HISTORICAL RESEARCH AND WRITING

DESCRIPTION:

This course emphasizes research and writing skills and affords students the opportunity to discover various approaches to historical research. It, likewise, is designed to help recognize and address the strengths and weaknesses in their own critical thinking and writing skills. To reinforce the concepts covered in the course, students will be asked to produce assignments essential to successful research projects as well as written pieces designed to demonstrate knowledge of topics and proficiency in writing skills. This course culminates in a 10- to 15-page research paper. Paper topics will be of the students’ choosing.

This course requires that students have access to and consult routinely with the information on the university’s online Desire to Learn (D2L) site; go to online.siu.edu to look at the class. All students must also have an SIU email in order to take this class; go to http://policies.siu.edu/policies.siu.edu to obtain an email.

REQUIRED TEXTS:


Electronic Course pack on D2L.

LEARNING GOALS:

The goals of this course are to:

- Explain the process of conducting and communicating historical research.
- Formulate clear historical questions.
- Evaluate existing historical scholarship.
- Interpret relevant historical literature as it pertains to a specific research question.
- Edit scholarly writing.
- Produce clear and concise written communication within an academic context.
- Utilize the Chicago Manuel style of citation in research writing.
EVALUATION:

The student’s final grade will be determined as follows:

- **Participation Grade: 500 points**
  - Breakdown:
    - Weekly Attendance: 10 points
    - Weekly Discussion: 10 points
    - Weekly D2L Participation: 10 points
    - Weekly participation assignments: 20 points
      - These include:
        - Reading Comprehension Worksheets
        - Peer Review Worksheets

- **Paper preparation assignments: 200 points**
  - Breakdown:
    - Personal Food History Essay: 10 points
    - Brainstorm of 10 Potential Topics: 10 points
    - Three Potential Topics in Booth format: 10 points
    - Final Topic with list of 10 potential peer reviewed sources & 2 potential primary sources: 10 points
    - Annotated bibliography: 20 points
    - Literature review: 20 points
    - Primary source treatment: 10 points
    - Rough Draft of 2 pages: 10 points
    - Substantive Outline: 10 points
    - Four pages due #1: 10 points
    - Four pages due #2: 10 points
    - Individual consultations: 10 points
    - Introduction & Conclusion: 20 points
    - Rough Draft #1: 20 points
    - Rough Draft #2: 20 points

- **Final Paper: 300 points**

***Total: 1000 points***

GRADING SCALE:

A: 90% — 100%
B: 80% — 89%
C: 70% — 79%
D: 60% — 69%
F: 0% — 60%
DISCUSSION ETIQUETTE IN CLASS AND ON D2L:

The purpose of discussion is to allow student to exchange ideas. It is imperative to remain respectful of all viewpoints and positions and, when necessary, agree to respectfully disagree. When grading discussion, I will look for the following minimum standards:

- **Quality:** How well you respond to your classmates and prompts.
- **Engagement:** The degree to which you are involved in the discussion as they occurred demonstrated by in-class participation and by posting on D2L at least three times per week.
- **Timeliness:** At least one contribution made to D2L before midnight on Wednesday.

ATTENDANCE:

Attendance records will be kept; students should be aware that chronic absences will have a negative effect on final grades and that regular attendance, attention, and participation in class will have a positive effect on assignment and paper performances. Attendance and participation will count for 100 points. Five points will be deducted for each unexcused absence. Therefore, more than eight unexcused absences will result in a failing grade for the attendance portion of the course. To be excused, a student must document the absence. Students absent from classes because of observances of major religious holidays will be excused; however, student must notify the instructor in advance of any such absences. Additionally, the instructor reserves the right to give pop-quizzes. Grades on these quizzes will be factored into the participation grade.

LATE WORK:

Late submission of any assignment will reduce the assignment grade by 10 points per day following the due date. Exceptions may include a mutually agreed arrangement made in advance or bona fide emergencies (be prepared to supply documentation.) Problems with your personal computer (such as computer crashes) do not count as emergencies, as students are required to have a “technology backup plan” in place. Please let me know if something significant happens to you during the term that could interfere with your submitting class assignments on time (death in family, loss of job, new baby, etc.). I am more than willing to accommodate an honest emergency.

ACADEMIC INTEGRITY AT SIU:

There will be no tolerance of plagiarism or academic dishonesty in this course. Plagiarism is taking and passing as one’s own ideas, writings, etc. of another. Any student who plagiarizes in this course will be subject to the consequences outlined in the policies of the SIUC Department of History and of the university.

MOBILE TECHNOLOGY POLICY:

Students may use laptops or tablets *to take notes in class*, but not for social networking purposes. Furthermore, all cell phones must be silenced and out of sight during class. Violations will be reflected in your participation grade.
DISRUPTIVE BEHAVIOR POLICY:

As with any public forum, the classroom is a shared space where consideration and compassion for others are not negotiable. Therefore, any disruptive behavior, including inappropriate use of laptops, cell phones, MP3 players, magazines, newspapers, food, or drink during class, or chronic tardiness or chronic early departure form seminar, will not be accepted. (Students who have a need to come late or leave early should take to the instructor.) Students should become familiar with the SIU Student Conduct Code at:

Course Schedule

*Important Note:* Changes may occur to the syllabus at the instructor’s discretion. When changes are made, students will be notified in class and via an announcement on D2L.

**PART I: SCHOLARSHIP, SOURCES & WRITING TIPS**

**Week 1: History in Unexpected Places (August 19-23)**

**Learning Objectives:**
After this week, students should be able to:
- Discuss the role and importance of careful, objective analysis and research for historical scholarship as well as for professional enterprises.
- Understand the parameters of the project before them.
- Think flexibly about historical topics and historical evidence.
- Articulate their “technology back-up plan.”

**Course Content:**

**Textbook Reading:**

**Additional Reading:**


**Discussion Board on D2L:**
- Introductions
- Technology Back-up plans
- Question:
  - Suggest one reason why historical research is important to your life, to professionals, and to the government. (Do not repeat the suggestions of your classmates.)

**Assignments:**
Wednesday: Group A & Group B hand-in their respective comprehension worksheets.
Friday: All bring in a piece of history to discuss.

**Meeting Agenda:**
Monday: What are we doing in this course? Syllabus & Legacy.
Wednesday: What are we doing in this course? Discussion of essays that came before.
Friday: Scavenger Hunt for history.
Week 2: Types of History #1 (August 26-30)

Learning Objectives:
After this week, students should be able to:
• Understand the underlying principles of the 5-paragraph essay.
• Grasp the mechanics of the paragraph.
• Be able to identify a thesis statement.
• Be able to brainstorm.

Course Content:
Textbook Reading:

Additional Reading:
Purdue Online Writing Lab (OWL): “Essay writing.”
http://owl.english.purdue.edu/owl/resource/685/05/

Group A: Jochen Hellbeck, “‘The Diaries of Fritzes and the Letters of Gretchens’: Personal Writings from the German-Soviet war and Their Readers,” Kritika: Explorations in Russian and Eurasian History 3, no. 10 (Summer 2009): 571-606.


Discussion Board on D2L:
Questions:
▪ How has Booth’s approach to brainstorming influenced your thinking about topic selection?
▪ What challenges have you encountered while brainstorming for your topic?
▪ What reservations or concerns do you have about topic selection?

Assignments:
Monday: Your Personal History through Food Essay is due.
Friday: Group A & Group B hand-in their respective comprehension worksheets.

Meeting Agenda:
Monday: Fun with topic sentences & paragraphing.
Wednesday: Library meeting with Undergraduate Instruction Librarian, Christina Heady.
Friday: Discussion of Hellbeck & Prichard.
Week 3: Types of History #2 (September 2-6)

Learning Objectives:
After this week, students should be able to:
• Translate topics into questions.
• Understand the purposes and promises of the archive.
• Think about source diversity.
• Craft thesis statements.

Course Content:
Textbook Reading:

Additional Reading:
Purdue Online Writing Lab (OWL): “Developing Strong Thesis Statements.”
http://owl.english.purdue.edu/owl/resource/588/1/


Discussion Board on D2L:
Questions:
• What are some characteristics of strong writing?
• What type of writing irks you?
• What historical sources do you find interesting? Why?

Assignments:
Wednesday: Brainstorm of 10 potential topics due.
Friday: Group A & Group B hand in reading their respective comprehension worksheets.

Meeting Agenda:
Monday: NO CLASS.
Wednesday: Meeting with Director of Special Collections, Pamela Hackbart-Dean (tentatively).
Friday: Discussion of Roberts & Hájková and brief discussion of Booth’s Three-Step-Process.
Week 4: Types of History #3 (September 9-13)

Learning Objectives:
After this week, students should be able to:
• Apply Booth’s Three-Step Method to Topic Selection.
• Understand the purposes and promises of government papers.
• Evaluate source credibility.

Course Content:
Textbook Reading:

Additional Reading:
Purdue Online Writing Lab (OWL): “Using Research and Evidence.”
http://owl.english.purdue.edu/owl/resource/588/02/


Discussion Board on D2L:
Questions:
▪ How do you think technology, like the internet, has changed how academics conduct research?
▪ How often do you use print material, rather than electronic sources?
▪ What quality differences, if any, do you seen between print and electronic materials?

Assignments:
Monday: Turn-in three potential topics in the Booth format & identify potential source bases for these three topics.
Friday: Group A & Group B hand-in their respective comprehension worksheets.

Meeting Agenda:
Monday: Round robin: Discussion of potential topics & sources.
Wednesday: Meeting with Government Information Librarian, Jian Ann Xiong (tentatively).
Friday: Discussion of Zahra & Gordon.
Week 5: Types of History #4 (September 16-20)

Learning Objectives:
After this week, students should be able to:

• Use the basic style requirements of the Chicago Manuel.
• Understand how to construct an annotated bibliography.
• Distinguish academic, peer-reviewed literature from other types of publications.

Course Content:

Textbook Reading:

Additional Reading:
http://owl.english.purdue.edu/owl/resource/717/01/

Purdue Online Writing Lab (OWL): “Annotated Bibliographies.”
http://owl.english.purdue.edu/owl/resource/614/01/


Discussion Board on D2L:
Questions:
• In working more with the library, what challenges have you encountered?
• How have you determined what sources you want to use?
• What primary sources are you beginning to find? What primary sources would you rather be finding?

Assignments:
Monday: Final topics due along with a list of potential 10 peer reviewed sources & 2 potential primary sources.
Wednesday: Group A & Group B hand-in their respective comprehension worksheets.

Meeting Agenda:
Monday: Discussion of Chicago Style & Annotated Bibliographies.
Wednesday: Discussion of Walkowitz & Callaci.
Friday: Discussion of how to read sources.
Week 6: Types of History #5 (September 23-27)

Learning Objectives:
After this week, students should be able to:
- Discuss the purpose of a literature review.
- Select the appropriate way to organize a literature review for a specific topic.
- Prepare a literature review for an historical analysis.

Course Content:
Textbook Reading:

Additional Reading:
Purdue Online Writing Lab (OWL): “Social Work Literature Review.”
http://owl.english.purdue.edu/owl/resource/666/01/


Discussion Board on D2L:
Questions:
- Why is a literature review important?
- What are some effective ways to organize a literature review?
- How has the literature review process been important to your scholarly research and overall writing experience?

Assignments:
Monday: Annotated Bibliography due.
Wednesday: Group A & Group B hand-in their respective comprehension worksheets.

Meeting Agenda:
Monday: Discussion of literature reviews.
Wednesday: Discussion of Frank & Penningroth.
Friday: Discussion of how to evaluate secondary sources.
Week 7: Types of History #6 (September 30-October 4)

Learning Objectives:
After this week, students should be able to:
• Analyze a primary source.
• Form a thesis.
• Sustain an argument about one source.

Course Content:
Textbook Reading:

Additional Reading:


Discussion Board on D2L:
Questions:
- How did you feel about the scholarship you covered in your literature review? Did you agree? Disagree?
- How did you choose your source for the analysis assignment?
- What other sources would you like to have found?
- What struggles are you having with your sources?

Assignments:
Monday: First draft of Literature Review due (2-3 pages).
Wednesday: Group A & Group B hand-in their respective comprehension worksheets.

Meeting Agenda:
Monday: Discussion of literature reviews & lessons learned.
Wednesday: Discussion of Norton & Neuburger.
Friday: Discussion of how to read and evaluate a primary source.
PART II: WRITING

Week 8: Writing #1 (October 7-11)

Learning Objectives:
After this week, students should be able to:
• Take effective research notes.
• Cite sources appropriately.
• Paraphrase.

Course Content:
Textbook Reading:

Additional Reading:
Northwestern Writing Place, “Practicing the Essentials of Good History Writing.”
http://www.writing.northwestern.edu/practicing-the-essentials-of-good-history-writing/


Discussion Board on D2L:
Questions:
- Why is a well-crafted thesis statement important? What happens if there is no thesis statement?
- So far, what part of this process has been the most challenging for you? What tools do you wish you had to succeed?
- What new sources have popped up that have surprised you?
- When do you paraphrase? When do you prefer a block quotation?

Assignments:
Monday: Primary source treatment due (300-350 words).

Meeting Agenda:
Wednesday: Discussion of note taking and paraphrasing & Presentation from the Writing Center (tentative)
Friday: Academic Integrity. (tentative)
Week 9: Writing #2 (October 14-18)

Learning Objectives:
After this week, students should be able to:
- Prepare a substantive outline of a history paper.
- Produce paper sections using appropriate headings.
- Recognize the value of one-on-one consultation.

Course Content:
Textbook Reading:

Additional Reading:
Northwestern Writing Place, “10 Essentials to Good History Writing.” http://www.writing.northwestern.edu/10-essentials-to-good-history-writing/

Discussion Board on D2L:
Questions:
- How are you thinking about organizing your paper?
- How can peers and mentors help your research?
- How do you make use of peers and friends while writing?

Assignments:
Wednesday: Rough draft of 2 pages of body section due.

Meeting Agenda:
Monday: NO CLASS.
Wednesday: Discussion of writing challenges & the Power of Outlining.
Friday: Individual consultations.
Week 10: Writing #3 (October 21-25)

Learning Objectives:
After this week, students should be able to:
- Use basic grammar rules.
- Draft and cite in-text appropriately.
- Compose succinct, clearly written communication.

Course Content:
Textbook Reading:

Additional Reading:

Discussion Board on D2L:
Questions:
- What element of Strunk and White struck you most?
- In what ways is your paper part of a larger conversation?
- What were your intellectual reactions to the Peace History Conference?

Assignments:
Monday: Substantive outlines due.

Meeting Agenda:
Monday: Substantive outlines due & discussion of historical argumentation.
Wednesday: Individual consultations.
Friday: Peace History Conference.
Week 11: Writing #4 (October 28-November 1)

Learning Objectives:
After this week, students should be able to:
• Edit writing for correct grammar, sentence structure, voice, flow and content.
• Select words carefully, avoiding hyperbole.
• Chose strong verbs.
• Avoid logical fallacies

Course Content:
Textbook Reading:

Additional Reading:
D. Q. McInerny, *Being Logical*, pp. 103-129

Discussion Board on D2L:
Questions:
▪ Which logical fallacy do you fall victim to most?
▪ What methods are you using to receive feedback on you work?
▪ What limitations are there on the feedback you are receiving?
▪ When do you feel the most comfortable writing?

Assignments:
Monday: Four pages of paper’s body due.

Meeting Agenda:
Monday: Four pages due & discussion of Peace History Conference.
Wednesday: Discussion of hyperbole, grammar, and logic. (tentative)
Friday: Individual Consultations.
Week 12: Writing #5 (November 4-8)

Learning Objectives:
After this week, students should be able to:
• Write useful and engaging introductions and conclusions.
• Hone thesis statements.

Course Content:
Textbook Reading:

Additional Reading:
Purdue Online Writing Lab (OWL): “Introductions.”
http://owl.english.purdue.edu/owl/resource/724/1/
Purdue Online Writing Lab (OWL): “Conclusions.”
http://owl.english.purdue.edu/owl/resource/724/04/

Discussion Board on D2L:
Questions:
▪ When writing and researching, how do you use introductions and conclusions?
▪ What elements make an introduction interesting?
▪ What tips have you drawn from other scholars in their writing?
▪ What thoughts have you given toward naming your paper?

Assignments:
Monday: Four pages of paper’s body due.

Meeting Agenda:
Monday: Four pages due & discussion of introductory paragraphs.
Wednesday: Discussion of conclusions. (tentative)
Friday: Individual Consultations.
Week 13: Writing #6 (November 11-15)

Learning Objectives:
After this week, students should be able to:
• Understand the import of editing.
• Look for ways to transition paragraphs.
• Devise interesting and descriptive titles

Course Content:
Textbook Reading:

Additional Reading:
Strunk & White, *Elements of Style*, pp. 52-71

Purdue Online Writing Lab (OWL): “Writing Transitions.”
http://owl.english.purdue.edu/owl/resource/574/01/

Discussion Board on D2L:
Questions:
- Strunk and White provide a number of writing guidelines. Which of these have you benefited from the most? Share an example.
- Reading over Booth, what lessons have you drawn about editing?
- How is progress on your titles coming?

Assignments:
Wednesday: Introduction and conclusion due.

Meeting Agenda:
Monday: NO CLASS.
Wednesday: Introduction & Conclusion due; Discussion of titles and editing.
Friday: Discussion of editing, grammar, and rhetorical strategies continue. (tentative)
PART III: PEER-REVIEW & EDITTING

Week 14: Reviewing & Editing & Finalizing #1 (November 18-22)

Learning Objectives:
After this week, students should be able to:
• Provide constructive feedback on written work by peers.
• Revise written work based on feedback received as part of a review process.
• Identify each stage in the peer-review process.

Course Content:
Textbook Reading:

Additional Reading:
American Historical Association Statement on Peer Review

http://www.nature.com/nature/peerreview/debate/nature04995.html

Discussion Board on D2L:
Questions:
• Why do academics use the peer review process?
• What are some of the benefits of peer review?
• What are some of the potential liabilities surrounding peer review?

Assignments:
Monday: 2 copies of first draft due.
Wednesday or Friday: Conduct peer reviews and fill out forms.

Meeting Agenda:
Wednesday: Peer review meetings. Meeting with Outreach team tutors from the Writing Center. (tentative).
Friday: Peer review meetings. (No in class meeting)
**Week 15: Reviewing & Editing & Finalizing #2 (November 25-29)**

**Learning Objectives:**
After this week, students should be able to:
- Relax for a bit.
- Appreciate distance from their project.

**Discussion Board on D2L:**
Questions:
- What are the benefits of letting the project rest?

**Assignments:**
Monday: Electronic copy of 2\textsuperscript{nd} draft due to me with peer review notes.

**Meeting Agenda:**
Monday: Second draft due with peer review notes attached. No meeting.
Wednesday: NO CLASS.
Friday: NO CLASS.
Week 16: Reviewing & Editing & Finalizing #3 (December 2-6)

Learning Objectives:
After this week, students should be able to:
• Give a concise, oral presentation of work.
• Provide constructive feedback on oral work.
• Use feedback from presentation to strengthen final paper.

Discussion Board on D2L:
Questions:
■ What have learned about writing in this course?
■ Where would you like to take this paper next?

Assignments:
Monday: Give brief, oral presentation of work and provide feedback on others’ presentations.
Wednesday: Give brief, oral presentation of work and provide feedback on others’ presentations.
Friday: Give brief, oral presentation of work and provide feedback on others’ presentations.

Meeting Agenda:
Monday: Oral presentations; feedback forms will be handed out, filled out, and returned.
Wednesday: Oral presentations; feedback forms will be handed out, filled out, and returned.
Friday: Oral presentations; feedback forms will be handed out, filled out, and returned.

***Final Papers Due by Friday, 13 December 2013, @ 10:10 a.m.***
Electronically to me via email at mpytka@siu.edu
They shall also be submitted to www.turnitin.com
IMPORTANT DATES
Last day to add a class (without instructor permission) ............... 8/30/2013
Last day to withdraw completely and receive a 100% refund .......... 9/01/2013
Last day to drop a course using SalukiNet .............................. 10/27/2013
Last day to file diploma application (for name to appear in Fall
Commencement program) ............................................. 11/01/2013
Final examinations ..................................................... 12/9 – 12/13/2013
Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

FALL SEMESTER HOLIDAYS
Labor Day 09/02/2013
Fall Break 10/12—10/15/2013
Thanksgiving Break 11/27—12/1/2013

WITHDRAWAL POLICY – Undergraduate only
Students who officially register for a session may not withdraw merely by the
stopping of attendance. An official withdrawal form needs to be initiated by the
student and processed by the University. For the proper procedures to follow
when dropping courses and when withdrawing from the University, please visit
http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

INCOMPLETE POLICY – Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in
passing work are unable to complete all class assignments. An INC must be
changed to a completed grade within one semester following the term in which
the course was taken, or graduation, whichever occurs first. Should the student
fail to complete the course within the time period designated, that is, by no
later than the end of the semester following the term in which the course was
taken, or graduation, whichever occurs first, the incomplete will be converted
to a grade of F and the grade will be computed in the student’s grade point
average. For more information please visit:
http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a
course for credit no more than two times (two enrollments) unless
otherwise noted in the course description. For students receiving a letter grade
of A,B,C,D, or F, the course repetition must occur at Southern Illinois
University Carbondale. Only the most recent (last) grade will be calculated in
the overall GPA and count toward hours earned. See full policy at
http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the
applicable policies for graduate students, please visit

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic
support services to students with permanent and temporary disabilities. DSS
provides centralized coordination and referral services. To utilize DSS
services, students must come to the DSS to open cases. The process involves
interviews, reviews of student-supplied documentation, and completion of
Disability Accommodation Agreements.
http://disabilityservices.siu.edu/

STUDENT CONDUCT CODE
http://policies.siu.edu/other_policies/chapter3/conduct.html

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a
university-wide program of care and support for students in any type of
distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue
to display a culture of care and demonstrate to our students and their
families that they are an important part of the community. For
Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu,
http://salukicares.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a
safe and healthy environment for study and work. We ask that you
become familiar with the SIU Emergency Response Plan and
Building Emergency Response Team (BERT) programs. Emergency
response information is available on posters in buildings on campus,
available on BERT’s website at www.bert.siu.edu, Department of
Safety’s website at www.dps.siu.edu (disaster drop down) and the
Emergency Response Guideline pamphlet. Instructors will provide
guidance and direction to students in the classroom in the event of an
emergency affecting your location. It is important that you follow these
instructions and stay with your instructor during an evacuation or
sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different
cultures and sub-cultures, and representing all strata of society,
nationalities, ethnicities, lifestyles, and affiliations. Learning from and
working with people who differ is an important part of education as well
an essential preparation for any career. For more information please
visit: http://www.inclusiveexcellence.siu.edu/

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on
campus and math labs. To find more information please visit the Center
for Learning and Support Services website:
Tutoring : http://tutoring.siu.edu/
Math Labs http://tutoring.siu.edu/math_tutoring/index.html

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and
faculty. To find a Center or Schedule an appointment please visit
http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office's main focus is to ensure that the university complies with
federal and state equity policies and handles reporting and investigating
discrimination cases. For more information visit:
http://diversity.siu.edu/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu/ep/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/
SIU ONLINE: http://online.siu.edu/

Fall 2013 R.O'Rourke