oral Presentations: 50 points
- Paper 1 – Persuasive: 200 points
- Thesis – 20 points
- Peer Review of Thesis – 5 points
Assignments:

Short Writing Assignments:

Short Writing Assignment 1 – In Class
Format: This assignment is hand-written in class. It should be approximately 2-3 hand-written pages long.
Content: Do exercise 7 in Chapter 1 of Beyond Feelings. Answer the question completely and thoughtfully.
Purpose: The purpose of this assignment is for the student to reflect on student’s critical thinking skill and for the instructor to learn more about the students and their current level of writing and thinking skills.
Grading: This assignment will be graded on the thoughtfulness of the responses and basic writing skills.
Fulfills Goals/Outcomes: CG 2, 3, and 5.

Short Writing Assignment 2
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. This assignment should be at least one page long.
Content: Answer Question 3 in Chapter 2 of Beyond Feelings.
Purpose: The purpose of this assignment is to check the student’s understanding of the reading and to have the student reflect on their own critical thinking skills.
Grading: This assignment will be graded on the thoughtfulness and completeness of the responses. The criteria for graded papers states the standards by which this assignment will be graded.
Fulfills Goals/Outcomes: CG 2, 3, and 5.

Short Writing Assignment 3
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. This assignment should be at least one page long.
Content: Answer Questions 2, 3, 4, 5, and 6 in Chapter 5 of Beyond Feelings.
Purpose: The purpose of this assignment is to check the student’s understanding of the reading.
Grading: This assignment will be graded on the thoughtfulness and completeness of the responses. The criteria for graded papers states the standards by which this assignment will be graded.
Fulfills Goals/Outcomes: CG 2, 3, and 5.
**Pop Quizzes**

**Format:** Instructor will randomly ask questions on the reading for the class. The students will be given a small piece of paper to record their answers.

**Content:** The questions asked will only be about the reading for the class. The questions will be short answers.

**Purpose:** The purpose of this assignment is to check that the students’ understanding of the reading and class content. The assignment is also to promote class attendance and reading of the assigned books.

**Grading:** The quizzes will be graded on the ability to answer the questions.

Fulfills Goals/Outcomes: CLO 1.

**Group Work**

**Format:** Groups of 3-5 will be randomly selected in class. These groups will be assigned questions and chapters to discuss and present conclusions to the class either orally, in writing, or both.

**Content:** Content will be decided in class and according to the questions.

**Purpose:** The purpose of these assignments is to make sure that students are engaged with the material and have a chance to use the critical thinking skills in small group situations.

**Grading:** These assignments will be graded on the group’s ability to focus on task and stay on task, participation of all members in the discussion, the civility and respect that the members show each other and the class, and the group’s ability to present thoughtful, complete and logical responses to class. The distribution of the points within the group will be up to the group to decide.

Fulfills Goals/Outcomes: CG 3, 4, and 5. GELO 2, 4, and 5. CLO 1, 6, 9, and 10.

**Debates**

The Debates include the debate, an annotated bibliography, and audience participation.

Fulfills Goals/Outcomes: CGO 3, 4, and 5. GELO 1, 2, 3, 4, and 5. CLO 1, 6, 9, and 10.

**Debate**

**Format:** Debate teams will be assigned be the instructor. Each team will include 3-4 students. The debates will be in Karl-Popper Format and last approximately 20 minutes. A definition of Karl-Popper Debate Format is posted on our Canvas site under Modules–Debates.

**Content:** Controversial topics will be assigned each group. The groups will have at least two weeks to research their topics using peer-reviewed sources.

**Purpose:** The purpose of the debates is to give the students a chance to use their research and critical thinking skills to gather evidence, form arguments, and argue with respect and civility.

**Grading:** This assignment is graded on the logic and arguments presented by the students. They will also be graded on the quality and quantity of the evidence, their ability to answer questions, and the civility and respect they show their opponents.

**Annotated Bibliography**

**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 MLA format, write bibliographic notes for 10 sources related to the assigned topic. These sources should be academic, peer-reviewed sources. 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 debates, to practice using MLA 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 MLA format.

**Audience Participation**

Format: Each student should give the debates complete attention. All phones, computers, electronic gear, class work, books or anything distracting should be put away.

Content: Students should each ask at least one thoughtful question concerning the sources, the arguments, and/or the conclusions of the debate.

Purpose: This assignment is to make sure that the students attend and engage in active listening and learning during the debates.

Grading: Each student should ask at least one thoughtful question, focus on the debates, and show civility.

**Oral Presentation**

Format: Each student will have approximately 5 minutes to present his/her research on either the debates or papers 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 to 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.

Fulfills Goals/Outcomes: CGO 3, 4, 5. GELO 1, 2, 3, 4, 5. CLO 1, 2, 6, 9, 10.

**Paper 1 – General Information**

This paper should be based on one of the following units in Taking Sides: Issue 4, 6, or 8. The student should take a side and argue that side in a persuasive paper. The student should do library research to find at least 5 peer-reviewed sources that support his/her point of view or to refute in the paper. Elements of this assignment include a Topic/Thesis paper, the extensive outline of the paper (3-4 pages), a draft of the paper (6-8 pages), and the final paper (7-10 pages). The paper and all elements of the paper should be in MLA format. Fulfills Goals/Outcomes: CG 1, 2, 3, 4, 5. GELO 1, 2, 3, 4, 5. CLO 1, 2, 3, 4, 5, 7, 8.

**Paper 1 – Thesis/Topic**

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 thesis 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.

**Paper 1 -- Extensive Outline**

**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 Paper 1. 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.

**Paper 1 -- Annotated Bibliography**

**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 two pages long.

**Content:** Using MLA format, write bibliographic notes for 5 sources related to your topic. These sources should be academic, peer-reviewed sources. 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 MLA 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 MLA format.

**Paper 1 -- Complete Draft**

**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 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
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.

Paper 1 – Final Paper
Format: This assignment should follow the suggested guidelines in MLA format.
Content: This is your final of your Paper 1.
Purpose: The purpose of this assignment is to show that the student can write an 7-10 page persuasive paper at the university level.
Grading: The criteria for graded papers states the standards by which this assignment will be graded.

Paper 2 – General Information
Write a paper based on one of the following units in Taking Sides: Issue 9, 16, or 17. The student should take a side and argue while discussing the weaknesses on the other side of the arguments. This should be a critical and persuasive paper. The student should do library research to find at least 5 peer-reviewed sources that support his/her point of view or to refute in the paper.
Elements of this assignment include a Topic/Thesis paper, the extensive outline of the paper (3-4 pages), a draft of the paper (6-8 pages), and the final paper (7-10 pages). The paper and all elements of the paper should be in MLA format. Fulfills Goals/Outcomes: CG 1, 2, 3, 4, 5. GELO 1, 2, 3, 4, 5. CLO 1, 2, 3, 4, 5, 7, 8.

Paper 2 – Thesis/Topic
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 thesis 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.

Paper 2 -- Extensive Outline
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 Paper 1. 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.

**Paper 2 – Annotated Bibliography**

**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 two pages long.

**Content:** Using MLA format, write bibliographic notes for 5 sources related to your topic. These sources should be academic, peer-reviewed sources. 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 MLA 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 MLA format.

**Paper 2 – Complete Draft**

**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 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.

**Paper 2 – Final Paper**

**Format:** This assignment should follow the suggested guidelines in MLA format.

**Content:** This is your final of your Paper 1.

**Purpose:** The purpose of this assignment is to show that the student can write an 7-10 page persuasive paper at the university level.
Grading: The criteria for graded papers states the standards by which this assignment will be graded.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>1000-981</td>
</tr>
<tr>
<td>A</td>
<td>980-921</td>
</tr>
<tr>
<td>A-</td>
<td>920-901</td>
</tr>
<tr>
<td>B+</td>
<td>900-881</td>
</tr>
<tr>
<td>B</td>
<td>880-821</td>
</tr>
<tr>
<td>B-</td>
<td>820-801</td>
</tr>
<tr>
<td>C+</td>
<td>800-781</td>
</tr>
<tr>
<td>C</td>
<td>780-721</td>
</tr>
<tr>
<td>C-</td>
<td>720-701</td>
</tr>
<tr>
<td>D+</td>
<td>700-681</td>
</tr>
<tr>
<td>D</td>
<td>680-621</td>
</tr>
<tr>
<td>D-</td>
<td>620-601</td>
</tr>
<tr>
<td>F</td>
<td>600 and below</td>
</tr>
</tbody>
</table>

Grading Criteria for Written Assignments

Qualities of an “A” Paper

Content and Organization

$ Fulfills all requirements of the assignment
$ Has an arguable and unique thesis
$ Presents accurate information with generalizations supported by facts, examples, or analysis
$ Argues logically
$ Displays original thought
$ Has a recognizable subject
$ Is clearly organized
$ Contains unified paragraphs that support recognizable topic sentences
$ Has an effective introduction and conclusion if appropriate
$ Contains effective transitions
$ Uses the appropriate format for the document

Clarity and Correctness

$ Uses sentences that are easy to understand on a first reading
$ Includes a variety of sentence constructions that are appropriate for the subject, reader, and type of paper
$ Has no serious errors of diction, syntax, grammar, punctuation, or spelling
$ Shows evidence of careful proofreading and editing

**Qualities of a “B” Paper**

**Content and Organization**

- Fulfills all requirements of the assignment
- Has an arguable thesis
- Presents accurate information with generalizations supported by facts, examples, or analysis
- Argues logically
- Has a recognizable subject
- Is clearly organized
- Contains unified paragraphs that support recognizable topic sentences
- Has an introduction and conclusion if appropriate
- Contains transitions
- Uses the appropriate format for the document

**Clarity and Correctness**

- Uses sentences that are easy to understand on a first reading
- Includes a variety of sentence constructions that are appropriate for the subject, reader, and type of paper
- Has no more than one serious error of diction, syntax, grammar, punctuation, or spelling (The error does not prevent comprehension)
- Shows evidence of careful proofreading and editing
- Does not repeat an error marked on a previous paper

**Qualities of a “C” Paper**

**Content and Organization**

- Fulfills the main requirements of the assignment
- Has a thesis that is obvious
- Presents supports generalizations supported with some detail
- Argues logically
- Has a recognizable subject
- Is clearly organized
- Contains unified paragraphs that support recognizable topic sentences
- Has an introduction and conclusion if appropriate
- Uses the appropriate format for the document

**Clarity and Correctness**

- Uses sentences that are understandable
- Shows a variety in sentence construction
- Has no more than two serious errors of diction, syntax, grammar, punctuation, or spelling (The error does not prevent comprehension)
- Shows an understanding of the conventions of written English
- Does not repeat an error marked on a previous paper
Qualities of a “D” or “F” Paper

- Uses an approach that indicates inadequate understanding of the assignment
- Does not have a thesis
- Presents information that may be inaccurate, irrelevant, or incomplete
- Has inadequate support for generalizations
- Contains logical flaws or plagiarized ideas or words
- Has an ambiguous or vague subject
- Is not clearly organized
- Contains paragraphs without easily understood topic sentences
- Contains sentences that are not understandable or are not really sentences
- Has more than two serious errors of diction, syntax, grammar, punctuation, or spelling
- Repeats errors marked on a previous paper
- Does not use the appropriate format for the document

Serious Errors of Diction, Syntax, Grammar, Punctuation, or Spelling include but are not limited to:

- Misspelling a word
- Using the wrong word
- Misusing commas, semi-colons, colons, and apostrophes
- Not having complete sentences
- Not having subject-verb agreement
- Not having pronouns agree with the nouns they represent in number and gender

Format of Submitted Papers: All papers are to be typed in Times Roman 12 point font and follow MLA guidelines.

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 25% 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. 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 50–Writer’s Workshop–Spring 2016

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>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Feb 1</td>
<td>Introduction to Class</td>
</tr>
<tr>
<td></td>
<td><strong>In-Class Writing Assignment</strong>–Short Writing Assignment 1</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>Beyond Feelings</em>, Chapters 1-2</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>Taking Sides</em>, Issue 1</td>
</tr>
<tr>
<td>Wed Feb 3</td>
<td>Discussion on Critical Thinking and Truth</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>Beyond Feelings</em>, Chapters 3-4</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>Taking Sides</em>, Issue 2</td>
</tr>
<tr>
<td>Mon Feb 8</td>
<td>Discussion on Taking Sides Issue 1 and 2</td>
</tr>
<tr>
<td></td>
<td>Group Work in Class–Prepare Units 1.1 and 1.2</td>
</tr>
<tr>
<td></td>
<td><strong>Short Writing Assignment 2</strong></td>
</tr>
<tr>
<td>Wed Feb 10</td>
<td>Discussion of Knowing and Opinions</td>
</tr>
<tr>
<td></td>
<td>Group Work in Class–Prepare Chapter 5, Questions 10/11</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>Beyond Feelings</em>, Chapters 5-6</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>Taking Sides</em>, Issue 3</td>
</tr>
<tr>
<td>Mon Feb 15</td>
<td><strong>Library Day: Meet at MLK Library, Room 213</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Short Writing Assignment 3</strong></td>
</tr>
<tr>
<td>Wed Feb 17</td>
<td>Lecture on Writing Basics</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>Beyond Feelings</em>, Chapters 7-8</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>Taking Sides</em>, Issue 4</td>
</tr>
<tr>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------</td>
</tr>
</tbody>
</table>
| Mon Feb 22 | Discussion on Argument  
Group Work in Class–Prepare Chapter 8, Questions 6/7/8 |
| Wed Feb 24 | Discussion on Debates and Debating  
Form Debating Teams and Choose Topics  
Reading: *Beyond Feelings*, Chapters 9-10  
Reading: *Taking Sides*, Issue 5 |
| Mon Feb 29 | Lecture on Citing, Plagiarism, and Bibliographies |
| Wed Mar 2  | Discussion on Fallacies  
Group Work in Class–Prepare Chapter 9, Questions 6/11 and Chapter 11, Questions 5/6/7  
Reading: *Beyond Feelings*, Chapters 11-12  
Reading: *Taking Sides*, Issue 6 |
| Mon Mar 7  | **Thesis Statements for Paper 1 Due**  
Peer Review of Thesis Statements in Class |
| Wed Mar 9  | Discussion on more Fallacies  
Group Work in Class–Prepare Chapter 12, Question 9 and Chapter 13, Questions 2/3/4  
Reading: *Beyond Feelings*, Chapters 13-14  
Reading: *Taking Sides*, Issue 7 |
| Mon Mar 14 | **Outline for Paper 1 Due–Bring 5 copies to class**  
Peer Review of Outlines in Class |
| Wed Mar 16 | Discussion on *Taking Sides*, Issue 3  
Group Work in Class–Prepare Units 5 and 7 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Mar 21</td>
<td>Draft of Paper 1 Due—Bring 3 Copies to Class</td>
</tr>
<tr>
<td></td>
<td>Peer Review of Drafts in Class</td>
</tr>
<tr>
<td>Wed Mar 23</td>
<td>Private Appointment Day</td>
</tr>
<tr>
<td></td>
<td>Reading: Beyond Feelings, Chapters 17-18</td>
</tr>
<tr>
<td></td>
<td>Reading: Taking Sides, Issue 9</td>
</tr>
<tr>
<td></td>
<td><strong>SPRING BREAK</strong></td>
</tr>
<tr>
<td>Mon Apr 4</td>
<td>Paper 1 Due—Both hard and electronic copies</td>
</tr>
<tr>
<td></td>
<td>Discuss Paper Problems and Organize Debates</td>
</tr>
<tr>
<td>Wed Apr 6</td>
<td>Debates—Set 1</td>
</tr>
<tr>
<td></td>
<td>Reading: Taking Sides, Issue 10</td>
</tr>
<tr>
<td>Mon Apr 11</td>
<td>Debates—Set 1</td>
</tr>
<tr>
<td>Wed Apr 13</td>
<td>Thesis for Paper 2 Due</td>
</tr>
<tr>
<td></td>
<td>Peer Review Theses in Class</td>
</tr>
<tr>
<td></td>
<td>Reading: Taking Sides, Issues 11 and 12</td>
</tr>
<tr>
<td>Mon Apr 18</td>
<td>Discussion and Review of Critical Thinking Topics</td>
</tr>
<tr>
<td></td>
<td>Group Work In Class—Prepare Chapter 19</td>
</tr>
<tr>
<td>Wed Apr 20</td>
<td>Group Work In Class—Prepare Chapter 19</td>
</tr>
<tr>
<td></td>
<td>Reading: Taking Sides, Issue 14</td>
</tr>
<tr>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mon Apr 25</td>
<td><strong>Outline for Paper 2 Due—Bring 5 Copies to Class</strong></td>
</tr>
<tr>
<td></td>
<td>Peer Review of Outlines in Class</td>
</tr>
<tr>
<td>Wed Apr 27</td>
<td>Private Appointments</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>Taking Sides</em>, Issues 15 and 16</td>
</tr>
<tr>
<td>Mon May 2</td>
<td>Private Appointments</td>
</tr>
<tr>
<td>Wed May 4</td>
<td><strong>Debates–Set 2</strong></td>
</tr>
<tr>
<td></td>
<td>Reading: <em>Taking Sides</em>, Issue 17 and 18</td>
</tr>
<tr>
<td>Mon May 9</td>
<td><strong>Debates–Set 2</strong></td>
</tr>
<tr>
<td>Wed May 11</td>
<td><strong>Draft for Paper 2 Due—Bring 3 Copies to Class</strong></td>
</tr>
<tr>
<td></td>
<td>Peer Review of Drafts</td>
</tr>
<tr>
<td>Mon May 16</td>
<td>Discussion of Oral Presentations</td>
</tr>
<tr>
<td>Tues May 24</td>
<td>Meet in our classroom on Tuesday, May 24, at 9:45 am</td>
</tr>
<tr>
<td></td>
<td>Paper 2 Due no later than 10:00am</td>
</tr>
<tr>
<td></td>
<td>Oral Presentation</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 2 Due</strong></td>
</tr>
</tbody>
</table>