

HIS 151A: University Writing Seminar / American Visual Culture

Course Credits: 3
Semester: Fall 2014
Prerequisites: None

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Course Description:

HIS 151A: University Writing Seminar introduces and develops skills and abilities fundamental to proficient academic writing. This course emphasizes the critical reading and the summary, synthesis, and analysis of primary materials in specific historical contexts.

Introduction: America in Pictures

Our modern society emphasizes visual information over other forms—in street signs, billboards, television, film, advertisements, books and magazines, and other places, individuals are forced to rely upon their own interpretation of visual evidence to understand society and culture. This course examines visual culture from the seventeenth century forward as a window to understanding historical events, places, and people. Students taking this course will learn to look critically at images as historical sources, and will learn to develop their own written arguments about the past through a series of writing assignments and exercises.

Course Objectives:

Writing Objectives: Students in this University Writing Seminar will:

- write essays that establish a specific thesis and support that thesis through the use and explanation of evidence
- construct well-organized essays with a clear introduction, distinct conclusion, and a body structured by a logic that supports the essay's thesis
- use the writing process (freewriting, drafting, revising) to improve their writing at all levels (focus, content, organization, grammar, etc.)
- produce writing within fundamental contexts of academic writing (summary, synthesis, and analysis)

Learning Outcomes: Students in the University Writing Seminar will:

- compose 12-17 pages of revised academic writing that is adequate and appropriate (in terms of focus, content, organization, and syntax/mechanics, etc.) for a first-year student
- summarize, synthesize and analyze the arguments of primary sources
- apply all stages of the writing process to their own writing

Course Disciplinary Objectives:

- Identify major events in local, national, and international history
- Identify different historic perspectives between historians in particular historical contexts

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- Analyze primary and secondary sources
- Develop an argument that evaluates evidence within a specific historical context

Course Goals:

The University Writing Seminar contributes to the following University goals for undergraduate education:

Primary Goals for HIS 151A

3. Consider ethical issues and values and make reasoned judgments about them (through the study of US history);
4. Think independently and creatively, analyze information critically, and solve problems (through the study of US history);
7. Communicate and interact effectively (through the study of US history).

Secondary Goals for HIS 151A

5. Respect and understand cultural differences (through the study of US history);
8. Understand and appreciate the arts, humanities, science, and technology (through the study of US history).

HIS 151A: University Writing Seminar contributes to the following goals of the Core Curriculum:

Primary Goals for HIS 151A

1. Communicate effectively utilizing oral, written and/or artistic presentations (via the study of US history); (UG #4, #7)
2. Develop and enhance critical thinking and problem solving skills (via the study of US history); (UG #4)
5. Develop an awareness of ethical issues across disciplines (via the study of US history). (UG #3)

Secondary Goals for HIS 151A

4. Develop an understanding of the central concepts of the arts, humanities, and the social, behavioral, mathematics and natural sciences (via the study of US history); (UG #8)
6. Develop an awareness of and appreciation for global interdependence and diversity (via the study of US history) (UG #5)

*These goals will be assessed in formal papers, workshops, and participation.

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Required Texts:

Bullock, Richard et al. *The Little Seagull Handbook*, 2nd ed. New York: WW Norton, 2014.

ISBN: 978-0-393-935806

Graff, Gerald and Cathy Birkstein. *They Say, I Say: The Moves that Matter in Academic Writing*, 3rd ed. New York: WW Norton, 2014. ISBN: 978-0-393-935844

*Pearson Custom Library, *Keene's Visions of America*, selected chapters.

*Additional readings on the Blackboard

*NOTE: Students are encouraged to purchase all of these textbooks at the beginning of the term. Please note that the Pearson text is a custom textbook designed especially for this course. If you choose to purchase your books through a vendor other than the University Bookstore, you will STILL need to purchase this book through them.

Course Assignments & Evaluation:

Your participation in course discussions and completion of the required assignments will determine your grade for this course. The required assignments consist of four papers, an annotated bibliography, and a paper proposal. Each paper will involve image and / or document analysis and demonstrating your understanding of the course material and objectives (detailed instructions on the papers will follow). You will also be graded upon your in-class participation in discussions, peer reviews, and attendance—both in class and for paper conferences (see schedule below). The final course grade will thus be comprised of the following:

1. Summary Paper (15%): a one-page summary of a primary document
2. Critical Review (20%): a 3p review of a secondary source article
3. Analysis Paper (20%): a 3p analysis of an image, placing it in historical context
4. Synthesis Paper (25%): a 6p argumentative synthesis that compares and contrasts two images, places them in historical context using gathered secondary sources, and analyzes their elements
5. Annotated Bibliography & Paper Proposal (5%): Students will submit a one-paragraph proposal for Paper 4, and a list of at least 5 potential sources with annotations
6. Participation (15%): In-class writing activities, peer review, discussions, paper conferences, and attendance

Papers should be typed in 12-point font (preferably Times New Roman), double-spaced, on plain white paper, with all the margins set to one-inch. You will be graded on both the style and content of your papers; thus, please be sure to proofread for correct grammar and spelling. Refer to the attached grading rubric for evaluation criteria. Papers must meet the minimum word-count requirement to receive full credit. You are required to submit a hard copy in class AND upload a copy to the Blackboard (assignments listed under "Content") by the due date and time. Students may also choose to rewrite either paper 1 or paper 2 for a new grade, provided they turn in a hard copy to me and submit to Bb by 5pm on 11/25/14.

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Late Policy:

Papers are due at the beginning of class on the date due. Late penalties begin at the end of class, and papers will incur a grade deduction of five points for each day late with a maximum penalty of 25 points (i.e. if the original grade is 85/100 and the paper was submitted one day late, it drops to an 80/100).

Grading Scale for Course Grades:

A = 93-100%	B = 83-86%	C = 73-76%	F = 64% and below
A- = 90-92%	B- = 80-82%	C- = 70-72%	
B+ = 87-89%	C+ = 77-79%	D = 65-69%	

Weekly Schedule

TSIS = They Say, I Say

Items with an asterisk () are available on Blackboard.*

<u>UNIT I: SUMMARY</u>		
Week 1 (8/25-8/29)	M: Introduction to the course W: Writing in College: Notes & Emails F: Reading for content, Looking at Images	Read: TSIS p1-29
Week 2 (9/3-9/5)	M: <i>*NO CLASS 9/1, Labor Day</i> W: Content: First Contact F: Introduction to Summary, Prewriting: Outlines	Read: TSIS p30-51 Keene p1-33 Las Casas doc*
Week 3 (9/8-9/12)	M: Summary Workshop (bring outline to class) W: Plagiarism / Writing Tips / How-to Peer Review F: Peer Review in class (bring draft of Paper 1) **Paper 1 Due in class & Bb, Monday 9/15/14	Read: Seagull p1-29, 107-108
<u>UNIT II: CRITICAL READING & REVIEWS</u>		
Week 4 (9/15-9/19)	M: Introduction to Critical Reading & Reviews W: Content: African Americans in the Colonies F: Annotation exercise (reading in class)	Read: Seagull 49-53, 75-78 TSIS p163-166, 173-183 Keene p34-65

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Week 5 (9/22-9/26)	M, W: Content: Puritans & Witches F: Review Workshop (bring outline to class)	Read: Karlsen article*
Week 6 (9/29-10/1)	M, W: Paper conferences (sign-up on Bb) **Paper 2 Due in class & Bb, Friday 10/3/14	(see readings below for Fri)
<u>UNIT III: ANALYSIS</u>		
Week 6 cont'd. (10/3)	F: Introduction to Analysis	Read: Seagull p9-29 Analysis* (p141-159)
Week 7 (10/6-10/8)	M, W: Content: Race & Gender in the Antebellum US F: <i>*NO CLASS on 10/10, Fall Break</i>	Read: Keene p68-115 Seneca Falls* Dec. of Independence*
Week 8 (10/13-17)	M: Creating your Argument W: Arguments cont'd; In-class prewriting F: Analysis workshop / Peer review (bring outlines)	Read: TSIS 55-101 Seagull p12-15, 43-48
Week 9 (10/20-22)	M, W: Paper conferences (sign up on Bb) **Paper 3 due in class & Bb on Friday 10/24/14	(see readings below for Fri)
<u>UNIT IV: SYNTHESIS</u>		
Week 9 cont'd (10/24)	F: Content: Wars and Racial "Others", 1898-1918	Read: Keene p136-159, 170-193
Week 10 (10/27-31)	M: Content: Feminism and the Suffrage Campaign W, F: Content: The Cold War	Read: Keene 204-211, 215-227, 238-252
Week 11 (11/3-11/7)	M: Introduction to Research / Types of Synthesis W: Judging & Integrating Sources F: Library workshop: Finding sources	Read: Seagull p80-107 TSIS p105-138
Week 12 (11/10-14)	M: Citation styles & How to write Annotated Bibliographies W: Flex Day F: Annotated Bib Workshop & Peer Review (bring at least one annotation to class) <i>*WITHDRAWAL DEADLINE: 11/10</i>	Read: Seagull p66-74 review MLA & Chicago styles
Week 13	M: Research Proposal Conferences (sign-up on	Read: TSIS p139-159

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(11/17-21)	Bb) W: Annotated Bib & Proposal Due in class Writing Mechanics / Grammar F: Writing Mechanics / Grammar	
Week 14 (11/24)	M: Research paper workshop (bring outline) <i>*NO CLASS 11/26 & 11/28, Thanksgiving Recess</i>	
Week 15 (12/1-12/5)	M: <i>*NO CLASS—Research / Writing Day</i> W, F: Paper conferences (sign up on Bb)	
Week 16 (12/8)	M: <i>*NO CLASS</i> **Paper 4 Due on Bb and in MY OFFICE by 3:30pm	

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**Please refer to the following rubric as a grading reference for your papers in this course.*

WRITING PROFICIENCY RUBRIC FOR HIS 151

Criteria	A (90-100)	B (80-89)	C (70-79)	D (65-69)	F (0-64)
Thesis	Has a well-defined thesis that is appropriate to the assignment & demonstrates original analysis.	Has an appropriate thesis that demonstrates some original analysis.	Has an adequate thesis that is descriptive rather than analytical.	Has a thesis that is inappropriate to the assignment or is poorly defined.	Lacks a discernable thesis.
Development of Ideas	Consistently shows depth & complexity of thought by developing ideas that effectively support the thesis.	Shows some depth & complexity of thought by developing ideas that support the thesis.	Shows little depth or complexity of thought by developing ideas that only adequately support the thesis and/or largely describe/summarize the text.	Shows deficiency in thought by failing to develop ideas that support the thesis.	Lacks thought by failing to develop ideas that support the thesis.
Support for Argument	Consistently demonstrates effective use and analysis of text to support distinct ideas that relate to the thesis.	Demonstrates some effective use and analysis of text to support distinct ideas that relate to the thesis.	Demonstrates some use of text to support ideas, but analysis is superficial or limited to description.	Demonstrates limited use of and analysis of the text to support ideas and thesis.	Lacks use and analysis of text to support ideas and thesis.
Organization	Demonstrates a logical and compelling progression of ideas through effective paragraphs that are unified and developed.	Demonstrates a logical progression of ideas and paragraphs that are unified and developed.	Demonstrates a logic, but does not pursue it consistently and paragraphs lack effective development.	Logic of paper is vague or poorly defined, and paragraphs lack development.	Logic of paper is absent or inconsistent; paragraphs are undeveloped and lacking unity.
Writing Style	Demonstrates fluency & varied use of appropriate language.	Shows some fluency and language used is somewhat varied & appropriate.	Shows weak fluency & little variation in language; may be repetitive	Shows poor fluency and almost no variation in language.	Shows very poor fluency and no varied use of language.
Mechanics, Grammar, & Formatting	Paper is essentially free of mechanical, grammatical, and formatting errors	Paper has a limited number of minor mechanical, grammatical, and/or formatting errors.	Paper has a significant number of minor errors or a major mechanical, grammatical, or formatting error.	Paper consistently shows minor mechanical, grammatical, or formatting errors or a few major errors.	Paper has severe mechanical, grammatical, and formatting problems that frustrate comprehension.