

SEP 13 1991

WRITING ACROSS THE CURRICULUM REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 68

Action Approve 10-3-91

TYPE I. PROFESSOR COMMITMENT

- Professor Gary L. Bailey Phone x2298
- Writing Workshop? (If not at IUP, where? when? Yes/TUP, May 1991)
- Proposal for one W-course (see instructions below)
- Agree to forward syllabus for subsequently offered W-courses?

TYPE II. DEPARTMENTAL COURSES

- Department Contact Person _____ Phone _____
- Course Number/Title _____
- Statement concerning departmental responsibility.
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) _____ Phone _____
- Course Number/Title _____
- Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Gary L. Bailey

Department Chairperson Neil B. Palmer

College Dean Lee Webb Forbes

Director of Liberal Studies Charles D. ...

COMPONENTS OF A "WRITING SUMMARY"

- (I) "Writing Summary" — one or two pages explaining how writing is used in the course. First, explain distinctive characteristics of the content or students which would help the Liberal Studies Committee understand the summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is expected to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- (II) A copy of the course syllabus.
- (III) Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.

WRITING SUMMARY: HI 346, RECENT UNITED STATES HISTORY

HI 346, Recent United States History, is proposed for identification as a writing-intensive course. It currently is offered each semester, with a majority of those enrolled being juniors and seniors; the maximum class size is 25. The most common majors among the students in this class include history and pre-law; students in journalism and political science often take the course, and its subject matter makes it an attractive elective for students in a variety of other majors. The goal of the course is to provide students with an overview of United States history since the Great Depression, with attention paid to political, social, and economic themes as well as some foreign policy coverage.

Writing, graded and ungraded, is integrated into this course in several forms:

(1) Writing for evaluation/writing to integrate knowledge

Quizzes (each 15% of final grade): Two essay quizzes will test students' grasp of the course's factual content and their ability to use this content to present and evaluate significant historical interpretations. Each quiz will focus on an important theme covered during the first part of the course (the origins of the Cold War and the course of the Civil Rights movement, for instance), and students will be responsible for writing an essay in response to a broadly framed question. These quizzes also will give the students an opportunity to develop the skills needed to perform well in the much larger final essay exam. Quizzes will be returned to students with instructor comments. Evaluation will be based on the effectiveness with which students bring material covered in the course to bear on the question(s) they answer, as well as on the clarity and organization of their essays. Students typically write the equivalent of three typewritten pages on each quiz of this type.

Final Examination (40% of final grade): In this traditional blue-book examination, students will write essays in response to both long and short questions. Like the quizzes, the final exam will test the students' understanding of the course material as well as their ability to present and evaluate interpretations of significant historical developments covered. The exam will cover all course material since the second quiz (approximately half the semester). Typically, students will answer two major essays from a list of about four, as well as writing a handful of short identifications. Evaluation will be based on the effectiveness with which students bring material covered in the course to bear on the question(s) they answer, as well as on the clarity and organization of their essays. Students typically write the equivalent of at least five typewritten pages on exams of this type.

(2) Writing to develop evaluative and interpretive skills:

Students will complete a position paper (15% of final grade) in which they will take sides in one of the public policy debates discussed in class. This will be a short, focused paper (approximately five pages typewritten), which can be modeled in a variety of ways. This paper will allow students the opportunity to present their own interpretation

of the material covered in class as they formulate and defend a position on an issue of public concern. Evaluation will be based on the effectiveness with which students perform this task, as well as their ability to organize their review logically and clearly and to express themselves in writing.

(3) Writing to enhance understanding and analysis of reading

Students will complete a book review of one of the books assigned in this class (15% of final grade). This review, which is to be three to five typewritten pages in length, will give students the opportunity to develop their ability to identify and summarize briefly the main points in the book, analyze the evidence and reasoning used by the author in presenting the book's argument(s), and evaluate the book's significance and plausibility. A first draft of this review will be prepared and submitted to the instructor, who will read it and make general comments and suggestions for areas needing improvement; students then will be expected to prepare a final draft responding to these suggestions. Information about the writing center is distributed at the beginning of class, and at this point students will again be informed about this service and urged to avail themselves of it. Evaluation will be based on the effectiveness with which students identify and display their understanding of the main themes of the book under consideration, as well as their ability to logically and clearly organize their review and express themselves in writing.

At various times during the semester, students will be given brief, in-class, ungraded assignments based on the day's reading: this could take the form of a paragraph summarizing or responding to the thesis presented by an author, identifying the most important idea(s) presented in the reading, or comparing the perspectives of two authors who deal with the same topic. Such assignments will encourage students to think about the reading and also should help stimulate discussion. These assignments may at times be exchanged among the students. The instructor will periodically review such assignments to gauge student understanding of course material as well as writing progress.

(4) Writing to stimulate thought

Short, ungraded, in-class writing exercises will give students the opportunity to respond immediately to ideas and information presented in class. At the end of some classes, students will be asked to list the most important point(s) they have learned. This class incorporates some films and film segments; at times students will be asked to write a paragraph-length response to these films, both to assist them in thinking about what they have just seen and to encourage discussion. Again, at times students may exchange these assignments among themselves to see how their colleagues are responding to the same material. The instructor will periodically review such assignments to gauge student understanding of course material as well as writing progress.

The number of in-class writing exercises, of both types, will vary from class to class but should typically number at least ten to twelve, producing writing equivalent to a minimum of five to six typewritten pages.

Syllabus--History 346/546: Recent United States History

Fall Semester, 1991

Dr. Gary L. Bailey
Keith Hall 225
357-2298

Office Hours:
3-4:30 Tues., Thurs.
2:30-4:30 Fri.
& by appointment

FORMAT: This class will consider the major themes in United States history since 1929, with major emphasis on the period since the Second World War. The format will be a combination of lectures and discussion, with some films. Because each class meeting will focus on the themes covered in that day's assigned readings, students must follow the schedule carefully and complete the assigned readings before coming to class.

There is a substantial amount of writing incorporated into this class, reflecting the "writing to learn" approach--frequent writing exercises will give students the opportunity to explore and reflect upon the topics covered by the class, producing a better understanding of the course content as well as improved writing ability. Again, this requires students to keep up with the reading and other activities throughout the semester.

GRADING: Grades will be based on the following components:

(1) Quizzes: There will be two quizzes, one on September 24 and one on October 22; each will contribute 15% toward the final grade. These quizzes will consist of essay questions and possibly some short identifications.

(2) Book Review: A review of the book Homeward Bound will be due on October 3; it will contribute 15% toward the final grade. Separate instructions for this assignment will be distributed.

(3) Position Paper: A short issue-oriented paper will be due at the class meeting on November 19; it will contribute 15% toward the final grade. Separate instructions for this assignment will be distributed.

(4) Final Exam: The final exam, given during the examination period, will contribute 40% toward the final grade and will cover all course material from October 22 to the end of the semester. This exam will consist of essay questions and possibly some short identifications.

(5) Other factors: Constructive participation in class discussions is a regular part of this class. The degree of student participation will be considered in cases of "borderline" final grades. In such cases, consideration also will be given to student performance on the several ungraded in-class writing exercises that will be completed.

Only university-approved reasons are acceptable for missing an exam or handing in a late paper.

The grading scale in this course is: A--90-100%; B--80-89%; C--70-79%; D--60-69%; F--below 60%.

Class Schedule

DATE	TOPIC	READING ASSIGNMENT
Sept. 5	Introduction to Course	
10	The Great Depression	Syllabus
12	World War II--Overview	
17	World War II--The Home Front	Chafe, ch. 1
19	Origins of the Cold War	Chafe, 2, 3 Marcus & Burner, pp. 3-13 Marcus & Burner, pp. 14-31
24	Quiz #1	
26	The Truman Presidency	Chafe, 4 Marcus & Burner, pp. 32-39
Oct. 1	Postwar Politics & Society	Chafe, 5 Marcus & Burner, pp. 40-53
3	Postwar Politics & Society Book Review Due	May (all) Marcus & Burner, pp. 54-64
8	Reconstruction Resumed (to '63)	Chafe, 6 Marable, ch. 1, 2 Marcus & Burner, pp.147-70 Marcus & Burner, pp.171-77 Marcus & Burner, pp.178-87
10	Reconstruction Resumed (to '63)	Marable, 3, 4 Marcus & Burner, PP. 188-92
15	JFK (less Vietnam)	Chafe, 7 Marcus & Burner, pp. 110-13 Marcus & Burner, pp. 114-28 Marcus & Burner, pp. 129-43
17	LBJ (less Vietnam)	Chafe, 8 Marcus & Burner, pp. 219-25 Marcus & Burner, pp. 226-29 Marcus & Burner, pp. 240-46
22	Quiz #2	
24	Vietnam, through 1967	Chafe, 9, 10 Olson & Roberts, ch. 1-7
29	Vietnam, through 1967	
31	Vietnam, through 1967	

DATE	TOPIC	READING ASSIGNMENT
Nov. 5	Social Movements of the '60s	Chafe, 11 Marable, 5, 6 Marcus & Burner, pp. 193-206
7	Social Movements of the '60S	Marcus & Burner, pp. 207-18 Marcus & Burner, pp. 272-80
12	Social Movements of the '60S	
14	1968	Chafe, 12 Olson & Roberts, 8 Marcus & Burner, pp. 230-39 Marcus & Burner, pp. 249-60 Marcus & Burner, pp. 261-71
19	1968 Position Paper Due	
21	Nixon	Chafe, 13 Olson & Roberts, 9, 10
26	Nixon	Marcus & Burner, pp. 292-307
Dec. 3	Drift in the 'Seventies	Chafe, 14 Marcus & Burner, pp. 281-91 Marcus & Burner, pp. 308-23
5	Denial in the 'Eighties	Chafe, 15, Epilogue Olson & Roberts, 11, 12 Marcus & Burner, pp. 327-36 Marcus & Burner, pp. 379-87 Marcus & Burner, pp. 397-410
10	Denial in the 'Eighties	Marable, 7-9 Marcus & Burner, pp. 337-46 Marcus & Burner, pp. 347-64 Marcus & Burner, pp. 388-96
12	Wrap-up/Review	
16	Final Exam: 2:45-4:45 p.m.	

All dates are subject to change if necessary.

BOOKS: The following books are required in this course:

William H. Chafe, The Unfinished Journey: America Since World War II 2nd edition (New York: Oxford University Press, 1991) [A copy of the first edition of this book is on reserve in the library for your convenience; only Chapter 15 and the Epilogue differ significantly from those in the first edition.]

Robert D. Marcus & David Burner, eds., America Since 1945 5th edition (New York: St. Martin's Press, 1991)

Elaine Tyler May, Homeward Bound: American Families in the Cold War Era (New York: Basic Books, 1988)

Manning Marable, Race, Reform, and Rebellion: The Second Reconstruction in Black America, 1945-1990 2nd edition (Jackson: University of Mississippi Press, 1991)

James S. Olson & Randy Roberts, Where the Domino Fell: America and Vietnam, 1945 to 1990 (New York: St. Martin's Press, 1991)

INSTRUCTIONS FOR BOOK REVIEW

For this assignment, you will write a brief (3-5 pages typed) book review of the book Homeward Bound, by Elaine Tyler May. This review will be due at the beginning of class on October 3. The review will receive an initial evaluation and be returned to you with comments concerning its form and structure. You then will have one week to prepare a revised draft to be graded. The original draft should be attached to the revised draft. This would be an excellent time to think again about the Writing Center, from which you received a handout at the beginning of the semester. You can get a great deal of very important assistance there, both in terms of improving your writing and in learning word processing (which, I promise you, will change your life).

In your review, you should provide a general summary of the book's main arguments and evaluate those arguments. As you read the book, ask yourself what point the author is trying to make in each section of the book: what is she trying to tell you? What kinds of evidence does she use? How convincing are her arguments? Why did she choose to write on this topic--is it important? You might also ask yourself if the author's arguments are supported or contradicted by anything else you are reading for this class.

If you have never read a review of a scholarly book, you might want to look at one or two to see what they are like. Most scholarly journals have book review sections; for instance, the Journal of American History carries many book reviews in every issue (it is available in the library). While you naturally cannot be expected to provide the type of expert review you will find in journals--at least, not yet--looking at this will give you a general idea of what reviews are like.

You will be graded on how effectively you identify and discuss the book's main themes, as well as on how well you organize and write your review.

INSTRUCTIONS FOR POSITION PAPER

For this assignment, you are to write a position paper of approximately 5 typewritten pages. Put yourself in the position of being a political advisor (expert in both foreign and domestic politics) to President Lyndon Johnson in January, 1964. Your boss has been in office for two months and is looking at the prospect of running for his own term as president. He has just sent you a memo saying, in effect, "What about this Vietnam situation? What should I do about it? I want to get this settled quick--the primaries start next month--so I want you and my other trusted advisors each to provide me with a short briefing paper laying out the policy options I have, as you see them, and telling me what you see as the costs and benefits of each option open to me. Then we'll read all the papers and have a meeting to decide what to do."

You are to write a paper defining the main options facing Johnson at this point as well as the arguments he and his advisors would have seen as being for and against these options. For this, draw on your reading in Chafe, Olson & Roberts, and any other items we have read that you feel are relevant. You will need to be careful not to go into too extensive detail on minor points--the exercise is to cut to the main options facing this administration and how these would have been viewed. We will discuss in class some of the factors you might want to take into consideration.

Your paper will be evaluated on how well it defines and evaluates the available options as they would have been viewed in 1964, as well as on how well you construct and write your paper. I would remind you again about the writing center, and of course as always you may come and see me to discuss the assignment.

SOME SAMPLE IN-CLASS, UNGRADED WRITING ASSIGNMENTS

You have just watched the documentary "The Life and Times of Rosie the Riveter." Take five minutes and write a paragraph in which you summarize the main argument(s) the filmmakers wanted to present in this film.

For today, you read selections reflecting two important interpretations of the origins of the Cold War. Write three important arguments that are used in defense of each of the two interpretations.

Based on your reading of the Checkers Speech and the situation in which it was made, write Richard Nixon's personal diary entry for the day of September 23, 1952 (this is before he started using tape). Take five to ten minutes to do so.

It is 1962, and you are a reporter for a big-city newspaper. You have been assigned to do a short news item (just a paragraph or two--this is a small story) on the just-issued Port Huron Statement. Assuming your readers know nothing about Students for a Democratic Society, write a story describing the organization, the conference, and the resulting Statement. Focus on what your readers would find interesting and relevant--remember, you want them to read this, not skip to the comics.

You are a white clergyman in Birmingham, Alabama, in 1963, one of the signers of the Birmingham News letter that caused Martin Luther King, Jr. to write his famous "Letter from Birmingham Jail." Having seen Dr. King's published letter, write him a brief personal note responding to it. Remember, try to think like the person you are pretending to be.

Based on Jonathan Schell's selection on the Watergate episode, write five descriptive sentences about the Nixon administration.