

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

LSC # 70
Action A. 10-24-91

TYPE I. PROFESSOR COMMITMENT

- Professor Larry C. Miller Phone 357-2765
 Writing Workshop? (If not at IUP, where? when? Yes at IUP)
 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) Larry C. Miller
Department Chairperson Paul B. Edman
College Dean Paul J. Jorgensen
Director of Liberal Studies CDL [Signature] 10-24-91

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 374 HISTORY OF ORGANIZED CRIME

HI 374 History of Organized Crime is proposed for identification as a "W" course. In a typical semester, about 1/3 of the students are history majors; the remainder represent other majors, especially criminology. Class size is 25. Most students are juniors or seniors; a few may be sophomores. The course will count toward a history major or minor.

There are three basic types of writing which occur in this class:

1. **SHORT-ESSAY EXAMINATIONS.** Students complete two such examinations, one during the semester and one during the final examination period. For each examination, students write five short essays during the class period. This writing tests students' abilities to understand historical relationships and explain cause and effect. Although this writing is not revised into a typed format, each examination typically amounts to the equivalent of 3 to 4 typed pages. The criteria for evaluation are explained on the attachment. Each examination is worth 25% of the final grade.

2. **LONG HISTORICAL ESSAY.** Students draft answers to an interpretive essay question during a class period. This assignment evaluates students' abilities to construct coherent historical arguments and to use evidence to support their points. The professor evaluates and assigns a grade for the draft answer. The students then revise the draft and prepare a finished, edited version for submission and grading. Length is approximately 5 to 7 typed pages. (See attached sheet.) The draft and final paper are worth 25% of the final grade.

3. **QUIZZES.** Each week students write short essays. These writing assignments encourage students to keep up with the work; they also allow students to practice and develop skills for the short-essay examinations and the long historical essay. These are graded on the basis of content and clarity; students whose answers are particularly weak may be asked to rewrite the assignment. The weekly writing assignments comprise 25% of the grade.

Note: In the event of unforeseen developments, the instructor may change anything in this syllabus, provided he gives timely notification of the change.

Instructor: Larry Miller

Office and office hours: Keith 212; M-W-F 10:15-11:45; TH 12-1

Phone: (office) 357-2765; (home) 349-4525 (between 10 a.m. and 10 p.m.)

Writing Assignments: 2 short exams; 1 long essay exam including an edited revision of this exam; 10 quizzes.

Exams: Two non-cumulative short essay exams, quizzes equal to one exam, and one long essay exam. The long essay is an in-class exercise. However it must be edited, typed and resubmitted in correct English and good form to earn the grade the instructor has placed on it. If there are mistakes in the edited version the grade will be lowered. Students who miss an exam (not a quiz) may take a make-up, but (if possible) they must notify the professor why they are missing the scheduled exam before that exam takes place .

Grades:

first short essay exam	25%
long essay exam	25%
second short essay exam	25%
quizzes	25%

Note: while no student receives a lower grade than just indicated, students whose oral classwork is unusually impressive may receive as much as one grade above the average of exams.

Course Goal: to understand how the same forces that shaped the history of legitimate institutions in the United States shaped the history of criminal institutions.

to communicate ideas and information in meaningful, effective and correct English.

Course Description: The course considers businesses organized to sell illegal goods and services from the early 1800's to about 1950. We treat the relation of these illegal businesses to other criminal activities but we emphasize more how these illegal business relate to developing urban geography, capitalism, social (especially ethnic) relations within cities, cultural norms, and urban political practices.

Course Outline:

- I The Preindustrial Era
- II The Coming of the Irish
- III The Coming of the Jews and South Italians
- IV Crime in the Industrial Metropolis
- V The Prohibition Era
- VI The Age of "Organized" Crime

Texts: Nelli, The Business of Crime; Joselit, Our Gang; Fox, Blood and Power.

LONG ESSAYS

Purpose

Long essays test your ability to integrate a great deal of material to solve a problem. Revising and editing your essay trains you to communicate ideas and information as effectively as possible.

Instructions

You must answer two of three essay questions. One question will ask you to trace the development of something; one to compare something to something else; one to prove or disprove a controversial claim.

II You must answer only the question asked and the whole question asked. You get a better grade by answering badly the question asked than by answering well the question you wish I had asked. You get a better grade answering all parts of the question satisfactorily than by answering some parts very well and some parts very badly.

III Each paragraph should make and illustrate a single generalization relevant to the question asked. Fewer illustrations of more generalizations earns more credit than more illustrations of fewer generalizations.

IV You must have a blue book to take the exam. I prefer that you write in pen. Write simply, precisely and clearly to get full credit for your ideas and information. Although there is no penalty for technical errors on an in-class exam, bad writing hurts your grade because I only consider what you actually put on paper, not what I guess you might mean.

V I will return your graded paper as soon as I can (usually within a week). I will change the grade to F unless you edit, type and resubmit your paper by the last day of class. The revised version should be free of mechanical errors. If there are significant errors, I lower the original grade. Otherwise that grade stands.

Sample Questions

I Trace the relationship between urban geography and criminal institutions in the nineteenth century.

II Compare and contrast crime in New York, Chicago and Kansas City between 1900 and 1930.

III Support or refute the following statement: the mafia tradition of South Italy explains the success of Italian criminals in the United States.

SHORT ESSAY EXAMS

PURPOSE

The purpose of a short essay exam is to test your mastery of subject matter and your ability to think historically and logically. Such an exam tests how much meaning you can derive from particulars when you are able to place these particulars in a meaningful historical or logical context.

INSTRUCTIONS

I You are to write on five of six items.

II You are to write three paragraphs on each item. The first paragraph identifies the item; the second places it in historical context; the third logically links it to any other item in the course. Logical linkage must be by causal connection, common generalization, or membership in a series. The three paragraphs must be in the order just indicated.

III You must have an examination booklet (blue book) or you cannot take the exam. You must not use more than two page-sides for any one item. I will not read anything more. I prefer that you write in pen rather than pencil. Write simply, precisely and clearly to get full credit for your information and ideas. Although there is no penalty for technical errors, bad writing hurts your grade because I only consider what you actually put on paper, not what I guess you might intend to write.

PARTS OF THE EXAM

I Identification: give the basic facts (who? what? where? when? how? why?).

II Historical Context:

A) Relate item to one or more characteristics of its time period, being sure to name and briefly identify the characteristic;

B) Relate the item to one or more long term trends, being sure to name and briefly identify the trend (when it began, peaked, ended).

III Logical linkage:*

A) Show that item was influenced by something else or that it influenced something else (causal connection).

B) Show that item and some other item illustrate the same generalization (common generalization). When IIIB overlaps with historical linkage, you may make the same point twice.

* For purposes of this exam, showing similarity or difference is not enough to earn credit for logical linkage.

INSTRUCTOR'S MODEL ANSWER (from another course)

I Newton was an English mathematician and physicist of the late seventeenth century, the peak of the scientific revolution. He is best known for founding calculus, for his theories of motion, and for his formulation of the law of gravity. He tried to show that a few simple natural laws explained all that could be observed in the skies or on earth. He exemplified the scientific method which combined careful observation with logical (preferably mathematical) linkage of all observations into theories that predicted future observations without supposing unobservable divine or spirit agencies. Though an intensely religious Protestant, he rejected the scientific significance of the Bible.

II Newton illustrates the tendency of Protestants to dominate the late stages of the scientific revolution. This was because the Catholic church, committed to the system of Thomas Aquinas, had seemed to oppose modern science when it had forced Galileo to recant his heliocentric views earlier in the century. Newton's rejection of spiritual agencies in science was part of a long term trend away from church domination of culture which had started with the Crusades and Renaissance, which had gone further in the scientific revolution of the seventeenth century, and which would culminate in the eighteenth century enlightenment.

III Newton was influenced by Galileo's earlier work on inertia and falling bodies when developing his laws of motion and by the astronomical theories of Galileo and Kepler which he systematized into a single integrated explanation. A) His successful formulation of natural laws in physics encouraged enlightenment social thinkers such as Locke and Montesquieu to seek natural laws of human behavior. Newton was the best known of the series of English thinkers who dominated the sciences in the late 17th and early 18th centuries. Boyle in chemistry, Harvey in biology, and Locke in psychology also belonged to this group. Newton, like Galileo, illustrates the tendency of seventeenth century scientists to ascribe spiritual but not scientific authority to the Bible.

SAMPLE OF A STUDENT'S "A" ANSWER (from another course)

Isaac Newton was a late 1600's scientist specializing in physics and starting calculus. His physics ideas are still used today and center on the movement of objects and the laws of this motion. He is considered by many the father of modern physics.

Newton is part of the scientific revolution started by men like Galileo earlier in the century. He continues the scientific method of using observations and careful records to prove hypotheses. He continues Galileo's idea that the Bible is symbolic and he does not jive with traditional authority (Aquinas and Aristotle). He is part of the trend to find a natural theory for why things happen. This trend continues into the Enlightenment when philosophers search for a science of human behavior.

This last trend links Newton to such enlightened thinkers as Locke, Montesquieu and Rousseau. Newton's influence on these men is a major cause of the Enlightenment. He is the most prominent of the series of scientific thinkers (including Boyle and Harvey) who do not base their ideas on the Bible. The work of scientists like Newton as well as the appointment of non-clergy advisors by the Tudors illustrates how religion dominated life less after the Middle Ages.

Quizzes

PURPOSE

Quizzes are designed to prepare you for short essay exams. They are intended to reward students who keep up with their work.

INSTRUCTIONS

I You must take a quiz during the last fifteen minutes of the last class period of every week beginning in the third week of the 4 semester. I will distribute paper for each quiz.

II Instructions for the quizzes are the same as for short essay exams with these two exceptions: 1) you write two paragraphs instead of three (identification and either historical context or logical linkage, whichever is direct); 2) you must write on a single item (no choice).

III I count only your eight best quizzes. No make ups for missed quizzes.