



Sul Ross State University
Summer I 2023
HIST 5312-1W1: Research & Writing
Web-Delivered Course
Dr. Kendra DeHart
Course Syllabus



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Office Hours: By appointment during Summer I; appointments can be made in-person or virtually.

COURSE DESCRIPTION:

Mostly an independent study, this course centers on producing an individual research paper. Ideally, this paper will be a first start for graduate students interested in publishing or presenting at conferences. Throughout the semester, we will meet individually to discuss research and organization as well as work together to produce high-quality, grammatically-sound papers by the end of the term. You will also engage in peer review with other graduate colleagues.

Summer terms fly by quickly, so I encourage you to narrow down your topics by the second week of class. I will be happy to assist you with this process. When thinking about possible topics, try to be as narrow and focused as you can. For instance, a research paper should not be about general topics, such as World War II, Manifest Destiny, or Women's Suffrage.

The end paper should be between fifteen to twenty pages, double-spaced, Times New Roman font. You will need to select three monographs (books), three academic journal articles, and three primary sources. You can certainly include additional sources should you wish.

REQUIRED TEXTS:

There are no “required” texts for this course. However, here are some resources that you might find helpful as you read, research, and write.



Find it. Write it. Cite it. *The Chicago Manual of Style Online* is the venerable, time-tested guide to style, usage, and grammar in an accessible online format. ¶ It is the indispensable reference for writers, editors, proofreaders, indexers, copywriters, designers, and publishers, informing the editorial canon with sound, definitive advice. ¶ Over 1.5 million copies sold!

<https://www.chicagomanualofstyle.org/home.html>

Organizing Academic Research Papers: Purpose of Guide Search this Group Search

Purpose of Guide	Types of Research Designs	1. Choosing a Topic	2. Preparing to Write	3. The Abstract	4. The Introduction	5. The Literature Review	6. The Methodology	7. The Results
8. The Discussion	9. The Conclusion	10. Proofreading Your Paper	11. Citing Sources	Annotated Bibliography	Giving an Oral Presentation	Grading Someone Else's Paper	How to Manage Group Projects	
Writing a Book Review	Writing a Field Report	Writing a Policy Memo	Writing a Research Proposal	Acknowledgements				

Purpose of Guide

This guide is intended to help you organize and write a quality academic research paper. Also included are recommendations regarding how to manage specific course assignments. Note that, if you have specific questions about how to write a research paper, you should always seek advice from your professor before you begin. Specific requirements stated by your professor will always supersede instructions provided in these general guidelines.

<https://library.sacredheart.edu/c.php?g=29803&p=185901>

COURSE OBJECTIVES:

At the end of this course, the student should have a greater appreciation and knowledge of the academic and historical profession through developing reading, research, and writing skills and procedures.

In completing HIST 5312, the student should be able to:

1. Understand how events in the past continue to influence contemporary issues in the present.
2. Define primary and secondary sources and the differences between them.
3. Identify and write a thesis as well as an original research paper.
4. Compare and contrast multiple points of view and historical interpretations.
5. Write effectively, logically, and persuasively about topics and individuals in American history with proper citations.
6. Determine and evaluate how historians locate, gather, organize, analyze, interpret, and report information using various methodologies.
7. Understand the professional role that historians play in contemporary society, both as academics and as public historians.

STUDENT LEARNING OUTCOMES:

The graduating student in history will be able to:

1. The history student will demonstrate historical research skills in a logically-organized, written paper that is mechanically correct and supported by relevant documentation of historical content.
 - Marketable Skills:
 - Students will learn the importance of meeting deadlines in a successful manner.
 - Students can identify the differences between primary and secondary sources, a crucial step in developing critical thinking skills.
 - Students can learn to select and organize data in a relevant manner.
 - Students can hone their writing skills.
2. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.
 - Marketable Skills:
 - Students can learn how ideas and interpretations change over time.
 - Students can learn how to evaluate different interpretations and ideas.
 - Students can learn how to use evidence to persuade various audiences.
3. The history student will demonstrate knowledge of American History, World History, and Non-American History.
 - Marketable Skills:
 - Students can develop a better understanding of the development of various cultures, political and economic systems, gender and race relations, and environmental change.
 - Students can develop a multicultural perspective necessary for an increasing globalized world.
 - Students can learn how to manage and absorb various perspectives and information.

The Student Learning Outcomes will be measured by the administration of written assignments.

COURSE POLICIES:

1. **Attendance:** This is a web-delivered course designed to be an independent study. As such, we will not have virtual meetings unless individual students request them. You are responsible for keeping up with the assignments and syllabus. **Responsibilities for notifying faculty for arranging potential make-ups rest with the students.** If you miss an assignment, you must contact me directly via email with an explanation.
2. **Contacting the Instructor:** The instructor's email is the preferred method of contact. Students should use the phone number only for emergency situations. Student phone message will normally not be returned due to the problem of "phone tag."

All email messages to the instructor should **include your name, your class section number, and a simple message** stating the reason you are contacting the instructor. During the week, emails will normally be answered within twenty-four hours. Emails that arrive late Friday afternoon, Saturday, or Sunday most likely will not receive a reply until Monday, but you may send an email at any time.

3. **Make-Up Policy:** I will give make-up assignments only in extreme cases. Students who are unable to complete an assignment on the due date must notify the professor by email or phone within 48 hours. Students who do not give such notification and provide documentation will not be allowed to take to make-up the assignment.
4. **Late assignments:** Late assignments incur a 10-point penalty for every 24-hour period that passes from the due date and time until the instructor receives the assignment, unless other arrangements have been made.
5. **Academic Misconduct:** Any act that violates the academic integrity of the institution is considered academic misconduct. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline as outlined in the Student Handbook. **Anyone caught engaging in academic misconduct in an exam or assignment will automatically receive an “F” that may also result in further academic punishments.** Specific examples of academic misconduct include, but are not limited to:
 - a. **Cheating:** Copying from another student’s test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself.
 - b. **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another’s work, and the unacknowledged submission or incorporation of that work as one’s own offered for credit. Appropriation includes the quoting or paraphrasing of another’s work without giving credit therefore.
 - c. **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.

STATEMENT ON ACADEMIC INTEGRITY: Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else’s work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others are all examples of academic dishonesty. It is your responsibility to read and understand the university’s policy on academic dishonesty in the SRSU Student Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/catalog/undergraduate-academic-regulations-2/#1605412215143-c8b265dc-3e01>

In addition, please note that plagiarism detection software will be used in this class for written assignments.

****NOTICE TO STUDENTS**:** At certain times this semester, you may find historical events disturbing, even traumatizing. If you suspect that specific material is likely to be emotionally challenging for you, I would be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with me individually, I welcome such discussions as an appropriate part of our classwork.

ASSIGNMENTS:

1. **Introductory Essay (6/2):** Post a brief introduction on Blackboard introducing yourself. Personalize your post. Perhaps discuss your favorite bands, preferred food, hobbies, family (including furry ones), etc. Make sure to also identify your favorite era of American history and what you hope to do with your MA degree.
2. **Individual Meetings (2):** During the term, I would like to meet with each of you at least two times, either by phone, Teams, or in-person. We will work with your schedules to find the best time for these meetings.
3. **Research Proposal (6/9):** Write a brief three-to-four-hundred-word proposal outlining what you plan to study this term. Include in this paper a brief description of the topic, potential sources you are researching, and what major arguments and significance your research paper might address. Note: it is okay (in fact suspected) if this changes over the course of your research and writing!
4. **Bibliography (6/16):** History uses the Chicago Manual of Style. See above for a quick style guide. For this paper, you need to use at least three monographs (books), three journal articles, and three primary sources. You can add additional sources, but these are the basic requirements.
5. **Rough Draft (6/26):** The more you put into this assignment, the better your paper (and grade) will be.
6. **Peer Review Paper (6/30):** Students will be assigned by the professor another colleagues' rough draft to review. You will read the paper and *provide constructive feedback* to your colleague in a two-to-three-page paper. You will submit your comments to me on Blackboard, and I will distribute them to your assigned colleague.
7. **Final Paper (7/7):** Due on Blackboard.

GRADES:

Final grades will be determined as follows:

Introductory Essay	50 pts.
Individual Meetings	50 pts.
Proposal	100 pts.
Bibliography	200 pts.
Rough Drafts	200 pts.
Peer Review Paper	100 pts.
<u>Final Paper</u>	<u>300 pts.</u>
Total Possible	1000 pts.

Grade Breakdown:

1,000 to 900 pts.	A
899 to 800 pts.	B
799 to 700 pts.	C
699 to 600 pts.	D
599 <	F

A Range = Outstanding. All assignments are turned in on time and reflect thoughtful and analytical thinking with a thorough understanding of historical events and trends.

B Range = All assignments are turned in on time and are above average but are not outstanding work. They demonstrate an understanding of historical events, but the analytical thinking is weaker than that for an “A.”

C Range = Average. Assignments indicate an average understanding of historical events. Work tends to be narrative rather than analytical. There is need for improvement.

D Range = Below average. Writing is mostly narrative. There is no analysis and narrowly answers the question assigned. Assignments are incomplete.

F Range = Fail. Assignments are not turned in or are late without the instructor’s approval. They are substantially below average and fail to answer the questions. Plagiarizing, of course, will result in disciplinary action.

SRSU Disability Services:

Alpine Disability statement:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student’s responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU’s Accessibility Services Coordinator at 432-837-8203, or email mschwartz@sulross.edu Our office is located on the first floor of Ferguson Hall – room 112, and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine. Texas, 79832.

Adequate time must be allowed to arrange accommodations. Accommodations are not retroactive; therefore, students should contact Accessibility Services as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their professor as soon as possible.

NONDISCRIMINATION POLICY/EQUAL EDUCATIONAL OPPORTUNITY POLICY:

Sul Ross State University is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Sul Ross State University to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, or marital status.

For Remote/Online Courses Only – SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Library Resources:

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SEMESTER SCHEDULE

Note: This syllabus with its schedule is an expectation of class topics, learning activities, and anticipated student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning on the part of the students. Students will have prior notification of any necessary changes in the schedule.

DUE DATES

Week I: June 1 to June 2

- **DUE June 2**
- Introductory Post on Blackboard

Week II: June 5 to June 9

- **DUE June 9**
- Research Proposal on Blackboard

Week III: June 12 to June 16

- **DUE June 16**
- Bibliography Due on Blackboard

Week IV: June 19 to June 23

- Writing, writing, writing! Work on Rough Drafts

Week V: June 26 to June 30

- **DUE June 26**
- Rough Drafts Due to Professor
- **DUE June 30**
- Assigned Peer Review Paper Due to Fellow Colleague

Week VI: July 3 to July 7

- **DUE July 7 at 8 am: Final Paper Posted on Blackboard**