

**Graduation Composition and Communication Requirement (GCCR)  
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

**I. General Information:**

College:	<u>Arts &amp; Sciences</u>	Department (Full name):	<u>History</u>
Major Name (full name please):	<u>History</u>	Degree Title:	<u>BA, BS</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
Requested Effective Date:	<b>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</b>		
Contact Person:	<u>Phil Harling</u>	Phone:	<u>7-1246</u>
		Email:	<u>harling@uky.edu</u>

**II. Parameters of the Graduation Composition and Communication Requirement (GCCR):**

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

*“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”*

**III. GCCR Information for this Program (by requirement):**

<b>A. List the courses currently used to fulfill the old Graduation Writing Requirement:</b>
<u>HIS 499</u>
<b>B. GCCR Program Outcomes and brief description:</b>
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>Students will demonstrate the ability to communicate clearly and effectively by the practice of writing well-organized and persuasive analytical essays, and by presenting concepts and interpretations through oral presentations and/or visual media presentations, using appropriate audio and visual technologies that highlight the main points of their research-based written work.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:
<u>The point of the GCCR requirement is to hone your ability to communicate clearly and persuasively in written and oral as well as visual formats.</u>

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<b>C. Delivery and Content:</b>	
<p><b>1. Delivery specification:</b> for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. <i>(Note: it is strongly recommended that GCCR courses be housed within the degree program.)</i></p>	<input checked="" type="checkbox"/> a. Single required course within program <input type="checkbox"/> b. multiple required or optional courses within program <input type="checkbox"/> c. course or courses outside program (i.e., in another program) <input type="checkbox"/> d. combination of courses inside and outside program <input type="checkbox"/> e. other (please specify): _
<p><b>2. Basic Course Information:</b> Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:</p>	
<p><b>Course #1:</b> Dept. prefix, number, and course title: <u>HIS 499: Senior Seminar for History Majors</u></p>	
<ul style="list-style-type: none"> <li>• new or existing course? <u>existing</u> <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> <li>○ <input type="checkbox"/> <i>if a new course, check here that a New Course Proposal has been submitted for review via eCATS</i></li> </ul> </li> <li>• required or optional? <u>required</u></li> <li>• shared or cross-listed course? <u>no</u></li> <li>• projected enrollment per semester: <u>75</u></li> </ul>	
<p><b>Course #2 (if applicable):</b> Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> <li>• new or existing course? _____ <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> <li>○ <input type="checkbox"/> <i>if a new course, check here that a New Course Proposal has been submitted for review via eCATS</i></li> </ul> </li> <li>• required or optional? _____</li> <li>• shared or cross-listed course? _____</li> <li>• projected enrollment per semester: _____</li> </ul>	
<p><b>Course #3 (if applicable):</b> Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> <li>• new or existing course? _____ <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> <li>○ <input type="checkbox"/> <i>if a new course, check here that a New Course Proposal has been submitted for review via eCATS</i></li> </ul> </li> <li>• required or optional? _____</li> <li>• shared or cross-listed course? _____</li> <li>• projected enrollment per semester: _____</li> </ul>	
<p><b>3. Shared courses:</b> If the GCCR course(s) is/are shared from <i>outside</i> the program, please specify the related department or program that will be delivering the course(s). Please provide the following:</p>	
<ul style="list-style-type: none"> <li>• <b>Contact information of providing program:</b> _____</li> <li>• <b>Resources:</b> what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program. _____</li> <li>• <b>Memorandum of Understanding/Letter of Agreement:</b> Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments). <b>Date of agreement:</b> _____</li> </ul>	
<p><b>4. Syllabi:</b> Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):</p>	
<ul style="list-style-type: none"> <li>• the GCCR assignments are <b>highlighted</b> in the syllabus and course calendar;</li> <li>• the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked <a href="#">here</a>);</li> <li>• the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;</li> <li>• the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);</li> <li>• the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;</li> </ul>	

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<ul style="list-style-type: none"> <li>• the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”             <ul style="list-style-type: none"> <li>○ if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”</li> </ul> </li> </ul>
<p><b>5. Instructional plan:</b> Summarize the instructional plan for teaching the C&amp;C skills specified in the program SLOs and delivered in the course(s). Include the following information in <b>brief</b> statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications <b>where</b> on the syllabus it is found:</p>
<ul style="list-style-type: none"> <li>• <u>overview of delivery model:</u> summarize how the GCCR will be delivered for <b>all</b> program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):</li> </ul>
<p><u>The GCCR requirement for all History majors via the required capstone seminar, HIS 499. Multiple sections of HIS 499 are offered each semester. Topics will vary from one section to the next, but GCCR requirements will be uniform across all sections.</u></p>
<ul style="list-style-type: none"> <li>• <u>assignments:</u> overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:</li> </ul>
<p><u>The GCCR requirement will be met through required multiple-draft research papers and presentations. The point is to meet the following disciplinary goals:</u></p> <ul style="list-style-type: none"> <li>• <u>Demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work and class discussions (e.g. the distinction between primary and secondary sources)</u></li> <li>• <u>Compose written texts that present relevant and informed points of view appropriate for the audience, purpose, and occasion</u></li> <li>• <u>Define and execute effective strategies for organizing written texts</u></li> <li>• <u>Conduct sustained analyses of historical sources that make use of logical argument and present coherent theses</u></li> <li>• <u>Present your ideas in a clear and coherent manner within the context of broad class discussions, small-group discussions, and formal presentations</u></li> </ul>
<ul style="list-style-type: none"> <li>• <u>revision:</u> description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading &amp; feedback; essay drafting with mandatory revision; peer presentations; etc.):</li> </ul>
<p><u>The draft/feedback/revision process for HIS 499 will be multiform. It will include peer review with instructor grading &amp; feedback; essay drafting with mandatory revision; and peer and instructor feedback on formal presentations of research</u></p>
<ul style="list-style-type: none"> <li>• other information helpful for reviewing the proposal:</li> </ul> <p>_____</p>
<p><b>D. Assessment:</b></p>
<p>In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:</p>
<ul style="list-style-type: none"> <li>• specify the assessment schedule (e.g., every 3 semesters; biennially): <u>every 2 semesters</u></li> </ul>
<ul style="list-style-type: none"> <li>• identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee): <u>Undergraduate Studies Committee</u></li> </ul>
<ul style="list-style-type: none"> <li>• if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):</li> </ul> <p>_____</p>

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**Signature Routing Log**

**General Information:**

GCCR Proposal Name (course prefix & number, program major & degree):	HIS 499, History, BA BS
Contact Person Name:	Phil Harling
Phone:	7-1246
Email:	harling@uky.edu

**Instructions:**

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

**Internal College Reviews and Course Sharing and Cross-listing Reviews:**

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	2/13/14	Phil Harling, DUS / 7-1246 / harling@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4/1/14	Ruth Beattie, Associate Dean / 3-9925 / rebeat1@uky.edu
		/ /

**Administrative Reviews:**

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval <sup>1</sup>
GCCR Advisory Committee	2/26/2014	

**Comments:**

<sup>1</sup> Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

**HIS 499-004**  
hrhwhitlock@uky.edu

**Dr. T. Whitlock**  
Office: POT 1773  
Hours: MWF 9:45-10:45

## Senior Research Seminar: Great Crimes in History



### Bulletin Course Description

HIS 499: All History majors must complete a research seminar with a grade of C or better. Topics will vary by section. May be repeated to a maximum of six credits under different subtitles. Prerequisite: HIS 301.

### General Course Objective

This seminar and the resulting research project allow you to pursue in depth a historical topic and present this analysis to your peers. Course requirements include participation, in-class projects, an abstract, annotated bibliography, thesis selection, paper outline, a 12-15 minute oral presentation, peer critiques and two complete drafts of a final paper (20-25 pages).

Note: This course provides full Graduation Composition and Communication (GCCR) credit for the History major. An average of C or better is required on GCCR assignments for credit. You must have already completed a minimum of 30 credit hours in order to receive GCCR credit for this course.

### Course Learning Outcomes

This course is designed to challenge you to:

- Demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work and class discussions (e.g. the distinction between primary and secondary sources)
- Compose written texts that present relevant and informed points of view appropriate for the audience, purpose, and occasion
- Define and execute effective strategies for organizing written texts
- Conduct sustained analyses of historical sources that make use of logical argument and present coherent theses
- Present your ideas in a clear and coherent manner within the context of broad class discussions, small-group discussions, and formal presentations

### Related Course Objectives

A. To do original research and present that research in a scholarly form— a 20-25 page essay.

*Be aware that composing a successful text requires multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.*

- B. To present your research findings orally and visually in a clear and persuasive manner.
- C. To provide your peers with useful, constructive criticism to strengthen their work.
- D. To understand how and why certain “crimes” are historical watersheds and how examining these crimes provides us with historical insight.

## Required Reading

David Cannadine, *What is History Now?* (Palgrave)

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*  
(Chicago Guides to Writing, Editing, and Publishing)

Sara Wise, *The Italian Boy: A Tale of Murder and Body Snatching in 1830s London* (Paperback)

Library and other assigned course readings on reserve

## Course Policies

### Mid-term Grades:

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### Attendance policy:

This is a college course. You are free to attend or not as you choose. Missing class will result in a lower participation grade, however, so please let me know, however, if there is something serious going on, like an illness or personal crisis, that will keep you away from class.

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754). Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### Classroom policies:

Once in the room, do not leave except for emergencies.

No eating, drinking, or use of tobacco products allowed, except for caffeinated beverages like coffee, tea, colas, that will help keep you awake!

I reserve the right to ask anyone to leave the class for rude or disrespectful behavior.

All written work must be submitted in paper and on SafeAssign through Blackboard.

Check email daily, as this is how I will communicate to the class outside of the classroom.

Unless a student hands in an assignment directly to me personally, the responsibility for ensuring that the assignment is counted rests entirely with the student. Late assignments lose one letter grade per day that the course meets until completed.

### Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Accommodations due to disability:**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

If a student has a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, one must provide me with a Letter of Accommodation from the Disability Resource Center for coordination of campus disability services.

### **Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**Also:** If you aren't sure if you are sourcing correctly in your paper, ask! No one will ever be punished for being unclear about how to cite one's sources in a paper.

### **Grading breakdown:**

Regular attendance and active participation (20%)

Pop quizzes (5%)

Annotated bibliography (5%)

Paper outline (5%)  
Paper abstract (5%)  
Oral presentation (15%)  
Draft introduction (5%)  
Complete first draft of paper (15%)  
Final paper (25%)

**Grades:**

A: 91-100  
B: 81-90  
C: 71-80  
D: 61-70  
E: 60 and below

**Course Schedule**

- Jan. 15**      **Introductory Meeting and Course Discussion**  
Reading: *What is History Now?*, Introduction to Cannadine  
Assignment: History Channel
- Jan. 22**                      **Art History: Portraits of Crime and Criminals**  
Reading and Discussion: "What is Political History Now?"  
Assignment: In class – analysis
- Jan 29:**                      **Lucrezia Borgia: A Poisoned History**  
Reading and Discussion: "What is Religious History Now?" and Choosing a Topic
- Feb. 5:**                      **The Great Cat Massacre**  
Reading: "What is Cultural History Now?"  
Darnton, "The Great Cat Massacre"
- Feb. 12**                      **: Witches, Heresy, and the Law**  
Reading: "What is Imperial History Now?"  
Questions in the History of Crime  
**BIBLIOGRAPHY- 10-15 SOURCES DUE**
- Feb. 19:**                      **Murder and Urban Society**  
Reading and discussion: Wise, *The Italian Boy* (all)  
Creating an Outline – CMS Refresher
- Feb. 26:**                      **The Blood Countess vs. Jack the Ripper**  
**Reading:** "What is Gender History Now?"  
**CORRECTED BIBLIOGRAPHY AND OUTLINE DUE**
- Mar. 5:**                      **The Holocaust : Who is guilty?**  
**Reading:** "What is Social History Now?" p. 19-35  
Goldhagen, *Hitler's Willing Executioners*--excerpt  
Browning, "German Memory"--excerpt  
**PAPER INTRODUCTIONS DUE**



**Mar. 12:** **FOUR COPIES OF FIRST DRAFT DUE INCLUDING REVISED INTRODUCTIONS\***  
Discussion: Documenting sources  
In class: Project on evaluating and documenting sources

**\*Mar. 19:** SPRING BREAK

**\*Mar. 26:** **Group Discussions of First Drafts**  
Editing the first draft--In class: Students will be divided into groups of 3  
**ABSTRACT DUE: ONE PAGE DESCRIPTION OF THESIS AND EVIDENCE**

**April 2:** **NO MEETING:** Continue with paper revisions, prepare oral presentations

**\*April 9:** **Oral Presentations, Group 1**

**April 16:** **Oral Presentations , Group 2**

**April 23:** **FINAL PAPERS DUE.** In class: Discussion of your most interesting primary source

**April 30:** Papers given back— Further revisions may be requested

### Assignments

Student should work closely with his or her project advisor on all assignments and schedule extra appointments if needed. All assignments except for the **pop quizzes, presentation, first draft, and final paper** are graded on a credit/no credit basis with credited grades of check – (85%), check (90%) , and check +(95%) or a R&R (revise and resubmit). **One resubmission is allowed for each assignment; however, no resubmissions are allowed without an on time ORIGINAL draft. Failure to complete any of these assignments will result in a ZERO for the percentage of the final grade the assignment is worth.**

A. Pop Quizzes – Based on your assigned readings. There will be at least four short answer pop quizzes during the semester. (5% of course grade)

#### B. Annotated Bibliography

A typed annotated bibliography with a **minimum of 12 sources** for your project including full citations and 2-3 sentence annotations. (5% of course grade)

#### C. Paper Outline and Complete Annotated Bibliography

A typed outline containing full sentences or short phrases which explains the organization and main arguments of your paper along with a corrected annotated bibliography. (5% of course grade)

#### D. Abstract: One Page Description of Thesis and Evidence

Clearly state the question your research will answer and the evidence you will use to analyze the problem. In your conclusion, give a possible answer based on your preliminary investigations. (5% of course grade)

#### E. Presentations

This 12-15 **minute oral presentation** should provide an overview of the student's research findings. Students *are required to use forms of multi-media such as photos, video, and PowerPoint/Prezi*. Simply reading the paper will not fulfill the requirement. (15% of course grade)

**YOUR PRESENTATIONS WILL BE GRADED ON:**

1. **THESIS-ARGUMENT=25%**

2. OVERALL PRESENTATION: HISTORICAL CONTEXT, DEMONSTRATION OF SOURCE, ORGANIZATION, CLARITY=55%
3. QUALITY OF VISUAL DESIGN=20%

F. Five-page Introduction (First Draft)

This introduction will frame your argument, method, and put your analysis into historical context. **Most importantly it will clearly state your THESIS and will respond to the suggestions given by your peers and instructor.** (5% of course grade)

G. First Draft Including Your Conclusion

**Should incorporate the suggestions of your peers and instructor** with a strong introduction, thesis, supporting evidence, and conclusion placed in historical context. This first draft should include a revised thesis statement and introductory paragraph for the paper (based on editorial comments). Most importantly it will clearly state your THESIS and will respond to the suggestions given by your peers and instructor. (15% of course grade)

H. Final Draft

Grading of the final draft will be based on the same criteria as the first draft with particular attention paid to the writer's response to earlier criticism and form (for example-footnotes, grammar, spelling, punctuation, sentence construction.) The final paper should incorporate the cumulative work in the course— thesis, annotated bibliography, outline, and presentation. (25% of course grade)

**Final drafts without peer critiques will not be accepted.**

*Failure to use Chicago Manual of Style form will result in a failing grade for the final draft of the paper.*

The paper due April 23 (30% of course grade) requires footnotes or endnotes, an annotated bibliography and must be typed, double-spaced, and a **minimum of 16 pages** in length. The paper must be turned in with all prior supporting drafts and editorial critiques. (**Maximum 20 pages**)