

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with PDF attachments to the Chair of the College Curriculum Committee.

COLLEGE (check one):	<input checked="" type="checkbox"/> Arts and Sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/> Business	<input type="checkbox"/> Education
Proposal Submitted By: J. McClurken			Date Prepared: 9/9/2012	
Course Title:	History Practicum			
Department/discipline and course number*:	HIST 298			

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits proposed:	3	Prerequisites:	HIST 297					
Will this be a new , repeatable "special topics" course? (Do you want students to be able to take this new course more than once if the topic changes?)					<input type="checkbox"/> NO	<input checked="" type="checkbox"/> X	<input type="checkbox"/> YES	

Date of first offering of this new course: FALL SEMESTER , year		Spring, 2014		
Proposed frequency of offering of the course:		Every Spring		
List the faculty who will likely teach the course:		All tenured or tenure-track faculty in the department		
Are ANY new resources required?	<input type="checkbox"/> NO	<input checked="" type="checkbox"/> X	<input type="checkbox"/> YES	Document in attached impact statement

This new course will be (check all that apply):			
Required in the major	<input checked="" type="checkbox"/> X	General Elective	
Elective in the major	<input type="checkbox"/>	General Education**	<input type="checkbox"/>


**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description:	Introduction to what history is and what historians do with a focus on research, speaking, and writing.
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COURSE HISTORY			
Was this course taught previously as a topics or experimental course?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO	<input checked="" type="checkbox"/> X
Course Number and Title of Previous Course	Semester Offered	Enrollment	
<p>CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or lower in the earlier course.</p> <p>NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.</p>			

REQUIRED ATTACHMENTS:

1. **Rationale Statement** (Why is this course needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. **Sample Syllabus**

Department Chair Approval: _____ <div style="text-align: center; margin-left: 200px;">  Bradley Hansen </div>	Date: <u>Sept. 10, 2012</u>
CCC Chair Approval: _____	Date: <u>Sept. 19, 2012</u>
UCC Chair Approval: _____	Date: _____

HIST 298

History Practicum

(3 credits; SI/WI)
(prerequisite: HIST 297)

HIST 298 is part two of the required research-methods sequence for history majors. In it students learn how historians conduct thorough research and clearly communicate their findings.

In HIST 298 students practice the essential skills of historians as they undertake the research and writing of a history research paper and its related projects. Building off of HIST 297 (*History Colloquium*), HIST 298 is a “starter course” designed to continue preparing students for the research, writing, and thinking required in upper-division history courses. Logically, therefore, emphasis is on the learning *process*: in research, writing, and speaking.

Students in HIST 298 learn about, discuss, and complete assignments that build and fine-tune skills in

- ④ critical and effective reading of historical sources;
- ④ finding and using written and non-written sources as historical evidence;
- ④ locating, evaluating, and working with digital sources;
- ④ solving problems in interpretation of evidence;
- ④ using sources precisely and effectively;
- ④ avoiding plagiarism;
- ④ using proper format and documentation; and
- ④ presenting their findings in different types of writing, in discussions, and in oral presentations of various lengths and focuses.

The semester research project—which culminates in a paper highlighting primary sources, a digital-based project, and a ten-minute formal presentation--involves

- ④ selecting a topic,
- ④ proposing a focused project,
- ④ locating and clarifying relevant secondary literature,
- ④ finding and analyzing relevant primary and digital sources, and
- ④ presenting conclusions

Students accomplish these tasks through the use of class discussions, drafts, peer reviews, out-of-class meetings, and rewrites. And they do so with the aid of Simpson librarians, classmates, the Writing and Speaking Centers, and the history faculty.

Course Credits Fulfilled by This Course:

This course fulfills the second half of the two-semester history methods sequence (the first half is HIST 297). Along with HIST 297, this course is designed to prepare you for the research and writing required in history courses at the 400-level and the capstone HIST 485 research-paper project. HIST 298 also fulfills one Speaking Intensive credit and one Writing Intensive credit.

Required Texts

Chicago Manual of Style

Additional readings as chosen by the instructor, such as:

Ackermann and Hartman, *Searching and Researching on the Internet and the World Wide Web*
Brundage, *Going to the Sources: A Guide to Historical Research and Writing*
Galgano, Arndt, and Hyser, *Doing History: Research and Writing in the Digital Age*
Marius, *A Short Guide to Writing about History*
Rosenweig and Cohen, *Digital History*
Storey, *Writing History*

VALUE

- 15% -- Participation (discussion, peer reviews, miscellaneous assignments)
- 10% -- Proposal
- 10% -- Review of Literature
- 10% -- Digital Project
- 30% -- Oral Presentations (1st = 5%; 2d = 10%; 3d = 15%)
- 25% -- Final Research Paper (with abstract)

= Final Grade: on 10-point scale (e.g., 80-82 = B-; 83-87 = B; 88-89 = B+)

MIDSEMESTER GRADES are based on participation (and miscellaneous assignments), first presentation, and graded writing. Any average of these grades that falls below 70 will result in an "Unsatisfactory" midterm grade.

Failure to complete an assignment = failure to meet course requirements = failure of the course.

HISTORY GOALS AND OBJECTIVES

- ① understanding of the discipline's methods and processes .
- ① ability to synthesize research findings.
- ① ability to utilize technological resources in research, data analysis, and presentation.
- ① ability to write with clarity about the past.
- ① ability to define a project of investigative study and write a project proposal, literature review, and research paper.
- ① ability to communicate in a group setting.

W1 GOALS AND OBJECTIVES

- ① satisfactory knowledge of the varying strategies to convey arguments, main ideas and support/evidence.
- ① satisfactory knowledge of the varying patterns of composition organization and development.
- ① satisfactory knowledge of the audience, the role of the writer, and rhetorical strategies.
- ① satisfactory knowledge of writing conventions and correctness.

SL GOALS AND OBJECTIVES

- ① understanding of and ability to explain the conventions and expectations of oral communication as practiced within the discipline of history.
- ① ability to apply theories and strategies for crafting messages (verbal, nonverbal, and visual) for particular audiences and purposes.
- ① ability to craft oral messages after a conscious process in which various options are reviewed and be able to explain and support choices.
- ① ability to plan, research, organize, support, and deliver ideas and arguments in a public speaking setting.

DIGITAL PROJECT (will vary by instructor)

- Review, as needed, concepts of source location and evaluation (focusing on primary sources), digital identity, and new forms of scholarly methods and communication.
- Potential assignments
 - Minimum level:
 - Public writing (Research log or resource site on topic)
 - Innovative level, e.g.:
 - Multimedia version of student's research project.
 - Contribute to a larger digital project in a small way, e.g.:
 - ① Partner with James Monroe Papers, James Monroe Museum, and/or Library's Special Collections to contribute larger projects, getting a sense for what goes on behind the scenes and contributing to a larger good.
 - ① Participate in crowd-sourced transcription projects, e.g., the [War Department Papers](#) and [Jeremy Bentham's papers](#).

WRITING ASSIGNMENTS

Instructions and supplemental materials for all assignments are on Canvas and covered in detail in class.

PAPERS (Assignments—which will vary to some degree by instructor—involve in-class instruction, Canvas instructions and samples, peer reviews, written feedback, meeting with instructor, and rewrite.) Only the final products are graded.

- ⌚ **Proposal** (2 pages) with bibliography.
- ⌚ **Review of literature** (4-6 pages).
- ⌚ **Final paper** (7-10 pages, *plus* abstract, foot/endnotes, & bibliography).

ORAL PRESENTATIONS (Precise focus of and feedback [e.g., peer reviews, Speaking Center, meeting with instructor] will vary by instructor).

- ⌚ **2-3 minute presentation.**
- ⌚ **4-minute (taped?) presentation.**
- ⌚ **10-minute (taped?) presentation.**

CALENDAR

Week 1	Introductions, requirements, and connection to HIST 297
Week 2	Library (Jack Bales)
Week 3	Discussion and selection of research topics and formulating a thesis and research plan; instructions for first presentations
Week 4	Proposals (involves instructions, submission, peer reviews, meetings, rewrites); first oral presentations (two days)
Week 5	Written and non-written primary and digital sources: defining, finding, evaluating, interpreting, and using (primary-source-analysis short paper); instructions for digital projects
Week 6	Digital projects (con't); secondary sources, including journals; review of requirements for literature review
Week 7	Literature review (submission, peer reviews, meetings, rewrites); problem-solving — thesis, conflicting interpretations, primary evidence
Week 8	Spring Break
Week 9	Plagiarism, note-taking, quoting, documentation/format (notes/bibliography)
Week 10	Writing an abstract; fine-tuning thesis, argument, and evidence
Week 11	Digital projects
Week 12	Final paper (first submission, peer reviews, meetings); instructions for the final presentation (thesis/argument/evidence, structure, notes, power point, delivery)
Week 13	Careers for history majors; digital projects; 10-minute oral presentations (one day)
Week 14	10-minute oral presentations (two days); rewrite of final paper; attendance at 485 Symposium
Week 15	Course overview: discussion -- (final exam period)

ATTENDANCE AND PARTICIPATION

Attendance in HIST 298 is critical. Absences (and nonparticipation when present) affect a student's participation grade but also his/her ability to complete the *process* and *assignments* required for achieving course goals and objectives—including the ability to successfully handle the requirements of 300- and 400-level history courses. Nonattendance and nonparticipation also affects a student's ability to work with and support fellow students through in-class feedback and written peer reviews.

As a Speaking Intensive course, *this class emphasizes daily class discussion as well as formal oral presentations*. The quality of this class depends largely upon what each student contributes to it, so participation is of paramount importance. The participation grade is based on both in-class contributions (comments, questions, and feedback on classmates' oral presentations) and feedback to classmates in written peer reviews.

In terms of class discussions: "A" range (90-100%): student participates daily, contributes ideas and questions, provides thoughtful feedback on oral presentations and written assignments; "B" range (80-89%): student participates regularly, shows that he/she is prepared, makes some comments or asks occasional questions, provides useful oral peer reviews; "C" range (70-79%): student participates on occasion, may be prepared, makes few if any comments, and provides oral peer reviews of limited usefulness; "D" range (60-69%): student rarely participates and does not provide feedback on classmates' work; "F" (1-59%): student seldom if ever participates student 0% student never participates once in class.

Failure to attend class, to provide peer reviews (in class and in writing), or to complete ungraded exercises for class discussion lowers participation grades regardless of other factors.

WRITING CENTER

Each student must go to the Writing Center.

A student may go before writing an assignment, before rewriting an assignment, or after the instructor returns a graded paper.

A student may go, for example, to get clarification of an assignment (be sure to take the assignment sheet) or to work on organization, a particular grammatical problem, introductions, or transitions.

Penalty will be applied to final paper or to participation grade (as determined by the instructor).

SPEAKING CENTER

Each student must go to the Speaking Center 1) after the second presentation (to review videotape), and 2) in preparation for the third.

Note: Failure to go to the Speaking Center reduces a presentation grade by up to 10 points

MISCELLANEOUS

FIRST DRAFTS: All first drafts must be **complete, finished papers**. Those that are not will be penalized at the instructor's discretion; the deduction will be taken from the grade for the rewritten paper.

PEER REVIEWS: Peer reviews that are **clearly not serious efforts** will affect the reviewer's participation grade.

LATE PAPERS: Assignments that are late—original and rewrite—will be penalized 5 points per 12 hours.

MEETINGS: Meetings to discuss papers and presentations are required; failure to attend will directly affect the participation grade.

The **OFFICE OF DISABILITY RESOURCES** is the primary office to guide, counsel, and assist students with disabilities. If a student receives services through that office and requires accommodations for this class, he/she should make an appointment with the instructor as soon as possible to discuss the approved accommodations. All shared information will be held in strictest confidence unless a student permits otherwise. (If a student has not made contact with the Office of Disability Resources and has reasonable accommodation needs, the instructor will be happy to help contact the office [which will require appropriate documentation of a disability].)

Office of Disability Resources 401 Lee Hall 540-654-1266 ods@umw.edu

HONOR CODE: All written work must be a student's own work, although students are encouraged to use the Writing Center as frequently as they wish (and *must* use it at least twice during the semester).

If someone other than a Writing Center tutor helps with an assignment, a student should indicate that fact in the honor pledge. (Plus, that person should do no more than read and provide oral feedback; he/she should not provide written "revisions" or "suggestions" that add up to virtually co-authoring an assignment.)

Impact Statement

The creation of HIST 297/298 sequence in place of HIST 299 will have the following impact on the History major curriculum.

- 1) Both HIST 297 and HIST 298 will be required for all history majors.
- 2) Successful completion of HIST 297 will be a prerequisite for HIST 298.
- 3) We will maintain a 36-credit major; thus, history majors will be required to take five electives rather than six.
- 4) HIST 298 will be a prerequisite for all 400-level seminars and Historical Research (HIST 485)

These changes in the curriculum will not require any additional library, space, or budgetary resources.

Transition Plan

We will notify all current majors that we will offer a section or two of HIST 299 (depending on demand) one more time in the fall of 2013. [Since most new history majors take HIST 299 in their first or second semester after having declared, this should be sufficient for most everyone.] We will also keep HIST 299 as one prerequisite (along with HIST 298) for 400-level classes until students under the old major have finished.