

History 103 United States History to 1870

Glendale Community College Spring 2010

Internet Course

Section: 23710

Location: Online

Instructor: Karin Enloe, Ph.D.

E-mail: karin.enloe@gcmail.maricopa.edu or Karin.enloe@gmail.com

Office/Message Phone: (602) 329-5208

Office Hours: By appointment –or you can instant message me any time I am logged into Gmail's chat function.

Course Description

“The political, economic, and social development of United States from Colonial through Reconstruction period.” (<http://www.dist.maricopa.edu/cgi-bin/cpr.pl?trm=20082&crs=his103&inst=99>) This course is a basic introduction to American history from its beginnings through the Civil War and Reconstruction. It will examine American History chronologically, but also explore themes in American history. The main objective of this course is to learn and analyze American history through practicing the skills historians use – reading, writing, discussion and research.

Required Reading

- James West Davidson et al., U.S. A Narrative History, Vol 1 to 1877, 5th Edition, Boston: McGraw Hill, 2009.
 - Students are responsible for getting the correct version of the textbook.
 - You can purchase an “ebook” for less than the cost of a print copy at <http://www.coursesmart.com/>.
- Lectures/podcasts – located in the Course Materials tab in Blackboard. They are designed to be reviewed before reading the text. Follow along with the textbook as you listen to the lecture.
- Any additional readings required for assignments.



Expectations of Students

Responsibility

- complete all reading assignments
- meet deadlines
- read and understand the information in this syllabus and university policies
- check in to the blackboard website regularly (and read the announcements)
- seek help if you need it
- perform at the college level

- Students also have the responsibility to keep their own time on exams. There are a midterm and final and unfortunately the Blackboard system will not shut off when the time limit is reached. Students who go over their time limits will be penalized points off their tests.
- plan ahead for potential computer glitches – doing things at the last minute isn't the best idea
- know what plagiarism is and do not do it. Any time you use a direct quote make sure to put it in quotation marks AND cite it.

Courtesy

- be courteous and respectful to the instructor and colleagues. In discussions back up your assertions with evidence.
- Online discussion and e-mails should be respectful. The respectful way to address the instructor is "Professor" or "Dr." in person as well as e-mails. It's also helpful given the number of students and classes taught that you include HIS 103 in the subject line of your e-mail.
- Please don't write in all caps. WRITING IN ALL CAPITALS IS AKIN TO YELLING. That said, I sometimes respond to students' drafts with all caps to differentiate my comments from student work. Please don't take that as yelling.

Academic Honesty

- Plagiarism is not acceptable and has serious repercussions. Penalties for plagiarism include failing the test or assignment to class failure. See current the GCC Student Handbook "Student Rights and Responsibilities" under Academic Misconduct (http://www.gc.maricopa.edu/catalog/student_rights.html#acadmisconduct).
- Assignments are turned in through SafeAssign in Blackboard, which automatically checks for plagiarism against a tremendous number of databases. I find that the biggest mistake students make is failing to put a direct quote in quotation marks. Don't make that mistake because it is plagiarism, and plagiarized papers and homework get 0s.

Administration Issues/Policies

Withdrawal: Dropping the class is the student's responsibility.

Make-up Exams: May be given only under very special circumstances. Exams are usually accessible for 2 or more days so there should be NO REASON for not being able to take the exam. If there is a problem contact the instructor immediately.

Late Work: Papers will be submitted via blackboard. Students will click on the assignment and then upload their work directly to blackboard and submit it. All papers are due at Midnight on the day listed on the syllabus. I recommend you turn in assignments early. **NO LATE WORK WILL BE ACCEPTED unless discussed with the instructor beforehand** – the link to turn it in expires at the deadline.

Extra Credit: Is listed in this syllabus and will be worth approximately 3% of the total grade.

Incompletes: Will not be given unless appropriate circumstances apply.

Special Needs: Students with special needs must be registered with the Disability Services and Resources Office located in TDS 100 (623-845-3080) and inform the instructor at the beginning of the semester.

Grading: Assignments will be holistically graded on content, strength of argument, structure, originality, grammar, and criteria listed for specific assignments. **Essentially grades for assignments are based on how well a student answers the question/prompt given and provides supplemental information to back up their answer. CITATIONS (IN FOOTNOTE FORM) AND QUOTATION MARKS ARE REQUIRED!** Often questions are in the form of an argumentative essay – and students must use sources to make a specific point instead of summarize the topic.

Grades are also based on grammar and spelling. Remember that this is a college-level class and it will be graded as such, so seek help if you need it.

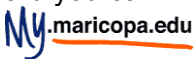
Specific questions about your grade on an assignment can be asked of the instructor via e-mail, in person or phone. Students should think about their grades. Look again at assignment guidelines. Ask yourself, “did I follow the assignment? Did I go above and beyond the assignment? Did I have mistakes? Did I offer a thoughtful discussion of the material or did I simply summarize the reading.”

Feedback: When the grade is entered a copy of your assignment will be uploaded into blackboard. At that time you can access comments by clicking on the Assignments tab, then click on the assignment, then you will see the uploaded document that includes graded comments.

Deadlines

All deadlines for papers and Participation (but not exams) are Midnight (AZ time) on the date listed in the Course Calendar. You are encouraged to complete assignments in advance. Note that even as discussions and assignments can be submitted in advance, grades will be posted after the deadline. Also note that Discussions require participation from everyone people – please be considerate and don’t wait until the last minute.

Help!/Technology

Blackboard: To access blackboard go to <https://ecourses.maricopa.edu/webapps/login/> and type in your MEID and password. If you don’t know your MEID or password you can find those out by clicking on GCC’s main webpage and then clicking on the link. 

Once you are there click on HIS 103 (our class) and you can click on the Course Materials, Assignments, Tests or Grades/Tools Tabs on your left.

E-mail and Forwarding: Students will receive e-mails from the instructor throughout the session, but more often I will simply post an announcement to blackboard —check your e-mail and course announcements regularly. If you use non-GCC e-mail like yahoo or hotmail you can forward your GCC e-mail account to the other e-mail account. We have Gmail! To forward your e-mail to whatever other account you have (although Gmail ROCKS) – go to my.maricopa.edu then GoogleApps@Maricopa. Your same MEID and password work for the gmail account, and from there you can change the settings to forward your e-mail to whatever account you prefer.

Questions

General Questions about the course or assignments

- Go to the Discussion Board and ask there – often students have the same questions so it’s helpful to have one place to go for the answers.

Technical Questions about uploading assignments or problems with the way blackboard works on your computer

- Contact GCC’s online help directly at the eGCC site (<http://www.gc.maricopa.edu/online/>) or the student help site (<http://web.gccaz.edu/studenthelpdesk/>) – For 24x7 district support, please call the toll-free number: 1-888-994-4433. Remember it is their job to help you!

Specific questions about you or your grade

- Send an e-mail directly to me or call. Remember to and “sign” your e-mail. It is also helpful to include HIS 103 in the subject line of the e-mail just in case spam blocker catches your message.
 - E-mail - Karin.Enloe@gmail.com
 - Phone - (602) 329-5208

At any time students can check their grades by clicking on the Grades/Tools tab. By law, instructors cannot discuss your grades with anyone but you.

Grade Distribution		
Who are You? Homepage		20 points
Papers (2 x 100p)		200 points
Participation	(15x20p)	300 points
Exams (2 x 110p)		<u>220 points</u>
Total		740 points

An important note about grades: Doing an assignment is different than doing an assignment well. Grades are based on how well a student does an assignment. An average paper deserves an average grade, which in this course is a C.

A - great job, very few grammatical errors, good thesis, great use of source and backing arguments

B - strong job - not many grammatical errors, has a thesis, and uses sources for backing arguments

C - adequate - uses sources and has 5 paragraphs, perhaps summarizes more than argues

D - hard to follow, lots of mistakes, summarizes or doesn't really do the assignment OR demonstrates partial understanding of the material, might have fns but no page numbers

F - no footnotes, not 5 paragraphs, very poor writing, paper doesn't really follow the assignment

0 - nothing turned in or plagiarized (whether intended or not - full paper or just portions) - if it is a direct quote and does not have "" then it is plagiarized

Grades are based on the following percentages:

A 90-100%, B 80-89%, C 70-79%, D 60-69%, F 59% and below.

This class is not graded on the curve. Students can check their grades at any time using Blackboard's Grades/Tools Tab. This instructor also does not round up.

Assignments

A “handout” on writing assignments for this class including the paper topics is attached at the end of this syllabus (page 10).

As a reminder, historians “practice” the following: – reading, writing, discussion, research and analysis.

Assignments include:

Who are You Homepage? (gets users familiar with blackboard, introduction to class) see more info in the assignments tab of Blackboard.

Participation (Discussion Board-DB) (Homework) (fulfills reading, discussion and analysis) (see page 8)

Two Papers (fulfills reading, writing, analysis) (see page 10)

The point of assignments is threefold: ensure students do (all of) of the reading, show students can analyze the material and communicate their understanding effectively.

Tests (Midterm/Final) (2 x 110 = 220 points)

Tests/exams are essay and ordering and will cover information examined in class discussion boards and the text.

There will be 1 essay per exam worth 100 points each. Students will have 45 minutes to complete the essay. Watch your time – for every full minute students go over the time limit 3 points will be deducted from their total score.

The ordering question is where students will place people or events in chronological order worth 10 points for the 1 question. Students have 5 minutes. For every minute over the time limit 2 points will be deducted from the total score.

Exams are located in the Tests button on the Toolbar.

- Essays generally ask for analysis or comparison. Essay questions require as many specifics as possible and should show the student’s ability to answer the question. IF students use direct quotes they need to cite them with parenthetical references. These are not required but as a reminder any form of plagiarism gets a 0 – even on exams.
- The final exam is not cumulative.
- Ordering questions ask students to number a series of 5 people or events in chronological order.

Everyone’s exam is slightly different. I have a pool of many questions and they randomly appear for each person.

I DO NOT BELIEVE IN PROFESSOR GENERATED STUDY GUIDES. I encourage students to work together to study on their own time and put together their own study guides. Gmail chat functions could allow students to “meet” at designated times to study information. Google Docs allows students to collaborate on study guides and can be shared among those working on them. I will provide a forum in the DB for students to discuss class issues, but it will be disabled while exams are available.

Students will be notified by the instructor of any changes in course requirements or policies

Course Schedule

January

Monday	Wednesday	Friday
18 Holiday Look over syllabus, get your book, get acquainted with Blackboard	20 Welcome to Class Who are you? Homepage due before Midnight	22 Read Chapter 1
25 Chapter 1 DB (Extra Credit) Post 1 Chapter post and 1 response before Midnight	27 Post 2 responses before Midnight	29 Read Chapter 2

February

1 Chapter 2 DB Post 1 Chapter post and 1 response before Midnight	3 Post 2 responses before Midnight	5 Read Chapter 3
8 Chapter 3 DB Post 1 Chapter post and 1 response before Midnight	10 Post 2 responses before Midnight	12 Read Chapter 4, Article for Paper 1 (see page 16)
15 Holiday	17 Chapter 4 DB Post 1 Chapter post and 3 responses before Midnight	19 Paper 1 Due before Midnight Read Chapter 5
22 Chapter 5 DB Post 1 Chapter post and 1 response before Midnight	24 Post 2 responses before Midnight	26 Read Chapters 6 and 7

March

1 Chapters 6,7 DBs for Both Post 1 Chapter post and 1 response before Midnight	3 Post 2 responses before Midnight for each DB	5 Read Chapter 8
8 Chapter 8 DB Post 1 Chapter post and 3 response before Midnight Midterm will be available at Midnight	10 Midterm due before 9pm	12
15 Spring Break	17 Spring Break	19 Spring Break
22 Read Chapter 9 Chapter 9 DB Post 1 Chapter post and 1 response before Midnight	24 Post 2 responses before Midnight	26 Read Chapter 10
29 Chapter 10 DB Post 1 Chapter post and 1 response before Midnight	30 Post 2 responses before Midnight	April 2 Read Chapter 11

April

5 Chapter 11 DB Post 1 Chapter post and 1 response before Midnight	7 Post 2 responses before Midnight	9 Read Chapters 12 and 13
12 Chapters 12 and 13 DBs Post 1 Chapter post and 1 response before Midnight for each	14 Post 2 responses before Midnight for each DB	16 Read Chapter 14, Article for second paper (see page 16)
19 Chapter 14 DB Post 1 Chapter post and 1 response before Midnight	21 Post 1 Chapter post and 1 response before Midnight	23 Paper 2 Due before Midnight Read Chapter 15
26 Chapter 15 DB Post 1 Chapter post and 1 response before Midnight	28 Post 1 Chapter post and 1 response before Midnight	30 Read Chapter 16

May

3 Chapter 16 DB Post 1 Chapter post and 1 response before Midnight	5 Post 1 Chapter post and 1 response before Midnight	7 Read Chapter 17
10 Chapter 17 (DB Extra Credit – 1 Chapter post and 3 responses due before Midnight) Final Available midnight	12 Final Due before 9pm	

THIS SYLLABUS IS SUBJECT TO CHANGE

Participation/Discussion Board

Discussing history is vital to this course. Historians always refer back to sources when they make claims about the past. This semester you will be the historians and READ, WRITE, and DISCUSS.

There will be something to discuss every week – please pay close attention to the syllabus. Whatever has been included in the reading – the chapter, the supplemental information, or the mini-lecture/websites listed under Course Materials is what can be discussed. Students are expected to read everything and discuss a wide range of the material to demonstrate that you read it all.

Students will be responsible for writing up their thoughts about 1 thing they read in each week's reading assignment and then respond to three other peoples' points. What did you find interesting? What did you wish you knew more about? Why was this included? What would be a good question to ask to stimulate a conversation or debate about the topic?

For 20 points students will do 1 chapter thread or post and 3 responses:

Write up 1 "thread" or Chapter Point (see below) and post them to the Discussion Board for each week's reading. Post them in separate threads and please give a descriptive subject heading. Must be 100-200 words.

For example... (from a previous U.S. History class – this is not the correct citation) Subject heading could be: Slavery

An interesting fact the text states is "Slavery had long existed in Africa, but in a form less brutal than what the Europeans would impose" (Murrin, 8). I had no idea that African's enslaved other African's first off. Even more interesting the textbook also suggests when "African middleman learned about the cruel conditions of slavery under European rule, the trade had become too lucrative to stop" (Murrin, 8). Even though the middlemen found out that the new slave owners had different morals then they did nothing to change things. They would rather turn the other cheek then risk a loss of profit. Did African Middlemen help start the inclination of slavery? What if African's didn't sell their fellow men, would there have been such a problem with slavery? (128 words)

Another Example... Subject Heading could be: Freedom vs. Slavery

In Chapter 2, the author writes of the absence of slavery in England. While it took some time, the colonists adopted slavery seemingly without any debate. The text states "... African slaves became a majority in South Carolina around 1710."(Murrin, 71) The text also states that "Africans were less numerous in the Delaware and Hudson valleys, although slavery became deeply entrenched in New York City and parts of New Jersey."(Murrin, 71) Why did slavery become entrenched in some areas of America and almost non-existent in other areas of the colonies? The colonists were clearly people who believed in freedom. Why did they so readily accept the concept of slavery, even though they had no experience with it? (122 words)

Notice the trend:

The students summarize the context, they include a quote from the text, they mention why they are interested in it, then they ask a question that might generation discussion or show that they

would like to know more about the topic. They also gave a word count. Note that quotes don't take up the majority of the 100 words.

Students should NOT REPEAT what others have posted – if you wanted to write about something someone has already posted do a response on it. Students will not receive credit for repeating what others have already done. If you are the first or second person posting to the DB, you MAY post 2 original threads/posts and respond to only 2.

For the second portion students should respond in 50-100 words to 3 students' posts. Note that you might be offering your opinion but it must always be rooted in the text or readings, therefore you will need to cite and should have a quote in your responses for credit. Again there is a rule that students should not repeat what others have done – and I prefer you not repeat the quotes that people post in their original posts. It doesn't really add anything new and thus doesn't add to the discussion.

Yes, I want you to include the word count at the end – if you compose in Word you can easily see the count at the bottom of the screen.

Grading criteria include these guidelines:

Citations – was this just opinion or were citations used from the text? Was the page number listed? Simply writing (Spielvogel) isn't the full citation – it should also have the page number. [for papers you must use footnotes, but for these discussion boards you should use parenthetical references – no need to provide the full citation] My code for this is BU or P# – you haven't backed up your post or neglected to include the page number from the text.

Context – Does the student place the question in context by explaining the time period? Does this relate to the chapter or current events? If it does relate to current events it should also be directly related to the chapter. My code for this is Con

Word Count – the assignment calls for 100-200 words for a thread and 50-100 words for a response and I do check it – please list the word count as listed in the example above. My code for this is WC

Originality – is this a repeat of what has been done before or does this add new information? My code for this is DA (doesn't add to the discussion)

Intellectual Curiosity – did students demonstrate that they read the material and have a good point or question to ask and generate discussion on the topic? Or are they just trying to do the minimum for themselves by asking a simple question that can easily be answered by one person without any thought whatsoever? Or is this just a simple summary of something they read in the text. There should be a question asked at the end of the thread. My code for this is IC or ? (is there a question to further discussion?)

Accuracy – Is this completely wrong and does it demonstrate that the student did not read or read it very poorly? My code is AC

Plagiarism – Is this word for word from a website or the text and not credited? My code is P. Did a student use a direct quote but not use quotation marks? My code is ""

These need to be posted to the Discussion Board under the correct reading forum by the deadline listed in the syllabus. Please post early so others can respond to your work. If for whatever reason you are traveling and not able to post on time let me know and we will work something out – up to a point. E-mail me to discuss another option for the points.

Reminder: For 20 points on the DB you will need to: Post 1 new thread describing something interesting or important from the readings that will be 100-200 words, have a quote, summary, and good questions that might generate thought and discussion. Respond to 3

peoples' posts in 50-100 words that will also specifically refer back to the text (quote not necessary but reference should be there). In the response if you want to quote or refer to an outside source like a website make sure that you give the FULL web address (Wikipedia is not a full address) so I could easily click on it and see everything cited. If you want to refer to something you heard in the lecture you can simply refer to it as (Enloe lecture) with the descriptive title given in the Course Materials tab.

I know this sounds overwhelming at first but bear with me – after a few sessions you will really get the hang of it!

Paper Assignments

Writing Assignments for Dr. Enloe Be Warned – I have been told I “grade hard”

“Historians form their educated opinions by examining and thinking about evidence of past conditions, causes, and effects. When a historian writes a book he is writing a long, extended essay presenting his opinion on his subject. As with all essays, he builds the points of his argument and arranges his evidence in such a way that will best put his ideas across. For the historian, her argument is her interpretation of the past--how and why events happened the way they did, and what those events mean to future times.”¹

Every professor is going to have differing ideas as to what makes a great paper. If you are a great writer in English 101 you may need to tweak your writing style for History 103. The below material is intended to help students get the best grades possible from Dr. Enloe’s history classes.

A Cheat sheet “rubric” when turning in papers

- ✓ Name on the front of the document, original title on page 1 – NO COVER PAGE
- ✓ Double spaced, 11 or 12 point font (arial, times new roman ok), 1” margins (Word default margins are fine)
- ✓ 5 paragraphs – no more, no less (500-1200 words)
- ✓ thesis the last sentence of the introduction
- ✓ thesis is more than a summary of the topic – makes an argument
- ✓ cited examples in FOOTNOTES
- ✓ Direct Quotes in quotation marks
- ✓ use of sources assigned – if no outside sources allowed they should not be there
- ✓ past tense used throughout
- ✓ no personal pronouns (I, we, you, our)
- ✓ edit
- ✓ Upload through the Assignments tab in Blackboard – make sure you save as a word doc (doc or docx) – saving as an rtf file will not show footnotes and that would be an automatic F. If you don’t have Microsoft Word compose using google docs and save as a word doc.

¹ Todd F. Carney, “Guide to Writing History Papers,” Southern Oregon University, <http://www.sou.edu/history/carney/writing.htm> (accessed March 31, 2009).

The reason I have many of these stipulations (on formatting) is that it is important to try to be as objective as possible when grading. Having streamlined formatting enables the grader to focus on content over appearance.

Plagiarism

Plagiarism is a big problem that often is unintentional, but students need to understand it! Often students will cut and paste information they found over the Internet into their papers. THIS IS NOT ACCEPTABLE. Unless you are asked otherwise, most assignments will have you use only certain sources like the textbook, lecture notes or specific websites or videos. Going outside the required materials tells the reader you did not do the work assigned to you and/or you don't trust your own instincts to do a great job.

- **It is plagiarized if it is a direct quote but doesn't have quotation marks around it (even if it is cited!)**
 - This includes short phrases from a source that were used verbatim and not in quotation marks
- It is plagiarized if it is a direct quote and has not been cited stating that it came from a source that is not you
- It is plagiarized if it is an idea or something that is not common knowledge that came from somewhere else but was not cited
- Please check the Useful Links section in blackboard for a website dedicated to writing good history papers and citing correctly.

Papers with any form of plagiarism in them get 0s with no opportunity for a rewrite.

Stylistic Issues

Essays should be written as **argumentative essays**. Assume the reader does not have a book in front of them and isn't familiar with the subject. They have not read the material nor do readers have the book in front of them, but they do have access to it if they are interested. Write your essay as if it were going to be read by someone who knew less about the subject than you do – or is even from another planet. ☺ Assume they are tired and have read many papers – therefore you need to be as direct and to the point as possible, in addition to being simple in your logic.

- Do NOT use personal pronouns (I, we, you, us, ours).
 - For example, write that: "The Continental Congress declared that the Creator required men to obey his laws." Do not write: "The Continental Congress declared that our Creator requires men to obey his laws."²
- Most questions ask you a specific question that is meant to be an argumentative essay. This is different than summarizing a topic.
 - If the question asks you to make a stand, write an argumentative essay that makes a stand or can be argued from a different viewpoint.

² "How to Write a Good History Paper," Emory University Department of History, <http://www.history.emory.edu/undergrad/writingguide.html> (accessed May 31, 2009).

- If a question asks for the most important way (singular) blah blah blah pick an overarching theme or make a stand on ONE way.

Use Footnotes

I DO NOT USE THE MLA or APA METHODS. Historians use something called the Chicago Manual of Style method of citations. I am going to have students use that method for this class. That means that you will be using footnotes.

- Footnotes are placed at the end of the sentence and contain a roadmap where the reader can find the information if they want to. They show that the writer is writing from an informed place and if the reader looks up the info they might come to the same conclusion or might not. The major thing is that they need to know where to find that information.
- To insert footnotes most programs like Microsoft Word will allow you to go into Insert and then add a number where you insert the footnote. I am going to add one at the end of this sentence.³ I use a Mac and have Office 2008, and I did it by clicking on Insert and then footnote. When I do it again, it will assign the next footnote a new number.⁴ If you have 10 citations in a paper there should be 10 numbers. Footnotes should never be the same number. In the past I have had students use parenthetical references. Let me demonstrate the difference between the two.
 - When using Microsoft Office 2007 insert footnotes by clicking on the references tab and then insert footnote.
 - Google Docs will also allow you to insert footnotes.
- The full citation needs to be present the first time you cite a source. Future citations in this case can be abbreviated or you can put *ibid.*, then the page number. Notice since the full citation is there you don't need a works cited page.
- Check out the links in External Links to see examples of proper citations and cite the books accordingly.

Here is an example of a good paragraph with footnotes. (Note that your papers should be double spaced):

One of the major hurdles that many new immigrants had overcome was earning enough money to survive and raise a family in their new country. While wages for new immigrants working in America were generally deplorable, there were cases in which immigrants worked hard, saved their money and became property owners themselves. For example, the once unwelcome Irishman became a saloon owner and landlord and started “collecting the rents of the Italian whose house he has bought with the profits of his saloon.”⁵ The Irishman learned from his predecessors how to save money in order to control property and exploit the latest batch of unfortunate immigrants. Newly arrived Italian immigrants paid as much as “twenty-five dollars a month for three small rooms in

³ The first footnote.

⁴ The second footnote.

⁵ Jacob Riis, *How the Other Half Lives: Studies among the tenements of New York*, (New York: Hill and Wang, 1957) 16.

a ramshackle rear tenement – more than twice what they were worth.”⁶ The Irish were not the only immigrants that succeeded in making money, the Germans also found ways to succeed in their new environment. According to Riis, “the German rag-picker of thirty years ago ... is the thrifty tradesman or prosperous farmer of today.”⁷ The Italians also found financial success through controlling the corner fruit-stands and monopolizing the boot-black industry while the Chinese held nearly exclusive control of the laundry business.⁸ Each of these immigrant groups sought out a niche to take hold of in order to earn a living and for the most part dominated their specific trade. By finding ways to make a living, many immigrants were able to attain a better way of life.

Structure

- Papers have an introduction, body and conclusion.
- Introduction
 - Provides context. Introduce your topic to the reader, then answer the question asked in the prompt – that will be your thesis.
 - Your thesis should be the last sentence of the introduction.
- Body
 - should have 3 paragraphs
 - each paragraph should lead off with a statement that will set the tone of the paragraph (a signpost).
 - Each paragraph should make a point that directly relates back to your thesis
 - Each paragraph should have a cited example/reference from the sources you were asked to examine – this is your specific historical evidence
 - The last sentence in each paragraph should remind the reader how your paragraph supported your thesis
 - I prefer students not foreshadow into the next paragraph – finish your point and then start anew in the next one
- Conclusion
 - Will wrap everything up. Remind the reader of your thesis but is not a word for word or even close recap of the intro

Tips for good writing assignments

- Pay close attention to spelling and grammar. An A paper does not have errors.
 - A very poorly edited paper might not receive anything more than an F or D, depending on the level of editing, grammar problems. If the reader continually needs to re-decipher your point because the way it is written or edited is very sloppy or hard to read, then it is a limited paper, not an adequate one.
- Use the phrases in the question prompt. If a question asks for the “most important theme” I should see the phrase “the most important theme” in the introduction and conclusion.

⁶ Riis, 16.

⁷ Riis, 18.

⁸ Riis, 18.

- Try to make your paragraphs about one half to three-quarters of a page. If they are shorter they aren't fully developed and if they are longer they are trying to put too much information in there and should be split up.
- Avoid confusing singular and plural in the same sentence.
 - For example, write that "The Methodist religion was increasingly popular, and it gained new members daily." Do not write either: "The Methodists were increasingly popular, and it gained new members daily" or "The Methodist religion was increasingly popular, and they gained new members daily."⁹
- Use quotes but don't overwhelm the reader with them. They should not be more than two lines long. Longer quotes should be paraphrased to convey their meaning without overwhelming your analysis.
- Don't follow quotes with more quotes. Using too many quotes tells the reader you are not confident in your work and cannot think of anything to say.
- America can be referred to as the United States or the Nation, but not the U.S. or we
- There is a difference between than and then
- There is a difference between women and woman
- There is a difference between accepted and excepted
- There is a difference between dominate and dominant
- There is a difference between their, there, and they're
- There is a difference between two, to, and too
- There is a difference between till and until – I prefer until
- Apostrophes denote ownership – Americans and Americans' are different
- There is a difference between a book and a novel – if it isn't a novel, don't call it one
- Should of or would of is incorrect – should have or would have
- The correct order for periods is ." (period, quote, and then footnote)
- Edit carefully
- Read your writing out loud to check for awkward phrases.
- You may choose to submit a draft of your first paper to Dr. Enloe in advance of the due date to get some feedback. It should be at least 72 hours before the paper deadline.

⁹ "How to Write," <http://www.history.emory.edu/undergrad/writingguide.html>.

Keep in Mind

- Answer the question! Ask yourself if you are summarizing the book or the topic or if you are making an argument. If no one can offer a counterpoint then you are not really making an argument.
- Pay special attention to the assignment. Regardless of how great a paper is on *Sputnik*, if it summarizes the topic instead of arguing why it was significant then it isn't really doing the assignment.
- You might know a lot about a certain topic but you cannot just write a paper relying on your own knowledge. You got that knowledge from somewhere so you need to cite it. If you don't know that original source then you need to find one. You are acting like historians this semester and need to do as they do – they know a lot about topics and always show a “paper trail” of how they learned that information.
- If you were asked to read a book don't quote the back cover or blurbs from page 1 – or even just the first portion of the book. Always use information from throughout the source to prove to the reader that you read the entire thing. When you only quote from the first part it looks very suspicious, and since the paper is graded holistically the reader is asking themselves whether you actually did the assignment, part of which was the read the entire book or examine more than one website.
- Be very direct. Assume the reader is burned out on reading the same paper over and over again. It helps to show them that you are answering the question by repeating the terminology of the question and reminding them often that you are answering the question. If the reader has to keep returning to the thesis to be reminded of the point of the paper they aren't happy.

OKKKKKKKKKKKKKKKKKKK. All of these rules apply for the following papers. Here are the questions to answer:

Paper 1: Read "Chapter 2: The New England Wilderness Transformed, 1600 - 1850." In *Columbia Guide to American Environmental History*, 24-38. US: Columbia University Press, 2002. *History Reference Center*, EBSCOhost (accessed January 11, 2010). (located in the Assignment tab as a pdf document). Answer the following question: **What was the most important way the wilderness was transformed during the colonial era?** This should be a 5 paragraph essay but note that when a question asks for the "most important way" it is asking for ONE thing or overarching theme.

Paper 2: Cornell University Library's Division of Rare and Manuscript Collections put together a website entitled "I Will Be Heard! Abolitionism in America." Examine this website (<http://rmc.library.cornell.edu/abolitionism/index.htm>) (all links from it) and write a paper answering the following question: **Is this website valuable to students of HIS 103 that already have a textbook? Why or why not?** Please consult this document and the Useful links page in blackboard for proper web site citations.

Extra Credit: DBs for Chapters 1, and 17, worth up to 40 points.

Reminder:

A - great job, very few grammatical errors, good thesis, great use of source and backing arguments

B - strong job - not many grammatical errors, has a thesis, and uses sources for backing arguments

C - adequate - uses sources and has 5 paragraphs, perhaps summarizes more than argues

D - hard to follow, lots of mistakes, summarizes or doesn't really do the assignment OR demonstrates partial understanding of the material, might have fns but no page numbers

F - no footnotes, not 5 paragraphs, very poor writing, paper doesn't really follow the assignment

0 - nothing turned in or plagiarized (whether intended or not - full paper or just portions) - if it is a direct quote and does not have "" then it is plagiarized

GRADING Key:

awk - awkward

vt - verb tense changes

pt - use past tense

remind - remind the reader of your thesis

period - a period at the end of the note shows it is complete

pp - avoid personal pronouns

frag - sentence fragment

sp - spelling

sing/plural - watch your singular/plural usage, these need to correspond

fn - footnote

ordering - ".fn, or ","

© Karin Enloe, 2010