

# History 298: History Practicum

Fall 2020—11:20 MWF--Monroe 211--Ferrell

*This course is writing- and speaking-intensive;  
it is a required course in the major and a prerequisite for 400-level seminars and HIST 485.*

## Contact Information

Ferrell: Monroe 217 -- x1476 -- [cferrell@umw.edu](mailto:cferrell@umw.edu) – Slack direct message (preferred method of contact)

HOURS: 1:30-3:30 MW and 1:30-2:30 F  
Also, by appointment and drop-ins M-F afternoons/evenings  
By appointment Saturday/Sunday evenings

(See "Availability this week" posted on office door each week)

## Overview

HIST 298 is part two of the required research-methods sequence for history majors. In it students continue to learn how historians conduct thorough research and clearly and precisely 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 on 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

- critical and effective reading of historical sources
- finding and using written and non-written sources as historical evidence
- locating, evaluating, and working with digital sources
- solving problems in interpretation of evidence
- using sources precisely and effectively
- avoiding plagiarism
- using proper format and documentation
- presenting 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

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

Students accomplish these tasks through the use of class discussions, drafts, peer reviews, out-of-class meetings, and rewrites, taking advantage of the aid provided by Simpson librarians, DTLT experts, classmates, the Writing and Speaking Centers, and the history faculty.

## Grading

10%	--	Participation (*in-class and general participation, engagement, peer reviews, miscellaneous assignments)
10%	--	Digital project (failure to meet deadlines affects grade)
5%	--	Primary source analysis
10%	--	Proposal
15%	--	Literature review
25%	--	Final research paper (mechanics on first paper = 5%, i.e., 20% of assignment's grade)
25%	--	Oral presentations (2d = 10%; 3d = 15%)

A – Unusual Excellence (93 or higher = A; 90-92 = A-)

B – Distinctly Above Average (87-89 = B+; 83-86 = B; 80-82 = B-)

C – Average Quality (77-79 = C+; 73-76 = C; 70-72 = C-)

D – Below Average Quality (67-69 = D+; 60-66 = D)

F – Failure, No Credit (0-59 = F)

Mid-semester grades are based on all aspects of class completed to that point.

**Failure to complete an assignment (including “drafts,” presentations, and digital project [website]) = failure to meet course requirements = failure of the course.**

## Required Materials

Materials located through Simpson Library databases, on the course website, and on Slack.

## Course Goals and Objectives

- understanding of the discipline's methods and processes.
- ability to synthesize research findings.
- ability to utilize technological resources in research, data analysis, and presentation.
- ability to define a project of investigative study and write a project proposal, literature review, and research paper.
- ability to make discipline-specific oral presentations to groups.

## WI Goals and Objectives

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

## SI Goals and Objectives

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

## **Papers**

- **Primary source analysis** (3 pages). Graded only after peer review, meeting with instructor, and rewrite.
- **Proposal** (2 pages) plus bibliography. Graded only after peer review, meeting with instructor, and rewrite.
- **Review of literature** (4-6 pages) plus foot/endnotes & bibliography. Graded only after peer review, meeting with the instructor, and rewrite.
- **Final paper** (7-10 pages, plus abstract, footnotes, & bibliography). Graded only after peer review, meeting with instructor, and rewrite.
  - **FINAL (not "rough") DRAFT.** Works-**consulted** bibliography; graded for mechanics (document-tation form, *Chicago Manual* form, quotations, etc.): 20 percent of final paper's grade.
  - **REWRITE.** Works-**cited** bibliography; 20 percent of grade comes from "final draft."

*The research paper is "just another exercise" (as well as a "final exam") demonstrating how well a student has learned to be a good historian. It reflects a student's progress as a historian-in-the-making.*

## **Oral presentations**

- 10-minute presentation for HIST 297; carryover grade or new grade, whichever is highest
- 2-minute presentation; ungraded
- 4-minute (taped) presentation; graded; requires meetings with instructor and Speaking Center; peer reviewed
- 10-minute (taped) presentation; graded; requires meetings with instructor and Speaking Center; peer reviewed

## **Digital Project**

Each student will continue working on the website that he/she began in HIST 297 or create a new one and transfer (or link to) 297 materials. The following must be posted (following the deadlines indicated on the course and website calendars; late postings will affect the website's grade):

- primary source analysis
- proposal
- lit review
- research paper
- power point for 4-minute presentation
- power point for 10-minute presentation

In addition, each student must create and post the following related to his/her research project:

- an event time line
- an event map
- a photo gallery as a slideshow

**NOTE:** Expectations for the 298 website are higher than they were for the 297 website, including design, personalization, customization, menu, images, captions, proofreading.

See website calendar for specific requirements.

The Digital Knowledge Center (DKC) in the Convergence Center will have all relevant course requirements and instructions and will be able to work with students on any aspect of their websites or Slack.

## **Attendance Policy**

This course is a workshop for building skills in research, analysis, and speaking. As such, consistent attendance is *essential* to a successful semester.

In each half of the semester (using October 9 as the end of the first half), a student *may miss two classes (face to face or online) without penalty*. After two absences, the discussion/participation/engagement/contribution grade will be penalized *for each additional absence*.

Consistent absence from the course risks failure of the course itself.

NOTE: this policy does not distinguish “excused” from “unexcused” absences. Rather than the instructor having to rule in each case between the two, students should use their discretion for missing class.

NOTE: in-class exercises and information sessions cannot be “made up,” so while two absences will not be penalized, absentees still will be missing out on critical course content, most of which is linked to graded assignments, participation, and work with peers.

NOTE: a student dealing with a fundamentally serious situation or crisis (e.g., a significant health problem) should inform the instructor as soon as possible so that a solution regarding continuing or completing the course can be discussed.

## **Class Etiquette**

Late arrivals should enter only if the door is open or if they have made prior arrangements with the instructor.

No headgear (e.g., hats, caps, hoodies, scarves) that interferes with “connection” to classmates/instructor.

No cell phones (without permission of the instructor).

No use of computers unless specifically allowed by instructor.

No exiting for water or bathroom breaks unless ill or in discomfort.

## **Honor Code**

*All* work must be the student’s own work; however, students are encouraged to use the Writing Center as frequently as they wish (and *must* use it at least twice during the semester) and the Speaking Center (which they are also required to use at least twice during the semester). They are also encouraged to consult with Mr. Bales and the other reference librarians and with the tutors of the DKC.

**NOTE: If someone other than a Writing Center tutor helps with a written assignment, that fact must be indicated in the honor pledge. (Plus, that person MUST do no more than read and provide oral and general feedback/reaction; he/she CANNOT provide written “revisions” or specific “suggestions.” It is an Honor Code violation if he/she does.)**

All assignments must reflect a student's research and thinking. While he/she can discuss ideas and research angles with others—and he/she is certainly encouraged to consult with the instructor, Simpson librarians, and Writing/Speaking Center consultants as frequently as they wish—an assignment must ultimately be his/her own work. Exceptions are explicitly noted in class.

**\*\*All major assignments MUST include the entire single-sentence Honor Pledge and signature; minor assignments (including peer reviews) require only "I pledge" and the student's signature.**

Papers submitted electronically MUST have the student's typed name after the pledge.

→ Papers submitted in hard copy MUST have a hand-written signature.

**NOTE: Papers without a signature will not be read/graded until the Honor Pledge is signed. This may mean that the signed paper is turned in after the deadline; the late penalty will be applied.**

## **Miscellaneous**

**FINAL DRAFTS:** All such "drafts" MUST be **complete, finished papers (including all required documentation)**. THEY ARE NOT "*ROUGH DRAFTS*." Those that are not in finished form will be penalized at the instructor's discretion; the deduction will be taken from the grade for the rewritten paper.

**PEER REVIEWS for papers:** Written peer reviews that are **clearly not serious efforts** or that are **late** will affect the reviewer's participation grade.

**PEER REVIEWS for presentations:** Students are expected to provide oral feedback after classmates' presentations. Consistent failure to do so will affect the "participation" grade.

**LATE PAPERS:** Assignments that are late—original and rewrite—will be penalized 5 points per 12 hours (or part thereof).

**NOTE:** The instructor reserves the right not to allow a peer review for a late paper if the lateness will negatively affect the peer reviewer's time/schedule.

**MEETINGS:** Meetings to discuss papers and presentations are REQUIRED; failure to attend will directly affect both the presentation's grade and the participation grade.

Papers cannot be rewritten and submitted for a grade unless they have been preceded by a meeting with the instructor.

## **Deadlines, Required Submissions, and Late Policy**

This course has a sequence of progressive assignments that build upon each other. Falling behind on assignments quickly leads to significant problems for the late student and for those who depend on his/her completing and sharing work; therefore . . .

Papers MUST be **submitted electronically (through Slack)** by 11:20 on their due date: *5 points for every 12 hours (or part thereof)*.

**\*\*Attachments** are the student's responsibility.

If students fail to attach a document (or attach the wrong one) and the corrected submission is after the deadline, the late penalty will apply.

See SLACK instructions for submitting documents.

Failure to hit "enter" and thus failure to send a Slack message does not exempt a student from a penalty.

**\*\*Late ungraded homework and in-class assignments will not be accepted.**

**\*\*Late work on websites will affect grades. (Pay close attention to deadlines on course/website calendars.)**

**Note:** computer failure and lost files do not constitute an acceptable reason for deadline extensions; nor do printer problems.

## **Writing Center and Speaking Center**

Students are **REQUIRED** to meet with the **Writing Center** TWICE for full consultations: once in each half of the semester, i.e.,

- ① before October 10.
- ② after October 10.

Additional meetings are encouraged.

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

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

Students are **REQUIRED** to meet with the **Speaking Center** TWICE: to

- ① review a tape of the 4-minute presentation and
- ② prepare for the 10-minute presentation.

Recommendation: go to Speaking Center to prepare for 4-minute talk.

Each failure to meet (Writing Center and Speaking Center) will result in a penalty on the relevant assignment.

**NOTE:** Be sure to schedule appointments well in advance of deadlines; inability to find an available appointment time will not negate the requirement or avoid the penalty.

## **Other Resources**

### **HISTORY DEPT. NEWS, EVENTS, "RESOURCES" -**

<http://cas.umw.edu/historyamericanstudies/>

**RECORDING POLICY:** In this class, students may *not* make audio or video recordings of any course activity unless the student has an approved accommodation from the Office of Disability Resources permitting the recording class meetings. In such cases, the accommodation letter must be presented to the instructor in advance of any recording being done and all students in the course will be notified whenever recording will be taking place. Students who are permitted to record classes are not permitted to distribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and

of any students who are recorded. Distribution without permission is a violation of educational privacy law. This policy is consistent with UMW's *Policy on Recording Class and Distribution of Course Materials*.

The **OFFICE OF DISABILITY RESOURCES** has been designated by the University of Mary Washington as the primary office to guide, counsel, and assist students with disabilities. If you receive services through that office and require accommodations for this class, please make an appointment with me as soon as possible to discuss your approved accommodations. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise.

If you have not made contact with the Office of Disability Resources and have reasonable accommodation needs, I will be happy to help you contact them. The office will require appropriate documentation of a disability.

Office of Disability Resources    401 Lee Hall    540-654-1266    [ods@umw.edu](mailto:ods@umw.edu)

**UMW COUNSELING AND PSYCHOLOGICAL SERVICES CENTER** – 540-654-1053 (M-F 8-5), or stop by Lee 106. <http://students.umw.edu/caps/>

**TITLE IX STATEMENT:** University of Mary Washington faculty are committed to supporting students and upholding the University's Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender based discrimination, UMW encourages you to report it. **While you may talk to me, understand that as a "Responsible Employee" of the University, I MUST report to UMW's Title IX Coordinator what you share.** If you wish to speak to someone confidentially, please contact the below confidential resources. They can connect you with support services and help you explore your options. You may also seek assistance from UMW's Title IX Coordinator. Please visit <http://diversity.umw.edu/title-ix/> to view UMW's Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence and to find further information on support and resources.

Title IX Coordinator  
Office of Title IX  
Fairfax House  
540-654-5656  
[toldfiel@umw.edu](mailto:toldfiel@umw.edu)

Talley Center for Counselling Services –  
Lee Hall 106

Student Health Center  
Lee Hall 112

Title IX Deputy for Students  
Area Coordinator  
540-654-1184  
[mthomson@umw.edu](mailto:mthomson@umw.edu)

Off-Campus  
Empowerhouse  
540-373-9373

RCASA  
540-371-1666

### **UNIVERSITY COVID-19 POLICIES:**

All students are expected to adhere to the following policies and expectations to mitigate risk and support the health and safety of the UMW community: MMDC--Monitoring, Masking, Distancing, Cleaning.

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**Self-Monitoring:** all UMW students, faculty, and staff must self-monitor their health status and attest daily in **Eagle Health Survey**. Students should refrain from attending class and other on-campus events if they feel ill and are encouraged to seek appropriate medical attention for treatment of illness. Should you need to be absent from class due to illness, please inform the instructor so that a plan for making up missed work can be developed.

**Face Coverings:** face coverings which cover both the nose and mouth must be worn by all students, faculty, and staff, (except for those students with authorized exceptions granted by the Office of Disability Resources), and are required in all classrooms/lab/studios at all times, as well as inside buildings when in the company of others. **If a student does not have a mask or appropriate face covering, or an authorized exception, that student will not be permitted in class.** Masks are available at the University Center Information Desk and the Parking Desk in Lee Hall. See UMW's Face Covering Policy for face covering guidelines. Students should contact the Office of Disability Resources for approved exceptions to the face covering requirement.

**Physical distancing:** all classrooms, labs, studios and any other instructional areas are configured to provide appropriate physical distancing and have established occupancy limits; students **MUST** adhere to the physical distancing configuration of the classroom/lab/studio and not exceed the occupancy limits of the space at any time.

**Self-Cleaning:** students and faculty are expected to wipe down their work/seating areas when entering the instructional space and upon leaving; cleaning and disinfecting products such as sanitizing wipes are present in all classroom and meeting spaces, and throughout UMW buildings to support self-cleaning. The time between classes has been increased to 20 minutes to permit self-cleaning of learning spaces.

No food is permitted in classrooms and other instructional areas; drinks permitted in closed containers only and not in areas where expressly prohibited.

**Failure to comply with UMW policies and expectations for face coverings, physical distancing, self-cleaning, and monitoring requirements will result in disciplinary action consistent with the Student Code of Conduct.**



After you have read this syllabus, send a direct Slack message to the instructor to indicate that you have done so and that you understand and will adhere to course policies.

*Under the Honor Code, you may not tell classmates about this requirement.*