

**San José State University**  
**College of Social Sciences**  
**History 100W, Writing Workshop, Section 2 (28086), Spring 2022**

**Course and Contact Information**

Instructor:	Dr. Mary Lynn Wilson
Office Location:	DMH 237B—But office hours are on Zoom this Year
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Office Hours:	Tuesdays and Thursdays Noon-1:15
Class Days/Time:	Tuesdays and Thursday 1:30-2:45 PM
Classroom:	DMH 354
Prerequisites:	<b>Must Complete History 99 with a passing grade. Proof must be presented to the instructor within the first two weeks of class.</b>
GE/SJSU Studies Category:	GE Area Z – Written Communication

**Course Description**

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

**Course Format**

This is an in-person class. It will consist of lectures, discussions, and group work.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with Canvas, visit the following link: [http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources))

**Course Goals**

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)**

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

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

GELO 1 is satisfied by Paper 1, 2 and 3.

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

GELO 2 is satisfied by Paper 2 and 3.

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

GELO 3 is satisfied by the thesis statement, outline, draft, and final paper of Paper 1, 2, and 3.

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

GELO 4 is satisfied by the Citation Assignment and Papers 1, 2, and 3.

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

GELO 5 is satisfied by Papers 1, 2, and 3.

## **Course Learning Outcomes (CLO)**

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

CLO 1: write about social, economic, political, religious, and/or philosophical tenets of at least two cultures that existed before 1750. CLO 1 is satisfied by Paper 1 and 2.

CLO 2: use the University library and library resources. CLO 2 is satisfied by the bibliographies for paper 2 and 3 and Papers 2 and 3.

CLO 3: organize and develop all parts of an essay including thesis statements, outlines, drafts, and bibliographies. CLO 3 is satisfied by the thesis assignments, outlines, drafts, and bibliographies for Papers 1, 2, and 3.

CLO 4: write a clear, concise, argumentative, and academic history paper. CLO 4 is satisfied by Papers 1, 2, and 3.

CLO 5: effectively and considerately peer review other students' writing. CLO 5 is satisfied by the peer-review assignment for thesis statements, outlines and drafts for Papers 1, 2, and 3.

CLO 6: present a formal academic paper. CLO 6 is satisfied by the Oral Presentation.

CLO 7: use correctly Turabian (CMS) format for citing, notes, and bibliography while correctly quoting, paraphrasing, and summarizing without plagiarizing. CLO 7 is satisfied by the Citation Assignment, the bibliographies for Papers 2 and 3, and Papers 1, 2, and 3.

## Required Texts/Readings

### Textbook

Geoffrey of Monmouth. *The History of the Kings of Britain*. Translated and Edited by Michael A. Faletra. Ontario, Canada: Broadview Press, 2008. (ISBN: 978-1-55111-639-6) Required.

*Popol Vuh: The Sacred Book of the Maya, The Great Classic of Central American Spirituality*. Translated and Edited by Allen J. Christenson. Norman, OK: University of Oklahoma Press, 2007. (ISBN: 978-0-8061-3839-8) Required.

Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students & Researchers*. Revised by Wayne Booth, Gregory Colomb, and Joseph Williams, Joseph Bizup, and William T. Fitzgerald. 9<sup>th</sup> ed. Chicago: Chicago University Press, 2018. (ISBN:13: 978-0226430577) (Required)

### 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 and bring to class on days that we are peer reviewing. These resources can be hard copies or soft copies accessible online.

### Library Liaison

Our library contact is Nyle Monday, Phone 408-808-2041 and Email [Nyle.Monday@sjsu.edu](mailto:Nyle.Monday@sjsu.edu)

## Course Requirements and Assignments

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

### In-Class Writing Assignment

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**

- 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 chooses two pages from *A 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.

## **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 in the twelfth century CE. Elements of this assignment include a Topic/Thesis paper, the extensive outline of the paper (5-6 pages), a draft of the paper (8-10 pages), and the final paper (8-12 pages). The paper and all elements of the paper should be in CMS format.

## **Geoffrey of Monmouth Paper–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 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**

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

**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**

**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.

### ***Popol Vuh* – General Information**

Write a paper on an aspect of *Popol Vuh*. Your paper should use the primary source of *Popol Vuh* to illuminate some aspect of Mayan civilization and culture in the early sixteenth century CE. You should use at least 5 peer-reviewed books or articles to support your thesis or to refute in your paper. Elements of this assignment include a Topic/Thesis paper, the extensive outline of the paper (5-6 pages), an annotated bibliography, the complete draft of the paper (8-10 pages), and the final paper of 8-12 pages. The paper and all elements of the paper should be in CMS format.

#### ***Popol Vuh* – Thesis, Topic, and Summary**

**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 *Popol Vuh* 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 ensure that you are planning an analytical paper and help you to refocus your paper if needed.

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

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

### **Popol Vuh – 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 CMS format, write bibliographic notes for 5 sources related to Mayan civilization and culture or early sixteenth century Spanish culture and 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.

### **Popol Vul – 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 all be approximately five to six pages long.
- Content:** Write the extensive outline of your *Popol Vuh* 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.

### **Popol Vuh – 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 approximately eight to ten pages long.
- Content:** Write the complete draft of your *Popol Vuh* 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.

### **Popol Vuh – Final Paper**

- Format:** This assignment should follow the suggested guidelines in Appendix A of Turabian.
- Content:** This is your final draft of your *Popol Vuh* 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.

## **Research Paper General Information**

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

### **Research Paper – Thesis, Topic, and Summary**

- 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**

- 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**

- Format:** Bring 5 copies of this assignment to class. This assignment must have one-inch to one and ½-inch margins all around and be in 12-point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should all be approximately five to six pages long.
- Content:** Write the extensive outline of your Research paper. You should include your thesis statement. Each paragraph should be outlined with a topic sentence and the evidence you will use to support the topic sentence. You also need to include your interpretation/analysis of the evidence. You should have proofread this material at least once before you submit it.
- Purpose:** The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.
- Grading:** This assignment is graded on the completeness of your outline.

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

### **Research Paper – Complete Draft**

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

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

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

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

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

### **Oral Presentation of Final Research Paper**

**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 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: CLO 6.

### **Research Paper – Final Paper**

**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.

### **Final Examination or Evaluation**

The final exam will be an Oral Presentation of the Paper 3. The final exam will be given on our final exam day in our classroom.

### **Grading Information**

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>981 to 1000</i>	<i>98 to 100%</i>
<i>A</i>	<i>921 to 980</i>	<i>92 to 98%</i>



<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A minus</i>	<i>900 to 921</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>881 to 899</i>	<i>88 to 89 %</i>
<i>B</i>	<i>821 to 880</i>	<i>82 to 88%</i>
<i>B minus</i>	<i>800 to 820</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>781 to 799</i>	<i>78 to 79%</i>
<i>C</i>	<i>721 to 780</i>	<i>72 to 78%</i>
<i>C minus</i>	<i>700 to 720</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>681 to 699</i>	<i>68 to 69%</i>
<i>D</i>	<i>621 to 680</i>	<i>62 to 68%</i>
<i>D minus</i>	<i>600 to 620</i>	<i>60 to 62%</i>

Assignment	Percentage	Points
In-Class Writing Assignment	5%	50
Citation Assignment	10%	100
Paper 1— Geoffrey of Monmouth, <i>A History of the Kings of Britain</i>		
Thesis	2%	20
Peer Review of Thesis	1%	10
Extensive Outline	5%	50
Peer Review of Outline	1%	10
Draft	2.5%	25
Peer Review of Draft	1%	10
Final Draft of Paper	10%	100
Paper 2— <i>The Popol Vuh</i>		
Thesis	2%	20
Peer Review of Thesis	1%	10
Bibliography	2.5%	25
Extensive Outline	5%	50
Peer Review of Outline	1%	10
Draft	2.5%	25
Peer Review of Draft	1%	10
Final Draft of Paper	10%	100
Paper 3— Research Paper		
Thesis	2%	20
Peer Review of Thesis	1%	10
Bibliography	2.5%	25
Extensive Outline	5%	50
Peer Review of Outline	1%	10
Draft	2.5%	25
Peer Review of Draft	1%	10
Final Draft of Paper	10%	100
Oral Presentation	12.5%	125
Total	100%	1000 points

### Possible Make-Up Work:

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

10 Points – Complete Library Tutorial on Plagiarism

20 Points – Complete Library Tutorials on Plagiarism and Paraphrasing

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

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

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

### Submission of Papers:

All final drafts of papers must be submitted on Canvas. All papers should be in Turabian and follow the guidelines in Appendix A of the *Manual for Writers of Research Papers*.

### Late Assignments:

Assignments should be submitted in class in person and on time. Assignments are due when class starts. Any assignments submitted later than 15 minutes after class starts will be considered late. For every 24 hours an assignment is late, 10% of the grade will be deducted. After 7 days, the assignment will no longer be accepted. If, for some reason, a student is unable to attend class, the student should email the assignment to a fellow student and have that student print and submit the assignment.

### Grading 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 determinations of their course scores, I will make every attempt to get assignments back within two or three weeks. If the grading will take longer than that, I will let the students know in class why the grading is taking longer than anticipated and when I anticipate the work to be graded.

### Grading Information for GE/100W:

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

### Classroom Protocol

Below are hints for Academic Success:

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

2. **Learn from Your Mistakes and the Mistakes of Others**—If your papers are marked with the same continual mistake, take the initiative and find out what you are doing wrong and learn how you can fix it. Your instructor is always happy to help students who want to learn and improve. One day when the class has student presentations, pay attention and learn from other students' 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**—Please don't distract other students while on Zoom. Please mute your computer if you do not intend to speak to the whole class. Even if you are silent, any background noise around you can distract other students.
4. **Come to Class Prepared**—Do the reading assignments listed in the syllabus for the week 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 information, then they hear the information, and then they do something, like take notes, with the information. Do yourself a favor and read 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 that you submit late or not at all, the more likely you are not to pass the class.
6. **Don't Suffer Silently**—If you are having problems with an assignment, a reading assignment, a presentation, or another student, please discuss this with the instructor as soon as possible. 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, or checking your electronic textbooks. You should not talk, listen, email, text, or browse on your technology in class. Be present, so you can learn.

## University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

# History 100W/ History Writing Workshop, Sec. 2, Spring, 2022

## Course Schedule

The following schedule is subject to change with fair notice. Students will be notified in class, by SJSU email, and under Canvas announcements of any changes.

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thurs Jan 27	Introduction to Class  <b>In-Class Writing Assignment</b>  Reading: Turabian, 1.1; 1.2 <i>A History of the Kings of Britain</i>
2	Tues Feb 1	Lecture and Discussion: Review of History Writing Basics, Thesis Statements, Paragraphs, Topic Sentences  Reading: Turabian, 2.1-2.4; 4.1-4.6 <i>A History of the Kings of Britain</i>
2	Thurs Feb 3	Lecture and Discussion: Citing, Paraphrasing, Summarizing, Quoting
3	Tues Feb 8	<b>Private Appointments on Zoom—1</b> Have Draft of Citation Assignment ready to share with me  Reading: Turabian, 15.1-15.6; 25.1-25.3 <i>A History of the Kings of Britain</i>
3	Thurs Feb 10	<b>Private Appointments on Zoom—1</b> Have Draft of Citation Assignment ready to share with me
4	Tues Feb 15	<b>Private Appointments on Zoom—2</b> Have Final of Citation Assignment and Draft of Thesis Statement  <b>Citation Assignment Due</b>  Reading: Turabian, 5.1-5.6; 6.1-6.3 <i>A History of the Kings of Britain</i>
4	Thurs Feb 17	<b>Private Appointments of Zoom—2</b> Have Final of Citation Assignment and Draft of Thesis Statement

Week	Date	Topics, Readings, Assignments, Deadlines
	Tues Feb 22	Peer Review of Thesis Statements in Class  <b>Thesis Statements for Paper 1 Due</b>  Reading: Turabian, 7.1-7.9; 9.1-9.5 <i>Popol Vuh</i>
5	Thurs Feb 24	Peer Review of Thesis Statements in Class
6	Tues Mar 1	Tentative Library Day  Reading: Turabian, 10.1-10.3; 11.1-11.5 <i>Popol Vuh</i>
6	Thurs Mar 3	Peer Review of Outlines on Zoom  <b>Extensive Outline Due for Paper 1</b>
7	Tues Mar 8	<b>Private Appointments on Zoom—3</b> Have a copy of your Outline to Share with me  Reading: <i>Popol Vuh</i>
7	Thurs Mar 10	<b>Private Appointments on Zoom—3</b> Have a copy of your Outline to Share with me
8	Tues Mar 15	Lecture and Discussion of <i>The Records of the Three Kingdoms in Plain Language</i>  Reading: <i>Popol Vuh</i>
8	Thurs Mar 17	Peer Review of Drafts of Paper 1  <b>Draft of Paper 1 Due</b>
9	Tues Mar 22	Peer Review Thesis Statements  <b>Thesis Statement for Paper 2 Due</b>  Reading: <i>Popol Vuh</i>
9	Thurs Mar 24	Peer Review Thesis Statements  <b>Paper 1 Due</b>
Spring Break	Mar 26- Apr 3	<b>SPRING BREAK</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
10	Tues Apr 5	<b>Private Appointments on Zoom—4</b> Share Ideas for Paper 3
10	Thurs Apr 7	<b>Private Appointments on Zoom—4</b> Share Ideas for Paper 3
11	Tues Apr 12	Peer Review of Outline 2 <b>Extensive Outline 2 and Annotated Bibliography Due</b>
11	Thurs Apr 14	<b>Private Appointments on Zoom –5</b> Share a Copy of Outline with Me
12	Tues Apr 19	<b>Private Appointments on Zoom—5</b> Share a Copy of Outline with Me
12	Thurs Apr 21	Peer Review of Draft for Paper 2 <b>Draft for Paper 2 Due</b>
13	Tues Apr 26	Peer Review of Thesis Statements <b>Paper 2 Due</b> <b>Thesis Statement 3 Due</b>
13	Thurs Apr 28	<b>No Class—Veterans Day</b>
14	Tues May 3	Peer Review of Thesis Statements
14	Thurs May 5	Peer Review of Outline <b>Extensive Outline 3 and Annotated Bibliography Due</b>
15	Tues May 10	<b>Private Appointments on Zoom—6</b> Share a Copy of Outline 3 with Me
15	Thurs May 12	Peer Review of Drafts for Paper 3 <b>Draft 3 Due</b>
Final Exam	Mon May 23	Final is in our classroom on Monday, May 23, at 12:15-2:30 <b>Oral Presentation Due</b> <b>Final Paper Due</b>