This course is a continuation of History 84000. Students will develop and complete the research project begun in the fall by turning their prospectuses into monographs of publishable quality.

You will develop the ability to: (1) identify, analyze, and summarize succinctly the significance of relevant primary and secondary sources; (2) craft an original historical argument; (3) produce a well-organized and well-written research paper of publishable quality; (4) offer constructive critiques of peer work in writing and verbally; (5) identify peer-reviewed scholarly journals appropriate to your work and understand and navigate the submission process; and (6) present your work effectively to an audience at a scholarly conference.


*(Nb: *Writing Your Journal Article in Twelve Weeks* requires you to write information and answers in various boxes and forms in the book. If you bought the e-book or want to preserve your book without marks, however, you can use the pdf forms accessible here:*  
https://wendybelcher.com/writing-advice/workbook-forms/)*


(More important information follows the Course Schedule)

**Course Schedule:**

*(Note: in addition to each class meeting’s planned activities, I will endeavor to set aside some time for informal discussions of any issues, problems, questions, ideas, etc. – individual or collective - related to your research and writing and/or to matters relevant to your intellectual and professional development as scholars and teachers)*

**Jan. 27:** Course introduction: writing as a process and a discipline

All students will present a brief summary of their research topics and the main suggestions for improvement they received from Professor Sneeringer and from their individual advisers on the prospectuses written last term.

- Read Belcher’s workbook Introduction and Chapter 1, pages 14-24 and complete the exercises on pages 15, 16, and 17.

**Feb. 3:** Designing your plan for writing

- Read Belcher workbook Introduction and Week 1: Designing Your Plan for Writing (pages 24-59), filling out the boxes and forms, and doing all the tasks, day by day.
- Fill out your “Week 1 Calendar for Actual (Not Planned) Writing” each day.
- **Bring to class:** your filled out workbook and your filled out calendar
Feb. 10: Advancing your argument

- Read Belcher Week 2: Advancing Your Argument, filling out the boxes and forms and doing the Days 1-5 tasks (pages 60-88).
- Prepare a one-minute elevator talk on the central question and hypotheses (or, if applicable at this point, the argument) of your article.
- Bring to class: your filled out workbook and your filled out calendar. Come prepared to discuss your experience with the week’s tasks and, if applicable, how you worked with each other.

Feb. 24: Abstracting your article

- Continue to revise your article around your argument, using Week 2.
- Read Belcher Week 3: Abstracting Your Article (pages 90-110), doing the tasks of reading published abstracts and journal articles, drafting a provisional abstract, and filling out the forms and checklists. Don’t do the Day 5 task (pages 107-108), as you will be doing that one in class.
- Be prepared to report on the published abstracts and journal articles you read.
- Bring to class: your filled out workbook and enough printouts of your abstract to share with everyone (including me).

March 2: Selecting a journal

- Continue to write and revise around your argument.
- Read Belcher Week 4: Selecting a journal, doing the tasks of searching for and studying journals. Make sure to fill out the Journal Evaluation Report on at least one journal.
- Email your top three journal choices to me by the fourth class session and be prepared to present on them in class.
- Bring to class: your filled out workbook and a printout of at least one journal evaluation report.

March 9: Refining your works cited

- Read Belcher Week 5: Refining Your Works Cited, doing the tasks of evaluating your citations, identifying any needed other works, identifying your entry point, and revising your related secondary literature review.
- Bring to class: your filled out workbook and printouts of your related literature review.

March 16: Crafting your claims for significance

- Revise your literature review, based on class feedback.
- Read Belcher Week 6: Crafting Your Claims for Significance, doing all the tasks except the So What? Exercise, which you will do in class (but make sure you read about the exercise and prepare accordingly).
- Email three claims for significance to me by class time.
- Bring to class: your filled out workbook.
March 23: Analyzing your evidence

- Insert your new claims for significance into your article.
- Read Belcher Week 7: Analyzing Your Evidence, doing the tasks of highlighting the evidence in your article with various colors, analyzing the quality of evidence, and beginning to collect more if needed and possible.
- Create and bring a seven-slide PowerPoint presentation overview of your article, with one slide per the following: title, research context (lit. review), argument, claim(s) for significance, research design/method, evidence/findings, and conclusion. Be prepared to make a five-minute presentation with it.
- **Bring to class: your filled out workbook and your PowerPoint presentation on your article**

March 30: Presenting your evidence

- Revise article based on class discussion about your evidence and argument.
- Read Belcher Week 8: Presenting Your Evidence, doing the tasks of filling out the forms and revising your evidence.
- Submit the draft of your entire article electronically to me by class time.
- Bring a print out to class for the exchange exercise.
- **Bring to class: your filled out workbook and a print out of your entire article as it stands**

April 6: Strengthening your structure

- Revise article based on class discussion about your presentation of evidence.
- Read Belcher Week 9: Strengthening Your Structure, doing the tasks of outlining a published journal article, making a post-draft outline of your article, and starting to restructure your article as needed.
- Prepare a PowerPoint Presentation of the post-draft outline of your article. Keep the description of each section brief, so that you can get the whole outline on one or two slides but without the font size going below 14 points.
- **Bring to class: your filled out workbook and your presentation of your outline**

April 20: Opening and concluding your article

- Revise article based on class discussion about your outline and structure.
- Read Belcher Week 10: Opening and Concluding Your Article, doing the tasks of revising your title, introduction, abstract, and conclusion.
- **Bring to class: your filled out workbook and your title**

April 27: Editing your writing

- Insert revised title into your article.
- Read Belcher Week 11: Editing Your Sentences, and do the tasks, including running the Belcher Diagnostic Test on your article, highlighting it with various colors, and beginning to revise your article accordingly.
- Email me 1-3 sentences from your article with a lot of highlighting in different colors (at least three colors, the more the better).
• Bring to class: your filled out workbook and a printout of one highlighted page from your article

May 4: Conference presentations
May 11: Conference presentations

Final paper due May 17

These are the seminar’s rules:

1.) Class begins promptly at 4:15. Please do not be habitually late.
2.) Do not miss a seminar meeting without an acceptable explanation. If you miss as much as one class meeting without explanation, I reserve the right to ask you to withdraw from the seminar or accept a failing grade.
3.) Do not miss a deadline. One missed deadline without advance explanation will result in no grade for that particular assignment. More than one and you will not receive a passing grade for the seminar.

Your final grade will be calculated as follows:

Weekly assignments & regular participation in class discussions & activities: 50%
Conference presentation assignment: 20%
Final paper: 30%

NOTE: I will not grant “incompletes” (INC’s) for this course.

The grading scale for ALL course grades is as follows:

90-100% = A
80-89% = B
70-79% = C
60-69% = D
below 60% = F

The University’s policy on academic integrity:

The faculty and administration of CUNY support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity policy can be found at http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/

If I have determined that you have committed plagiarism, you will receive a failing grade for the course.

Counseling Services:

The Wellness Center Student Counseling Services offers short-term individual and group counseling and psychotherapy, couples counseling, consultation and referral services, and a variety of programs and workshops relevant to graduate student life. These services are confidential and available free of charge to matriculated students registered at the GC. For more information: https://www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Health-Wellness/Counseling-Services