“The good historian is like the giant in the fairy tale. He knows that whenever he catches the scent of human flesh, there his quarry lies.”

--Marc Bloch, The Historian’s Craft, 1941

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Office Hours: Mondays, 2-4PM; Tuesdays, 11AM-12 Noon, & by appointment

Statement of Purpose:
This course is a semester-long apprenticeship in the craft of history. We will examine the nature of history, why it is important, and how it is practiced. When you successfully complete this course, you will have the basic skills necessary for beginning historians. The class will also prepare you, if you work hard and take its lessons to heart, for a more advanced study in upper division history courses.

Course Goals:
To develop a students’ intellectual skills to analyze and interpret history. This development will enable the student to excel in a number of areas, including: reading comprehension, persuasive writing, computer competency, oral presentation skills, and critical thinking.

Mechanics of the Course:
HIS 300 is a seminar, not a lecture course. We will meet to discuss topics and issues of importance to the study of history, often basing that discussion on extensive outside reading. The schedule of topics and readings follow. It is imperative that you have the reading done before class each week to be able to participate in class—which is essential to your successful completion of the course. Read the class schedule below, consult your USM email account, and listen for class announcements for changes in this general format.
Books to Purchase (available at the Barnes & Noble on campus):

**Required:**


**Recommended:**

A good, current dictionary and thesaurus.

**Assignments, Attendance, & Grading:**

The first assignment is the careful reading of this syllabus. Attentive and informed reading of all class readings is necessary for the satisfactory completion of the course.

*Attendance at ALL classes is MANDATORY.* Attendance will be taken at most class meetings and unexcused absences will hurt your final grade. Excessive unexcused absences (i.e. more than three) will result in the loss of a letter grade or even failure for the course. Absences are excused in the event of a true emergency (sleeping in or feeling “under the weather” DO NOT qualify) or with the prior approval of the instructor. In all cases, I require written documentation from the appropriate authorities (dean’s office, athletic coaches, doctors, etc.). **Please Note:** If you stop attending class, but do not withdraw from the course at the Registrar’s Office, the instructor will issue a failing grade (F) for the course.

HIS 300 is a seminar and as thus, group discussions are an extremely important component of the course. Students should come to class thoroughly familiar with all of the reading assigned for that day and prepared to discuss the readings in an informed manner. **Students are required to bring all assigned reading materials (books, articles, etc.) to class discussion.** High-quality class discussion is vital to the success of the course and as such, **thorough reading and lively participation are expected of every student.** While there is no discussion grade for the course, the instructor will note each student’s participation level and take that into account when assigning the final class grade. The instructor reserves the right to give short quizzes on the week’s material—especially if the discussion is not up to a professional standard.
NOTE: The omission of any class requirement will result in automatic failure for the course—in other words; you must turn in every major assignment to pass the course. In addition, students who fail the final draft of the research paper will fail the course.

Most weeks, students will be required to complete a series of exercises on historical argument, evidence, writing, etc. The exercises are extremely important tools in learning historical methods—they are not simply busy work. When the exercises are due, students will tear the sheets from their book, staple them, put their name in the top right hand corner, and hand them in. Together, the exercises are worth 15% of the final course grade.

HIS 300 is a writing intensive course. You will be doing a number of different types of writing assignments over the term to form an understanding of history writing in general and how to write a research paper in particular. The first two writing assignments are based on your reading of a historical monograph on your research topic (a history monograph is a book on a single topic in history—not a textbook or a primary source, but a book with a fairly detailed focus). Once you find and read the book (which you must get approved by the instructor before you start), you will write both a précis and a critical book review of it. The two papers should be completely different.

A précis is a detailed description of the book’s major points of argument and any unique content. It does not evaluate the book—but instead gives a clear picture of the book so non-readers will know the major points the author was trying to make. A critical book review should briefly describe what the book is about, but concentrate on identifying and commenting upon the author’s thesis: What is the author trying to get across, how does she/he argue the case and upon what evidence, where does it fit into the historiography, and where and to what extent do you agree and disagree? If you are unsure how to write a critical book review, take a look at reviews in such publications as the William and Mary Quarterly or Reviews in American History. The précis can be a maximum of 700 words long, while the book review can be a maximum of 1200 words. See the grade scale and course schedule in this syllabus for when the papers are due and how they fit into the overall grade structure of the course.

HIS 300 also requires, as a part of the general education requirement for all history majors, that students learn to evaluate sources on the internet. Students will write two website critiques, one of a web site which presents primary documents, like the Library of Congress’ “American Memory” site (http://memory.loc.gov/ammem/index.html) and another which seeks to explain or make an argument about a historical issue—a secondary site, for example, the “Jamestown Rediscovery” site (http://www.apva.org). Students will explore two sites (one of each type)—it would make sense to use sites related to your main project, but it is not required—and write a 2-3 page critique for each. For more information on what the critique should include, see the “HIS 300 Website Critique” rubric at the end of this syllabus. See the grade scale and course schedule below for when the critiques are due and how they fit into the overall grade structure of the course.

The main assignment in HIS 300 is the production of a substantial research paper based on a variety of primary and secondary historical sources. The paper must be a meticulously researched, well organized and written, and persuasive. Papers which do not use both primary and secondary sources will not be accepted. The paper’s text should be a minimum of ten (10) pages long. The paper will also contain a formal bibliography (not included in the minimum ten pages). As with all papers in this course (see “Course Policies” below), the paper must use footnotes to document its sources. As this is a class on methods, students will be required to turn in, along with the research paper, a photocopy of every source quoted or paraphrased—in other words, when you use a piece of evidence, you must photocopy the page it is on in the book, journal, etc. and turn that in (with the
relevant portion highlighted) with the research paper. Source copies should be organized in the order of the footnotes and clearly labeled.

Students will need to get started on their paper very early in the term and continue working on it, both in and outside of class, throughout the semester. One of the most important skills of a serious scholar is to be organized with your time and self-motivated to complete independent research. Each week, students will be asked to give a short oral report on their progress on the paper. During the class, students will turn in a formal paper topic report and an annotated bibliography (minimum of ten (10) sources, at least four (4) primary) before producing the research paper itself (see course schedule and grade scale for these items). Students will turn in two versions of the research paper. The first version—not a rough draft—will be heavily critiqued by the instructor and the student will then be required to re-draft the paper. Students should be prepared for a heavily marked first version and be ready to make MAJOR revisions on argument, evidence, organization, style, and grammar on the second, final version. Students who simply make a few minor changes and/or correct only grammar will see a reduction in their grade on the second version of the paper. BE AWARE—it is possible to receive a worse grade on the second draft if the revisions are not substantial. For more information on the research paper, see the “HIS 300 Research Paper” rubric at the end of this syllabus.

Students will also give a ten (10) minute oral presentation on the major findings of their research papers. The presentation should be structured, in many ways, like an essay: your thesis (argument) in your introduction, the major evidence points which prove your thesis, and a suitable conclusion in which you restate your thesis and give a brief re-cap of your major evidence. The instructor will ask a question or two of each presenter to determine the depth of their research. For additional information on the oral presentation and how it will be evaluated, see the “HIS 300 Oral Presentation” rubric at the end of this syllabus.

A Note about Papers and Grading
Clear, readable writing and careful proofreading are minimal requirements; I will not read careless, unproofed writing. Papers must be well written (i.e. technically sound, logically organized, and gracefully composed). Passive voice; passive construction; imprecise or unattached modifiers; improper use of relative pronouns; dull, limpid, or florid prose; and simple narrative are all frowned upon, as are many more sins of omission and commission.

Grade Scale

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Book Précis</td>
<td>5% (50 Points)</td>
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<tr>
<td>Book Review</td>
<td>5% (50 Points)</td>
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<tr>
<td>Exercices</td>
<td>15% (150 Points)</td>
</tr>
<tr>
<td>Web Page Critiques</td>
<td>10% (50 Points x 2=100Points)</td>
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<tr>
<td><strong>Final Paper-(65% of final grade)</strong></td>
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<tr>
<td>Annotated Bibliography</td>
<td>5% (50 Points)</td>
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<tr>
<td>Draft Research Paper</td>
<td>20% (200 Points)</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>10% (100 Points)</td>
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<tr>
<td>Final Research Paper</td>
<td>30% (300 Points)</td>
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<tr>
<td><strong>Total</strong></td>
<td>100% (1000 Points)</td>
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Class Grade:
A=1000-900 points; B=899-800 points; C=799-700 points; D=699-600 points; F=below 600.
A Note about Office Hours:

I will hold office hours (see page 1) for any interested students at posted times and will be happy to arrange a different time for you to come in and see me if those times do not fit into your schedule. If for some reason I can not meet during my office hours, I will try to announce it in class and I will post it on my office door. This is time I have set aside for you to come in and talk about your questions or comments about the class, history, writing, the college, or whatever (including “Battlestar Galactica”). It is a great time to come in and discuss paper topics or questions. If you're wondering about what you can do with a history degree or thinking of someday going to grad school, come in and chat. It is unfortunate that more students don't take advantage of faculty office hours—we're not just available in the classroom.

Course Policies:

1. Class Climate: In order for discussions to be productive, all students need to feel comfortable participating. We will create and maintain an atmosphere of mutual respect in which everyone’s ideas can be heard.

2. USM Email: All students should check their USM email regularly—you can set it to forward to your main email account (yahoo, hotmail, etc.) if you desire, but be sure to check it in some fashion. Students who do not set up their accounts or respond to USM email will suffer a lower grade. I may also use these online resources to post assignments and keep you up-to-date on class activities.

3. Pagers and Cell Phones: All pagers and cell phones must be turned to silent mode (vibrate) or turned off when in class! If you must take or make an EMERGENCY call, leave the classroom (and re-enter) quietly so you will not disturb others. Calls from roommates about lunch are not emergency calls.

4. Support and Documentation: You must use footnotes for your paper. Follow Chicago Manual of Style format and documentation, which is also known as the Turabian style. For help and examples, see the USM Libraries’ web page at http://www.lib.usm.edu/research/guides/turabian.html or the style manual recommended for the class: Rampolla, A Pocket Guide to Writing in History.

5. Wikipedia: Wikipedia and other open source sites of “information” are not scholarly or reliable and are never appropriate for use as a source in a formal history paper. Students in this course needing to use a general information source are encouraged to use a standard, reputable encyclopedia—for example, the Encyclopedia Britannica (online or hard copy).

6. Manuscript Preparation: All papers should be computer-generated (12pt font, Times New Roman) and should be double-spaced with one-inch margins. Papers should always be handed in with the pages numbered and stapled together. Proofread carefully. Clearly place your name, the course and instructor, a description of the paper, and date of each assignment in the upper right hand corner of the first page.*

**Papers which do not conform to ALL of these rules WILL suffer a grade penalty.**
7. **Copies of Papers:** It is your responsibility to keep a copy of each paper that you submit. In the unlikely event that I misplace the paper, you should be able to produce your copy that same day. Students unable to produce the requested copy will fail the assignment.

8. **Delivery of Papers:** Students are required to hand in **TWO COPIES** of each paper: one hard printed copy, which must be handed in at the place and time indicated on the course schedule and one electronic copy, which must be submitted to [http://www.turnitin.com](http://www.turnitin.com) under the correct class and assignment on the same day. More information on Turnitin.com is below.

9. **Late Papers:** Papers submitted between one and three days after the due date will be penalized one full letter grade (Example: a B- paper would become a C-). Papers submitted four to six days after the due date will be penalized two full letter grades (Example: a B- paper becomes a D-). Papers submitted more than seven days after the due date WILL NOT BE ACCEPTED (NOTE—ALL CLASS ASSIGNMENTS MUST BE TURNED IN AND ACCEPTED TO PASS THE COURSE). Extensions of a paper due date will be granted only in the event of a documented medical, athletic, academic, or personal emergency and only in advance of the paper due date. Decisions on the validity of the documentation are within the sole purview of the instructor. Also, students who turn in late papers will receive graded papers back at the convenience of the instructor and not at the same time as the rest of the class.

10. **Academic Dishonesty:** Scholastic dishonesty will not be condoned under any circumstance. See the current Undergraduate Bulletin for a good definition of such behavior. Cheating on an exam or demonstrated plagiarism on a paper will automatically lead to a grade of “F” for the course and can result in dismissal from the university. The instructor reserves the right to use electronic resources, such as Turnitin.com, to detect plagiarism. If you have questions or concerns about this policy—please see the instructor during office hours.

11. **Students with Disabilities:** If you have any disabilities that might affect your performance in this class, please let me know. If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities Covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies. Mailing address: 118 College Drive # 8586, Hattiesburg, MS 39406-0001; Telephone: (601) 266-5024; TTY: (601) 266-6837; Fax: (601) 266-6035 or at: [http://www.ids.usm.edu/ODA/default.asp](http://www.ids.usm.edu/ODA/default.asp)
12. Improving Writing: While I am always available to discuss your ideas and look over drafts (well) before paper due dates, I also encourage you to use the following resource:

The History Writing Lab: Room 464, Liberal Arts Building (LAB); phone: 601-266-4086; email: historywritinglab.usm@gmail.com. Web: http://www.usm.edu/history/writinglab.html

History students at USM have a special opportunity to get help writing history papers, studying for history exams, and/or doing historical research. The History Department sponsors a History Writing Lab (HWL). The HWL is staffed by advanced graduate students who can assist at any stage of studying or writing, from generating ideas to polishing final drafts, and with any type of history writing project, from book reviews to research papers to preparing for exams. Be aware, the HWL does not provide an editing service where the consultants only correct grammatical errors and typos—the goal of every consultation is to help students become better writers, a process that happens gradually and that occurs through the active participation of students in consultations. If you need some help or guidance--call, email, or just stop by to make an appointment for a free, friendly consultation.

13. Syllabus: This syllabus is a mutual contract between the professor and student and the student and professor. It will not be altered lightly, however if circumstances make it necessary, the changes will be made as far in advance as is possible and in writing.

*do not try this in this class!
Plagiarism Detection Service

What is Turnitin? USM has a subscription to the Web-based plagiarism detection software Turnitin. Colleges and universities around the world have found that using Turnitin helps stop and prevent plagiarism of Internet material.

Here's how it works:
-- Students (or their instructors) submit electronic copies of assignments to the Web site http://www.turnitin.com.
-- Turnitin compares the student's paper to a range of other sources, including a large database of other students' writing, the Web in general, and many common full-text journals that are available through USM Libraries' online databases.
-- Turnitin then generates an Originality Report for each paper submitted, which shows the percentage of text within that paper that matches text taken from one or more other sources. Using the reports, instructors can compare the text of the student's paper side-by-side with the secondary source. When a substantial amount of text in a student paper matches texts in one or more other sources, this may be an indicator of plagiarism.

The main purpose of Turnitin is:
-- to ensure that students do their own work
-- to keep students from relying too heavily on secondary sources.
-- to deter intentional or unintentional plagiarism in the future - either by making students aware that they are submitting electronic copies of their work to be checked, or by providing them with an opportunity to learn about what constitutes plagiarism.

Turnitin is not a surefire way to detect plagiarism: it simply points out where text in a submitted paper closely resembles text from other sources. Once Turnitin has identified any discrepancies, it is up to the instructor to determine whether the student has properly cited the source.

Class Information for History 300—Sec.02 Fall 2007, Dr. Zelner:

Class ID Number: 1945484    Class Password (case sensitive): history

You will need this information to log-on and create an account on the Turnitin web site, which is required of all students in the class by Tuesday, September 4th. If you need help, surf over to: http://www.lib.usm.edu/research/plag/turnitin/index.php
COURSE SCHEDULE

Week 1—Introduction

Thursday, Aug. 23 Course Introduction—Syllabus Distributed

Week 2—Why Study History?

Reading Assignment: Arnold, pgs. 1-34; Furay, 3-7; & Peter Stearns, “Why Study History?”
http://www.historians.org/pubs/Free/WhyStudyHistory.htm

Tuesday, Aug. 28 Discussion—‘What is history? Why study it? Why do people have such strong reactions to history?”
Exercises: Furay, Chap. 1, A1, A2

Thursday, Aug. 30 Library Tour of Cook Library and Basic Library Class
*meet in front lobby of Cook Library

Week 3—The Nature of History

Reading Assignment: Arnold, pgs.35-79; Furay, pgs.11-17, 27-31, 41-49. Find and start reading a historical monograph on your topic.

Tuesday, Sept. 4 Discussion of Assigned Readings
Exercises: Furay, Chap. 2 A1, A2, A3
Furay, Chap. 3 A1
Furay, Chap. 4 A2

Thursday, Sept. 6 Library Class on Sources for Historians
*meet in front lobby of Cook Library
*All students must have a monograph approved by this date

Week 4—How Historians Approach History

Reading Assignment: Arnold, History, pgs.80-123; Furay, 63-68, 79-88, and continue reading your monograph.

Tuesday, Sept. 11 Discussion of Assigned Readings
*All students to register with Turnitin.com by this date

Thursday, Sept. 13 Exercises: Furay, Chap. 6, A1, A2

Week 5—Reading History

Reading Assignment: Booth, pgs. 9-55; Furay, pgs. 105-112; and finish historical monograph on your topic.

Tuesday, Sept. 18 Discussion of Assigned Readings
Thursday, Sept. 20  Exercises: Furay, Chap. 7 A1, A2  
*Précis on monograph due (hard copy and Turnitin.com copy)

**Week 6—Argument and Evidence**

*Reading Assignment:* Rampolla, pgs. 6-87; Booth, pgs. 56-164, and Furay, pgs. 143-150.

Tuesday, Sept. 25  Discussion of Assigned Readings  
*Critical Book Review on monograph due (hard copy and Turnitin.com copy)*

Thursday, Sept. 27  Exercises, Furay, Chap. 9, A1, A2, A3, A4

**Week 7—Historical Methods and Writing I**

*Reading Assignment:* Booth, pgs.185-240; Strunk and White, xi-38 and Furay, pgs. 183-191.

Tuesday, Oct. 2  Discussion of Assigned Readings  
**Exercises, Furay, Chap. 11 A1, A2, A4**  
*Formal paper topic report due*

Wednesday, Oct. 3  Last day to drop full-semester classes without academic penalty

Thursday, Oct. 4  Group Library Research in Cook Library  
*meet in front lobby of Cook Library*

**Week 8—Plagiarism and Documentation**


Tuesday, Oct. 9  Discussion of Assigned Readings  
*Web Site Critiques due*

Thursday, Oct. 11  Group Library Research in Cook Library  
*meet in front lobby of Cook Library*

**Week 9—Historical Methods and Writing II**

*Reading Assignment:* Strunk and White, 39-85 and Furay, pgs. 207-216.

Tuesday, Oct. 16  Discussion of Assigned Readings  
**Exercises, Furay, Chap 12 A1, A2, A3, A4, A5, A6**

Thursday, Oct. 18  Fall Break—No class.
**Week 10—Research/Writing Time**

Tuesday, Oct. 23  
Group Library Research in Cook Library  
*meet in front lobby of Cook Library

Thursday, Oct. 25  
Individual Research/Writing Time  
*Annotated Bibliography due in Dr. Zelner’s box by 2PM (hard copy only)

**Week 11—Individual Research/Writing Time**

Tuesday, Oct. 30  
Individual Research/Writing Time  
*Students to pick up graded Annotated Bibliography from History Department after 2PM

Thursday, Nov. 1  
Individual Research/Writing Time

**Week 12—Individual Research/Writing Time**

Tuesday, Nov. 6  
Individual Research/Writing Time

Thursday, Nov. 8  
*Research Paper Version #1 due in Dr. Zelner’s box by 2PM (hard copy and Turnitin.com copy)

**Week 13—Oral Presentations**

Tuesday, Nov. 13  
Student Oral Presentations

Thursday, Nov. 15  
Student Oral Presentations

**Week 14—Individual Work on Revisions**

Tuesday, Nov. 20  
Students to pick up corrected Research Paper in History Department after 2PM—start revisions

Thursday, Nov. 22  
Thanksgiving Break—No class.

**Week 15—Individual Work on Revisions**

Tuesday, Nov. 27  
Individual Work on Revisions

Thursday, Nov. 29  
Individual Work on Revisions
Week 16—Lessons Learned

Tuesday, Dec. 4 Short Student Presentations on Lessons Learned
*Final Version of Research Paper due (hard copy and Turnitin.com copy)

DEPARTMENT OF HISTORY
HIS 300

Grading Rubric for Oral Presentation

This grading rubric is intended to assess students’ oral presentation skills. This rubric can be used by the students themselves to identify strengths and weaknesses in order to work toward the improvement of their oral presentation skills.

Student’s Name:
Student’s ID Number:
Licensure Student (circle one): yes no
Campus (circle one): Hattiesburg Gulf Park
Semester/Year:
Title:

_____ / 40 pts. **Professionalism of Presentation:** Quality of speaking skills. Eye contact with the audience. Strong speaking voice.

_____ / 20 pts. **Structure of Presentation:** Conceptualization, organization, and structure of the student’s oral presentation project.

_____ / 40 pts. **Quality of Analysis:** Demonstration of strong knowledge of specific area of inquiry and of broader themes and context. Analysis of literature. Strong and clear presentation of analysis and argument, with supporting evidence.

_______ / 100 points

Comments:
This grading rubric is intended to assess students’ ability to conduct online research, including their ability to find, use, and evaluate both primary and secondary sources online. Students are required to do one critique on a website consisting of primary sources and one critique on a website that serves as a secondary source.

Student's Name & ID Number: ______________________ ______________________

Licensure Student (circle one): yes no

Website Name & Type: ___________________________________________________________________ 
Primary Secondary

Semester & Year: _____________________________ Campus (circle one): Hattiesburg Gulf Park

Grade: _____/50 point Explanation of Grade: ________________________________

50 points: Student correctly identified website as a primary or secondary source. Critique of website is clear, well-organized, and perceptive. Careful attention is paid to: authorship of site, ease of use, quality of content, and quality of visuals. Critique analyzes the value of the site for research in HISTORY and includes recommendations for use. There are no major and very few grammatical errors—not enough to detract from the value of the critique in any way.

40 points: Student correctly identified website as a primary or secondary source. Critique examines most of the following: authorship of site, ease of use, quality of content, and quality of visuals. Critique analyzes the value of the site for research in HISTORY and includes recommendations for use. Grammatical errors may be present; some problems exist with clarity and organization. Critique is somewhat superficial.

30 points: Student correctly identified website as a primary or secondary source. Critique examines some of the following: authorship of site, ease of use, quality of content, and quality of visuals. Critique analyzes the value of the site for research in HISTORY but does not include recommendations for use. Grammatical errors are present; problems exist with clarity and organization. Critique is superficial and lacks careful thought.

20 point: Student correctly identified website as a primary or secondary source. Critique examines few or none of the following: authorship of site, ease of use, quality of content, and quality of visuals. Critique only superficially analyzes value of the site for research in HISTORY and lacks recommendations for use. Grammatical errors abound; severe problems exist with clarity and organization.

10 points: Student failed to identify or incorrectly identified website as a primary or secondary source. Critique examines few or none of the following: authorship of site, ease of use, quality of content, and quality of visuals. Critique fails to analyze the value of the site for research in HISTORY. Grammatical errors abound; severe problems exist with clarity and organization.
DEPARTMENT OF HISTORY
HIS 300

Grading Rubric for Final Draft Research Paper

This grading rubric is intended to assess students’ critical reading, writing, and analytical skills. It also assess the degree to which students have successfully acquired the skills necessary to present effective and persuasive arguments in written form. This rubric can be used by the students themselves to identify strengths and weaknesses in order to work toward the improvement of their writing and analytical skills.

Student’s Name & ID Number: ___________________________________________________________

Licensure Student (circle one): yes no

Semester & Year: _____________________________ Campus (circle one): Hattiesburg Gulf Park

Paper Title: __________________________________________________________

______/35 pts. Writing: Proper grammar, correct use of words, clear sentence structure, and good paragraph structure. Correct incorporation into paper of direct quotations and paraphrased material. Overall structure and organization of paper.

______/15 pts. Format: Proper formatting of paper (font, margins, title, page numbers, etc.). Proper use of citations for evidence from primary and secondary sources (i.e., footnotes/endnotes, bibliography).

______/25 pts. Quality of Research: Identification of appropriate primary and secondary sources; variety of sources. Use of sources in a logical, analytical, and constructive manner in order to support the argument.


_______/100 points x 3=300 Points

Comments: