

San José State University
College of Social Sciences/History Department
History 100W/Writing Workshop/Section 1/27720/Spring, 2020

Course and Contact Information

Instructor(s):	Dr. Mary Lynn Wilson
Office Location:	Dudley Moorhead Hall 237B
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Email:	Mary.wilson@sjsu.edu
Office Hours:	Mondays, Tuesdays, Wednesdays, Thursdays 9:15-10:00
Class Days/Time:	Mondays and Wednesdays 12:00-1:15
Classroom:	Dudley Moorhead Hall 354
GE/SJSU Studies Category:	GE Area Z – Written Communication II
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.
Classes This Semester:	History 15—MW 10:30-11:45—DMH 150 History 100W—MW 12:00-1:15—DMH 354 History 20A—TTh 10:30-11:45—DMH 354 History 10B—TTh 12:00-1:15—DMH 354

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

- In-person and seminar format.

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)

Course-Embedded Tutor: Dedicated Writing Support

A course-embedded tutor is a student trained by the SJSU Writing Center to work with students and instructors as part of the learning community of the classroom. Our embedded tutor this semester is Ms. McKenna Miller. They will be familiar with the work you are engaged in and will grow to know your needs as a writer. This type of writing support offers you the opportunity to work with an advanced writer who knows the assignments and materials you are working on; you will want to take advantage of the great opportunity that the program affords you as you develop your writing skills.

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

Course 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 course, students should 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

Cabeza de Vaca, Alvar. *The South American Expeditions, 1540-1545*. Translated and Notes by Baker H. Morrow. Albuquerque: University of New Mexico Press, 2011. (ISBN: 978-0-8263-5063-3) (Required)

The Digby Play of Mary Magdalene. Edited by Chester N. Scovile. Peterborough, Ontario: Broadview Press, 2018. (ISBN: 978-1-55481-423-7) (Required)

Turabian, Kate. *A Manual for Writer's of Research Papers, Theses, and Dissertation: Chicago Style for Students & Researchers*. Revised by Wayne Booth, Gregory Colomb, and Joseph Williams, Joseph Bizup, and William T. Fitzgerald. 9th ed. Chicago: Chicago University Press, 2018. (ISBN:13: 978-0226430577) (Required)

All books can be purchased at the SJSU Bookstore 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 and bring to class on days that we are peer reviewing. These resources can be hard copies or soft copies accessible online.

Other Technology 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 and Email 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 *The South American Expeditions*. 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.

Cabeza de Vaca – General Information

Write a paper on an aspect of *The South American Expeditions*. Your paper should use the primary source of *The South American Expeditions* to illuminate some aspect of Spanish or Native American

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

Cabeza de Vaca–Thesis/Topic ()

- Format:** This assignment must have one-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should be approximately one to two pages long.
- Content:** Write in sentence form the tentative topic for your Cabeza de Vaca paper. Write your tentative thesis statement in bold. In one or two paragraphs, briefly summarize what you think you will write about in your paper. You should write in complete sentences and use university-level spelling, grammar, and punctuation. This should be at least half a page in length.
- Purpose:** The purpose of this assignment is to provide the class an understanding of your topic and thesis for discussion. This assignment will also check that you are planning an analytical paper and help you to refocus your paper if needed.
- Grading:** This assignment is graded on the appropriateness of the thesis statement and summary. The criteria for graded papers states the standards by which this assignment will be graded.
- Fulfills Goals/Outcomes:** CG 2, GELO 1, CLO 3 & 4.

Cabeza de Vaca Paper -- Extensive Outline ()

- Format:** Bring 5 copies of this assignment to class. This assignment must have one-inch to one and ½-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should be approximately five to six pages long.
- Content:** Write the extensive outline of your Cabeza de Vaca paper. You should include your thesis statement at the beginning. Each paragraph should be outlined with a topic sentence and the evidence you will use to support the topic sentence. You also need to include your interpretation/analysis of the evidence. You should have proofread this material at least once before you submit it. While this paper does not need footnotes, it should have some indication of what you are citing.
- Purpose:** The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.
- Grading:** This assignment is graded on the completeness of your outline.
- Fulfills Goals/Outcomes:** GELO 1, 2, 3, 4, & 5 and CLO 1, 3, 4, & 5.

Cabeza de Vaca Paper – Complete Draft ()

- Format:** Bring 3 copies of this assignment to class. This assignment must have one-inch to one and ½-inch margins all around and be in 12 point Times Roman font. This assignment should be double spaced on 8½ by 11½ paper. The assignment should be at least eight pages long.
- Content:** Write the complete draft of your Cabeza de Vaca paper. Each paragraph should have an identifiable topic sentence. You need to argue your thesis throughout the paper and analyze and interpret the evidence you present. You should have proofread this material at least once before you submit it. You should not print out your outline again–this will not be worth any points. You need a complete paper.
- Purpose:** The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.
- Grading:** This assignment is graded on the number of pages you complete and the completeness of the draft.
- Fulfills Goals/Outcomes:** GELO 1, 2, 3, 4, & 5 and CLO 1, 3, 4, & 5.

Cabeza de Vaca – Final Paper ()

- Format:** This assignment should follow the suggested guidelines in Appendix A of Turabian.
- Content:** This is your final of your Cabeza de Vaca paper.
- Purpose:** The purpose of this assignment is to show that the student can write an 8-10 page argumentative paper at the university level.

Grading: The criteria for graded papers states the standards by which this assignment will be graded.
Fulfills Goals/Outcomes: CG 1 & 2; GELO 1, 2, 3, 4, & 5; CLO 1, 3, 4, 7, & 8.

Digby Play – General Information

Write a paper on an aspect of *The Digby Play of Mary Magdalene*. Your paper should use the primary source of *The Digby Play of Mary Magdalene* to illuminate some aspect of English civilization and culture in the early 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.

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

Purpose: The purpose of this assignment is to provide the class an understanding of your topic and thesis for discussion. This assignment will also 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.

Digby Play – 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 late medieval English/early Renaissance civilization. These sources should be academic, peer-reviewed sources. You should include at least one book and at least two 10-30 page scholarly articles. The annotated bibliography should include a full bibliographic note, the credentials of the authors, and a sentence stating how you will use the source in your paper.

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

Grading: This assignment is graded on the appropriateness of the source and CMS format.

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

Digby Play – Extensive Outline ()

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

Content: Write the extensive outline of your Digby Play paper. You should include your thesis statement. Each paragraph should be outlined with a topic sentence and the evidence you will use to support

the topic sentence. You also need to include your interpretation/analysis of the evidence. You should have proofread this material at least once before you submit it.

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

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

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

Digby Play – Complete Draft ()

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

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

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

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

Digby Play – Final Paper ()

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

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

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

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

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

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>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—Cabeza de Vaca Paper		
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—Digby Play		
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 in a hard copy to the professor and an electronic copy on Canvas. Failure to submit both a hard and an electronic copy will result in a zero for the paper. 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

Classroom Protocol

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

1. **Attend Every Class** – Making school your priority will help ensure your success. Every time that you miss class you not only miss important information, but also you waste your money.
2. **Learn from Your Mistakes and the Mistakes of Others** – If your papers are being marked with the same continual mistake, take the initiative and find out what you are doing wrong and how to fix it. Your instructor is always happy to help students who want to learn and improve. On days when the class has student presentations, pay attention and learn from their strong points and mistakes. This way you will know what works and what doesn't work in different communication environments.
3. **Be Courteous to Other Students During Their Presentations** – You want people to listen when you speak. You need to listen when others speak. Do not read the newspaper, our textbook, other textbooks, or any at all during presentation. Do not play with your phone, tablet, or laptop. You should sit still and look interested and focused. Pretend that you are at work and your boss is speaking. How would you act in that situation?
4. **Come to Class Prepared** – Do the reading assignments listed in the syllabus for the day they are assigned. If you have read the chapter before class, the lecture will make more sense and you will be able to ask informed questions. Most people learn best if they read and then hear the same basic information. Do yourself a favor and do the assigned reading.

5. **Submit Your Assignments on Time** – A good way to get fired from a job is to not have important reports done well by the deadline. Think of this class as a work situation. The more work you submit late or not at all, the more likely you will not pass the class.
6. **Don't Suffer Silently** – If you are having problems with an assignment, a reading assignment, a presentation, or another student, discuss this with the instructor. Don't wait until the last few weeks of class to voice a concern. Problems that are solved early in the semester will alleviate stress later in the semester.
7. **Be in the Moment** – Please turn off your phones, tablets, laptops, and any other technology that might distract you from learning. These devices should only be used for academic purposes in class such as note taking, checking course materials when needed and checking your electronic textbooks. You should not talk, listen, email, text, or browse on your technology in class. Be present, so you can learn.

University Policies

Per [University Policy S16-9](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.

Additional Information

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

An essay meriting an A demonstrates excellence in all areas.

- **Thesis:** The essay possesses a clear, insightful, analytical thesis that takes a position, advances an argument, and interprets events or experiences in history. It is a relatively new theme or variation which is different than previous offerings in the field.
- **Argumentation and Organization:** The argument is not only unified and coherent, but also complex and nuanced. The arguments/interpretations set forth by the author are supported by the evidence (cited sources). The argument/interpretation supports the thesis logically from paragraph to paragraph throughout the written assignment.
- **Evidence:** The writer uses a wide selection of primary and secondary source materials that are appropriate to the thesis and topic. Primary sources meet the standards of internal criticism in their use. Secondary sources are well recognized, recent, varied across a range of literature and interpretations in the field. Secondary sources demonstrate collection of evidence through library referencing (as opposed to the internet solely).
- **Style:** The paragraphs and parts of the paper are well-organized and the paper contains an appropriate introduction and conclusion, both of which frame the argument/interpretation in the body of the paper. The sentences within the paragraphs are syntactically correct and clear, contain a variety of constructions and assist the reader's ability to comprehend the major points of the paper.
- **Mechanics:** The paper contains no serious errors of diction, grammar or punctuation, nor any errors in the requirements of Turabian/University of Chicago style guides for citation of sources. There is a good variety of quotations and paraphrasing, properly cited. The paper shows evidence of careful editing.

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

- **Thesis:** The essay possesses a clear, analytical thesis that takes a position, advances an argument, or interprets events or experiences in history; however, it is less ambitious than that of an excellent essay.
- **Argumentation and Organization:** The argument, while unified and coherent, does not have the complexity or insight or the integrated structure of an excellent paper.
- **Evidence:** The writer includes good selections from primary or secondary source materials that are appropriate to the thesis and topic. The presented evidence, however, is drawn from a narrower range of available sources and demonstrates less mastery of the material and topic, especially with regard to secondary sources. Secondary sources are recent and demonstrate collection of evidence through library referencing (as opposed to solely internet research).
- **Style:** The paragraphs and parts of the paper are well-organized and the paper contains an appropriate introduction and conclusion, which frame the argument/interpretation in the body of the paper. The sentences within the paragraphs, for the most part, are syntactically correct and clear, contain some variety of constructions and are reasonably readable.
- **Mechanics:** The paper has very few errors of diction, grammar or punctuation, or very few errors in the requirements of Turabian/University of Chicago style guides for citation of sources. The errors do not detract from the paper's content. The essay is well-edited.

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

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

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

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

History 100W / Writers Workshop, Spring 2020, 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	Mon 1/27	Introduction to Class In-Class Writing Assignment Reading: Turabian, 1.1, 1.2 Reading: <i>The South American Expeditions</i>
1	Wed 1/29	Lecture and Discussion: Review of History Writing Basics, Thesis Statements, Paragraphs, Topic Sentences
2	Mon 2/3	Lecture and Discussion: Chicago Manual of Style/Turabian (CMS)—Citation, Paraphrasing, Quoting and Summarizing Reading: Turabian, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3, 4.4, and 4.6 Reading: <i>The South American Expeditions</i>
2	Wed 2/5	Lecture and Discussion: Citing and Outlining
3	Mon 2/10	Private Appointments in my Office Bring Thesis and Draft of Citation Assignment with you to meeting. Reading: Turabian, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 25.1, 25.2, and 25.3 Reading: <i>The South American Expeditions</i>
3	Wed 2/12	Private Appointments in my Office Bring Thesis and Draft of Citation Assignment with you to meeting—Students can work with our tutor in the classroom
4	Mon 2/17	Lecture and Discussion: Arguments and Good Writing Habits Citation Assignment Due Reading: Turabian, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, & 6.3 Reading: <i>The South American Expeditions</i>
4	Wed 2/19	Peer Review of Thesis Statements in Class Thesis Statement Due
5	Mon 2/24	Peer Review of Thesis Statements in Class Reading: Turabian, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 9.1, 9.2, 9.3, 9.4, & 9.5 Reading: <i>The Digby Play of Mary Magdalene</i>

Week	Date	Topics, Readings, Assignments, Deadlines
5	Wed 2/26	Tentative Library Day
6	Mon 3/2	Peer Review of Outlines in Class—Bring 5 copies of your Outline to Class Extensive Outlines for Paper 1 Due Reading: Turabian, 10.1, 10.2, 10.3, 11.1, 11.2, 11.3, 11.4, & 11.5 Reading: <i>The Digby Play of Mary Magdalene</i>
6	Wed 3/4	Private Appointments in my Office Bring a copy of your Outline Our tutor will be in our classroom if you need any help
7	Mon 3/9	Private Appointments in my Office Bring a copy of your Outline Reading: <i>The Digby Play of Mary Magdalene</i>
7	Wed 3/11	Peer Review of Draft for Paper 1 in Class Draft Due for Paper 1 —Bring 3 copies of your draft to class
8	Mon 3/16	Peer Review of Thesis for Paper 2 Thesis for Paper 2 Due
8	Wed 3/18	Peer Review of Thesis for Paper 2 Paper 1 Due
9	Mon 3/23	Private Appointments in my Office Bring a draft of your outline of paper 2 and an idea for paper 3
9	Wed 3/25	Private Appointments in my Office Bring a draft of your outline of paper 2 and an idea for paper 3 Our tutor will be in our classroom if you need any help
		SPRING BREAK
10	Mon 4/6	Peer Review of Outlines for Paper Extensive Outline for Paper 2 Due —Bring 5 copies of your outline to class Bibliography for Paper 2 Due
10	Wed 4/8	Private Appointments in my Office Bring a copy of you Outline Our tutor will be in our classroom if you have any questions
11	Mon	Private Appointments in my Office

Week	Date	Topics, Readings, Assignments, Deadlines
	4/13	Bring a copy of your Outline
11	Wed 4/15	Peer Review of Drafts for Paper 2 Draft for Paper 2 Due —Bring 3 copies of your draft to class
12	Mon 4/20	Peer Review of Thesis Statements for Paper 3 Thesis Statement for Paper 3 Due
12	Wed 4/22	Peer Review of Thesis Statements for Paper 3 Paper 2 Due
13	Mon 4/27	Optional Appointments in My Office
13	Wed 4/29	Peer Review of Outlines for Paper 3 Extensive Outline for Paper 3 Due —Bring 5 copies to class Bibliography for Paper 3 Due
14	Mon 5/4	Private Appointments in my Office Bring your Outlines
14	Wed 5/6	Private Appointments in my Office Bring your Outlines Our tutor will be in our classroom if you need any help
15	Mon 5/11	Peer Review of Drafts for Paper 3 Draft for Paper 3 Due —Bring 3 copies to class
Final Exam	Tues 5/19	Venue and Time Oral Presentation of Paper 3 Paper 3 Due Tuesday, May 19, at 9:45 to Noon in our Classroom