**HIS 2934 Fall 2012 3 Credit Hours**

**Writing History: The American Revolution**

**MWF (50 minute); T/Th (80 minute); MTWTHF (160 minute)**  
Instructor: Office: E-Mail:  
Office Hours:

**Course Description:** This course introduces students to the discipline of History by working with them on developing their skills in critical thinking, reading, and writing. The focus in *Writing History* is on historical inquiry and the production of clear, effective written prose. As such, it acts as an official substitute for ENC 1102.

**Course Goals:** *Writing History* was created to allow students who are interested in pursuing a degree in History the opportunity to acquire the skills necessary to succeed in their academic journey. Students in the course will learn about the discipline of History, what is required to conduct historical research, and the methods and writing styles used by Historians. The main goal is to improve the students’ critical thinking, reading, and writing skills with a series of themed writing assignments, leading to the production of a globally-revised piece of written prose.

**Gordon Rule/WAC Credit:** Writing-to-learn activities have proven effective in developing critical thinking skills, learning discipline-specific content, and understanding and building competence in the modes of inquiry and writing for various disciplines and professions.  *Writing History* is one of two courses eligible to fulfill the state-mandated lower-division Gordon Rule writing requirement and also meets FAU’s Intellectual Foundations Program Written Communications component. Furthermore, the course meets the University’s Writing Across the Curriculum (WAC) requirements, which promote the teaching of writing across all levels and all disciplines. **You must achieve a grade of "C" (not C-minus) or better to receive Gordon Rule/WAC credit for this course.**  If this class is selected to participate in the university-wide WAC assessment program, you will be required to access the online assessment server, complete the consent form and survey, and submit electronically a first and final draft of a near-end-of-term paper.

**Course Materials:**

Breen, T. H. *The Marketplace of Revolution: How Consumer Politics Shaped American Independence*. Oxford: Oxford University Press, 2004.

Cogliano, Francis D., and Kirsten E. Phimister, eds. *Revolutionary America, 1763-1815: A Sourcebook*. New York: Routledge, 2011.

Rampolla, Mary Lynn. *A Pocket Guide to Writing History*. Fifth Edition. New

York: Bedford St. Martins, 2007.

Storey, William Kelleher. *Writing History: A Guide for Students*. Third Edition.

New York: Oxford University Press, 2009.  
Supplementary readings available on Blackboard (http://bb.fau.edu)

**Online Guides to Supplement Course Texts:**How to Succeed in Lecture: Some Tips on Taking Notes  
 <http://www.historyguide.org/guide/notes1.html>   
Reading, Writing, and Researching for History: A Guide for College Students <http://academic.bowdoin.edu/WritingGuides/>   
Citation Guide: The Chicago Manual of Style Online  
 <http://owl.english.purdue.edu/owl/resource/717/01/>

**Course Outcome:** A student successfully completing this course will have:

1. Gained experience in identifying and working with primary and secondary sources.
2. Learned about the methods by which Historians conduct research and produce written results.
3. Gained experience in developing and supporting a thesis statement.
4. Learned what kinds of evidence can be used in historical writing and how to use this evidence to its best potential.
5. Acquired experience in the peer-review and global revision processes that are essential to historical research and writing.
6. Added to their skills in critical thinking, reading, and writing by producing approximately 6000 words of writing throughout the course of the term.

**Assignments and Grade Breakdown:**

**Attendance & Participation 10%**

**Primary Source Analysis I (250 words) 5%**

**Primary Source Analysis II (500 words) 5%**

**Revision 10%**

**Secondary Source Analysis (750 words) 5%**

**Revision 10%**

**Academic Book Review (750 words) 15%  
 Historiography essay (750 words) 20%**

**Paper prospectus (500 words) 20%**

**Conduct in Class and Attendance:** Students are required to arrive on time and prepared for class meetings.  Latecomers are instructed to enterin an unobtrusive manner.  Make sure **pagers, cellular phones,** etc. are turned off during class as they will distract others.  This last rule is in accordance with FAU policy concerning electronic devices in class.  Those who create a disturbance in class will be ordered to leave. As this is an intensive class devoted to working together on critical thinking and critical writing, let us work together. Attendance is both necessary and mandatory for this course. Missing class means missing important material and experience; more than three unexcused absences will result in a drop one’s grade by ten percent (i.e., loss of Attendance portion of overall course grade).

**Late Papers Policy:** Due dates for the paper assignments are located in the syllabus.  Late papers will not be accepted except in the case of emergencies.  In the case of medical/family emergencies, proper documentation is required in order for the paper to be accepted for grading. Computer/Printing problems are not emergencies.

**FAU Disability Procedures:** In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, MOD 1 (954-236-1222); in Jupiter, SR 117 (561-799-8585); or at the Treasure Coast, CO 128 (772-873-3305) – and follow all OSD procedures.|

**FAU’s Academic Dishonesty Policy:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see the Code of Academic Integrity in the University Regulations at <http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf>.

**Schedule of Class Meetings**

**Week One: The Historian’s Task**Topic: Introductions, Defining terms, Guide to resources

Writing Assignments: Foundational writing assignment; in-class reviews.  
Readings: Storey, Chapter 1; Rampolla, Chapters 1 & 3

**Week Two: Working with the Sources: Identification and Interpretation**Topic: Primary sources—what they are and how they may be used

Writing Assignments (in-class): Primary Source Analysis I

Readings: Breen, Chapter 1, Storey, Chapters 2 & 4; Rampolla, Chapter 2

**Week Three: Working with the Sources: Critical Reading to Critical Writing**Topic: Primary sources—from critical reading to critical writing  
Writing Assignments: Primary Source Analysis II (rough draft)  
Readings: Breen, Chapters 2-3; Storey, Chapter 3; Rampolla, Chapter 4

**Week Four: Finding One’s Voice: Working with Secondary Sources**Topic: Secondary sources—familiarizing oneself with the existing discourse

Writing Assignments: Secondary Source Analysis (rough draft)  
Readings: Breen, Chapters 6-7; Rampolla, Chapter 5; Storey, review Chapters 1-4

**Week Five: Developing the Thesis**Topic: Asking the right questions of the sources and of oneself. Devising and revising one’s thesis.  
Writing Assignments: Primary Source Analysis II (final draft)   
Readings: Breen, Chapter 8; Storey, Chapter 5; Rampolla, review Chapter 5

**Week Six: Constructing the Argument**Topic: Building and rebuilding one’s argument  
Writing Assignments: Academic Book Review (rough draft)  
Readings: Breen, review entire book; Storey, Chapter 6

**Week Seven: Mastering the Details I: Grammar and Style**Topic: Mastering the basics  
Writing Assignments: Secondary Source Analysis (final draft)  
Readings: review secondary source articles; Storey, Chapter 7

**Week Eight: Mastering the Details: Writing Conventions in History**Topic: Critical Writing for Historians  
Writing Assignments: Academic Book Review (final draft)

Readings: Storey, Chapters 7, 8, and 9; Rampolla, Chapters 6 & 7

**Week Nine: Writing History with Purpose: Narrative Styles**Topic: Beyond description; various approaches to writing history.  
Writing Assignments: Historiography Essay (rough draft)  
Readings: Storey, Chapters 7, 8, and 9; Rampolla, Chapters 6 & 7

**Week Ten: Learning from Oneself: The Revision Process**Topic: Learning to critique one’s own writing effectively  
Writing Assignments: Paper Proposal (rough draft)  
Readings: Storey, Chapter 10

**Week Eleven: Learning from Others: The Peer-Review Process**Topic: Learning to critique other’s writing; accept and make use of critiques  
Readings: Peer writing assignments

**Week Twelve: Learning from Others: The Peer-Review Process**Topic: Learning to critique other’s writing; accept and make us of critiques  
Readings: Peer writing assignments

**Week Thirteen: Finalizing the Process**Topic: The never ending revision process; “polishing the apple”  
Writing Assignments: Historiography Essay (final draft)

Readings: Storey, review Chapter 10; Rampolla; review Chapters 6 & 7

**Week Fourteen: Self-Assessment and Building upon Foundation**Topic: Strategies for building upon the foundation; applicability of skills in other disciplines.  
Writing Assignments: Paper Proposal (final draft)