



HISTORY

Writing Plan
Revised Fall 2024

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Submitted to:
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Summary

The History Department began drafting this Writing Plan in January 2017, when Dr. Siegel Finer (WAC director) met with Dr. Moore (History Department chair) and Dr. Whited (selected by Dr. Moore to spearhead the Writing Plan). Dr. Siegel Finer clarified the reasons for moving toward a WAC model at IUP and explained the desired elements of a Departmental Writing Plan (DWP).

Dr. Whited then collected syllabi from 100-, 200-, 300-, and 400-level History courses, as well as EDUC courses taught by History faculty, used over the preceding three academic years. She then selected the most recent syllabi of courses taught repeatedly throughout that time frame. Dr. Whited proceeded to extract writing assignments from these syllabi, place them in a curriculum map, and interview all members of the History Department with regard to their rationales for these assignments. Completion of the curriculum map absorbed about two months.

Dr. Whited and Dr. Siegel Finer met on a monthly basis throughout the Spring 2017 semester in order to review progress on the plan and orient future work on it. Dr. Whited also chaired and met twice with a History Department ad hoc writing committee consisting of Drs. Arpaia, Lippert, Mannard, and Ricketts. This committee devoted its Spring 2017 meetings to the discussion of desired student writing skills, philosophies of assessment, and assessment rubrics.

Dr. Siegel Finer conducted a professional development workshop for members of the History Department on May 4, 2017. This workshop focused on teaching writing in our discipline both in a general sense and with an eye toward the business careers that will be pursued by many of our graduates.

Two members of the History Department, Drs. Baker and Whited, attended the two-day Liberal Studies writing workshop on May 15 and 16.

The History Department's ad hoc writing committee met in Fall 2017 to finalize the assessment rubric and conduct an initial assessment during that same semester. On November 2, 2017, the History Department faculty voted unanimously to approve the writing plan.

The plan was revised in Fall 2021 to add updated assessment results. Faculty voted unanimously on February 1, 2022, to support the revision.

The plan was revised in Fall 2024 to add updated assessment results. A majority of faculty voted between March 17 and March 25, 2025, to support the revision.

HISTORY
Department Writing Plan
Rollout Fall 2017

Writing Characteristics Specific to the Discipline of History

Upon discussion of the characteristics of good writing practiced by professional historians, the members of the History Department's ad hoc writing committee agree that the "Revised Writing Enriched Curriculum (WEC) Writing Plan" finalized by the History Department of the University of Minnesota in January 2014, provides a set of statements that well articulate our own understanding of effective writing in our discipline. We fully acknowledge the origin of and adapt these statements as follows:¹

The best scholarly writing in the professional discipline of History is characterized by the following substantive and stylistic elements:

- 1) Examination of the beliefs, practices, and relationships that have shaped human experience in a temporal context, focusing on sequences of events and changes over time;
- 2) Critical awareness of the qualities, value, and limitations of historical sources, as well as the necessarily interpretive and mediated nature of historical analysis;
- 3) Argument that begins with a question and offers in answer an interpretation of the past that takes into account and is supported by full range of appropriate evidence;
- 4) Acknowledgement of and response to existing historical scholarship;
- 5) Accessible, clear prose and logical organization that enables readers to retrace the writer's steps and follow the development of the argument.

Desired Student Writing Abilities

The History Department instructs various constituencies of students in historical thinking and writing in the discipline. Since its inception, the Liberal Studies program has included a History requirement as fundamental to the education of all undergraduates at IUP. In addition, students from across the university enroll in History courses in order to fulfill Liberal Studies elective and free elective requirements. Specific History courses also count toward requirements in various minor programs. For practical purposes, we divide the

¹ "Department of History Revised WEC Writing Plan," January 16, 2014, <http://undergrad.umn.edu/cwb/pdf/history.pdf> (Accessed February 21, 2017).

desired writing skills of our undergraduates into two categories: a set of writing skills expected of students exiting the Liberal Studies requirement, and an additional set of skills we expect of our majors and minors.

Here, too, we have been inspired by the University of Minnesota's Revised WEC Writing Plan, cited above, and adapt it as follows:

An IUP student who completes the Liberal Studies courses HIST 196, 197, or 198, will have received appropriate instruction and should be able to:

- 1) Demonstrate understanding of societal change over time;
- 2) Show an ability to discern historical causation;
- 3) Demonstrate awareness of the importance of particular historical examples;
- 4) Use writing to further their thinking and develop their own ideas;
- 5) Use writing to communicate ideas effectively in lucid, accessible prose.

An IUP student who completes the History or Social Studies Education major will have received appropriate instruction and should be able to:

- 1) Demonstrate an understanding of the particular nature, value, limitations, and incompleteness of historical sources;
- 2) Identify and locate historical sources through appropriate methods, techniques, and tools;
- 3) Identify and summarize the main argument and evidence in scholarly articles and historical monographs;
- 4) Engage in critical and persuasive analysis of primary sources;
- 5) Identify, use, and cite evidence appropriately and accurately;
- 6) Make a persuasive and logically organized argument that answers a question;
- 7) Select and justify pertinent research topics;
- 8) Locate and annotate pertinent bibliographies;
- 9) Synthesize primary and secondary historical sources in discipline-appropriate genres.

Communicating Writing Expectations to Students

Writing is central to the curricula of the History and Social Studies Education programs. Writing constitutes the foremost way in which students participate in the discipline; it is central to how they analyze and communicate historical information. The constant practice of writing prepares our students for a multiplicity of careers, ranging from education to public history, law, business, civil service, and others.

History faculty communicate the importance of writing both in and out of the classroom. We describe writing activities and assignments on syllabi and reinforce these explanations in class. Some of us use rubrics tailored for specific assignments and discuss our expectations about good writing with students. In a variety of individual ways, History faculty encourage class discussion of writing projects, devote class time to peer review, provide feedback on drafts, and at times require revision of major writing projects. We frequently refer students to the Writing Center.

Students in History and Social Studies Education receive reinforcement of the importance of excellent writing in several ways outside the classroom. In February 2018, the History Department will host its third annual student conference, a day-long event that showcases the research and writing skills of students who have produced excellent writing in upper-level History courses. In general, students base oral presentations on previously written research papers, an exercise allowing them to measure the similarities and differences between oral and written communication. All History classes are canceled on the day of this conference, and students in all History courses are urged, and at times required, to attend at least one panel, thereby further reinforcing the importance of writing to an even larger number of students.

In addition, the History Department highlights faculty research and writing through regularly scheduled brown-bag presentations. We invite students to attend these events, allowing those who come to draw connections between their own work and research and writing at a more advanced level. Likewise, faculty routinely encourage students to attend presentations by other IUP faculty as well as speakers invited to campus; a written response to a presentation often garners a student extra credit in a course.

Finally, the History Department has had a forum for the publication of student writing, "The Endnote." Although it has not published this journal in recent years, the Department is considering resurrecting "The Endnote" in light of renewed emphasis on writing in the College of Humanities and Social Sciences.

Syllabus Statement

History Department faculty have approved and agreed to include the following statement on their syllabi as appropriate in order to encourage a culture of writing and demonstrate the value of writing in our majors programs.

The History Department commits itself to developing the writing skills of students throughout the curriculum. In this class, you will complete writing assignments and activities designed to improve your ability to communicate in written formats.

Assessment of Student Writing

In consultation with the WAC Director, the History Department has developed a rubric (see Appendix A) to assess a writing assignment that is embedded as part of the majors' capstone course.

We plan to conduct a first assessment during the Fall 2017 semester. This will establish baseline data and help us revise the rubric and protocol as necessary. We will discuss the results with all History faculty. Curricular changes will be made according to the outcomes of each assessment and subsequent discussions among departmental faculty.

We plan to assure transparency with students by including a statement in syllabi for HIST 495, 496, 497, and 498, noting that students' writing may be selected for program assessment, but that this assessment will not affect their course grade.

The WAC Director recommends the following action items for continuing program facilitation, and the Department agrees to:

- Elect at least one faculty member to continue to be the WAC/HIST liaison;
- Provide all newly hired faculty a copy of the DWP, and recommend attendance at WAC workshops or the two-day writing workshop for Liberal Studies faculty;
- Add "Department Commitment to Writing" statement to department syllabi as appropriate;
- Administer assessment of capstone writing samples every two years and share results with the WAC Director and as part of the 5-year program review process; review feedback from assessment (see page 33) with department to close the loop between assessment and pedagogy
- Add areas for the teaching and assessment of writing as goals on departmental and faculty five-year review documents;
- Continue to update the Writing Outcomes Curriculum Map as courses are added, removed, and revised in the HIST curriculum (and communicate these changes to the WAC Director)

Learning Outcomes

By developing this Departmental Writing Program, the History Department demonstrates one of the ways in which it is helping to implement the university's strategic plan to adopt

high-impact practices (Goal 2, Strategy 1, Tactic 3). As shown in the Writing Outcomes Curriculum Map (below), the Department emphasizes writing at all levels of instruction and encourages the production of various genres for various audiences.

As detailed on the website of the College of Humanities and Social Sciences (<https://www.iup.edu/humanities/skills-employers-want>), written communication skills rank highly among the skills sought by employers, whether in business or the public sector. The History Department submits this plan under the aegis of the Dean of the College of Humanities and Social Sciences, Dr. Yaw Asamoah, who has spearheaded the Writing-Across-the-Curriculum movement at IUP.

Writing Outcomes Curriculum Map

The following Curriculum Map represents a changing set of approaches to the teaching of writing by History Department faculty, who vary, revise, and renew their assignments on a regular basis. The nature and number of regularly given assignments depends, for all of us, on the numbers of students in our classrooms, the aptitude of the students, and departmental expectations for them according to the level of instruction. Regardless of these constraints, History faculty assign and teach writing throughout the curriculum.

As will be evident, the map also represents a disparate set of approaches to the task: we believe this variety is of great benefit to students, for a given assignment will encourage more skill development in some students than in others. Formative feedback is guaranteed in HIST 295, HIST 395, and in the 400-level “Topics” courses and is integral to many other assignments in other courses.

Course	Title	Writing Activities	Purpose	Genres Modeled through Reading
196	Explorations in U.S History	Short-answer exam questions	Synthesize historical information	Textbook, primary sources, historical monographs, short stories, articles, autobiography, biography
		News project	Identify and explain significance of contemporary issues	
		Exam essays	Synthesize historical information; create causal and topical links	
		Bonus essays	Synthesize historical information	

		Reaction paper based on articles or other sources	Synthesis of historical material	
		Business advertisement project	Contextualize historical commodities	
		Research project presentation	Extrapolate and communicate in-depth content through PowerPoint slides	
		Group project: PowerPoint presentation	Make an argument for the significance of chosen historical examples	
		Final activity	Evaluate the importance of historical developments	
		Short paragraphs	Identify main points from primary sources and formulate a position	
		Short and longer essays on book quizzes	Identify arguments, identify evidence, and evaluate	
		Discussion posts	Construct a historical argument based on evidence and analyze classmates' arguments	
		In-class writing	Low-stakes writing to evaluate historical arguments	
		Library assignment	Learn to locate materials in the Library and react to content from two magazines from different eras	
		Exam questions on concepts, identifications, and comprehension	Verify reading, demonstrate understanding and synthesize historical information	
		Short interpretations of primary and secondary sources;	Understand and interpret primary sources; practice succinct writing with historical evidence	

		interview projects		
198	Explorations in Global History	Analytical and argumentative paper based on monograph	Practice the ability to apply historical analysis and to communicate ideas in coherent fashion	Textbook, monographs, historical fiction, biography, primary sources, short stories, charts, maps, film
		Analytical and argumentative paper based on fictional literature	Practice the ability to apply historical analysis and to communicate ideas in coherent fashion	
		Identifications of historical terms	Learn how historians provide definitions to terms.	
		Argumentative paragraphs	Practice effective communication at the paragraph level	
		Analytical short essay	Practice effective communication at the essay level	
		Note-taking	Combine learning comprehension and write-to-learn	
		Formal e-mail netiquette	Practice one form of business communication	
		Short online assignments	Extract key information through listening	
		Presentation outlines	Organize and present information and differentiate among different types of sources	
		Exam essays	Address historical causation through arguments and evidence	
		<i>Glass Palace</i> paper	Synthesize historical information	
		In-class writing assignments	Make connections between lecture material and readings	
		Book tests	Synthesize historical information	
		Book tests	Synthesize historical information	

<p>After completing a 100-level Liberal Studies requirement in History, students should demonstrate the following writing skills: make statements – at the sentence, paragraph, and essay levels – that demonstrate historical understanding, gauge historical importance of particular examples, discern cause and effect, and synthesize historical information.</p>				
201	Western Civilization to 1600	Media review	WTL in order to locate and analyze digital sources	Textbook, primary sources, popular history
		Long essay and identifications on exams	Synthesize historical information	
		Short paper	Practice analysis and argumentation	
		Class work	Low-stakes collaboration based on video clips and documents and articles	
		Short definitions and identifications on exams	Synthesize historical information	
		Book review	Respond to a book-length source	
		Short Essays based on textbook	Construct cohesive historical arguments around fact-based interpretation	
204	U.S. History to 1877	Book reviews	Identify questions, theses, and evidence in works of history	Textbook, novel, monographs
		Analyses of documents	Find specific evidence in primary sources to answer specific questions	
		Exams that contain identifications, short and long essays	Synthesize historical evidence; make arguments with proper evidence	
		Interpretations of primary sources	Understand and interpret primary sources; practice succinct writing with historical evidence	
		Book review	Analyze how historical narratives are constructed	

205	U.S. History since 1877	News project	Identify and explain significance of contemporary issues	Textbook, monographs, memoir, primary sources, media sources, popular history
		Take-home exam essay	Construct a historical argument on the basis of primary sources	
		Peer editing of take-home essay	Low-stakes feedback from peers	
		Primary source analysis	Analyze primary sources	
		Identifications, short answers, and take-home essay on exams	Identify key information, synthesize, and apply learned material to a hypothetical situation; build a historical argument from assigned reading	
		Book assignment	Extract information, evaluate authors' arguments, present an original argument	
		Group project (PowerPoint)	Explore and teach a related topic to the class	
		Essays based on book chapters	Synthesize, paraphrase, develop an argument from evidence, identify and trace historical themes	
		Short answers on book quizzes	Use memoirs as historical evidence	
		Discussion posts	Analyze primary sources	
		Zine project	Research, synthesize, present a historical argument focusing on visual evidence	
		5-7-page essay based on lengthy primary source	Analyze historical sources and change	
		250–300-word weekly response to the unit's framing question	Analyze the assigned chapter and use evidence to support an answer to the unit's framing question	
Film reflection and analysis	Extract information, reflect on new			

			information learned in the film, analyze it in conjunction with content learned in class	
206	History of East Asia	Source analysis papers	Address basic questions about a source in concise format	Lengthy primary source, memoirs
		Low-stakes short essays and paragraphs	Writing for understanding	
		Bibliography	Identify and evaluate sources	
211	World History to 1500	Media review	WTL in order to locate and analyze digital sources	Textbook, primary sources, popular history
		Long essay and identifications on exams	Synthesize historical information	
		Short paper	Practice analysis and argumentation	
		Class work	Low-stakes collaboration based on video clips and documents and articles	
		Short definitions and identifications on exams	Synthesize historical information	
		Book review	Respond to a book-length source	
		Short Essays based on textbook	Construct cohesive historical arguments around fact-based interpretation	
212	World History Since 1500	Note-taking assignments	Synthesize information and present key findings	Textbook, graphic histories, primary sources, autobiography, textbook
		Mini-reflection discussion posts	Reflect on themes for the week and analyze them in the context of new information added throughout the course	
		Exam written responses	Synthesize historical information, apply learned material and concepts	

		Writing with Sources 2–3-page paper	Employ primary and secondary source evidence to support an argument answering a specific question; adhere to Chicago Manual of Style citations practices	
		Analysis paper	Analyze a graphic history engaging in visual and textual analysis, comparing and contrasting graphic depiction to historical analyses and primary source content	
		5-7-page essay on book	Synthesize, develop an argument, make effective use of quotations	
		Short-answer discussion questions	Identify thesis	
		Exam essays	Identify thesis, argument, and sources. Comparative analysis.	
		Analysis of student presentations	Identify thesis and argument.	
240	Zombies: A Cultural History of Death, Disease, and Technology	Discussion questions	Synthesize information	Primary sources Articles Textbook Websites Short stories
		Short essays	Writing to learn	
		Research project	Develop research skills	
		Film critiques	Practice analysis	
		Primary source analysis	Learn to analyze different viewpoints	
251	U.S. Military History	Culminating essay	Synthesis of monographs, primary sources, and lecture	Textbook, monographs, primary sources memoir, book chapter, film, articles
		Group audio-visual project	Extrapolate and communicate in-depth content through PowerPoint slides	

		Current events essay	Low-stakes introduction to historiographical analysis and its relevance to the present	
		Historical research analysis	Demonstrate synthetic and evaluative skills in placing a particular event within a historical narrative	
		Primary source analysis	Analyze primary sources	
295	Introduction to Historical Studies	draft/final historiography paper	Formulating historical arguments and understanding historiographical change	Ancient, medieval, and modern primary sources, short textbook, theory, introductions to articles, monographs, popular history, films
		Résumé	Professional development	
		Professional development reflections	Professional development	
		Primary source analysis and revision	Ask historical questions about a source	
		Reading worksheets	Isolate the main ideas in a text	
		Article review	Analyze a shorter historical argument	
		Book review	Analyze a longer historical argument	
		Film review	Analyze differences between academic and popular history	
		Primary source paper	Address basic questions about a source in concise format	
		Final project	Begin learning how to construct a research project	
		Final project	Begin learning how to construct a research project	
<p>After completing 200-level courses, History and Social Studies Education majors should have the following writing skills: demonstrate the uses of various kinds of primary sources as historical evidence; identify in essay form the thesis and evidence</p>				

in book-length secondary sources; construct a historical argument; practice formats pertinent to professional development.				
302	Ancient Rome	Short written assignment	WTC based on a broad questions.	Brief textbooks, primary source reader
		Research preparation	Justify topic, construct thesis, produce annotated bibliography	
		Research project	Demonstrate research and synthesis in history	
		In-class and out-of-class writing	WTC as responses to varied prompts	
		Midterm and final exam take-home essays	Critically analyze a historical question at length	
332	History of Early China	Analytical essays	Analyze historical change	Articles and primary sources
		Topic statements and annotated bibliographies	Demonstrate research and writing as process	
		Research project	Demonstrate research and synthesis in history	
		Analytical essays	Analyze historical change	
333	Vietnam in War and Revolution	Short-answer exam questions	Synthesize historical information	Textbook, primary sources, historical monographs, short stories, articles, autobiography, biography, oral history interviews
		Threaded discussions	Synthesize historical information to formulate an argument/ take a position	
		Presentation slides	Distill main points, provide supporting details, and make generalizations from historical information	
337	Modern Japan	Exam essays and short answers	Synthesize historical information	Articles
		Short-answer exam questions	Compare and contrast historical terms	
342	The Early Republic: 1783-1860	Book reviews	Identify questions, theses, and evidence in works of history	Monographs, primary sources, autobiography
		Primary source analyses	Analyze themes in lengthy primary sources	
		Discussion notes on assigned monographs and final essay exam	Identify author's argument analyze the use of evidence and writing skills in a historical work;	

			synthesize historical information; learn to make historical arguments in succinct writing	
343	Civil War and Reconstruction	Research proposal	Demonstrate historical thinking by identifying appropriate questions for study	Textbook, monographs
		Draft of research paper	Learn to conduct research and put various sources into writing with a structured and persuasive argument	
		Revised research paper	Learn to take constructive criticism from different sources and improve the original writing in argument, structure, writing and citations	
		Book outlines	Dissect argument and evidence in a monograph	
346	Recent U.S. History	Written reflection based oral history project	Self-analysis of project	Textbook, monographs, primary sources memoir, book chapter, film, articles
		Culminating essay	Synthesis of monographs, primary sources, and lecture	
		Exam essays	Synthesize historical information; interpret and analyze historical trends based on primary sources	
		Group audio-visual project	Extrapolate and communicate in-depth content through PowerPoint slides	
		Current events essay	Low-stakes introduction to historiographical analysis and its relevance to the present	

		Historical research analysis	Demonstrate synthetic and evaluative skills in placing a particular event within a historical narrative	
		Identifications, short and long exam essays	Identify key information, synthesize, and apply learned material to a hypothetical situation; build a historical argument from assigned reading	
		Primary source analysis	Analyze primary sources	
		Book and interview essay	Compare and contrast human experiences in the context of post-1945 U.S. history	
		5-8-page research essay	Select a topic, frame a question, demonstrate research	
		Short and long essays on book quizzes	Analyze a memoir as historical evidence	
		Issue analyses	Identify thematic issues to analyze cause and effect	
		Short reading responses	Reflect on readings in preparation for class discussion	
348	Top-Secret America: The Rise and Reach of the National Security State	Culminating essay	Synthesis of monographs, primary sources, and lecture	Textbook, monographs, primary sources memoir, book chapter, film, articles
		Group audio-visual project	Extrapolate and communicate in-depth content through PowerPoint slides	
		Current events essay	Low-stakes introduction to historiographical analysis and its relevance to the present	

		Historical research analysis	Demonstrate synthetic and evaluative skills in placing a particular event within a historical narrative	
		Primary source analysis	Analyze primary sources	
360	History of Pennsylvania	<p>Directed question bi-weekly discussion boards</p> <p>Primary source analysis activities (multi-formats)</p> <p>Secondary source analysis activities (multi-formats)</p> <p>Review essay of course assigned monograph</p> <p>Short research “paper” (1500 words). Sometimes presented as “traditional” research paper; more often public-consumption oriented, such as creating a “chapter/story” as may be found on Explorepahistory.com</p>	<p>Assessment of course content knowledge</p> <p>Develop information literacy skills</p> <p>Synthesize historical information</p> <p>Develop research skills</p> <p>Understand and assess different forms of writing</p> <p>Develop critical thinking/clear writing skills</p> <p>Create concise, well-researched information to a broad audience</p>	<p>Historical monographs</p> <p>Scholarly articles (various professions – “traditional” history, Pennsylvania history, public history)</p> <p>Popular articles</p> <p>Primary sources (multiple formats)</p>

363	Thought and Culture in early America: c. 1600 to 1865	Book reviews	Identify questions, theses, and evidence in works of history	Novel, lengthy primary source, monographs
		Analytical essays on novel and primary source	Thematic analysis based on specific questions	
		Historical research activity	Summarize research findings to accompany oral presentation	
365	History of Black America since Emancipation	Book review	Critical analysis	Textbook, monograph, scholarly articles, media resources, graphic histories, primary sources
		Contemporary project	Relate contemporary issue to its historical context	
		Short-answer exam questions	Synthesize historical information	
		Short-answer exam questions	Compare and contrast historical terms	
		Annotated bibliography	Source evaluation	
		6-8-page research paper	Analyze a historical topic, develop clear critical thinking and writing skills	
369	Women in America	Analytical essays on primary and visual sources	Analyze primary sources	Textbook, primary sources, monographs
		Book essays	Identify questions, theses, and evidence in works of history	
		Book reviews	Critically assess a scholarly work	
374	Blind Pigs and Brothels: A History of Crime and Vice in America	Directed question bi-weekly discussion boards	Assessment of course content knowledge	Historical monographs Scholarly articles (various professions – “traditional” history, Pennsylvania history – project always involves Pennsylvania -, public history)
		Primary source analysis activities (government documents)	Develop information literacy skills	
			Synthesize historical information	
			Develop research skills	
			Understand and assess different forms of writing	

		Review essay of course assigned monograph	Develop critical thinking/clear writing skills Demonstrate ability to craft an argument and use credible sources appropriately to sustain that argument	Popular articles Primary sources (multiple formats)
<p>Upon completing 300-level courses, History and Social Studies Education majors should have the following skills: engage in critical analysis of primary and secondary sources; demonstrate the results of historical query informed by research; construct original historical arguments; synthesize significant bodies of historical knowledge</p>				
420	Introduction to public history	Reflective book essays	Prove proficiency and critically assess an argument	Textbook, monographs, primary sources
		Synthesis paper	Identify larger patterns of analysis in a textbook	
		Class project	Learn to collaborate and synthesize archival sources	
		Reading responses	Identify and analyze major concepts from reading; connect various readings to one another	
421	Archival Studies	Directed question bi-weekly discussion boards Primary source analysis activities (multi-formatted archival materials) Review essay of course assigned monograph	Assessment of course content knowledge Develop information literacy skills Synthesize historical information Synthesize professional information/ethics/standards/concepts Develop research skills Understand and assess different forms of writing	Monographs Scholarly articles (various professions – “traditional” history, public history) Profession-specific materials (textbooks, webinars, journals, trade publications) Popular articles

		<p>NARA Citizen Archivist assignment</p> <p>Digital archives assessment</p> <p>Archival project – process a small collection and in doing so craft content for professional documentation – from accession record through finding aid; involves creation of collection representation through ArchivesSpace</p>	<p>Develop critical thinking/clear writing skills</p> <p>Explore, understand, and develop professional skills – written, verbal, and digital</p> <p>Practice and demonstrate proficiency in professional writing</p>	<p>Primary sources (multiple formats)</p>
422	History Museums and Historic Sites: Theory and Practice	<p>Directed question bi-weekly discussion boards</p> <p>Primary source analysis activities (government documents)</p> <p>Review essay of course assigned monograph</p> <p>Museum visitation reflection</p>	<p>Assessment of course content knowledge</p> <p>Develop information literacy skills</p> <p>Synthesize historical information</p> <p>Synthesize professional information/ethics/standards/concepts</p> <p>Develop research skills</p> <p>Understand and assess different forms of writing</p>	<p>Monographs</p> <p>Scholarly articles (various professions – “traditional” history, public history)</p> <p>Profession-specific materials (textbooks, webinars, journals, trade publications)</p> <p>Popular articles</p>

		<p>Historic site visitation reflection</p> <p>Digital museum exhibit reflection</p> <p>Series of profession related assignments: object cataloguing through PastPerfect; preservation assessment; exhibit label</p> <p>Exhibit brief (group assignment, not always assigned)</p>	<p>Develop critical thinking/clear writing skills</p> <p>Explore, understand, and develop professional skills – written, verbal, and digital</p> <p>Practice and demonstrate proficiency in professional writing</p>	<p>Primary sources (multiple formats)</p>
		Oral history writing reflection	Self-analysis of project	
		Analysis papers	Analyze historical change	
433	Late Imperial China	Book review	Analyze a longer historical argument	Textbook, monograph, short stories
		Research paper	Demonstrate research and synthesis in history	
		Book essays	Analyze longer historical arguments	
434	Modern China, 1800 to the Present	Book review	Analyze a longer historical argument	Textbook, monograph, short stories
		Research paper	Demonstrate research and synthesis in history	
		Book essays	Analyze longer historical arguments	
436	Japan, 1500 to 1850	Book review	Analyze a longer historical argument	

		Research paper	Demonstrate research and synthesis in history	Textbook, monograph, short stories
		Book essays	Analyze longer historical arguments	
437	Modern Japan, 1850 to the Present	Research paper (optional)	Demonstrate research and synthesis in history	Short textbook, novel, monograph
		Final exam questions	Synthesize historical information	
		Exams	Verify reading and demonstrate understanding of author's arguments; analyze different approaches of historical analysis and writing	
475	History of American Constitutionalism	Research project	Identify viable and appropriate historical question for research; learn to conduct research by using diverse primary and secondary sources; learn to put research sources together and revise the first draft	Monographs, sourcebook
		Weekly discussion questions	Identify important information from readings	
495	Topics in U.S. History: Becoming American: Immigration and Citizenship in the United States	Reading notes	Identify arguments and principal evidence	Short textbook, monographs, scholarly article
		Preliminary topic proposal	Plan a research project according to specific criteria	
		Annotated bibliography	Learn to effectively vet sources	
		Expanded paper outline	Develop a framework for final essay	
		First draft of research paper	Facilitate a longer writing project	
		Final draft of research paper	Incorporate revision and editing into writing process	
		Peer editing	Low-stakes writing to provide feedback	
		Reading reflections	Provide proficiency in course competency	

495	Topics in U.S. History: American Mafia	Progress assignments/step assignments	Approach research as a multi-step project	Monograph, primary sources
		Research paper	Demonstrate research and analysis	
		Portions of research paper	Topic development and writing exercises preparatory to writing a research paper	
495	Topics in U.S. History: U.S. Women and World War II: Film and History	Final research paper	Demonstrate research and synthesis in history	Monographs, articles
		Peer editing	Low-stakes learning to write through editing	
		Reading journals	Verify reading and demonstrate understanding of author's arguments; analyze different approaches of historical analysis and writing	
495	Topics in U.S. History: Making Citizens: The Contested History of American Citizenship	Research project	Identify viable and appropriate historical question for research; learn to conduct research by using diverse primary and secondary sources; learn to put research sources together and revise the first draft	Monographs, articles
		Paper proposal	Justify and ask research questions about a topic	
496	Topics in European History: Gladiators and Martyrs in the Arena	Weekly writing assignments	WTC as responses to assigned reading and preliminary steps leading to research paper	Edited volume, primary sources, articles
		Research paper	Draft and revise extended research paper.	
		Topic statement	Justify a topic	
498	Topics in Comparative History: World War Two in Asia	Article review	Analyze a shorter historical argument	Monographs, memoir
		Book review	Analyze a longer historical argument	

		Chunk of paper	Provide sample writing	
		Research paper	Demonstrate research and synthesis in history	
		Historical research analysis	Demonstrate synthesis and evaluation in placing a particular event within a historical narrative	
498	Topics in Comparative History: National Security and Fear during the Cold War and beyond	Research project presentation	Extrapolate and communicate in-depth content through PowerPoint slides	Monographs, primary source reader
		Research project presentation	Extrapolate and communicate in-depth content through PowerPoint slides	
<p>Upon completing 400-level courses, majors in History and Social Studies Education should demonstrate the following writing skills: critically assess sources in book reviews and essays; select and justify pertinent research topics; locate and annotate pertinent bibliographies; employ synthesis, analysis, and narration in a lengthy research essay.</p>				
EDUC 242	Pre-Student Teaching Clinical Experience I	Lesson plans	Structure instructional presentation within a curricular and chronological timeframe	Articles in professional journals
		Field report	Compile educational methodology from doing public school observations; evaluate and synthesize based on best practices	
		LiveText entries	Demonstrate mastery of educational standards by offering a rationale for submitted artifacts	
		Reading responses	Reflect on pedagogical readings	
EDUC 342	Pre-Student Teaching Clinical Experience II	Lesson plans	Structure instructional presentation within a curricular and chronological timeframe	Articles in professional journals
		Field report	Compile educational methodology from doing public school	

			observations; evaluate and synthesize based on best practices	
		LiveText portfolio	Demonstrate mastery of educational standards by offering a rationale for submitted artifacts	
		Reading responses	Reflect on pedagogical readings	
EDUC 455	Teaching Social Studies in Secondary Schools	Lesson plans	Structure instructional presentation within a curricular and chronological timeframe	Articles in professional journals
		Teacher work sample	Detailed unit plan that demonstrates mastery of educational standards	
		LiveText entries	Demonstrate mastery of educational standards by offering a rationale for submitted artifacts	
		LiveText entries	Demonstrate mastery of educational standards by offering a rationale for submitted artifacts	

Appendix A: Assessment Protocol and Rubric

At the end of each semester, faculty teaching Topics (HIST 496/7/8) courses will assess the final research papers from their own section using the rubric below. Data will be collected and transmitted to the WAC coordinator. Following an initial assessment in Fall 2017, the ad hoc writing committee will determine whether adjustments should be made to the assessment rubric.

	Exceptional = 4	Meets Expectations = 3	Developing = 2	Poor = 1
Organization/ Structure	1. Strong thesis 2. Organization is logical and highly persuasive 3. Intro, body, and conclusion present and highly complementary	1. Acceptable thesis 2. Organization is logical and persuasive 3. Intro, body, and conclusion present and complementary	1. Unclear thesis 2. Organization is defined but not persuasive 3. Intro, body, conclusion present but disjointed	1. Weak or no thesis 2. Little organization evident 3. Lacks clear structure
Sources	1. Has many kinds of primary and secondary sources 2. Sources are abundant 3. All sources are pertinent and appropriate	1. Several different kinds of primary and secondary sources. 2. Sources are sufficient 3. Most sources are pertinent and appropriate	1. A few types of primary and secondary sources 2. Sources are barely sufficient 3. Some sources are pertinent and appropriate	1. Little to no variety in types of primary and secondary sources 2. Sources are insufficient 3. Many sources are not pertinent or appropriate
Evidence: Quality & Quantity	1. Evidence is appropriate to argument 2. Evidence is abundant	1. Evidence is largely appropriate to argument. 2. Evidence is sufficient.	1. Evidence is somewhat appropriate to argument 2. Evidence is barely sufficient	1. Evidence is not appropriate to argument 2. Evidence is insufficient

	3. Acknowledges counter-evidence as appropriate	3. Some acknowledgement of counter-evidence	3. Little acknowledgement of counter-evidence	3. No acknowledgement of counter-evidence
Analysis: Quality & Quantity	1. Concrete detail used engagingly to form a cohesive argument 2. Draws reader to position 3. Ideas clearly presented 4. Compelling 5. Balance of narration and analysis is effective and appropriate to topic	1. Concrete detail systematically builds argument 2. Persuades reader 3. Develops clear ties between analysis and thesis 4. Balance of narration and analysis is appropriate to topic	1. Concrete detail supports thesis and is relevant 2. Somewhat convincing 3. Appropriate to topic 4. Adequate balance between narration and analysis	1. Concrete detail is weak, does not support thesis or even contradicts thesis. 2. Little or no analysis
Historiography/ Summary of pertinent research	Effectively discusses main arguments in scholarly literature	Largely discusses main arguments in scholarly literature	Inconsistently discusses main arguments in scholarly literature	Scholarly literature insufficiently or incoherently treated
Mechanics: Grammar, Punctuation, Spelling	1. Shows careful editing and revising 2. Few errors throughout the paper.	1. Shows some editing and revising 2. Some errors, but generally do not interfere with readability	1. Insufficient editing and revising 2. Mechanical errors interfere with readability	1. Little to no editing or revising 2. Many mechanical errors
Quotations and Citations	1. Correct format with few or no errors 2. Effective and varied	1. Largely correct format with some errors 2. Adequate use of quotations	1. Errors with format that are distracting to reader	1. Many format errors 2. Poor or non-existent use of quotations

	use of quotations		2. Barely adequate use of quotations	
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Appendix B: Assessment Results

The Fall 2017 results are considered “baseline” survey results from the first assessment of 27 student writing samples from two 400-level History courses.

Areas in which student writing is ABOVE expectations: 77+

None

Areas in which student writing is MEETING expectations: 68-77

None

Areas in which student writing is BELOW expectations: below 67

Criterion 1: Organization/Structure

year(s)	exceeds/meets	emerging/below
2024	58% (25%/33%)	41% (41% /0)
2021	100% (59%/41%)	0
2017	89% (19% / 70%)	11% (7% / 4%)

Criterion 2: Sources

year(s)	exceeds/meets	emerging/below
2024	66% (33%/33%)	33% (33%/0)
2021	82% (10% / 72%)	17% (17% / 0)
2017	67% (26% / 41%)	33% (26% / 7%)

Criterion 3: Evidence

year(s)	exceeds/meets	emerging/below
2024	67% (25%/42%)	33% (33%/0)
2021	76% (31% / 45%)	24% (24% / 0%)

2017	70% (19% / 52%)	30% (30% / 0%)
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Criterion 4: Analysis

year(s)	exceeds/meets	emerging/below
2024	42% (42%/0)	58% (58% /0)
2021	83% (52% / 31%)	17% (14% / 3%)
2017	74% (26% / 48%)	26% (26% / 0%)

Criterion 5: Historiography

year(s)	exceeds/meets	emerging/below
2024	49% (1% / 48%)	50% 50% /0
2021	66% (14% / 52%)	34% (34% / 0)
2017	41% (11% / 30%)	59% (37% / 22%)

Criterion 6: Mechanics

year(s)	exceeds/meets	emerging/below
2024	66% (16%/ 50%)	33% (33%/0)
2021	90% (52% / 38%)	10% (10% / 0)
2017	85% (44% / 41%)	15% (11% / 4%)

Criterion 7: Quotations/Citations

year(s)	exceeds/meets	emerging/below
2024	67% (17%/ 50%)	33% (33% /0)
2021	94% (32% / 62%)	6% (6% / 0)
2017	78% (33% / 44%)	22% (22% / 0%)

Discussion of Assessment Results with Recommendations, by the WAC Director

2024

According to assessment completed in Fall 2024, students in History are no longer meeting expectations in any of the criteria measured by the protocol. The drop in scores is so significant that it calls their validity into question. This was a smaller sample size than in past years, which may be skewing the results.

After discussing possible reasons for this “bad batch” with the instructor of the course from which the samples were taken, the WAC director recommends the following:

1. Continue to emphasize process-oriented composing. Weight process and scaffolding work (drafts, outlines, etc) higher as part of grading for the project so students see its value/worth in their grade.
2. Have students do more practice reading. Read aloud to students in class and have them practice both summarizing and analyzing what they are assigned to read.
3. Provide writing and researching time as part of class so students can do this work with the support of peers and their instructor in the room; this also allows students to focus with fewer distractions and shows the instructor values writing time.
4. Conference with students during their writing process, ideally after they write a first draft. Give credit for conferences.

These recommendations are intended for all faculty in the program, not only the instructor of the sampling course. It is important to note that the instructor of that course is simply providing samples that are representative of how students have learned to write throughout the full History curriculum. If all instructors follow these recommendations, students are most likely to improve their writing across their History curriculum and demonstrate it in that final course where the samples are acquired.

2021

Based on assessment results of the current curriculum in History, students are *exceeding expectations* for writing in five of seven criteria and *meeting expectations* in another one. In almost all criteria, the highest percentage of students are *meeting expectations* (only in “Mechanics” and “Analysis” did the highest percentage *exceed expectations*). In two areas, Sources and Analysis, scores were raised from *meeting* to *exceeding expectations*.

The student success in writing is most likely due to the amount of writing students are expected to do throughout any program track in this major, as evidenced in curriculum map shown above; the department should be applauded for its commitment to ensuring student success in writing.

Ideally, as seniors graduate from programs at IUP, we'd like the majority of them to exceed expectations in most or all criteria. In particular, faculty in History could look at criteria like "Sources," "Quotations," and "Historiography," where more than half of the students are meeting expectations rather than exceeding. These, too, are concepts that could be scaffolded earlier in students' coursework, and by encouraging students to go to the Writing Center. The Writing Center or WAC program could also facilitate professional development for faculty who are interested in developing ways to teach these concepts specifically in the context of their discipline.

2017

Based on assessment results of the current curriculum in History (before formal WAC curriculum has been implemented) students are *exceeding expectations* for writing in three of seven criteria and *meeting expectations* in another three. In almost all criteria, the highest percentage of students are *meeting expectations* (only in "Mechanics" did the highest percentage *exceed expectations*). The student success in writing is most likely due to the amount of writing students are expected to do throughout any program track in this major, as evidenced in curriculum map shown above; the department should be applauded for its commitment to ensuring student success in writing.

Importantly, students met or exceeded expectations in rhetorical skills (those we consider writing-related) such as organizing their essays, using quotations and evidence, and mechanics; however, most of the writing samples in Criterion 5: Historiography were rated as *emerging* (total "emerging/below expectations" = 59%). Over the next two years (until the next writing assessment), faculty might discuss ways to enrich more of their courses and scaffold earlier coursework (200-level) with discussion of the meaning, importance, and practice of historiography. As a group, the department could develop a sequence for how historiography is taught throughout the major tracks so that by senior year, students are more confidently evidencing its application.

Ideally, as seniors graduate from programs at IUP, we'd like the majority of them to exceed expectations in most or all criteria. In particular, faculty in History could look at criteria like "Organization" and "Evidence," where more than half of the students are meeting expectations rather than exceeding. These, too, are concepts that could be scaffolded earlier in students' coursework, and by encouraging students to go to the Writing Center. The Writing Center or WAC program could also facilitate professional development for faculty who are interested in developing ways to teach these concepts specifically in the context of their discipline.