HST 407
History Seminar
5 credits

Course Description
(Writing Intensive Course) This course is repeatable for a maximum of 20 credits.

Baccalaureate Core Course Attributes:
Core, Skills, WIC

HST 407 is the capstone research seminar for OSU history majors. In this course, each student will write a lengthy original research paper on a topic that deals with the era of the U.S. Civil War. We will define the Civil War era broadly as the period from 1846 – 1877, and students are encouraged to develop a paper that deals with the political, social, economic, or cultural history of the era, or a paper that focuses on the racial, gender, class or religious dimensions of the sectional crisis, war, emancipation or Reconstruction. Consult the list of potential topic ideas on Canvas to start formulating a topic.

Students will identify a topic in consultation with the professor, they will read the secondary sources on their topic, and they will conduct research in primary sources (original historical documents available in print, in archives, or in digital format). Each student will then synthesize his/her reading and research in a well-written, well-organized, and well-argued final paper. Along the way, each student is also responsible for completing several incremental tasks that build toward the final paper. These include discussing key articles on the Civil War era; formulating a project proposal; presenting primary and secondary sources in a PowerPoint presentation; writing a preliminary introduction, thesis, and outline; submitting and revising two partial drafts; submitting a full draft; participating in peer review of classmates’ papers; and submitting a final, polished draft.
Please note that this is NOT a military history course and narrow military topics focused on specific battles, biographies of generals, military strategy, or military technology will not be approved. This is because military history is a distinct and separate discipline related to military science. I am not trained as a military historian, and so will not be able to evaluate or guide your work on these topics. Students may, however, write on military topics that speak to broader political, social, or cultural questions of the era (i.e.: politics and voting in the U.S. or Confederate armies, U.S. soldiers’ relationships with runaway slaves, soldier-civilian relationships, attitudes toward death and dying among soldiers, etc.).

**Course Expectations: MUST READ**

This course is five credits and is extremely demanding in terms of time and effort. The ten-week quarter system makes writing the paper a challenge, and falling behind in your weekly work will make it very difficult to complete the class successfully. HST 407 will likely be the most difficult and stressful course you take as an undergraduate, but also the most fun and rewarding because you get to write about a topic that interests you and contribute brand new research to the discipline of history. Be prepared for a very busy, but very stimulating, quarter.

All history majors must complete this course with at least a “C” grade in order to graduate. To earn at least a “C,” you must prioritize this course, make a substantial time commitment to it, and show consistent effort over the entire quarter. This includes completing all assignments, meeting all deadlines, attending every instructor consultation meeting, and generally making a good faith effort. Work that is sloppy, hurried, or shows little evidence of genuine effort will earn low marks. Not meeting deadlines without a legitimate and documented excuse will result in losing points as outlined below.

I will not consider requests to “bump up” your grade to a “C,” even if you are a graduating senior, so your best strategy for ensuring your success is to start off the class with a full commitment to doing well and putting forth your very best effort. This may mean rearranging your class and work schedule to make sure you have the time and energy to meet the course demands. If you cannot make a full commitment to this course, I recommend that you take HST 407 in a different quarter when your schedule permits full dedication to this enterprise.

**Communication**

Please post all course-related questions in the General Discussion Forum so that the
whole class may benefit from our conversation. Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.

Course Credits
This course combines approximately 165 hours of instruction, online activities, instructor meetings, and assignments for 5 credits.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

Learning Resources


Note to prospective students: Please check with the OSU Bookstore for up-to-date information for the term you enroll (OSU Bookstore Website or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

Canvas
This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the Ecampus Course Demo. For technical assistance, please visit Ecampus Technical Help.

Measurable Student Learning Outcomes
The course student learning outcomes for HST 407 are as follows. Upon completion of this course, students will be able to:

1. Formulate a viable research project focused on the Civil War era and use library resources to identify and gather appropriate primary and secondary historical sources relevant to the topic. Students will demonstrate achievement of
this learning outcome by successfully completing the project proposal and preliminary bibliography assignments.

2. Synthesize the relevant secondary literature related to the paper topic and identify the primary controversies, themes, and changes over time in historians’ interpretation of the topic. This outcome will be achieved in the secondary source PowerPoint presentation and Paper #1, and then honed with repeated drafts in Papers #2 – 3 and the final paper.

3. Analyze and synthesize a broad range of historical primary sources relevant to the student’s chosen research topic to formulate an original interpretation and argument. This will be demonstrated through successful completion of the annotated outline and papers #2 – 3, and then honed with the final paper.

4. Cite sources properly and completely using Chicago style, the standard attribution style in the discipline of history. Students will practice this skill repeatedly in all of the writing assignments and the instructor will evaluate the footnotes and bibliography of the final paper to measure student performance on this learning outcome.

5. Combine all of the skills above to submit a well-written, polished, and original research paper of approximately 17 – 19 pages.

**Baccalaureate Core**
Successful completion of this course partially fulfills OSU’s Baccalaureate Core course requirements in the Writing Intensive Curriculum (WIC) category. The WIC student learning outcomes include:

1. Develop and articulate content knowledge and critical thinking in the discipline through frequent practice of informal and formal writing.
2. Demonstrate knowledge/understanding of audience expectations, genres, and conventions appropriate to communicating in the discipline.
3. Demonstrate the ability to compose a document of at least 2000 words through multiple aspects of writing, including brainstorming, drafting, using sources appropriately, and revising comprehensively after receiving feedback on draft.

**How this course meets the WIC requirements:**
1) This course meets WIC student learning outcome #1 through several short formal and informal writing opportunities, including the discussion board posts, a project proposal, and three scaffolded drafts of the final paper. All of these assignments will involve critical analysis of historical literature on the topic of the Civil War era while building students’ content knowledge of a specific area of Civil War history.
2) Each assignment meets WIC learning #2 as students practice the writing skills in the discipline of history, including narrative, historiographical analysis, and primary source analysis. All assignments will give students the opportunity to practice proper citation forms.

3) For learning outcome #3, the scaffolded assignments, which all build toward the final paper, will help students build the necessary skills to compose a lengthy paper of roughly 5,500 words. Students will use multiple forms of writing, including annotation, drafting, and peer review, and will revise their papers after multiple rounds of feedback from the instructor and student peer reviewers.

Evaluation of Student Performance

Students will demonstrate achievement of the learning outcomes through the following assignments. See the descriptions of each assignment below. The instructor has also posted detailed writing guides for the major assignments on canvas.

- Discussion Board posts—60 pts
- Research Log Post—5 pts
- Peer Review assignments—70 pts
- Project proposal—50 pts
- Primary source PowerPoint presentation—50 pts
- Secondary source PowerPoint presentation—50 pts
- Preliminary introduction and annotated outline—50 pts
- Paper #1—100 pts
- Paper #2—150 pts
- Paper #3—150 pts
- Final Paper—250 pts
- Revision Reflection—15 pts

Discussion board posts (6 x 10 = 60 pts total)

- Students must write six discussion board posts during the intro week and weeks 1 – 2.
- Posts #1, #3, and #5 are on weekly readings and are meant to give you a grounding in the main themes and controversies in the history of the Civil War era and to refresh your skills in finding and analyzing primary and secondary sources that you covered in HST 310.
- Posts #2, #4, #6 are substantive responses to your fellow students’ posts (at least 100 words each).

Discussion board posts will be graded on the following scale:

- 10 pts: Excellent. This is a substantive and insightful post that shows careful reading and solid understanding of the course texts. If a response post to another student, it is substantive and engages
thoughtfully with the ideas of fellow students. The posts are free of typos and errors.
- 8 pts: The post shows a basic understanding of the texts, but may indicate that the student needs to read more thoroughly or follow directions more carefully. If a response post to another student, the student may need to engage more thoughtfully with fellow students. The post may contain typos and errors that indicate the need for more polishing and care.
- 6 pts: Needs Work: There are substantial interpretative problems or factual errors in the post that indicate the student really needs to read more carefully. The work may be rushed and have a substantial number of typos and style errors, or the student may have failed to follow instructions. If a response post to another student, the student may have written a hasty post that does not engage thoughtfully with other students.
- 0 pts: Did not post.

Research Log Post (5 pts)
- Starting in Week 1, each student will keep a research log to track their research strategies and sources. This research log will be helpful for collecting your primary and secondary sources and preparing to write your paper. At the start of Week 3, students will post their research logs to the library discussion board for feedback from the Ecampus Librarian, Stefanie Buck. Completion of a research log with several entries will earn automatic full points. I will deduct points for research logs that show minimal evidence of searching or effort.

Peer Review Assignments (7 x 10 pts = 70 pts total)
- By week 4, I will place each student into a permanent peer review group with students who are working on similar topics.
- Over the course of the quarter, you will be responsible for completing seven (7) brief peer review assignments, each worth 10 pts toward your final grade.
- These include:
  - Comment on a peer’s primary source presentation.
  - Comment on a peer’s secondary source presentation.
  - Peer review worksheet on a peer’s project proposal
  - Peer review worksheet on a peer’s introduction and outline.
  - Peer review worksheet on a peer’s Paper #1
  - Peer review worksheet on a peer’s Paper #2
  - Peer review worksheet on a peer’s Paper #3
- Peer review assignments that are completed thoroughly and thoughtfully will receive an automatic 10 points. Late peer review assignments will receive half points. Failure to turn in a peer review assignment will result in 0 points.

Project proposal and bibliography (50 pts.)
The project proposal is a short (400 – 500, approximately 1 ½ - 2 double-spaced pages) preliminary overview of your project. It should include a description of the topic, a discussion of the questions you hope to answer, and an overview of the primary sources you intend to use. You will also attach a bibliography. See the project proposal guidelines on Canvas for detailed instructions. You will submit the proposal to the instructor and your peer review group.

Primary source PowerPoint Presentation (50 pts)
Each student will prepare a brief PowerPoint presentation that will give an overview and analysis of key primary sources that he/she intends to use in the paper. See the presentation guidelines on Canvas for detailed instructions. You will post the presentation to the Discussion Boards.

Secondary source PowerPoint Presentation (50 pts)
Each student will prepare a brief PowerPoint presentation that will give an overview and analysis of key secondary sources that he/she intends to use in the paper. See the presentation guidelines on Canvas for detailed instructions. You will post the presentation to the Discussion Boards.

Preliminary Introduction and Annotated Outline (50 pts)
You will submit a draft of your introduction, including a preliminary thesis statement and an annotated (detailed) outline to your instructor and your peer review group. See the instructions for this assignment on Canvas.

Paper #1 (100 points)
Paper #1 should be 7 - 8 pages long and should consist of a rewritten introduction of 1 – 2 pages (revised in response to feedback from me and your peer review group and updated to reflect your continued reading), and a historiographic literature review section of approximately 5 – 6 pages in which you give an overview of the secondary sources on your topic and discuss the approaches, debates, arguments, and interpretations in the historical literature. The historiographic literature review section should also explain where you see your research fitting into the existing historical literature and what original or additional insights you are contributing to the body of scholarship on your topic. See Canvas and the course video tutorial for detailed assignment instructions and tips. You will submit Paper #1 to your instructor and your peer review group. 10 pts of the Paper #1 grade will be allocated to your revision of your introduction, 10 points will be allocated to proper footnotes and bibliography, and the other 80 points will be allocated to the historiography section.

Paper #2 (150 points)
Paper #2 should be 11.5 – 14 pages long. It should consist of a rewritten version of paper #1 (revised in response to feedback from me and your peers and updated to reflect your continued reading) plus the first 5 - 6 pages of your original research on your topic. These additional pages must reflect substantial research in primary documents. For this draft, 40 pts will be allocated toward the revision of Paper #1, 10
points will be allocated to proper footnotes and bibliography, and 100 pts allocated toward the new material in Paper #2. See Canvas for detailed assignment instructions. You will submit Paper #2 to your instructor and peer review group.

**Paper #3 (150 pts)**

Paper #3 is the complete draft of the research paper (17 – 19 pages). It will consist of a revised version of Paper #2, plus the remainder of your original research section and a conclusion. 40 pts will be allocated to the quality of your revisions of Paper #2, 10 points will be allocated toward the bibliography and footnotes, 10 points will be allocated toward the conclusion, and 90 pts will be allocated to the new research material added for this version of the paper. See Canvas for detailed assignment instructions. You will submit Paper #3 to your instructor and peer review group.

**Final paper (250 pts)**

Students will consult with Prof. Smith in Week 10 to discuss their drafts and make plans for revisions. The revised final paper (17 – 19 pages) is due at the end of Week 11 (finals week).

**Revision reflection (15 pts)**

Along with their final papers, students will submit a 1.5-page, double-spaced reflection on the revision process. This paper should explain what revisions the student made since Paper #3, how he/she incorporated instructor and peer review comments into the final version, and what challenges he/she faced in the revision process.

**Grading Scale**

The course grading scale is as follows:

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<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>940 – 1000 pts</td>
<td>A</td>
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<tr>
<td>900 – 939 pts</td>
<td>A-</td>
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<tr>
<td>860 – 899 pts</td>
<td>B+</td>
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<tr>
<td>830 – 859 pts</td>
<td>B</td>
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<tr>
<td>800 – 829 pts</td>
<td>B-</td>
</tr>
<tr>
<td>760 – 799 pts</td>
<td>C+</td>
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<tr>
<td>730 – 759 pts</td>
<td>C (minimum passing points/grade for history majors)</td>
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<tr>
<td>700 – 729 pts</td>
<td>C-</td>
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<tr>
<td>660 – 699 pts</td>
<td>D+</td>
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**Course Content**
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<th>Week</th>
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<th>Reading and Viewing Assignments</th>
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<tr>
<td>1</td>
<td>Introduction: What Caused the Civil War?</td>
<td><strong>View video:</strong> Introduction to HST 407</td>
<td><strong>Introduce yourself</strong> in the course discussion board. Please address each of the required questions.</td>
<td><strong>Introductory Post:</strong> Due by Friday Week 1</td>
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<td><strong>Review paper structure guide and model paper</strong></td>
<td><strong>Discussion post #1 (250 - 300 words):</strong> Read the articles by Gienapp and Huston assigned for this week. Which author’s explanation for the cause of the Civil War do you find most convincing? In your answer, be sure to: 1) State the author’s main argument in no more than 2 – 3 sentences. 2) Explain why you found this particular author’s argument especially convincing. Factors to consider might include the author’s use of historical evidence, why his/her claims seemed persuasive, and why you believe this author’s evidence and/or arguments were more convincing than those of the other author you read this week. 3) Include a word count at the end of your post.</td>
<td><strong>Discussion post #1</strong> due by Friday Week 1; <strong>Discussion post #2</strong> due by Mon. Week 2</td>
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<td><strong>Review list of potential paper topics</strong></td>
<td><strong>Introductory Post:</strong> Due by Friday Week 1</td>
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<td><strong>View introductory library webinar</strong></td>
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<td><strong>Read on Canvas:</strong></td>
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<td>-- James L. Huston, “Property Rights in Slavery and the Coming of the Civil War,” <em>The Journal of Southern History</em> 65, no. 2 (May 1999): 249 - 286.</td>
<td><strong>Discussion post #2:</strong> Write a post of at least 100 words in response to the post of another student. <strong>Instructor mentoring session:</strong> Please sign up for a one-on-one mentoring meeting with Prof. Smith.</td>
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<td>2</td>
<td>Who freed the slaves?</td>
<td><strong>Read in Rampolla book:</strong> pp. 1-7, 24 - 31, on the basics of historical research, how to read, and how to take notes on and summarize reading. This will help with writing your discussion posts.</td>
<td><strong>Mentoring Meeting:</strong> Connect with your instructor during your mentoring session at your appointed time. <strong>Independent research:</strong> After consultation with Prof. Smith, you should begin to search for and acquire primary and secondary sources relevant to your research topic. Some items may</td>
<td><strong>Discussion post #3</strong> due by Thursday, Week 2 <strong>Discussion post #4</strong> due by Friday, Week 2</td>
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|      |       | *Proclamation: A Brief History with Documents*  
  (Boston: Bedford/St. Martin’s, 2010), pp. 128 – 151.  
  *Read in Rampolla book:* pp. 8 – 23, 82 – 110: Sometime during this week, or early next week, you should read these pages that review the difference between primary and secondary sources, developing research questions and topics, how to start historical research, how to avoid plagiarism, and how to quote and cite sources. Familiarize yourself with the Chicago citation style that we will be using in this class by skimming through pp. 111 – 154. | take a long time to acquire, so begin this process immediately. You will also begin keeping a research log that you will update as you do your research.  
**Discussion post #3:** Use the web, especially the links on our Library course page, to find one primary source relevant to the topic of slave emancipation during the U.S. Civil War. In a post of 500 words you should:  
1) Summarize and analyze your primary source. Explain the context: the author, the author’s identity, when and where he/she produced the source, why he/she produced it, and the arguments he/she makes or information he/she conveys.  
2) Discuss the reliability and usefulness of the primary source. What can you learn from it? What information is left out? How might the author’s identity and motives influence the way he/she... | |
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<td>writes about slave emancipation? 3) Discuss the relationship between your primary source and the opposing arguments presented by James McPherson and Ira Berlin in the essays you read this week. Which author’s argument does this primary source seem to support the best? Why? Be sure to include a word count at the end of your post. <strong>Discussion post #4:</strong> Write a post of at least 100 words in response to the post of another student.</td>
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<td>3</td>
<td>Project proposal</td>
<td>View video tutorial: Developing a research question. View video tutorial: Citation Reading in Rampolla book: review pp. 82 – 110 on locating</td>
<td>Independent research: Continue gathering primary and secondary sources for your research paper. You also have a quick assignment based on this research. Post your updated research log to the library discussion board for feedback from the Ecampus Librarian.</td>
<td>Independent research: Post your research log to the library discussion board. Due Monday, Week 3 <strong>Project proposal due</strong></td>
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| 4    | Primary Sources | Reading in Rampolla book: Review pp. 8 – 17 on analyzing primary sources. | Assignment: Complete project proposal and submit to instructor and peer review group. See Canvas for detailed instructions. Assignment: Read a peer’s proposal and submit your peer review worksheet to your peer and the instructor. Instructor mentoring session: Sign up for a mentoring session with Prof. Smith | Thursday, Week 3  
Peer review worksheet on project proposal due to instructor and your peer on Monday, Week 4  
Primary source PowerPoint presentation due to Discussion Board on Thursday Week 4  
Comment on peer’s primary source PowerPoint presentation due on Mon. Week 5 |
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<td>5</td>
<td>Secondary Sources</td>
<td><strong>Reading in Rampolla book:</strong></td>
<td><strong>Assignment:</strong> Write a substantive comment of 100 – 200 words in response to a peer’s primary source PowerPoint presentation. You may pose questions or provide suggestions for improvement.</td>
<td>Secondary source PowerPoint presentation due to Discussion Board on Thursday, Week 5</td>
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<td>Review pp. 18 – 21, 38 – 41, on secondary sources and historiography.</td>
<td><strong>Independent research:</strong> Read your secondary sources for your research paper, including books, articles, and book reviews. <strong>Assignment:</strong> Submit your secondary source PowerPoint presentation to the Discussion Boards. See Canvas for detailed instructions. <strong>Assignment:</strong> Write a substantive comment of 100 – 200 words in response to a peer’s secondary source PowerPoint presentation. You may pose questions or provide suggestions for improvement.</td>
<td>Comment on a peer’s primary source PowerPoint presentation due by Monday, Week 6</td>
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<td>6</td>
<td>Introduction and Outline</td>
<td><strong>View video tutorial:</strong></td>
<td><strong>Independent research:</strong> Continue gathering and reading primary and annotated outline due on</td>
<td>Preliminary introduction and annotated outline due on</td>
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<td><strong>Reading in Rampolla Book:</strong> pp. 51 – 71, and review pp. 99 – 102 on formulating a thesis, writing an introduction, organizing your paper, and writing an outline.</td>
<td>secondary sources for your paper. <strong>Assignment:</strong> Submit your preliminary introduction and annotated outline to instructor and peer review group discussion board. See Canvas for detailed instructions. <strong>Assignment:</strong> Read your peer’s introduction and outline and submit your peer review worksheet to your partner and the instructor.</td>
<td>Thursday, Week 6 to instructor and peer review group. <strong>Peer review worksheet on introduction and outline</strong> due to instructor and your peer on Monday of Week 7</td>
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<td>7</td>
<td>Paper #1</td>
<td>View video tutorial: Writing a historiographic literature review.</td>
<td>Independent research: Continue reading primary and secondary sources for your paper. <strong>Assignment:</strong> Complete and submit Paper #1 to instructor and peer review group discussion board. See Canvas for detailed instructions. <strong>Assignment:</strong> Read your peer’s Paper #1 and complete the peer review worksheet.</td>
<td>Paper #1 due Thursday, Week 7 <strong>Peer review worksheet on Paper #1</strong> due to instructor and your peer by Monday Week 8</td>
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<td>8</td>
<td>Paper #2</td>
<td>None</td>
<td>Independent research: Continue reading primary</td>
<td>Paper #2 due on Thursday,</td>
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<td>Week</td>
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<td>Reading and Viewing Assignments</td>
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| 9    | Paper #3 | None.                          | and secondary sources for your paper.  
  **Assignment:** Complete and submit Paper #2 to instructor and peer review group. See Canvas for detailed instructions.  
  **Assignment:** Read your peer’s Paper #2 and complete the peer review worksheet. | Week 8 instructor and peer review group.  
  **Peer review worksheet on Paper #2** due to instructor and your peer review group on Monday, Week 9 |
| 10   | Final Revisions | None.                           | **Independent research:** Continue reading primary and secondary sources for your paper. Consult with Dr. Smith as needed.  
  **Instructor mentoring session:** Sign up for a mentoring session with Prof. Smith for next week | None this week.  
  **Assignment:** Complete Paper #3 (your first full draft) and submit to instructor and peer review group. See detailed instructions on Canvas.  
  **Assignment:** Read your peer’s paper #3 and fill | **Paper #3** due Monday Week 10  
  **Peer review worksheet on Paper #3** due Friday Week 10 |
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<td>out the worksheet about it.</td>
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<td><strong>Independent work:</strong> Work on revising your final draft of your research paper.</td>
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<td><strong>Mentoring Meeting:</strong> Connect with your instructor during your mentoring session at your appointed time.</td>
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<td>11</td>
<td>Finals week</td>
<td>None</td>
<td><strong>Independent work:</strong> Work on revising your final draft of your research paper. Consult with instructor as needed.</td>
<td><strong>Final papers and revision reflections due on Friday of Finals Week</strong></td>
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<td><strong>Assignment:</strong> Complete and submit the final draft of your research paper. Consult with Dr. Smith as needed.</td>
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<td><strong>Assignment:</strong> Write and submit your revision reflection. See Canvas for detailed instructions.</td>
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**Course Policies**

**Incomplete policy**

A grade of incomplete will be issued only if the student has completed a significant amount of the course work throughout the term and only in exceptional circumstances (significant personal illness, family emergency, etc.). Except in extreme circumstances,
students granted an incomplete must complete the course work by the end of the following quarter.

**Late work policy:**
- I will not accept late discussion board posts; failing to submit discussion board posts on time results in an automatic zero for the assignment.
- Failure to submit other assignments—the paper proposal, introduction/outline, paper #1, paper #2, and paper #3—disrupts the peer review process. Therefore, these assignments will automatically be docked 50% points if they are turned in late. They must be received within 1 week to earn any credit.
- If you turn in Paper #3 late, I cannot guarantee that I will be able to give you feedback on it in a timely fashion before final papers are due.
- Final papers will be docked 25 points for each calendar day that they are late unless the student provides a legitimate and documented excuse. Depending on how late a final paper comes in, I may not be able to submit your final course grade by the university deadline. In that case, I will assign a grade of “Incomplete/F” and that will be your grade until I have a chance to review your paper.

**Guidelines for a Productive and Effective Online Classroom**
Students are expected to conduct themselves in the course (e.g., on discussion boards, email) in compliance with the university’s regulations regarding civility.

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. In all you say and do for this course, be professional. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor.

Active interaction with peers and your instructor is essential to success in this online course, paying particular attention to the following:
- Unless indicated otherwise, please complete the readings and view other instructional materials for each week before participating in the discussion board.
- Read your posts carefully before submitting them.
- Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully, and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.

Statement Regarding Students with Disabilities
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Accessibility of Course Materials
All materials used in this course are accessible. If you require accommodations please contact Disability Access Services (DAS).

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Expectations for Student Conduct
Student conduct is governed by the university's policies, as explained in the Student Conduct Code.

Academic Integrity
Students are expected to comply with all regulations pertaining to academic honesty. For further information, visit Student Conduct and Community Standards, or contact the office of Student Conduct and Mediation at 541-737-3656.

OAR 576-015-0020 (2) Academic or Scholarly Dishonesty:
a) Academic or Scholarly Dishonesty is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another.
b) It includes:
   i) CHEATING - use or attempted use of unauthorized materials, information or study aids, or an act of deceit by which a Student attempts to misrepresent mastery of academic effort or information. This includes but is not limited to unauthorized copying or collaboration on a test or assignment, using prohibited
materials and texts, any misuse of an electronic device, or using any deceptive means to gain academic credit.

ii) FABRICATION - falsification or invention of any information including but not limited to falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

iii) ASSISTING - helping another commit an act of academic dishonesty. This includes but is not limited to paying or bribing someone to acquire a test or assignment, changing someone's grades or academic records, taking a test/doing an assignment for someone else by any means, including misuse of an electronic device. It is a violation of Oregon state law to create and offer to sell part or all of an educational assignment to another person (ORS 165.114).

iv) TAMPERING - altering or interfering with evaluation instruments or documents.

v) PLAGIARISM - representing the words or ideas of another person or presenting someone else's words, ideas, artistry or data as one's own, or using one's own previously submitted work. Plagiarism includes but is not limited to copying another person's work (including unpublished material) without appropriate referencing, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

c) Academic Dishonesty cases are handled initially by the academic units, following the process outlined in the University's Academic Dishonesty Report Form, and will also be referred to SCCS for action under these rules.

Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Tutoring
NetTutor is a leading provider of online tutoring and learner support services fully staffed by experienced, trained and monitored tutors. Students connect to live tutors from any computer that has Internet access. NetTutor provides a virtual whiteboard that allows tutors and students to work on problems in a real time environment. They also have an online writing lab where tutors critique and return essays within 24 to 48 hours. Access NetTutor from within your Canvas class by clicking on the NetTutor button in your course menu.

OSU Student Evaluation of Teaching
Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and
confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. You will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.