

HIST 100R: DEVELOPING HISTORICAL SKILLS.

In Workflow

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Approval Path

1. Thu, 25 Aug 2022 11:58:31 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
2. Thu, 08 Sep 2022 18:20:34 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
3. Fri, 07 Oct 2022 16:05:11 GMT
Janett Torset (torsetj): Rollback to Initiator
4. Mon, 10 Oct 2022 19:49:57 GMT
Khal Schneider (schneider): Approved for HIST Committee Chair
5. Tue, 11 Oct 2022 16:32:17 GMT
Jeffrey Wilson (jkwilson): Approved for HIST Chair
6. Fri, 04 Nov 2022 22:19:20 GMT
Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
7. Mon, 07 Nov 2022 17:46:02 GMT
Melinda Wilson Ramey (mwilson): Approved for ALS Dean

New Course Proposal

Date Submitted: Mon, 10 Oct 2022 17:18:03 GMT

Viewing: HIST 100R : Developing Historical Skills.

Last edit: Mon, 10 Oct 2022 17:18:02 GMT

Changes proposed by: Aaron Cohen (101027260)

Contact(s):

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Catalog Title:

Developing Historical Skills.

Class Schedule Title:

DEV HIST SKILLS

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

History

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2023 (2023/2024 Catalog)

Subject Area: (prefix)

HIST - History

Catalog Number: (course number)

100R

Course ID: (For administrative use only.)

TBD

Units:

3

Is the only purpose of this change to update the term typically offered or the enforcement of existing prerequisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

This course complies with the credit hour policy:

Yes

Justification for course proposal:

The History Department has offered its introductory skills course, HIST 100 (Introduction to Historical Skills) since the 1990s. HIST 100 has always been one of our most challenging courses for students. Since Spring 2016, we have data to show that the lowest DFW rate has been 16.1% (Fall 2016), with the highest 29.5% (Spring 2020). The average DFW for HIST 100 from Fall 2016 to Spring 2021 was 20.9%, and the repeat rate over that period ranges from 7% to 18.5%. During several semesters in that period, the DFW rate hovered around 20-25%. These data are unacceptable for a course that is required for all majors (with enrollments averaging 144 per semester) and seen as critical for their future success in our program and after graduation.

Among its problems, most HIST 100 instructors focus on a high-stakes assignment that is too challenging or advanced for many students. Moreover, HIST 100 is supposed to prepare students for further advanced study but currently stands alone in our curriculum map relative to other courses.

To resolve these and other issues, the history department proposes that HIST 100 be divided into two parts: a re-visioned HIST 100 and this new course, HIST 100R ("Developing Historical Skills"). HIST 100 will focus on introducing students to a variety of historical skills, while HIST 100R will focus on developing those skills. In essence, HIST 100 will introduce the skills needed to complete historical research and writing, while HIST 100R will develop those skills to produce an actual short research paper. In essence, we would eventually like to establish a three-semester sequence (100, 100R, 197) in the major focused on the development of research and writing skills, the foundation of our disciplinary identity.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Further development of skills from HIST 100 in the areas of secondary and primary source research, critical analysis of documentary sources, and historical reasoning, ethics, and inquiry needed for the completion of an original research paper. Attention to research procedures and disciplinary writing and citation. Topic varies with instructor.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

HIST 100

Prerequisites Enforced at Registration?

Yes

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Discussion

Discussion Classification

CS#04 - Lecture /Recitation (K-factor=1 WTU per unit)

Discussion Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Practice the ethics of historical interpretation and historical inquiry.	class exercises, paper assignment
2	Judge the value and credibility of various sources of historical information.	class exercises, paper assignment
3	Apply research techniques in history to a specific historical topic.	class exercises, paper assignment
4	Complete an expository research paper in a form appropriate for the discipline of history with an original argument supported by extensive primary and secondary source evidence.	paper assignment

Attach a list of the required/recommended course readings and activities:

Syllabus 100R 10-10-22.docx

For whom is this course being developed?

Majors in the Dept

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Intellectual and practical skills

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

Writing Intensive

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Syllabus 100R 10-10-22.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

The exercises, general course schedule, and course requirements will be the same for all sections. The historical content topic will vary with the instructor.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

This course is intended only for history majors as a writing intensive course in the major. The course learning objectives and GE writing intensive objects are aligned in the course and will be assessed as part of the department course assessment.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The instructors will regularly consult with each other under the guidance of the department chair. The department chair will inform all new instructors about the requirements of the course.

General Education Details - Writing Intensive

Section 1.

Indicate how the course meets the following criteria for Writing Intensive. Relate the statement to the course syllabus and outline. Be as succinct as possible. Courses must comply with the general criteria for Writing Intensive courses:

The course must build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major.

HIST 100R is a mid-level course with our introductory foundational skills course HIST 100 as a prerequisite. See justification.

The course must expand students' knowledge by examining complex issues.

HIST 100R is a mid-level skills course that will engage students in the complex process of writing a research paper about a sophisticated historical topic guided by an instructor who is a specialist.

The course must expand students' abilities to reason logically and to write clearly in prose.

Course exercises and assignments are oriented and scaffolded towards the production of a major research paper.

Students must be required to write not less than 5,000 words of clear and logical prose (not to include simple narrative or diary writing).

Course exercises and assignments are oriented and scaffolded towards the production of a major research paper of at least 5,000 words.

Instructors must work actively with students to sharpen analytical abilities and to improve their writing styles.

Drafts and class discussions will sharpen analytical abilities and improve writing style. See syllabus.

Writing assignments must be spread over the entire semester (with at least 3,000 of the 5,000 words due before the last two weeks of instruction).

Course exercises and assignments are oriented and scaffolded towards the production of a major research paper. Other forms of formal writing include exercises (proposals, precis, etc.), bibliographic essays or reviews of literature, and multiple drafts.

Instructors must provide timely responses and evaluation of each writing assignment, and evaluations and comments must not only be about the subject matter content but also about writing skills.

This course is for history majors and its main purpose is to teach writing skills in the discipline. The primary subject matter content is "how to write a research paper in history."

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found on pp. 2-3 of the "Statement of Policies Pertaining to the G.E. Program" of August, 1991.

This course is NOT intended for general GE students but as an addition to the history major. This course will have a history major required course as a prerequisite (HIST 100, see justification) and non-history majors will NOT be able to enroll.

WRITING INTENSIVE

Recognizing the value of writing in all disciplines, as a tool in learning as well as conveying knowledge, the Academic Senate mandated that the teaching of writing be an all university responsibility. To that end, the Senate recommended that three units of Writing Intensive be a graduation requirement.

The chief aim of Writing Intensive is to promote students' ability to write logically and clearly, using standard written English, in their major discipline or in a discipline outside their major.

Course Requirement

The Writing Intensive requirement can be satisfied in one of three ways: a) Departments/programs may specify that the Writing Intensive requirement must be met in the major; b) In cases where the requirement is not specified as required in the major, the requirement must be satisfied by taking an Writing Intensive course in the General Education program, or c) student's choice. Departments/programs wishing to have courses approved as Writing Intensive must submit the course syllabus to the General Education Review Committee which shall review and approve the course for listing as Writing Intensive. (General Education courses must also be approved for G.E. listing in the normal way.)

Criteria

Courses designated as Writing Intensive build on the basic skills and knowledge acquired by students in their foundation courses in General Education or the major. These courses are to expand students' knowledge by examining complex issues and they are to advance students' abilities to reason logically and to write clearly in prose.

The English Composition and Critical Thinking courses and the Writing Proficiency Examination are prerequisites to all Writing Intensive courses. Some Writing Intensive courses listed in the General Education program may explore more specialized topics and may thus require prerequisites, but most are to be courses of a broader nature and generally require no formal preparation in the discipline offering the course. Writing Intensive courses not in the General Education Program may also have prerequisites, but they should focus on the broad and general rather than the more technical areas of a discipline.

Students are required to write not less than 5,000 words (20 typed, double-spaced pages) of clear and logical prose in Writing Intensive classes. (Once a course is approved for Writing Intensive, all students enrolled in the class, whether they are taking it to fulfill their Writing Intensive requirement or not, must write no less than 5,000 words in order to receive a passing grade.)

An important aspect of the task of instructors is working actively with students to sharpen their analytical abilities and to improve their writing styles. Simple narrative and diary-type writing will not fulfill the requirement.

Writing assignments must be analytical in nature, discipline specific and spread out over the entire semester. (At least a total of 3,000 words of writing assignments must be due before the last two weeks of instruction.) Instructors must provide timely responses and evaluations of each writing assignment. Evaluations and comments must only be about the subject matter content but also address the writing skills. Additionally, evaluations and comments must be given to the students early enough to be reviewed before their next formal writing assignment is due.

Recommendations for Implementation

Although Writing Intensive courses have a 5,000 word requirement, this word requirement can be met by both formal and informal writing assignments. Instructors might require 10 pages each of formal and informal assignments (journals, responses to reading, for example). Yet all should require analysis in order to promote learning as well as improved writing skills.

Although the number of writing assignments depends upon the discipline and nature of the course, a study conducted by the Writing Intensive Committee in Spring 1988 discovered that those students who had been assigned a number of shorter assignments (usually four 5 page ones) reported that their writing had improved as a result, in part, of more frequent feedback. Those with only two long assignments reported that they did not feel the assignments had helped them improve their writing.

Reviewer Comments:

Torsa Ghosal (torsa.ghosal) (Wed, 21 Sep 2022 19:06:26 GMT): The committee recommends the following modifications to your proposal for the sake of approval: 1. Streamlining the justification. It is too detailed right now—don't need as much detail about DFWs etc. 2. In the course description, please mention that this course complements Hist 100. 3. ELOs can be shortened. Using a single verb followed by a predicate will suffice. Best to keep learning outcomes broad. Add specific details about the assignment in the syllabus instead of adding details to the ELOs. Also, any changes made to the ELOs in the form must be reflected in the syllabus. 4. Make sure course policies on the syllabus match current syllabus policy. Thanks!

Janett Torset (torsetj) (Fri, 07 Oct 2022 16:05:11 GMT): Rollback: Rolled back for further editing at the request of the Department Chair.

Key: 14772