

Abilene Christian University

Application for a New Course v9

Course ID <i>Subject and Number</i>	HIST 459
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Tracy Shilcutt
2	Course Teacher	Tracy Shilcutt
3	Course Title	Historiography Seminar
4	Course Abbreviation (if title is over 30 characters)	
5	College	CAS
6	Department	History
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	na
11	Maximum number of hours credit	na
12	Explanation for variable credit	na
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	45
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours - Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours - Other (specify)	
14	Instructor Workload	3 hours
15	Grade Mode (check all appropriate):	☐ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	15
17	Catalog Description (50 words or less)	Required capstone course for all HIST BA degrees, research-intensive; counts as a US or non-US course depending upon research focus. Integrates

		instruction and practice in research methodology and interpretation; integrates a connection to the mission of Abilene Christian University through theological reflection related to vocation.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Senior standing, 12 hours of 000-299 HIST, Historical Methods (HIST353), BCORE 3xx, and 12 hours 300-499 HIST; Internship
19	List any co-requisites	Internship
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.	
22	How often will it be offered? Fall	
23a	How often will it be offered? Spring	spring
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	Each spring
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2014
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	YES
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	NO
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This capstone course is required as specified in the Gen-Ed documents
2	Justification State the justification for adding this course to the current curriculum. Represent the need	The history department does not currently offer a course that fits the needed capstone requirements; this course fulfills Gen-Ed capstone requirements

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	This course is a senior seminar designed to help senior-level students further improve skills for interpretation and composition through historiographic investigation, and builds upon the methodological foundation introduced in the Historical Methods course (HIST353). This course allows the senior-level student to demonstrate matured historical processing by developing further observational, critical, analytical and literary capacities. This course will stretch the student's horizons and deepen understanding of historical truths and objectivity through multiple points of view. It equips senior-level students to better acknowledge their own subjectivity within the larger professional discourse.
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		Additionally, this senior capstone course integrates a connection to the mission of Abilene Christian University through theological reflection related to vocation.
2	State the overarching course goal(s) in performance terms.	This course fills the gap in the department's curriculum with respect to the required Gen-Ed capstone. This course helps students further improve skills for interpretation and composition through historiographic investigation; this course will help students understand key concepts about interpretive historical discourse. Additionally, this capstone course integrates a connection to the mission of Abilene Christian University through theological reflection related to vocation.

2. Competencies and Measurements

	Competency	Measurement
1	The student will develop a broad understanding of historiography as a tool of historical scholarship and demonstrate a fundamental understanding of the process of interpreting history.	The student will submit responses to assigned readings, participate in weekly discussions, and express in written and oral forms their evaluation of a significant trend in US or Non-US history.
2	The student will illustrate a basic understanding of the fundamentals of the next stages beyond the BA of the historical profession.	The student will present evidence of professional experiences and skill sets as demonstrated by a resume and internship(s).
3	The student will demonstrate a fundamental understanding of the	The student will express in written form her/his

	historical field as related to vocation and Christian service.	observations of the contextualization of the historical past in relation to Christian vocation.
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3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Mark T. Gilderhus, History and Historians: A Historiographic Introduction

Kate Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations

David Cannadine, What is History Now?

Multiple supplementary items available in Open Class (podcasts, primary source readings, discussion board)

2. For **combined undergraduate/graduate** courses, make two lists:

- a. full publication information; label **Undergraduate**.
- b. full publication information; label **Graduate**. Indicate number of pages required.

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: _____

Course Title: _____

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ _____ 2-8-13
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ☐ Denied ☐ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

Current

BA: HISTORY DEGREE PLAN (HIST)

UNIVERSITY REQUIREMENTS

Please see the University Requirements section of this catalog (page 38).

MAJOR REQUIREMENTS

Lower Level Requirements

HIST 117 Civilization I	(3) ¹
HIST 118 Civilization II	3
HIST 221 American History I	3
HIST 222 American History II	3

Upper Level Requirements

HIST 353 Historical Methods (writing-intensive course)	3
Advanced United States Selections	15
Advanced Non-United States Selections	15

Other Required Courses

GEOG 354 Cultural Geography	3
Sophomore English Literature	3
FLFR, FLGE, FLLA, or FLSP 221, 222	6
Choose one: ART 101, 221, 222, MUSM 230, MUSM 231, MUSM 232, MUSM 233, THEA 220 or THEA 250	(3) ¹
TOTAL	54

¹Hours (in parentheses) may also fulfill university requirements and are not included in total major hours

ELECTIVES

A minor is optional as part of the electives.

Minimum	18
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TOTAL MAJOR HOURS	72
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OTHER GRADUATION REQUIREMENTS

Minimum GPA in major	2.25
Minimum GPA for graduation	2.00
Minimum advanced hours	33
Minimum total hours	128

*Courses numbered 0** do not count in minimum hours required for degree.*

Proposed

HIST 459
Historiography
Seminar

BA: HISTORY DEGREE PLAN (HIST)	
UNIVERSITY REQUIREMENTS	
Please see the University Requirements section of this catalog (page 38).	
MAJOR REQUIREMENTS	
Lower Level Requirements	
HIST 117 Civilization I	(3) ¹
HIST 118 Civilization II	3
HIST 221 American History I	3
HIST 222 American History II	3
Upper Level Requirements	
HIST 353 Historical Methods (writing-intensive course)	3
→ HIST 459 Historiography Seminar	3
Advanced United States Selections	12 15
Advanced Non-United States Selections	15
Other Required Courses	
GEOG 354 Cultural Geography	3
Sophomore English Literature	3
FLFR, FLGE, FLLA, or FLSP 221, 222	6
Choose one: ART 101, 221, 222, MUSM 230, MUSM 231, MUSM 232, MUSM 233, THEA 220 or THEA 250	(3) ¹
TOTAL	54
¹ Hours (in parentheses) may also fulfill university requirements and are not included in total major hours	
ELECTIVES	
A minor is optional as part of the electives.	
Minimum	18
TOTAL MAJOR HOURS	72
OTHER GRADUATION REQUIREMENTS	
Minimum GPA in major	2.25
Minimum GPA for graduation	2.00
Minimum advanced hours	33
Minimum total hours	128
<i>Courses numbered 0** do not count in minimum hours required for degree.</i>	

upon consultation with Eric Gumm re
Banner - we propose this change to
the Catalog Chart.

Abilene Christian University
Spring 20xx
Classroom: ADMINxxx

Syllabus HIST 459
Historiography Seminar

Department of History
MW 3-4:20

Tracy M Shilcutt, PhD
Connections:

Office: ADMIN324

Prerequisite: Senior standing, 12 hours of 000-299 HIST, Historical Methods (HIST353), BCORE 310, and 12 hours 300-499 HIST
Prerequisite/Co-requisite: Internship

MISSION STATEMENTS

The mission of **Abilene Christian University** is to educate its students for Christian service and leadership throughout the world.

The mission of the **Department of History** is to provide a strong academic program designed to prepare students for Christian service through a knowledge of and appreciation for their own heritage and the heritage of peoples throughout the world.

The mission of the **General Education Core** is to introduce students to and engage them in the process of thinking critically, globally, and missionally, preparing them for the rigor of academic excellence and university life at ACU.

HIST 459- Historiography Seminar

This three (3) credit hour course is a research-intensive course required as a capstone experience for all History majors and can count as a US or non-US course depending upon your research focus. This course integrates instruction and practice in research methodology and interpretation to assist students in becoming effective in the discipline of history. This course will help students understand key concepts about interpretive historical discourse. Additionally, this capstone course integrates a connection to the mission of Abilene Christian University through theological reflection related to vocation.

This course is a seminar designed to help students further improve skills for interpretation and composition through historiographic investigation, and builds upon the methodological foundation introduced in the Historical Methods course (HIST353). This course allows the student to demonstrate matured historical processing by developing further observational, critical, analytical and literary capacities. This course will stretch the student's horizons and deepen understanding of historical truths and objectivity through multiple points of view. It equips students to better acknowledge their own subjectivity within the larger professional discourse.

Required Materials:

- 1) Mark T. Gilderhus, History and Historians: A Historiographic Introduction
- 2) Supplementary items available in Open Class (podcasts, readings, discussion board)
- 3) Kate Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations
- 4) David Cannadine, What is History Now?

Expected Student Competencies:

- 1) **Competency:** The student will develop a broad understanding of historiography as a tool of historical scholarship and demonstrate a fundamental understanding of the process of interpreting history.
Evaluation: The student will submit responses to assigned readings, participate in weekly discussions, and express in written and oral forms their evaluation of a significant trend in US or Non-US history.

- 2) *Competency*: the student will illustrate a basic understanding of the fundamentals of the next stages beyond the BA of the historical profession.
Evaluation: The student will present evidence of professional experiences and skill sets as demonstrated by a resume and internship(s).
- 3) *Competency*: The student will demonstrate a fundamental understanding of the historical field as related to vocation and Christian service.
Evaluation: The student will express in written form her/his observations of the contextualization of the historical past in relation to Christian vocation.

Requirements:

- 1) Reading/podcast responses submitted through discussion board in Open Class: Check the calendar for multiple due dates and time deadlines for the response assignment; see assignment details for responses following calendar. As this class is a seminar, you will be expected to prepare for and participate in the discussions online as a prelude to in-class discussions. (40 points toward final grade- 4 points per discussion board prompt)
- 2) Historiographic project: See historiographic project due dates on the calendar; see assignment details following the calendar. Building on the skills that you were introduced to in HIST353 and on the coursework you have completed in upper level History classes, you will choose a topic of interest in consultation with the instructor and then craft an historiographic essay. Components of the historiographic essay include: 1) topic overview; 2) annotated bibliography; 3) historiographic essay; 4) podcast. (45 points toward final grade- see component distribution below)
- 3) Vocation project: See vocation project due dates on the calendar; see assignment details following the calendar. This assignment will demonstrate the ability to think critically about faith and vocation within the discipline of history and will include the following: 1) Updated resume: You will turn in a resume during week one of the course. Once you have received feedback on this resume, you will update it such that it is ready for graduate school submissions and/or job application; 2) an essay that demonstrates the ability to think critically, globally, and missionally about the historical profession through reflection upon your course experiences, and extra-curricular experiences including conference presentations and internships. (15 points toward your final grade- see component distribution below).

Grading:

<u>Value</u>	<u>Scale</u>
Reading/podcast responses 40 points	90-100=A
Historiographic project 45 points	80-89=B
Topic overview 5 points	70-79=C
Annotated bib 10 points	60-69=D
Essay 20 points	0-59=F
Podcast 10 points	
Vocation project: 15 points	
Resume 5 points	
Essay 10 points	
Total 100 points	

Policies:

Attendance and participation: Class attendance and participation are essential elements of a seminar course. Your attendance is required.

Students are responsible for their own participation in class discussions, both on-line and face-to-face. Students who miss more than four (4) class periods will want to confer with the instructor, as that number will be considered excessive. Students who miss more than 20% can be dropped from the course with a "WF." Because the class relies heavily on student preparation and participation, I will ask you to turn any convergence devices off during class time. Because class is discussion oriented your focus on the tasks at hand is imperative. Persistent failure to attend class and/or to engage in class discussion will result in a penalty to the reading/podcast response grade. Students in official university activities (athletics, forensics, band, etc.) will not be penalized, but must provide the official form ONE WEEK in advance.

Late work: Because the class is discussion oriented, assignments should be completed on time. Late work will be severely penalized (25% of total points per assignment).

Academic integrity: Academic integrity is expected from all students regarding all work. Plagiarism is an academic crime and will be treated seriously, as will cheating behavior during exams and quizzes. Minimum penalties for such infractions include a zero for the assignment at hand and a letter to the academic dean. If you have any questions regarding the definition of plagiarism, please ask one of your professors. For more info, see <http://www.acu.edu/campusoffices/provost>.

ADA Compliance Statement: *"Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at 325-674-2667."*

Syllabus is subject to change; any changes will be announced in class and posted in the Open Class environment.

He who forms the mountains creates the wind and reveals his thoughts to humans; He who turns dawn to darkness and treads the high places of the earth- the LORD God Almighty is his name.

Amos 4:13

Course Calendar (*subject to change, all changes will be announced in class):

WEEK ONE: Introduction

Readings (available in open class): Syllabus;

Mark R. Schwehn, "Faith Seeking Historical Understanding," *Fides et Historia* 37:2 (Summer/Fall 2005) 11-21.

Assignment: Respond to Discussion Board prompt re introductions and Schwehn reading; turn in resume.

WEEK TWO: History of the discipline

Reading/podcasts: Gilderhus, Introduction and chapter one.

Assignment: Respond to Discussion Board prompt re Gilderhus readings.

WEEK THREE: Philosophy of Historiography

Reading/podcasts: Cannadine chapter one and Gilderhus chapter two.

Assignment: Respond to Discussion Board prompt re Cannadine and Gilderhus readings; begin work on vocation project: essay.

WEEK FOUR: The historical profession in the 21st century

Reading/podcasts: Gilderhus chapter seven (and postscript) and Cannadine chapter two.

Assignment: Respond to Discussion Board prompt re Cannadine and Gilderhus readings; Vocation essay and resume due; begin work on Historiographic project: clarify topic assignment (using American 17th century Witchcraft as a case study).

WEEK FIVE: Tools of historiography

Reading/podcasts: Cannadine chapters three and four.

Assignment: Respond to Discussion Board prompt re Cannadine readings; topic overview due; clarify annotated bibliography assignment (in-class exercise-understanding how to use reviews).

WEEK SIX: Dissecting the historiographic essay

Reading/podcasts: "1848 Revolutions: Historiography"

Assignment: In class exercise.

WEEK SEVEN: Trends in American historiography

Reading/podcasts: Arkansas history case study.

Assignment: Respond to Discussion Board prompt re Arkansas history case study reading.

WEEK EIGHT: Trends in Latin American historiography

Reading/podcasts: Pablo Picatto, "Public Sphere in Latin America: A Map of the Historiography" and podcast.

Assignment: Respond to discussion board prompt re Picatto reading and podcast; Annotated bibliography assignment due; clarify expectations for historiographic essay.

WEEK NINE: Trends in European historiography

Reading/podcasts: Cannadine, chapter seven and podcast.

Assignment: Respond to discussion board prompt re Cannadine and podcast; historiographic introduction due.

WEEK TEN: Trends in non-Western historiography

Reading/podcasts: Stephen Ellis, "Writings of Contemporary Africa" and podcast.

Assignment: Respond to discussion board prompt re Ellis and podcast.

WEEK ELEVEN: Trends in Ancient historiography

Reading/podcasts: Arnaldo Momigliano, "Greek Historiography" and podcast.

Assignment: Respond to discussion board prompt re Momigliano and podcast.

WEEK TWELVE: Peer Review

Reading/podcast: Turabian, chapter 7.

Assignment: Incorporating quotations and documentation; Historiographic essay due for peer review; clarify podcast assignment and sign up for presentation date.

WEEK THIRTEEN: Graduate school and beyond

Reading/podcast: Alumni podcasts—listen to three.

Assignment: Final historiographic essay due.

WEEK FOURTEEN: Building a resume—practicing history

Reading/podcast: Notes on crafting a resume; Barbara Tuchman essay.

Assignment: in class exercise on resumes.

WEEK FIFTEEN:

Begin podcast presentations.

FINALS WEEK:

Rewrite due at the final for those who participated in peer review; complete podcast presentations

Reading/podcast Response Assignment Details

All reading/podcast materials can be found in Open class under the Reading/podcast tab. Note due dates are given for this assignment in the course calendar. All discussion threads can be found in Open class under the Discussion Board tab; each discussion prompt has been pre-loaded and will open as indicated in Open Class.

Overview:

For this set of assignments, you should look carefully at the multiple due dates. In accordance with the course calendar in the syllabus, you will be reading multiple sources and listening to several podcasts throughout the course. All podcasts have an INITIAL post deadline along with a FINAL post deadline (see Open class). Your ability to meet these deadlines will affect your class-mates' effectiveness in responding. Consider using a calendar upon which to record all the due dates so that you honor your class members. Note that assignments are due on days prior to the day of class discussion on the given topic (initial prompt due two days prior, all responses due one day prior) this is clearly articulated in Open class.

Nuts and Bolts:

1 Read the assignments and listen to the podcast with the discussion prompt in mind. You should formulate an initial response of 100 to 150 words. Please note that outages to myacu are posted in advance. These initial posts will be accepted for a grade one hour beyond the posted due time with a penalty.
2 Following your initial post, there will be a period of time during which your team members can read all posts. For the subsequent posts, you are expected to engage your peers in critical conversation-- You must respond at least ONCE to each of your team member's INITIAL posts AND you must respond to each response on your INITIAL post. Note that I will put you in teams so you will be having these digital conversations with a limited number of classmates, not the entire class. Your engagement should be devoid of any personal attack or inflammatory language. To reiterate: your posts and responses should use language that articulates critical engagement with the argument/comment/critique rather than any personal commentary. We will clarify the assignment during our first class period.

Rubric (4 points for each response):

4 – Superior

The superior initial response demonstrates a high level of understanding of the materials covered in the reading/podcasts. This response uses specific examples and quotes from the readings/podcasts, demonstrating an ability to communicate information and carefully formulated opinions about the material. This well-written and grammatically correct response would articulate points of convergence and divergence between the particular sources. The superior follow up responses critique with evidence the class-mate's initial response. These engagements move beyond simple statements of agreement or disagreement by using the evidence presented in the readings/podcasts.

3– Good

The good initial response demonstrates significant understanding of the materials covered in the reading/podcasts. This response uses specific examples and quotes from the reading/podcasts to support your views. This response might have limited grammar or structural errors, but these issues do not distract from a clear articulation of points of convergence and divergence between the particular sources. The good follow up responses critique the class-mate's initial response but might not use evidence to support opinions.

2 – Weak

The weak initial response shows evidence of thought and effort to communicate but may suffer from omissions or mis-stated use of evidence. This response would tend to summarize rather than comment on significant issues raised by the

readings/podcasts. These responses generally do not use examples or quotes well, and have multiple grammar or structural errors. The weak follow up response rarely engages critically the comments of class-mates.

0-1 Fail

The fail initial response is brief and shows little attention to evidence or quotes. These responses tend to be summaries (as opposed to critical engagement). These responses have multiple grammar or structural errors. The fail follow up response does not engage critically the comments of class-mates, instead uses banal and unsophisticated language.

Historiographic Project Assignment Details

(notice there are multiple components with multiple due dates)

We will have multiple class discussions that elaborate on the methodology and philosophy of historiography. For this multi-component assignment, we will have available, a case study of American 17th century Witchcraft, which clearly models the assignments components below. All materials are available in Open class for your benefit.

Topic Overview (includes preliminary bibliography):

You will choose a topic in consultation with your instructor. Consider history courses you have had in the past and perhaps a particular topic that you wish more fully to understand. You may choose a topic with a U.S. focus or non-U.S focus. You will turn in the following:

- 1) a preliminary bibliography that includes scholarly interpretations (15 monographs or book length studies; 5 journal articles) and primary source materials (5 documents). These resources should relate directly and clearly to your topic statement.
- 2) A 100 to 200 word summary that articulates clearly your chosen topic. You should explain why you chose this topic and speculate on what you think you might find in the historiographic literature. Answer, too, specifically how you think your chosen primary sources will fit into a discussion on your topic.

Annotated Bibliography:

Please note there is a sample Annotated Bibliography in Open class that supports our case study of American 17th century Witchcraft.

- 1) You will use scholarly book reviews to determine the value of each of your sources toward the annotated bibliography. As a way of orientation, we will have an in-class exercise with one such source, Carol Karlsen *Devil in the Shape of a Woman*.
- 2) Once you have looked at multiple book reviews for each of your sources, you will choose 7 monographs or book-length studies, 3 scholarly journal articles, and 2 primary sources to annotate. You must make a copy of each book review that you use, you must have multiple book reviews (more than two) for each monograph or book-length study. A single book review may or may not reveal the issues associated with the historiographic problem.
- 3) You will annotate the 13 sources (as determined in the step above). Formatting must adhere to Turabian. Following the annotations, you should craft a paragraph that indicates your understanding of the historiographic problems presented by the 13 sources presented.
- 4) You must submit your preliminary bibliography with the final product.

Historiographic Essay:

Please note the following style requirements for the essay

- 1) 1 inch margins—check this, the default on left is 1.5
- 2) Cover page according to Turabian (no page number on this page)
- 3) Double space the text
- 4) No title on the first page of text
- 5) Page numbers centered bottom—no name, numbers only
- 6) Footnotes or endnotes as demonstrated in Turabian
- 7) Bibliography

- 8) Turn this essay in as a hard copy with hard copies of all preceding materials (use a sealable envelope)

Instructions:

Using your annotated bibliography as your guide, you should locate all sources, taking copious notes on your chosen topic. An edited version of your introductory paragraph to the annotated bib might serve well as the introduction (see number 3 in the annotated bib assignment). Recall that there is a sample historiographic essay in Open class on Witchcraft, which can help guide your understanding of the elements involved.

Note that your essay should have an introduction and a conclusion; that the body of your essay should develop the way(s) by which the annotated bib supports your introduction.

The superior essay (18-20 points) will perceptively and fully develop the topic. There will be a clear, narrow, and focused thesis fully supported by the body paragraphs. The body paragraphs will have excellent structure and supporting detail. It will show impressive stylistic control using accurate, sophisticated and impressive language. The vocabulary should express ideas with unusual precision and this essay will use varied sentence structure to communicate complex ideas. There will be few, if any, errors in grammar, punctuation, or usage of standard English.

The passing essay (13-17.99 points) will be an adequate to good response to the topic. The ideas will be somewhat insightful and moderately developed with an adequate and somewhat focused thesis. Most paragraphs will have a controlling idea, a clear paragraph structure, and adequate supporting detail. The essay will have a moderately clear style with an adequate range of word choice, good tone, and some sentence variety. The paper will demonstrate a moderate command of standard English where errors in grammar, punctuation, and usage do not interfere with the message of the essay.

A failing essay (less than 13 points) will be an inadequate response to the assigned topic because of the following: a controlling idea is absent or unclear; the controlling idea is not sufficiently supported; ideas are confused or disconnected; the body paragraphs have serious structural problems. Additionally, should the essay have an ineffective style, limited word choice, poor sentence structure or major (repeated) errors in grammar or punctuation, this essay will receive a failing grade.

Podcast

The central understanding of the historiographic project is that historians and other scholars look at any given topic from multiple perspectives. For this component historiographic project, you will create a podcast (audio or video) of seven to ten minutes in length based on the following prompt:

Considering your historiographic topic as analyzed in your historiographic essay, make sure you can clarify the different perspectives. Then create a podcast that comments on the following:

- *Life of the Mind*. What is it about the process of critically examining an issue that challenges or stimulates you? How have the different ways of knowing (sciences, theology, social sciences, arts, etc.) provided ways for you to engage this topic?

NOTE CAREFULLY: You are not reading your essay as the podcast- you are analyzing the historiographic topic based on the prompt above.

You will sign up for a presentation time during which your professor and classmates listen and respond to your podcast. On the day of the presentation, you will introduce and then play your podcast. You will turn in:

- 1) the script for your podcast on the day that you present.
- 2) a digital copy of the podcast on the day that you present.

Rubric:

The superior podcast (9- 10 points)-should be a minimum of 7 minutes long and a maximum of 10 minutes. This podcast will show evidence that the script is well-written, clearly not impromptu, free from grammatical errors and demonstrates an in-depth analysis of the topic. This podcast will have superior audio quality, clearly indicating that it was recorded in a studio environment and was well edited. This podcast clearly articulates a response to the prompt with well-supported evidence.

The good podcast (8-8.99 points)- should be no shorter than 6 minutes and thirty seconds. This podcast will show evidence that the script was clearly written ahead of time, with few grammatical errors, but it will be lacking in the depth of the superior podcast. This podcast may have been recorded in a studio environment, but may not have been edited well. This podcast references the prompt but lacks in depth regarding evidence.

The weak podcast (6-7.99 points)- would be no less than 5 minute and thirty seconds. This podcast would seem to be more impromptu, with the student verbally working through the concepts as they are speaking, however, the ideas would seem thought out ahead of time, even if the script itself is impromptu. It should still have some of the needed depth of ideas and would clearly respond to the prompt.

The fail podcast (5.99 and less) would be less than 5 minutes. This podcast might reference the prompt, but would seem wholly impromptu. The student would not have prepared the ideas ahead of time; this podcast would lack any depth of ideas.

Vocation Project Assignment Details

This assignment allows you to think critically about faith and vocation within the discipline of history. This project has two components:

- 1) Updated resume: Step one: During Week One, you will turn in a resume as a hard copy. Step two: Once you receive feedback on the resume, you will update it such that it is ready for graduate school submissions and/or job application (due Week four). I strongly encourage you to take advantage of multiple venues on campus as you construct the updated resume including, but not limited to, the Career Center and the Writing Center. This element of the project is worth 5 points. All five points will be awarded upon completion of both steps.
- 2) Vocation essay: This essay allows you to reflect critically, globally, and missionally about the historical profession through reflection upon your ACU course experiences as well as extra-curricular experiences including conference presentations and internships. This essay is worth 10 points.

Essay Rubric:

The superior essay (9-10 points) should be a minimum of 750 words and will show evidence of academic connections between the liberal arts core curriculum, history courses, and extra-curricular activities. This essay would also make connections to questions of faith with regard to coursework, extracurricular activities, and the larger historical profession.

This essay will be fully developed with a clear, narrow, and focused thesis fully supported by the evidence. It will show impressive stylistic control using accurate, sophisticated and impressive language. The vocabulary will use varied sentence structure to communicate complex ideas. There will be few, if any, errors in grammar, punctuation, or usage of standard English

The passing essay (6-8.99 points) will be a minimum of 750 words and will show evidence of academic connections between the liberal arts core curriculum, history courses, and extra-curricular activities. This essay would also make connections to questions of faith with regard to coursework, extracurricular activities, and the larger historical profession. The passing essay is an adequate to good response to the topic. The ideas will be somewhat insightful and moderately developed with an adequate and somewhat focused thesis. Most paragraphs will have a controlling idea, a clear paragraph structure, and adequate supporting detail. The essay will have a moderately clear style with an adequate range of word choice, good tone, and some sentence variety. The paper will demonstrate a moderate command of standard English where errors in grammar, punctuation, and usage do not interfere with the message of the essay.

A failing essay (less than 6 points) will be an inadequate response to the assigned topic because of the following: length, weak connections between the liberal arts core curriculum, history courses, and extra-curricular activities; a controlling idea is absent or unclear; the controlling idea is not sufficiently supported; ideas are confused or disconnected; the body paragraphs have serious structural problems. Additionally, should the essay have an ineffective style, limited word choice, poor sentence structure or major (repeated) errors in grammar or punctuation, this essay will receive a failing grade.

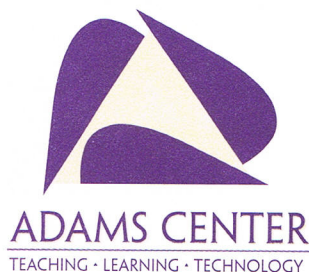
ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: November 19, 2012
TO: Dr. Tracy Shilcutt
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for HIST 459: Historiography Seminar

After reviewing the course application, the library is able to support the proposed course. Thank you for letting the library review the course application.



November 15, 2012

Abilene Christian University • ACU Box 29201
Abilene, Texas 79699-9201

Dr. Tracy Shilcutt
ACU Box 28130
Abilene, TX 79699-8130

Dear Tracy:

Thank you for taking time with me today to discuss the history capstone course HIST459 Historiography Seminar which you and the rest of the History Department have developed as a new course proposal. I appreciated learning how this class fits not only with the General Education requirement for capstone courses, but also fills a need for History majors to be better equipped in their discipline for further education at the graduate level.

As we discussed, your syllabus and project assignment details/rubrics are very well written. They provide excellent guidance for students as they prepare for and participate in the course. A few small edits are needed to include syllabus checklist details, but otherwise the syllabus is ready for next steps in the course approval process.

The instructional design team in the Adams Center is always willing to work with you and the rest of the faculty in the Department of History as you prepare to teach this course in 2014. Please don't hesitate to contact us if we may be of service.

Blessings,

A handwritten signature in black ink, which appears to read 'Mindi Thompson'. The signature is fluid and cursive, with a long horizontal line extending to the right.

Mindi Thompson
Director of Instructional Design
Adams Center for Teaching Excellence

Memo: Capstone for the English Major

Studies in World Literature (ENGL 499)

Dr. Stephen R. Weathers, Associate Professor

The Capstone Committee has established three absolutely essential products for any course deemed a capstone course by the relevant department:

The student learning outcomes for the senior-year integrative capstone may be accomplished using a wide variety of assignments, projects, internships, research, performances, presentations, or other products; however, the following products are required of each senior-year integrative capstone and will contribute to the calculation of grades:

1. A required paper with a minimum length of 2000 words (approximately 7 pages) and worth a minimum of 10% of the assessment for the course in which it is included. This paper provides an opportunity for a summative assessment of the student's information literacy skills, including the proper citation of a minimum of 5 appropriate sources that support their research. Options to satisfy this prompt include, but are not limited to, a traditional research paper; a evaluative/reflective essay that accompanies a creative or scholarly work (such as a senior art show or recital), describing elements of the creative process; or a business plan that incorporates market research and analysis with the proposal of a specific entrepreneurial venture.
2. An assignment that demonstrates the student's ability to think critically about faith and vocation as it is expressed in a particular discipline met by a course or experience in the students' degree plan or major.
3. A comprehensive skills and accomplishments inventory reflecting the student's scholarship (research and creative activities), accomplishments, co-curricular activities, service, leadership, internships, integrative thinking, knowledge, etc.

1. My major paper requirement is greater in its minimum length and more extensive in its research base than the description drafted by the capstone committee, appearing as #1, above, in the list of essential capstone products. (See syllabus, page 8-9, "Research paper")

2. My reflective paper, the shorter of the two described in the syllabus, includes a required faith-and-vocation segment--once more, in keeping with the capstone demands, appearing as #2, above, in the list of essential capstone products. (See syllabus, page 7, "Reflective paper")

3. My assignment of the Self-Inventory Journal, requiring students to inventory their scholarship (research and creative activities), accomplishments, co-curricular activities, service, leadership, internships, integrative thinking, knowledge, etc., is intended to meet the demands of #3, above, in the list of essential capstone products. (See syllabus, pages 7-8, "Self-inventory journal")

In keeping with the committee's guidelines, moreover, I have inserted a section in the syllabus on student-learning outcomes and their means of achievement or demonstration, detailing the individual outcomes required of all students enrolled for the course, as well as the means of demonstration for each. (See syllabus, page 3, ""Student-learning outcomes and means of achievement/demonstration")

Approval Chart for Curriculum Changes

A = Approval

I = Information*

Course Number _____ or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

COUNCIL**

	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A		I			I	I
2.	Description (not affecting content)	A	A	A		I			I	I
3.	Content (substantive change)	A	A	A		I			A	A
4.	Number of hours (lecture, lab, contact)	A	A	A		A			A	A
5.	Course number within the hundred	A	A	I		I			I	I
6.	Course number beyond the hundred	A	A	A		A			A	A
7.	Prerequisites	A	A	A		I			I	I
8.	Course fee(s)	A	--	A		--			A	I
9.	From U to G <i>or</i> G to U	A	A	A		A			A	A
10.	Cross list with another dept: U or G level	A	A	A		A			A	A
11.	Department of record	A	A	A		A			A	A
12.	Open or close a course	A	A	A		A			A	A
13.	New course — See Adams Center for packet. This change includes combining or splitting a course(s).	A	A	A		A			A	A

* Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

**Courses offered only to students seeking teacher certification must go through the Teacher Education Council.

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

Approval Chart for Curriculum Changes

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	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	COUNCIL			Provost	Faculty	President
						UGEC	UUAC	GRAD			
1.	University Requirements — Change in approved course content**	A	A	A		A			A	--	A
2.	University Requirements — Add or drop a required course from the University Requirements chart**	A	A	A		A			A	A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements**	A	A	A		A			A	--	A
4.	University Requirements — Change hours within a menu on the University Requirements chart**	A	A	A		A			A	A	A
4.	Major — Revision of major ♦ ‡	A	A	A		A			A	--	A
5.	Major — Adopt or change admission requirements	A	A	A		A			A	--	A
6.	Major — Add or discontinue	A	A	A		A			A	A	A
7.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A	A
8.	Minor — Revise course selection	A	A	A		I			I	--	I
	Minor — Add or discontinue	A	A	A		A			A	--	A
9.	Degree — Add or discontinue	A	A	A		A			A	A	A
10.	Any change to a graduate degree program*	A	A	A		A			A	--	A

♦ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

‡ Program or course changes applying to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

* All graduate degree plan changes must go through the Graduate Council.

** Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and corequisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

Note: The Board of Trustees is informed when a major or degree is added or discontinued.

Revised 4-18-12

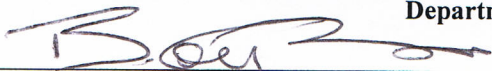
Approval Chart for Academic Information Changes

	Change to the Catalog	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	General requirements for graduation including course requirements that are common to all majors for all degrees*	--	--	--		A		A	A	A	--
2.	Admission requirements	--	--	--		A		A	A	A	--
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A	--
4.	Requirements for graduating with honors	--	--	--		A		A	A	A	--
5.	Other academic policy changes	--	--	--		A		A	--	A	

* The UUAC approved the clarification that "general requirements for graduation" means the seventeen items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-2-11

Department/School Chair(s)



Signature

2/18/13

Approval date

Signature

Approval date

College Academic Council(s)

Signature

Approval date

Signature

Approval date

Dean(s)

Signature

Approval date

Signature

Approval date

Teacher Education Council

Chair's signature

Approval date

General Education Council

Chair's signature

Approval date

Undergraduate Academic Council

Chair's signature

Approval date

Graduate Council

Chair's signature

Approval date

Provost

Signature

Approval date

Faculty

Chair of faculty senate

Approval date

President

Signature

Approval date