

The University of Southern Mississippi
Department of History

Spring 2010

1:00—2:15p.m. T, Th.

History 300
How Historians Work:
Historical Research, Methods, and Writing



“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

Dr. Kyle F. Zelner

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Web Site: <http://ocean.otr.usm.edu/~w535683/Index.html>

Office Hours: Tuesday/Thursday 2:30-5p.m. and 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. This is one of three Writing Intensive (WI) courses history majors are required to complete (with a C or better) in order to graduate. As such, students must write “a minimum of 5000 computer-generated words in a multiparagraph research paper” and also demonstrate oral presentation skills.

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 to this general format.



Books to Purchase (available at the Barnes & Noble on campus):

Required:

John H. Arnold, *History: A Very Short Introduction*. Oxford: Oxford University Press, 2000.

Mignon Fogarty. *Grammar Girl's Quick and Dirty Tips for Better Writing*. New York: Henry Holt, 2008.

Conal Furay and Michael J. Salevouris. *The Methods and Skills of History: A Practical Guide*. 2nd ed. Wheeling, Illinois: Harlan Davidson, 2000.

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. Wayne G. Booth, Gregory G. Colomb, and Joseph M. Williams, eds. 7th ed. Chicago: University Of Chicago Press, 2007.

Recommended:

A good, current dictionary and thesaurus.

Assignments & 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. **NOTE: The omission of any major class requirement will result in automatic failure for the course—in other words; you must turn in every major assignment to pass. In addition, students who fail the final draft of the research paper will fail the course.**

HIS 300 is a seminar and 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— **thorough reading and lively participation are expected of every student.** Students are required to bring all assigned reading materials (books, articles, etc.) as well as completed exercises to class discussion. While there is no participation grade for the course, the instructor will note each student's participation level and take that into account when assigning the final class grade; students who do not contribute qualitatively to class discussions will suffer a grade penalty, as high as an entire letter grade. The instructor also reserves the right to give short quizzes on the week's material—especially if the discussion is not up to a professional standard.

Many weeks, students will be required to complete a series of exercises on historical argument, evidence, writing, etc from the Furay and Salevouris book, *The Methods and Skills of History*. The exercises are extremely important tools in learning historical methods—they are not simply busy work. Often, the class will go over exercises together during class discussion—thus, students **MUST** have the exercises completed before class. 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 20% of the final course grade.

HIS 300 is designated as a writing intensive course. You will be doing several 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 writing assignment is 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 secondary work with a fairly detailed focus). Locate a book, get it approved by the instructor, read it carefully, and then write a critical book review. 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, 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 book review can be a MAXIMUM of 1000 words (around 3 ½ pages). See the grade scale and course schedule below for when the review is due and how it fits into the overall grade structure of the course.

HIS 300 also requires all history majors learn to evaluate sources on the internet. Students will write a website critique, either on a Web site which chiefly presents primary documents, like the Library of Congress' "American Memory" site or on a site which seeks to explain or make an argument about a historical issue—a secondary site. It would make sense to use a site related to your main research project, but it is not required. After thoroughly exploring the site, you will write a 900-1000 word critique. 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 critique is due and how it fits 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, clearly written, and persuasive—in other words, it must make an argument and prove that argument with historic evidence. Papers which do not use extensive primary and secondary sources will not be accepted. The paper's text should be ten to twelve (10-12) pages long. The paper will also contain a formal bibliography (not included in the minimum pages). As with all papers in this course (see "Course Policies" below), the paper must use footnotes to document its sources.

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 twelve (12) sources, at least six (6) primary) before producing the research paper itself (see course schedule and grade scale for these items). Students will produce several versions of the research paper. The first version—not a rough draft—will be reviewed by a fellow student (a peer-reviewer) during an in-class peer-review session (see class schedule for this mandatory attendance day). The peer reviewed paper and the peer-review report will be turned in to the instructor for grading, before being turned back to the original writer as a guide for re-drafting their paper. The peer reviewed report/paper comments will be graded by the instructor and will count for 7.5% of your final class grade. A week later, student will turn in the second version of the research paper (re-drafted based on the peer review comments) to the instructor. Students should be prepared for a heavily marked draft and be ready to make MAJOR revisions on argument, evidence, organization, style, and grammar on the final version of the research paper. Students who simply make a few minor changes and/or correct only grammar will see a reduction in their grade on the final version of the paper. **BE AWARE—it is possible to receive a worse grade on the final draft**

if the revisions are not substantial. For more information on how the research paper is graded, see the “HIS 300 Research Paper” rubric at the end of this syllabus. For the various due dates of all of these drafts and assignments, and their grade weights, see the grade scale and course schedule below.

Students will also give a six to eight (6-8) minute oral presentation on the major findings of their research papers, which will count for 10% of the final grade. The presentation should be structured like an essay: start with your thesis (argument) in the introduction to the talk, then provide a succinct overview of the major evidence points which prove your argument, and finally present a suitable conclusion in which you restate your thesis and give a brief re-cap of your major evidence. The instructor may ask questions 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, as well as the grade scale and course schedule below.

Grade Scale

Book Review	7.5%	75 points
Exercices	20%	200 points
Web Page Critique	7.5%	75 points
Peer Review Report/Markings	7.5%	75 points
Research Paper-(57.5% of final grade)		
Annotated Bibliography	7.5%	75 points
Draft Research Paper	15%	150 points
Oral Presentation	10%	100 points
<u>Final Research Paper</u>	25%	250 points
Total	100%	1000 points

Class Grading Scale:	
A	1000-900 points
B	899-800 points
C	799-700 points
D	699-600 points
F	below 600 points



A Note about Office Hours:

I will hold office hours (see page one) 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 will not be able to 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 on the class, history, writing, the university, or whatever (including “Lost”). It is a great time to come in and discuss paper topics. If you're interested in majoring in history 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: This course is designed to give you a chance to explore an area of academic interest through intensive reading, writing, and regular classroom discussion. 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. Attendance: 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 on SOAR, the instructor reserves the right to issue a failing grade (F) for the course.

3. 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, just be sure to check it in some fashion. Students who do not set up their accounts or respond to USM email may lose participation points and suffer a lower grade.

4. Pagers and Cell Phones: All pagers and cell phones must be turned off when in class. Any exceptions to this policy must be cleared with the instructor in advance.

5. Support and Documentation on Papers: Support your paper arguments with specific textual references—in other words, you must use footnotes for all papers. The only exception is for book reviews, when you may use parenthetical citations of the book under review. Follow *Chicago Manual of Style* format and documentation. For help and examples, see the USM Libraries' web page at <http://www.lib.usm.edu/research/guides/turabian.html> or the style manual required for the class: Turabian, *A Manual for Writers*.

Note: I do not accept the use of “Ibid” in citations—instead I prefer the short author/title system. See pages 154-155 of Turabian for more details.

6. Wikipedia: Wikipedia and other open source sites of “information” are not reliable and are not appropriate for use as a source in a formal history paper. Students in this course needing a general information source are encouraged to use a standard, reputable encyclopedia—for example, the *Encyclopedia Britannica* (online or hard copy).

7. Manuscript Preparation: All papers should be computer-generated (12pt “normal” font) 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.**

*Sample heading for papers:

Student Name
History 300—Dr. Zelner
Paper One
February 30, 2010

8. 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.

9. 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> under the correct class and assignment.

Turnitin.com Class Information for History 300—Sec.02 Spring 2010 Dr. Zelner:

Class ID Number: 3078593 **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 Thursday, February 4, 2010. If you need help, surf over to: <http://www.lib.usm.edu/research/plag/turnitin/index.php>

10. Late Assignments: Assignments submitted late will suffer a grade penalty of one full letter grade for every 24 hours they are late. (Example: a B- paper turned between 1 to 24 hours late would become a C-). Assignments more than four days late (96 hours) **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. If you have any questions about this policy or the instructor's policy on receiving an Incomplete (I) grade for the course, please see the instructor during office hours.

11. 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.

12. Students with Disabilities: If a student has a disability that qualifies under the American 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.

Address: The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive # 8586
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232 Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the *Mississippi Relay Service* at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.

13. 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 Writing Center, Cook Library Room 112, (601) 266-4821,
<http://www.usm.edu/writingcenter>

“The Writing Center is a free service that allows students at USM to work one-on-one with experienced writers on any aspect of their assignments, usually:

- Grasping the assignment and what it requires
- Understanding how their own writing is working and isn’t working
- Learning strategies for writing tasks (how to brainstorm, organize, etc.)
- Practicing the art of revision in both re-seeing and rewriting”

There is also an on-line History Writing Lab with helpful handouts on the History Department’s Website at: <http://www.usm.edu/history/HWL-guides.php>

14. Improving Speaking: The University of Southern Mississippi offers a Speaking Center, with consultations available at no cost to all students. Speech Communication undergraduate and graduate students serve as consultants, working one-on-one with individuals. The center is available for advice on all kinds of oral communication—formal individual presentations, group presentations, class discussion, class debates, interviewing, campus speeches, etc. Additionally, all levels of speakers, from beginner to experienced speakers, are welcome. Come to the center to work on brainstorming, organizing and outlining, editing and revising, and practicing delivery. The center also offers a practice room in which individuals can record their presentations, practice with delivery aids (PowerPoint and internet access are available), and view their recorded presentations.

Visit the center in Cook Library 114 or www.usm.edu/speakingcenter. Centers hours can be viewed and appointments can be made on the Speaking Center web site. Email the center with any questions at speakingcenter@usm.edu.

15. 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.

COURSE SCHEDULE

*All reading assignments are given as author/page numbers. All assignments are in **bold**.

Week 1—Why Study History?

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

Tuesday, Jan. 19—Course Introduction

Thursday, Jan. 21— Discussion—‘What is history? Why study it? Why do people have such strong reactions to history?’

Exercises: Furay, Chap. 1: A1, A2

Week 2—The Nature of History

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

Tuesday, Jan. 26 Discussion of Assigned Readings
Exercises: Furay, Chap. 2: A1, A2, A3
Furay, Chap. 3: A1
Furay, Chap. 4: A2

Thursday, Jan. 28 Class on Web/Library Sources for Historians

Week 3—The Research Hub: Libraries and Archives

Reading Assignment: Furay, 79-88 and continue reading your monograph.

Monday, Feb. 1 Last day to drop with 100% financial refund.

Tuesday, Feb. 2 Tour of Cook Library for historians
meet in front lobby of Cook Library

Thursday, Feb. 4 Tour of McCain Archives and Special Collections for historians
meet _____
***Must have a monograph approved by instructor**

Week 4—How Historians Approach History

Reading Assignment: Arnold, 80-123; Turabian, 5-35; Furay, 63-68; and continue reading your monograph.

Tuesday, Feb. 9 Discussion of Assigned Readings
Exercises: Furay, Chap. 5: A1
***All students to register with Turnitin.com by this date**

Thursday, Feb. 11 Discussion of Assigned Readings
Exercises: Furay, Chap. 6: A1, A2, A3

Week 5—Reading History

Reading Assignment: Furay, 105-112 and finish historical monograph.

- Tuesday, Feb. 16 Mardi Gras Holiday—No Class!
- Thursday, Feb. 18 Discussion of Assigned Readings
Exercises: Furay, Chap. 7: A1, A2
***Critical Book Review DUE** (hard copy and Turnitin.com)

Week 6—Argument and Evidence

Reading Assignment: Turabian, 36-61 and Furay, 143-150.

- Tuesday, Feb. 23 Discussion of Assigned Readings
- Thursday, Feb. 25 Discussion of Assigned Readings
Exercises, Furay, Chap. 9: A1, A2, A3, A4

Week 7—Historical Writing I

Reading Assignment:; Turabian, 62-81, 98-121; Fogarty, 1-83; and Furay, 183-191.

- Tuesday, March 2 Discussion of Assigned Readings
***Formal paper topic report due** (hard copy only)
- Wednesday, March 3 Last day to drop full-semester classes without academic penalty
- Thursday, March 4 Discussion of Assigned Readings
Exercises, Furay, Chap. 11: A1, A2, A4
***Web Site Critique DUE** (hard copy and Turnitin.com)

Week 8—Plagiarism and Documentation

Reading Assignment: Turabian, 133-159, skim 160-215.

- Tuesday, March 9 Discussion of Assigned Readings
- Thursday, March 11 **In-Class Citation Exercise** (bring Turabian book to class)



Week 9—Spring Break

- Tuesday, March 16 Spring Break--NO CLASS!
- Thursday, March 18 Spring Break--NO CLASS!

Week 10—Historical Writing II

Reading Assignment: Fogarty, 84-192; Furay, 207-216; and skim Turabian 283-271.

Tuesday, March 23 Discussion of Assigned Readings
***Annotated Bibliography DUE** (hard copy only)

Thursday, March 25 Discussion of Assigned Readings
Exercises, Furay, Chap 12: A1, A2, A3, A4, A5, A6

Week 11—Peer Review and Revision

Tuesday, March 30 Peer-Review Session (MANDATORY ATTENDANCE)
*** Research Paper (Version #1) DUE for Peer-Review** (hard copy only)
***Peer-Review Report and Marked Research Paper DUE to Dr. Zelner by 5 p.m.** (or at end of class period)

Thursday, April 1 Peer-Review Drafts Returned—start re-drafting

Week 12—Oral Presentation Skills

Reading Assignment: Turabian, 122-126; handout on oral presentations.

Tuesday, April 6 Oral Presentation Workshop

Thursday, April 8 ***Research Paper (Version #2) DUE** (hard copy and Turnitin.com)

Week 13—Oral Presentations I

Tuesday, April 13 ***Student Oral Presentations**

Thursday, April 15 No class--take a well-deserved break.

Week 14—Oral Presentations II

Tuesday, April 20 ***Student Oral Presentations**

Thursday, April 22 ***Student Oral Presentations**

Week 15—Individual Work on Revisions

Monday, April 26 Students can pick up graded Research Paper (Version #2) by 11 a.m. in Dr. Zelner's office

Tuesday, April 27 Individual Meetings on Revisions (sign-up for time slot in advance)

Thursday, April 29 Individual Meetings on Revisions (sign-up for time slot in advance)

HIS 300 Research Paper Grading Rubric
Dr. Zelner—History Department

Criteria	Unacceptable (F-D)	Acceptable (C)	(Proficient) B	(Excellent) A	Score	Total Points
Argument/ Thesis	Argument/thesis is not stated.	Argument/thesis is stated.	Argument/thesis is clearly stated.	Argument/thesis is vividly stated.		30
Evidence/ Support	Historical evidence for assertions is largely absent; content is erroneous or irrelevant.	Historical evidence is offered but inadequate for some assertions; content is accurate but not always relevant.	Credible historical evidence is provided for each assertion; content is accurate and relevant.	Strong historical evidence is provided for each assertion; content is accurate, thorough, and directly on point.		25
Organization (Intro, Body, Conclusion)	Little or no structure present. Paper is frequently confusing to the reader because of lack of organization.	Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from the topic.	Identifiable structure is present and consistently executed with few statements out of place.	Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused.		15
Style	Style is inadequate for the assignment; contains frequent awkward or poorly constructed sentences.	Exhibits some vague word choice or inappropriately general terms; some sentences are wordy, unfocused, or choppy; may inappropriately depend on jargon.	Prose is accurate and effective, but may sometimes be too general; sentences are mostly clear and well-structured, with only occasional awkward or ineffective constructions.	Shows a clear command of English prose: words are used precisely and sentences are clearly structured and fully focused. Shows a high level of specificity and sophistication.		10
Mechanics	Grammar, punctuation, spelling, and usage are severely deficient. Citations are severely deficient.	Isolated errors in grammar, punctuation, spelling, and/or usage reduce clarity and credibility. Citations are deficient.	Free of serious errors in grammar, punctuation, spelling, and usage. Citations are mostly correct.	Free of errors in grammar, punctuation, spelling, and usage. Word choice aids clarity, vividness, and credibility. Citations are correct.		20

Total: _____ **100**

Assignment Pts x ____ = _____

IMPORTANT NOTE: Papers which do not acknowledge a source with the proper citation form (**plagiarism in any form**) will fail the assignment and possibly the class (see the syllabus for further information).

See back for written comments.

HIS 300 Oral Presentation Grading Rubric
Dr. Zelner—History Department

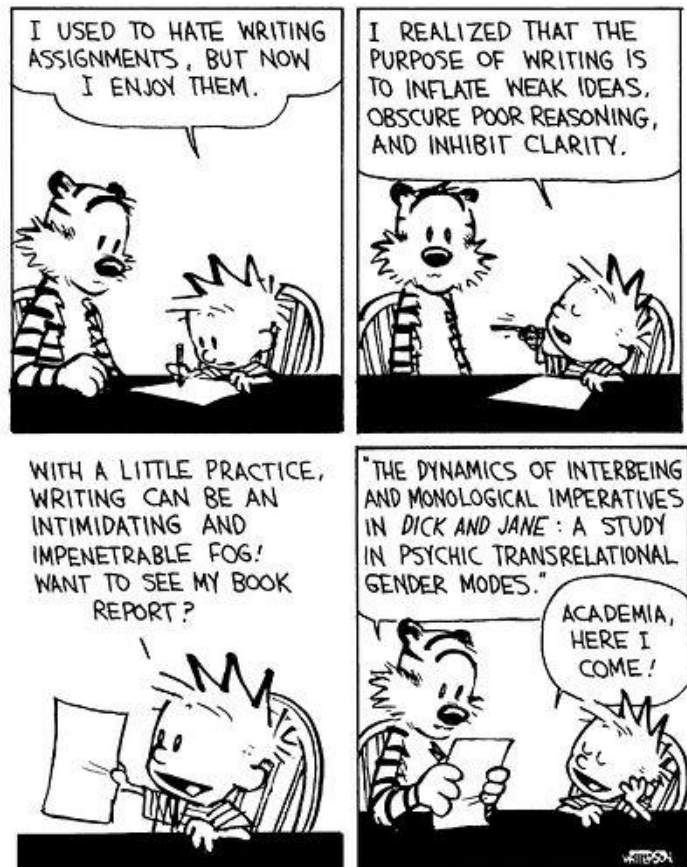
Criteria	D-F (Unacceptable)	C (Minimally Acceptable)	B (Proficient)	A (Advanced)	Score
Content	Central idea/purpose is not stated; content is erroneous or irrelevant; support for assertions is largely absent.	Central idea/purpose is stated; content is accurate but not always relevant; support is offered but inadequate for some assertions.	Central idea/purpose is clearly stated; content is accurate and relevant; credible support is provided for each assertion.	Central idea/purpose is vividly stated; content is accurate, thorough, and directly on point; strong support is provided for each assertion.	Score: ____ (out of 40)
Organization (Intro, Body, Conclusion)	Little or no structure present. Presentation is confusing to the audience; no logical sequence of ideas; frequently off topic.	Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from topic.	Identifiable structure is present and consistently executed with few statements out of place.	Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused.	Score: ____ (out of 20)
Language	Grammar, pronunciation, and/or word choice are severely deficient.	Isolated errors in grammar, pronunciation, and/or word choice reduce clarity and credibility.	Presentation is free of serious errors in grammar, pronunciation, and/or word usage.	Presentation is free of errors in grammar and pronunciation; word choice aids clarity and vividness.	Score: ____ (out of 10)
Adaptation to Audience and Context	Content and/or style are frequently inappropriate to the audience and/or context. Presentation falls well outside set time parameters.	Content and/or style are occasionally inappropriate to the audience and/or context. Presentation falls slightly outside set time parameters.	Content and/or style are consistently appropriate to the audience, and/or context. Presentation meets set time parameters.	Content and/or style are consistently appropriate and targeted to audience and context. Presentation makes full, effective use of time and stays within time parameters.	Score: ____ (out of 10)
Vocal Delivery	Vocal delivery is too soft to hear, too fast to understand and/or long, unintended silences and speech disruptions (repetitions; filled pauses, e.g., “um”) frequently distract audience	Vocal delivery is audible. Rate, volume, or speech disruptions only occasionally distract from audience comprehension.	Vocal delivery is clear and distinct. Rate, volume, and tone facilitate audience comprehension.	Vocal delivery is varied and dynamic. Speech rate, volume, and tone enhance listener interest and understanding.	Score: ____ (out of 10)
Nonverbal Delivery	Eye contact, posture, attire, gestures, movement, and/or facial expressions are inappropriate and significantly distracting.	Eye contact, posture, attire, gestures, movement, and facial expressions neither enhance nor hinder effectiveness significantly.	Some but not all of the following apply: Eye contact, posture, attire, gestures, movement or facial expressions enhance the presentation.	Most or all of the following apply: Eye contact, posture, attire, gestures, movement or facial expressions enhance the presentation.	Score: ____ (out of 10)

Total score: _____
(out of 100)

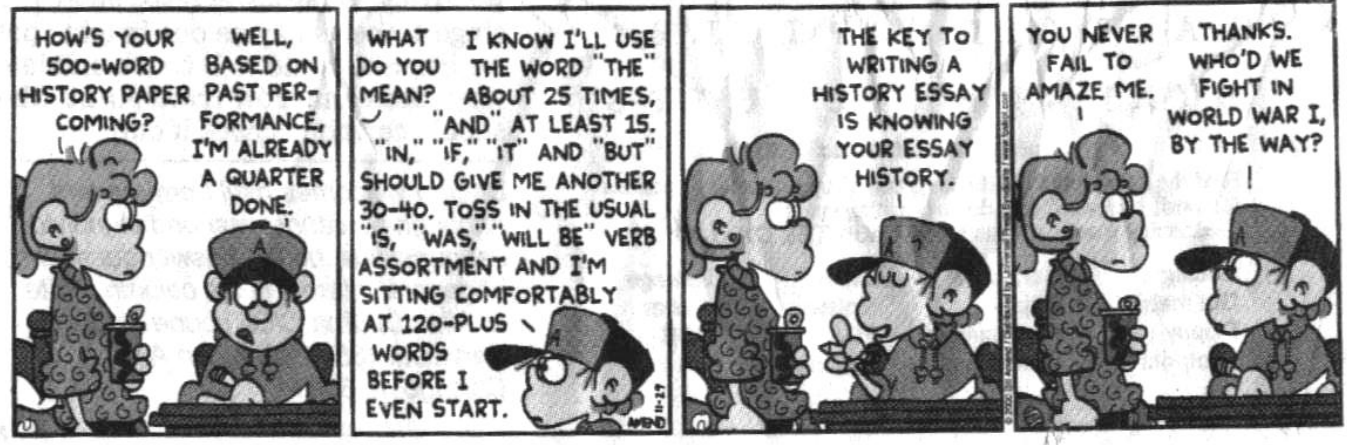
12¹/₂ the only writing rules you'll ever need

1. If you write every day, you get better at writing every day. ≈ 2. If it's boring to you, it's boring to your reader. — 3. Get a writing routine, and stick with it. ↷ 4. Poetry does NOT have to rhyme. Poetry does not NOT have to rhyme. ≈ 5. Resist stereotypes, in real life and in your writing. — 6. Writers read. Writers read a lot. Writers read all the time. ↷ 7. Make lists of your favorite words and books and places and things. ≈ 8. There doesn't always have to be a moral to the story. — 9. Always bring your notebook. Always bring a spare pen. ↷ 10. Go for walks. Dance. Pull weeds. Do the dishes. Write about it. ≈ 11. Don't settle on just one style. Try something new! — 12. Learn to tell both sides of the story. ↷ 12¹/₂. Stop looking at this poster. **Write something!**

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*Never do this in a History (or any other) class!